

Spring Branch Independent School District
Hollibrook Elementary School
2018-2019 Campus Improvement Plan



Mission Statement

Hollibrook Hornets work hard to create a safe and positive environment to achieve excellence in teaching and learning.

Vision

By 2019 Hollibrook Elementary will be a premier school where students and teachers excel in academic achievement, leadership and technology.

Value Statement

Every Child

We put students at the heart of everything we do.

- Every child. Every day. Every minute. Every way.
- What's Best for the Child Drives the Decision
- Infinite Possibilities Through Education

Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

- Surpass Expectations
- Everyone's Work Matters

- Diversity Makes Us Stronger

Collaborative Spirit

We believe in each other and find joy in our work.

- Each of Us is Committed to All of Us

- Together We're Better

- Assume the Best

Limitless Curiosity

We never stop learning and growing.

- Empowered to Innovate

- Tenaciously Embrace Challenges

- Unleashed Potential

Moral Compass

We are guided by strong character, ethics and integrity.

- Personal Responsibility

- Kindness and Mutual Respect

- Trustworthiness

Comprehensive Needs Assessment

Demographics

Demographics Summary

There have been no major changes in our enrollment profile with the exception of an increase in recent immigrant students enrolling over the past two years. Hollibrook's student profile continues to be represented by 99% of our students being Hispanic with the remaining 1% distributed between African Americans, American Indian, or two or more other races. A little over 98% of our students are economically disadvantaged and 92% are LEP. Most of our students (96%) are at-risk and we have on the average a 16% mobility rate which is a slight decrease from last year. We have a high number of homeless students (more than 60 students) and the highest number of newcomers (over 90 students).

Demographics Strengths

The LEP and mobility percentages have maintained their current levels.

Hollibrook has only one ethnic group to focus on which is an advantage due to instruction focusing on English Language Learners who are transitioning from Spanish.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Low SES demographic limits student experiences and vocabulary and background knowledge **Root Cause 1: Poverty** **Root Cause:** Poverty

Problem Statement 2: Parent academic support is low **Root Cause:** Parents' Limited schooling, monolingual Spanish, and lack of knowledge on US education system.

Problem Statement 3: Students at HBE lack foundational literacy building blocks that impacts Reading progress. **Root Cause:** Language barriers, social economic challenges (Low SES 98%), homeless status, recent immigrant status (2017-2018 newcomers were 18%), and mobility rate of 18.6% for 2017-2018.

Student Academic Achievement

Student Academic Achievement Summary

Hollibrook did not meet standard on the 2015-2016 state accountability system and was labeled an Improvement Required school for 2016-2017. In 2016-2017 and 2017-2018 Hollibrook met all 4 indexes for State Accountability. Hollibrook has been out of Improvement Required for 2 consecutive years and is no longer on the school improvement list for 2018-2019.

We will continue to close student academic gaps through interventions. Hollibrook is a homogeneous group and there is little to no gap between the performance of the whole group and the ethnic (Hispanic) sub-group or the Economically Disadvantaged sub-group. We do not see a bigger gap between genders and the LEP population. The LEP data indicates students are not achieving required levels in the development of the English language (TELPAS) and this impacts student achievement in Literacy.

Student Academic Achievement Strengths

Hollibrook Elementary has shown improvement in all content areas for two consecutive years. 2017- 2018 STAAR improvements: STAAR Reading improved 2 percentage points, STAAR Writing improved 11 percentage points, Math STAAR improved 6 percentage points, and Science STAAR improved 2 percentage points. Domain 2 Rating was the highest in all Elementary schools for Spring Branch ISD with 76%.

Students attendance is at 95.60%.

Students continue to increase transition to English, evidence in DRA levels for all students Kinder through 5th.

Students are making progress through Tier 2 and Tier 3 interventions provided by Interventionist assigned to each grade levels.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: HBE STAAR Reading composite 3rd-5th grades was 54% which is below district average. **Root Cause:** Quality rigorous instruction in classroom is not aligned to STAAR.

Problem Statement 2: Assessment rigor in the classroom is not aligned to STAAR. **Root Cause:** Teachers grades are based mostly on classroom group work. Fewer grades were collected on independent STAAR aligned assignments.

Problem Statement 3: Students have large deficits with writing in English with correct sentence syntax and grammar rules. **Root Cause:** Oral language

ability in English is limited due to delayed language acquisition.

Problem Statement 4: Students struggle with reading in the primary grade levels when transitioning from Spanish to English **Root Cause:** Lack of teachers' phonics pedagogy and knowledge how to teach English as a second language.

Problem Statement 5: Late identification of students in need of intervention and support at TIER 2 and TIER 3. **Root Cause:** No fidelity by teachers to follow the RTI model.

Problem Statement 6: Students have large deficits in Reading Fluency. **Root Cause:** Students lack exposure to Literature and motivation to read independently for different purposes.

School Processes & Programs

School Processes & Programs Summary

In 2016 we earned an \$8 million TTIPS Grant. This has allowed us to hire 7 interventionists and 2 teacher facilitators to assist us with tutoring students and providing quality intervention.

For the 2018-2019 school year, Hollibrook will have (8) new ELA teachers and (1) New Math Teacher due to maternity, marriage, relocation, and retirement. All 9 new teachers are highly qualified and are ESL certified.

In the past 3 years little progress has been made in Reading Instruction and Student Achievement on the Reading STAAR test. New Hiring process and questions asked in interviews have been put into place to secure adequate teacher candidates through display of their pedagogical knowledge.

School Processes & Programs Strengths

A lot of support will be provided to all grade levels this year in the form of interventionists, specialists and the administrative staff. Team planning expectations are put into place to insure TEKS and data driven lessons. Staff development and training will take place during faculty meetings, early dismissal days, and PLCs every 6 days. Second, third, fourth and fifth grade levels are departmentalized to draw on the strengths of the teachers. Administrative presence at all planning meetings is critical to the success. One LEP Assistant was assigned to each of the primary grades. The team scheduled the LEP Assistant to support each team member based on needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teacher success in student academic achievement is not meeting campus expectations. **Root Cause:** Demographics of 98.3% Low SES, 87.8% LEP students, and 18.6% mobility rate demands for teachers who are specialized in promoting academic success in ELLs.

Problem Statement 2: Teacher instructional quality, efficacy, and skills vary as seen in their student growth. **Root Cause:** Teacher instructional strategies and delivery varies based on their own experiences with different student populations.

Perceptions

Perceptions Summary

All 3rd-5th Grade students, parents, and teachers were given the Panorama survey to measure School connectedness.

The survey results show 86% as our measure of success overall.

- School belonging 85%
- School climate 84%
- School rigor expectations 91%
- School safety 80%
- school teacher-student relationships 92%

Students attendance at Hollibrook remains at 95.60%. Analysis of our attendance demonstrated for 2017-2018 a total of 1758 tardies due to parents that work several jobs or work overnight.

Perceptions Strengths

Common school expectations have been put into place to help with school culture and climate. For the 2017-18 school year faculty and students were trained on Project Class for a school-wide implementation and weekly support was provided from the program. This provided a norm of common expectations for all students and staff to follow.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Our students do not think they can achieve and be successful academically. **Root Cause:** Students' academic needs, language barriers and social economical challenges along with our students having faced failures and disappointment in their lives.

Problem Statement 2: Teacher attendance is not meeting campus expectations. **Root Cause:** Taking extra days to extend a given holiday.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data

- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, progress, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RTI) student achievement data
- Dyslexia Data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

- Action research results

Goals

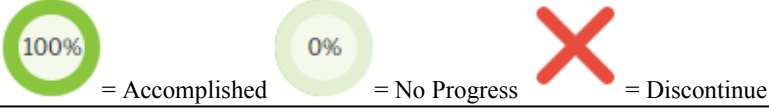
Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.

Performance Objective 1: Student Achievement: By June 2019, at least 70% of K-5th students will meet or exceed growth expectations on MAP.

Evaluation Data Source(s) 1: MAP
Benchmarks

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 1) Implement Testing protocols to allow for uninterrupted and monitored testing time.	2.4, 2.5	Teachers, Teacher facilitators, interventionists, administrators	Validity of data Intervention support Data digs			
	Problem Statements: Student Achievement 5 - Curriculum, Instruction, and Assessment 1					
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 2) Provide trainings for teachers during PLC and planning times. This will support effective instructional strategies such use of ESL strategies, Small group instruction, and Skill development.	2.4, 2.5, 2.6	Teachers Administrators Teacher Facilitators Interventionists	MAP STAAR Teacher observations Campus walkthroughs Professional Development reports			
	Problem Statements: Student Achievement 1, 2, 4 - Curriculum, Instruction, and Assessment 1, 2 - Technology 2 Funding Sources: 199 PIC 11 - Instructional Services - 500.00					
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 3) Students will track their progress toward individual goals for all content areas. Student- teacher conferences will be held to discuss academic progress.	2.4, 2.5, 2.6, 3.2	Teachers Teacher Facilitators Interventionists Administrators	Increased benchmark scores Students setting new goals Teachers monitoring progress			
	Problem Statements: Demographics 1, 2 - Student Achievement 1, 6 - Parent and Community Engagement 1, 3 Funding Sources: 211 - Title I, Part A - 2000.00					

Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 4) Each semester students with A's and B's will be awarded certificates and incentives.	2.4, 2.5, 2.6, 3.2	Teachers Administrators Teacher Facilitators Interventionist	Students monitoring their own progress Increased benchmark scores Increased student motivation Teachers tracking students' progress			
	Funding Sources: 199 PIC 30 - At Risk School Wide SCE - 500.00					
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 5) Provide teacher trainings to support accelerated learning through small group instruction providing increased rigor.	2.4, 2.5, 2.6	Teachers Teacher Facilitators Administrators interventionists	Students monitoring their own progress Increased benchmark scores Increased student motivation Teachers tracking students' progress			
	Problem Statements: Student Achievement 1, 2 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3 Funding Sources: 199 PIC 11 - Instructional Services - 1000.00					
						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Low SES demographic limits student experiences and vocabulary and background knowledge Root Cause 1: Poverty
Problem Statement 2: Parent academic support is low Root Cause 2: Parents' Limited schooling, monolingual Spanish, and lack of knowledge on US education system.
Student Achievement
Problem Statement 1: HBE STAAR Reading composite 3rd-5th grades was 54% which is below district average. Root Cause 1: Quality rigorous instruction in classroom is not aligned to STAAR.
Problem Statement 2: Assessment rigor in the classroom is not aligned to STAAR. Root Cause 2: Teachers grades are based mostly on classroom group work. Fewer grades were collected on independent STAAR aligned assignments.
Problem Statement 4: Students struggle with reading in the primary grade levels when transitioning from Spanish to English Root Cause 4: Lack of teachers' phonics pedagogy and knowledge how to teach English as a second language.
Problem Statement 5: Late identification of students in need of intervention and support at TIER 2 and TIER 3. Root Cause 5: No fidelity by teachers to follow the RTI model.
Problem Statement 6: Students have large deficits in Reading Fluency. Root Cause 6: Students lack exposure to Literature and motivation to read independently for different purposes.
School Culture and Climate
Problem Statement 1: Our students do not think they can achieve and be successful academically. Root Cause 1: Students' academic needs, language barriers and social economical challenges along with our students having faced failures and disappointment in their lives.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Teacher success in student academic achievement is not meeting campus expectations. Root Cause 1: Demographics of 98.3% Low SES, 87.8% LEP students, and 18.6% mobility rate demands for teachers who are specialized in promoting academic success in ELLs.

Problem Statement 2: Teacher instructional quality, efficacy, and skills vary as seen in their student growth. **Root Cause 2:** Teacher instructional strategies and delivery varies based on their own experiences with different student populations.

Curriculum, Instruction, and Assessment

Problem Statement 1: 54% of students met minimum standards (Approaches) on 2018 Reading STAAR in 3rd-5th Grades. **Root Cause 1:** Teachers do not know how to scaffold the language instruction to meet the needs of their students.

Problem Statement 2: 61% of students in 4th Grade met minimum standard (Approaches) in 2018 Writing STAAR. **Root Cause 2:** Lack of a consistent and rigorous Writing Framework that is aligned to state standards.

Problem Statement 3: DRA levels in primary grades do not reflect adequate growth in 2nd Language (English). **Root Cause 3:** No official phonics curriculum that teaches the English phonics rules.

Parent and Community Engagement

Problem Statement 1: Parents request additional support and training on how to help their children at home with school work. **Root Cause 1:** Many of our parents lack a formal education and did not graduate from high school. Many of parents are not educated in the United States.

Problem Statement 3: Consistent communication with parents is limited. **Root Cause 3:** No school-wide communication resource identified to communicate with parents.

Technology

Problem Statement 2: Istation data not truly reflecting student ability and progress. **Root Cause 2:** Lack of fidelity of Istation Program and all components.

Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.

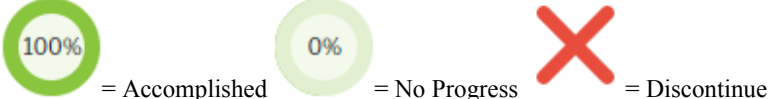
Performance Objective 1: By June 2019, at least 88% of 3-5 graders will respond favorably on Climate & Culture on the Panorama survey.

Evaluation Data Source(s) 1: Panorama Survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>1) Consistently implement Project Class strategies school-wide</p>	2.4, 2.6	Teachers Teacher Facilitators interventionists Administrators Counselor CIS	Increased Panorama survey scores Provide social & emotional support for students in need. Teachers will refer students when needed.			
Problem Statements: Student Achievement 6 - School Culture and Climate 1						
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>2) Hallways in all areas of the building will display college flags and each month a different college will be featured on a bulletin board in the hallway</p> <p>Increased in student awareness of college paths Monthly bulletin board display</p>	2.4, 2.5, 2.6	Counselor CIS Administrators Teachers	Increase in students knowledge of colleges, End of year individualized student T-2-4 grade. Increase students higher education awareness. Increase students knowledge of career options and interest in education after high school.			
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>3) Teachers will have a college corner in classroom displaying where they went, diploma (copy) picture, mascot, flag</p>	2.4, 2.5, 2.6	Teacher	Increase student knowledge of college, pride in college, higher education			

<p align="center">Comprehensive Support Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>4) Weekly careers discussed from all T-2-4 and military with visual display in main hallway to get students interested and think broader.</p>	2.4, 2.5, 2.6	Administrators Teachers Counselor CIS	Increase student knowledge of career options and interest in education after high school			
<p align="center">Comprehensive Support Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>5) Mentoring Continue seeking mentors for our students who are identified as under performing or at risk of failing. Mentors will meet regularly with their mentee to build a positive relationship by engaging in ongoing activities through the school year.</p>	2.4, 2.5, 2.6	CIS Counselor Administrators	Panorama Survey			
<p align="center">Comprehensive Support Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>6) Parent education events will be held throughout the school year. These include curriculum nights, STAAR nights, Fine Arts Performance, Literacy/library night, Coffee with the Principal, 5th grade promotion ceremony, musical programs, etc,</p>	2.6, 3.1, 3.2	Administrators Teachers Counselor CIS Bilingual Communication Specialist	Master schedule of events, newsletters, agendas, attendance rosters			
<p>Problem Statements: Demographics 2 - Parent and Community Engagement 1, 2, 3 Funding Sources: 211 - Title I, Part A - 3128.00, 199 PIC 99 - Undistributed - 559.00</p>						
<p align="center">Comprehensive Support Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>7) Parent Education events will be held for parents to assist their children at school and home for academic success. Implement the Latino Literacy Project.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Bilingual Communication Specialist Counselor CIS	Classes held - Class Evaluation Sheets			
<p>Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1</p>						
<p align="center">Comprehensive Support Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 3 CSF 6</p> <p>8) School mission will be posted in every classroom and recited daily by staff and students.</p>	2.4					
<p>Problem Statements: School Culture and Climate 1</p>						

Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6	2.6	Administrators Teachers Staff Counselor	decrease in misbehavior, increased Panorama Index Increased school connectedness			
	9) Continue PBIS "gotcha tickets" for following expectation and going above & beyond. Funding Sources: 199 PIC 30 - At Risk School Wide SCE - 1000.00					
						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Parent academic support is low Root Cause 2: Parents' Limited schooling, monolingual Spanish, and lack of knowledge on US education system.
Student Achievement
Problem Statement 6: Students have large deficits in Reading Fluency. Root Cause 6: Students lack exposure to Literature and motivation to read independently for different purposes.
School Culture and Climate
Problem Statement 1: Our students do not think they can achieve and be successful academically. Root Cause 1: Students' academic needs, language barriers and social economical challenges along with our students having faced failures and disappointment in their lives.
Parent and Community Engagement
Problem Statement 1: Parents request additional support and training on how to help their children at home with school work. Root Cause 1: Many of our parents lack a formal education and did not graduate from high school. Many of parents are not educated in the United States.
Problem Statement 2: Parent Low Attendance to Literacy related events. Root Cause 2: Parents express inability to assist in academic support at home due to their lack of education.
Problem Statement 3: Consistent communication with parents is limited. Root Cause 3: No school-wide communication resource identified to communicate with parents.

Goal 3: In order to achieve, T-2-4 students will demonstrate college-ready academic performance.

Performance Objective 1: Increase the percentage of students at the approaches level performance in all core areas.




4th Student Achievement in Writing 65% and/or MAP scores. All students in 4th grade will make a composite score of 70% Approaches, 40% Meets, 20% Masters on Writing 2019.

All students in Grades 3rd-5th grade will make a composite score of 70% Approaches, 40% Meets, 20% Masters on READING 2019 and/or MAP scores.

Evaluation Data Source(s) 1: Campus CPOs, Campus Internal Accountability, STAAR, TELPAS, STAR 360 Universal Screener, and end-of-year DRA data.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Teachers will keep updated data binders including, but not limited to CBA Scores, STAR 360, DRA/EDL, Report Card, GPC, SPED, 504. Teachers will use student data analyses to guide all instruction.</p>	2.4, 2.6	Principal, Assistant Principals, Teacher Facilitators, Teachers, Interventionists	Teacher data binders, increased scores.			
				Problem Statements: Demographics 3 - Student Achievement 1, 3, 6 - Curriculum, Instruction, and Assessment 1, 2		
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) State of the Classroom data conferences will be held with Principal, Assistant Principal and Teacher Facilitator in October, January, and March.</p>	2.4, 2.6	Principal, Assistant Principals, Teacher Facilitators, Teachers, Interventionists	Teacher data binders, increased scores.			
				Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1		
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>3) SSC's will be established when required. Interventions will be planned for grades 2-5 beginning September through May.</p>	2.4, 2.5, 2.6	Principal, Assistant Principals, Teacher Facilitators, Teachers, Interventionists	Teacher data binders, increased scores.			
				Problem Statements: Demographics 1, 3 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1		

Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 4) HBE 5th grade students will increase to 35% in Math and Reading in meets STAAR level. Current 17/18 4th graders were at _____ in Post Secondary Readiness Achievement to state standard.	2.4, 2.5, 2.6	Principal, Assistant Principal, Teacher Facilitators, Teacher Interventionist	State results on STAAR May 2019 35% or higher of 5th grades will meet Post Secondary Readiness achievement in Reading and Math.			
	Problem Statements: Demographics 1, 3					
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Low SES demographic limits student experiences and vocabulary and background knowledge Root Cause 1: Poverty
Problem Statement 3: Students at HBE lack foundational literacy building blocks that impacts Reading progress. Root Cause 3: Language barriers, social economic challenges (Low SES 98%), homeless status (for 2017-2018 we had ___), recent immigrant status (2017-2018 newcomers were 18%), and mobility rate of 18.6% for 2017-2018.
Student Achievement
Problem Statement 1: HBE STAAR Reading composite 3rd-5th grades was 54% which is below district average. Root Cause 1: Quality rigorous instruction in classroom is not aligned to STAAR.
Problem Statement 3: Students have large deficits with writing in English with correct sentence syntax and grammar rules. Root Cause 3: Oral language ability in English is limited due to delayed language acquisition.
Problem Statement 6: Students have large deficits in Reading Fluency. Root Cause 6: Students lack exposure to Literature and motivation to read independently for different purposes.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Teacher success in student academic achievement is not meeting campus expectations. Root Cause 1: Demographics of 98.3% Low SES, 87.8% LEP students, and 18.6% mobility rate demands for teachers who are specialized in promoting academic success in ELLs.
Curriculum, Instruction, and Assessment
Problem Statement 1: 54% of students met minimum standards (Approaches) on 2018 Reading STAAR in 3rd-5th Grades. Root Cause 1: Teachers do not know how to scaffold the language instruction to meet the needs of their students.
Problem Statement 2: 61% of students in 4th Grade met minimum standard (Approaches) in 2018 Writing STAAR. Root Cause 2: Lack of a consistent and rigorous Writing Framework that is aligned to state standards.

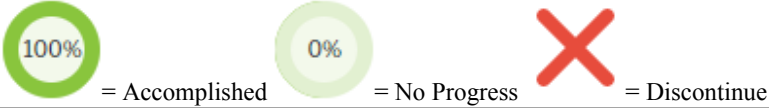
Goal 3: In order to achieve, T-2-4 students will demonstrate college-ready academic performance.

Performance Objective 2: For the 2017-2018 school year 75% of our LEP students will make a minimum of one year growth through purposeful reading, writing, listening and speaking instructional practices.

Evaluation Data Source(s) 2: TELPAS results, writing samples

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>1) ELL / Sheltered strategy professional development and support will be provided throughout the year in all content areas. Students will receive sheltered instruction in English in all core content areas. Seidlitz and Qtel</p>	2.4, 2.5, 2.6	Principal, Assistant Principals, Teacher Facilitators, Classroom Teachers, Interventionists	TELPAS scores and number of students exiting the program			
<p>2) Provide opportunities for learning outside of the classroom through study trips, visits to higher education institutes, and presentations on campus.</p>		Team Leaders, Classroom Teachers, Teacher Facilitators, for LA/SS, Math, Science	Calendar of events for the year			
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>3) Teachers will identify their ELL students beginning of year TELPAS levels. Teachers will then pull small groups to build language skills based on students level to move them to expected levels</p>	2.4, 2.5, 2.6	Administrators, Teacher Facilitators, Interventionist, Classroom teachers	Students will advance to next expected level of TELPAS.			

Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7 4) Teachers will receive targeted professional development to assist them with strategies to address each TELPAS level needs. (Beginning, Intermediate, Advanced, Advanced High) Qtel, Seidlitz, Professional Development	2.4, 2.6	Administrators, Teacher Facilitators, Interventionist, Classroom teachers	Students will advance to next expected level of TELPAS			
	Problem Statements: Staff Quality, Recruitment, and Retention 1, 2 Funding Sources: 199 PIC 99 - Undistributed - 200.00					
						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Low SES demographic limits student experiences and vocabulary and background knowledge Root Cause 1: Poverty
Problem Statement 2: Parent academic support is low Root Cause 2: Parents' Limited schooling, monolingual Spanish, and lack of knowledge on US education system.
Student Achievement
Problem Statement 1: HBE STAAR Reading composite 3rd-5th grades was 54% which is below district average. Root Cause 1: Quality rigorous instruction in classroom is not aligned to STAAR.
Problem Statement 3: Students have large deficits with writing in English with correct sentence syntax and grammar rules. Root Cause 3: Oral language ability in English is limited due to delayed language acquisition.
Problem Statement 4: Students struggle with reading in the primary grade levels when transitioning from Spanish to English Root Cause 4: Lack of teachers' phonics pedagogy and knowledge how to teach English as a second language.
Problem Statement 6: Students have large deficits in Reading Fluency. Root Cause 6: Students lack exposure to Literature and motivation to read independently for different purposes.
School Culture and Climate
Problem Statement 1: Our students do not think they can achieve and be successful academically. Root Cause 1: Students' academic needs, language barriers and social economical challenges along with our students having faced failures and disappointment in their lives.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Teacher success in student academic achievement is not meeting campus expectations. Root Cause 1: Demographics of 98.3% Low SES, 87.8% LEP students, and 18.6% mobility rate demands for teachers who are specialized in promoting academic success in ELLs.
Problem Statement 2: Teacher instructional quality, efficacy, and skills vary as seen in their student growth. Root Cause 2: Teacher instructional strategies and delivery varies based on their own experiences with different student populations.
School Context and Organization
Problem Statement 1: As we have less LEP assistants, from 5 to 3, need to make sure all our ELL students needs are met. Root Cause 1: With our high mobility, recent immigrant and social economic challenges our students come in at all levels of English proficiency.

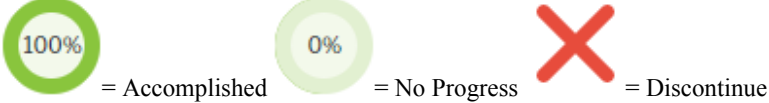
Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.

Performance Objective 1: All teachers will implement the school-wide Writing Framework consisting of Writer's workshop and a revising and editing Block.

Evaluation Data Source(s) 1: *Writing Samples

*Writing Assessment Scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 1) Writer's Workshop Lesson Planning	2.4, 2.5, 2.6	Teachers, Teacher facilitators, interventionists, administrators	Increased number of students scoring 3s and 4s on Composition writing Rubric			
	Problem Statements: Student Achievement 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2					
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 6 2) Scheduled Revising & Editing Block in instructional day	2.4, 2.5, 2.6	Teachers, Teacher facilitators, interventionists, administrators	Increase of 20 points in Revising & Editing assessments (CBAs & Benchmarks)			
	Problem Statements: Student Achievement 3 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 2					
Critical Success Factors CSF 1 CSF 6 3) Cross-Curricular Writing Initiative (Math & Science Classes will increase writing to increase student writing for sentence syntax and grammar)	2.4, 2.5, 2.6	Teachers, Teacher facilitators, interventionists, administrators	Increased number of students scoring 3s and 4s on Composition writing Rubric			
	Problem Statements: Student Achievement 3 - Curriculum, Instruction, and Assessment 2					
						

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 3: Students have large deficits with writing in English with correct sentence syntax and grammar rules. **Root Cause 3:** Oral language ability in English is limited due to delayed language acquisition.

Staff Quality, Recruitment, and Retention

Problem Statement 2: Teacher instructional quality, efficacy, and skills vary as seen in their student growth. **Root Cause 2:** Teacher instructional strategies and delivery varies based on their own experiences with different student populations.

Curriculum, Instruction, and Assessment




Problem Statement 2: 61% of students in 4th Grade met minimum standard (Approaches) in 2018 Writing STAAR. **Root Cause 2:** Lack of a consistent and rigorous Writing Framework that is aligned to state standards.

Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.

Performance Objective 2: For the 2018-2019 school year we will decrease our students' ELL vs. All Campus gaps by five percentage points in each tested subject.

Evaluation Data Source(s) 2: STAR 360 Universal Screener, Benchmarks, Practice STAAR, and STAAR assessments.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 1) All campus teachers will provide structured interventions to small groups of students in K-5th grade Reading and Math who are not meeting expectations from September through May.	2.4, 2.5, 2.6	Classroom teachers, Principals, Teacher Facilitators, Assistant Principals	Performance on STAR 360 Universal Screener, benchmarks, DRA/EDL scores, performance on practice STAAR and STAAR tests			
	Problem Statements: Demographics 1, 2, 3 - Student Achievement 3, 4, 6 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3 - Technology 1, 2					
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 2) Teachers will use the Think through Math and Math in Focus series in math to build stamina and find materials better suited for our population that are not above grade level.	2.4, 2.5, 2.6	Classroom teachers, Principals, Teacher Facilitators, Assistant Principals	Performance on: benchmarks, practice STAAR, and STAAR 360, assessment			
	Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2 - School Context and Organization 1 - Technology 1					
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 3) Students who are performing above grade level will continue to be pushed through technology project based learning and instructional strategies.	2.4, 2.5, 2.6	Classroom teachers, Principals, Teacher Facilitators, Assistant Principals	Performance on: benchmarks, practice STAAR, and STAAR 360, assessment			
	Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1, 2 - Technology 1, 2					
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 2 Problem Statements:

Demographics	
Problem Statement 1: Low SES demographic limits student experiences and vocabulary and background knowledge Root Cause 1: Poverty	
Problem Statement 2: Parent academic support is low Root Cause 2: Parents' Limited schooling, monolingual Spanish, and lack of knowledge on US education system.	
Problem Statement 3: Students at HBE lack foundational literacy building blocks that impacts Reading progress. Root Cause 3: Language barriers, social economic challenges (Low SES 98%), homeless status (for 2017-2018 we had ___), recent immigrant status (2017-2018 newcomers were 18%), and mobility rate of 18.6% for 2017-2018.	
Student Achievement	
Problem Statement 1: HBE STAAR Reading composite 3rd-5th grades was 54% which is below district average. Root Cause 1: Quality rigorous instruction in classroom is not aligned to STAAR.	
Problem Statement 3: Students have large deficits with writing in English with correct sentence syntax and grammar rules. Root Cause 3: Oral language ability in English is limited due to delayed language acquisition.	
Problem Statement 4: Students struggle with reading in the primary grade levels when transitioning from Spanish to English Root Cause 4: Lack of teachers' phonics pedagogy and knowledge how to teach English as a second language.	
Problem Statement 6: Students have large deficits in Reading Fluency. Root Cause 6: Students lack exposure to Literature and motivation to read independently for different purposes.	
School Culture and Climate	
Problem Statement 1: Our students do not think they can achieve and be successful academically. Root Cause 1: Students' academic needs, language barriers and social economical challenges along with our students having faced failures and disappointment in their lives.	
Staff Quality, Recruitment, and Retention	
Problem Statement 1: Teacher success in student academic achievement is not meeting campus expectations. Root Cause 1: Demographics of 98.3% Low SES, 87.8% LEP students, and 18.6% mobility rate demands for teachers who are specialized in promoting academic success in ELLs.	
Problem Statement 2: Teacher instructional quality, efficacy, and skills vary as seen in their student growth. Root Cause 2: Teacher instructional strategies and delivery varies based on their own experiences with different student populations.	
Curriculum, Instruction, and Assessment	
Problem Statement 1: 54% of students met minimum standards (Approaches) on 2018 Reading STAAR in 3rd-5th Grades. Root Cause 1: Teachers do not know how to scaffold the language instruction to meet the needs of their students.	
Problem Statement 2: 61% of students in 4th Grade met minimum standard (Approaches) in 2018 Writing STAAR. Root Cause 2: Lack of a consistent and rigorous Writing Framework that is aligned to state standards.	
Problem Statement 3: DRA levels in primary grades do not reflect adequate growth in 2nd Language (English). Root Cause 3: No official phonics curriculum that teaches the English phonics rules.	
School Context and Organization	
Problem Statement 1: As we have less LEP assistants, from 5 to 3, need to make sure all our ELL students needs are met. Root Cause 1: With our high mobility, recent immigrant and social economic challenges our students come in at all levels of English proficiency.	
Technology	
Problem Statement 1: Teachers may not incorporate technology into instruction with effectiveness. Root Cause 1: Lack of training and lack and lack of purposeful planning of applications.	
Problem Statement 2: Istation data not truly reflecting student ability and progress. Root Cause 2: Lack of fidelity of Istation Program and all components.	

Goal 5: To remain in compliance with Federal and State law.

Performance Objective 1: To remain in compliance with Federal and State law we will be implementing the following strategies.

Evaluation Data Source(s) 1: Implementation of strategies.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing as expected" and "Advanced Development" categories in Reading. All classrooms will have balanced literacy components present and teachers will plan and execute guided reading by student DRA/EDL levels. In addition, teachers will tutor all students PK-5 who are below grade level in Reading. Professional development and coaching will be provided to teachers to strengthen knowledge and implementation of the following: - Balanced Literacy- Guided reading- comprehension toolkit- Word study and vocabulary enrichment- Figure 19 (TEKS)- Genre studies- Project-based learning. Rigby Reading Spanish Reading A-Z Time for Kids</p>	2.4, 2.5, 2.6	Teacher Facilitators, Classroom Teachers, Principal, Assistant Principals, Interventionists	Mid-year DRA/EDL results, End-of-the-year DRA/EDL results, benchmarks, STAR 360 Universal Screener			
<p>Problem Statements: Demographics 3 - Student Achievement 1, 6 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - School Context and Organization 1 - Technology 1, 2</p> <p>Funding Sources: 211 - Title I, Part A - 3000.00, 199 PIC 25 - ESL/Bilingual - 1000.00, 199 PIC 99 - Undistributed - 4000.00</p>						

<p align="center">Comprehensive Support Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>2) Conduct annual program evaluation (SPED, G/T, LEP, ESL) utilizing student performance data to review and revise program as needed. LEP students will be tracked using TELPAS results and percentage of students particularly 4th & 5th graders who are exiting LEP status</p>	2.4, 2.6	Principal, Assistant Principal, CIT	TELPAS results, STAAR results, and percent of students exiting LEP program by 4th & 5th grade.			
<p align="center">Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1</p>						
<p align="center">Comprehensive Support Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation/intervention via supplementation materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students identified.</p> <p>Students will receive tutoring and intervention during and after school based on academic performance and learning needs.</p>	2.4, 2.5, 2.6	Principal, Assistant Principals, Interventionists, Teacher Facilitators	Data conferences, Data binder, SSCs			

<p align="center">Comprehensive Support Strategy</p> <p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>4) Technology -Provide opportunities and inclusive professional development to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) rigorous curricula, (b) related instructional strategies and are aligned to the Texas Essential Knowledge and skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR).</p> <p>Learning A-Z</p> <p>Purchase Technology/Software</p> <p>Full implementation of Istation, Think Through Math. Teachers will utilize e-books with their textbook adoptions and librarian will share best practices on using technology.</p>	2.4, 2.5, 2.6	Librarian, Campus e-trainer	Staff development records, Lesson plans			
<p align="center">Comprehensive Support Strategy</p> <p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 5 CSF 6</p> <p>5) Provide professional development based on level of expertise and need in the following areas:</p> <ul style="list-style-type: none"> * Bullying prevention * Classroom Violence/Conflict resolution * No Place for Hate * CSHAC * PBIS/Project Class * Developmental Assets <p>Professional discussions through PBIS and CSHAC will address behavior issues and best practices of the above mentioned topics will be shared with all teachers quarterly.</p>	2.5, 2.6, 3.1, 3.2	Counselor, CSHAC coordinator, CIS, PBIS Coordinator, Teacher Facilitators	Agenda of meetings, attendance rosters			
<p>Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1 - Technology 1</p> <p>Funding Sources: 211 - Title I, Part A - 6000.00, 199 PIC 99 - Undistributed - 1000.00</p>						
<p>Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1</p> <p>Funding Sources: 199 PIC 99 - Undistributed - 500.00</p>						

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>6) Special Education- Monitor and evaluate LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities.</p> <p>The campus SPED department works collaboratively with classroom teachers to encourage inclusion and support teachers when students are transitioned to classrooms.</p>	2.4, 2.5, 2.6	Campus SPED Teachers, Classroom Teachers, Assistant Principals, Diagnostician	IEP paperwork			
<p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1, 2</p>						
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>7) SPECIAL EDUCATION- Examine state assessment reports to evaluate progress of students with disabilities relative ARD committee recommendations and predictions.</p> <p>SPED students will participate in the benchmarks and assessments with modifications created by SPED teachers. Students will be monitored through classroom matrix.</p>	2.4, 2.5, 2.6	Campus SPED Teachers, Classroom Teachers, Principal, Assistant Principals	Classroom Matrix, ARD committees, student trackers, Special Education teachers, data digs			
<p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1, 2</p> <p>Funding Sources: 199 PIC 23 - Special Education - 166.00</p>						
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 4 CSF 6</p> <p>8) SPECIAL EDUCATION- Ensure that SPED staff, building administrators, and counselors are trained on and adhere to SPED timelines and compliance requirements.</p> <p>All will attend required training offered by the district (MANDT, state assessments, IEP, etc.)</p>	2.5, 2.6	Campus SPED Teachers, Classroom Teachers, Principal, Assistant Principals	Professional Development transcripts			
<p>Problem Statements: Student Achievement 1</p>						


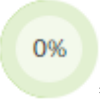

<p align="center">Comprehensive Support Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>9) STATE COMP ED- Provide supplemental At-Risk services/support in these content areas:</p> <ul style="list-style-type: none"> * Language Arts * Math * Science * Reach <p>A LEP assistant will be assigned to grade levels Kinder-5th grade for support during small group instruction. Four teacher Facilitators and 7 Interventionists will provide support for teachers and students in grades Kinder-5th for Math and Language Arts.</p>	2.4, 2.5, 2.6	Principal, Assistant Principals, Teacher Facilitators, LEP Assistants, Interventionists, Classroom Teachers	STAAR data, TELPAS data, NRT data, DRA/EDL beginning of year, Benchmarks			
<p>Problem Statements: Student Achievement 1 - School Context and Organization 1</p> <p>Funding Sources: 211 - Title I, Part A - 228380.00</p>						
<p align="center">Comprehensive Support Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>10) Identify At-risk students; provide them with supplemental services and supplies and materials for the 4 core subjects, and monitor progress (including continual English Language development for LEP students).</p> <p>Supplies and materials include: manipulatives for math and science, literacy materials (comprehension toolkit), STAAR support (i.e. motivation series form Mentoring Minds), bilingual materials, portable labs, lab equipment, etc.</p> <p>Computer assisted instruction includes: I station (K-5), Think Through Math (3-5).</p> <p>After- school tutorials will also be provided 2x/week as well as enrichment and extra curricular activities and events.</p>	2.4, 2.5, 2.6	Assistant Principals, Classroom Teachers, Principal , and Teacher Facilitators, Teacher Interventionists, After School Coordinator	STAAR results, NRT results, TELPAS results, Istation/TTM/AR tracking			
<p>Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1, 2 - School Context and Organization 1 - Technology 1</p> <p>Funding Sources: 199 PIC 30 - At Risk School Wide SCE - 10567.00, 199 PIC 11 - Instructional Services - 10373.00, 199 PIC 25 - ESL/Bilingual - 3420.00, 199 PIC 99 - Undistributed - 8298.00, 211 - Title I, Part A - 60792.00</p>						

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>11) Develop, monitor, and evaluate campus volunteer/partnership programs that include:</p> <ul style="list-style-type: none"> * Recruitment * Training/support * Recognition of volunteers/partnerships <p>We will recruit volunteers through collaboration with Spring Spirit Baseball, Memorial Drive Elementary, and Memorial Drive Untied Methodist Church. We will recruit parent volunteers during Meet the teacher and Open House.</p>	2.4, 2.6, 3.2	Counselor, CIS, Principal, Bilingual Communication Specialist	Volunteer List			
<p align="center">Problem Statements: Staff Quality, Recruitment, and Retention 1 - Parent and Community Engagement 1</p>						
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>12) TITLE II A- Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to:</p> <ul style="list-style-type: none"> * Vertical alignment * Instructional strategies to meet the needs of diverse student populations * Integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content area of ELA, SS, Science, and/or Math * Strategies of high performing urban schools * Project based learning * Small group instruction * This opportunities for teachers to be coached, attend training/in-service/workshops and/or conferences together with structured follow-up. <p>We will use faculty meetings and PLC's to provide professional development in the areas mentioned above.</p>	2.4, 2.6	Principal, ILT, Data Budget Specialist, Teachers, Teacher Facilitators, Interventionists	District Accountability			
<p align="center">Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2</p> <p align="center">Funding Sources: 199 PIC 99 - Undistributed - 1000.00</p>						

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>13) Teachers/administration/staff will develop an understanding of the (a) PD framework and continue participation in professional development in the areas of teaching and learning and leadership for results (b) The process of designing and delivering effective instruction through backwards planning and targeted tiered instruction.</p> <p>Through planning sessions, teachers will collaborate and discuss the framing of lessons that are aligned to TEKS and unit and benchmark assessments.</p>	2.4, 2.5, 2.6	Principal, Teacher Facilitators, Assistant Principals, Teachers, Interventionists	Classroom Walk through and observations			
<p>Funding Sources: 199 PIC 11 - Instructional Services - 3200.00, 211 - Title I, Part A - 4000.00, 199 PIC 99 - Undistributed - 1500.00</p>						
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>14) Provide support for new teachers with ongoing mentoring and planning with certified staff. All new teachers to Hollibrook and SBISD will receive a mentor and/or buddy. New teachers will meet with the Lead Mentors once a month for discussion and/or training.</p>	2.4, 2.5, 2.6	Teacher Facilitators, Mentors/Buddies, Lead Mentors, Teachers	Attendance sheets for meetings			
<p>Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1, 2</p>						
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>15) Recruit and retain highly-qualified staff, defined through state, NCLB and local criteria by establishing a desirable work place and identifying leadership opportunities for them.</p> <p>Principal will participate in recruiting fairs established by SBISD Human Resources. Hollibrook teachers will mentor student teachers and Education students.</p>	2.4, 2.5, 2.6					
<p>Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1, 2</p>						

<p align="center">Comprehensive Support Strategy</p> <p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 5 CSF 6</p> <p>16) The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between the community, parents, and the school.</p> <p>Parents will be part of the CIT to ensure community voice is present</p>	2.5, 3.1, 3.2	Principal, CIT Team, Teacher Facilitators, Assistant Principals	CIT monthly meeting minutes and attendance sheets			
<p>Problem Statements: Demographics 1, 2 - Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - Parent and Community Engagement 1, 3</p>						
<p align="center">Comprehensive Support Strategy</p> <p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 4 CSF 5 CSF 6</p> <p>17) Pre-K and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings.</p>	2.4, 2.5, 2.6, 3.2	PK Assistants, Principal, PK & Kindergarten Teachers	Attendance sheets			
<p>Problem Statements: Demographics 1, 2 - Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2 - Parent and Community Engagement 1 - School Context and Organization 1</p>						
<p align="center">Comprehensive Support Strategy</p> <p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>18) GIFTED AND TALENTED- Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas:</p> <p>a) Nature and needs of G/T students</p> <p>b) Assessing and Identifying G/T</p> <p>c) Differentiating Curriculum for G/T</p> <p>d) Assessing social and emotional needs of G/T students</p> <p>e) Creativity and instructional strategies for G/T students</p> <p>Teachers are trained to administer planned experiences to all students and to make recommendations for identification of GT students.</p>	2.4, 2.5	Counselor, Classroom Teachers, Assistant Principals	Number of identified G/T students			
<p>Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2 - School Context and Organization 1</p>						

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>19) GIFTED AND TALENTED- Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.</p> <p>Discussion during team planning will include differentiated activities at all levels including stretching the learning for GT students.</p>	2.4, 2.5, 2.6	Classroom Teachers, Teacher Facilitators and Assistant Principals, Interventionists	Lessons plan & observations			
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 6</p> <p>20) GIFTED AND TALENTED- conduct annual G/T evaluation by following the district wide procedures for referral, testing and identification of students. Emphasis will be placed on finding and identifying students of color, students living in low SES and those who show great potential but who are difficult identify as intellectually gifted.</p> <p>The counselor will share information with parents through the school's monthly newsletter and will conduct one meeting to explain G/T during the Fall.</p>	2.5	Counselor	Attendance roster at G/T meeting, Monthly newsletter			
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>21) COORDINATED AND TALENTED- Conduct annual G/T evaluation by following the district wide procedures for referral, testing and identification of students. Emphasis will be placed on finding and identifying students of color, students living in low SES and those who show great potential but who are difficult to identify as intellectually gifted.</p> <p>The counselor will share information with parents through the school's monthly newsletter and will conduct one meeting to explain G/T during the Fall.</p>	2.4, 2.5, 2.6, 3.1	Counselor	Attendance roster at G/T meeting, Monthly newsletter			
<p>Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2 - Technology 1, 2</p>						
<p>Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2 - Parent and Community Engagement 1 - School Context and Organization 1 - Technology 1</p>						
<p>Problem Statements: Demographics 1 - Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1, 2 - Parent and Community Engagement 1</p>						

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 5 CSF 6</p> <p>22) COORDINATED SCHOOL HEALTH (CSH) AND CIP-</p> <p>Steps to incorporate CSH:</p> <ol style="list-style-type: none"> 1. Review the school health index completed by CSHAC 2. Identify focus area (s) for campus 3. Choose focus area (s) to place in this area of required elements 4. Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year <ol style="list-style-type: none"> a. District five year goal campus survey b. School health index c. SEL/40 development asset survey 	2.6	CSHAC coordinator (C. Lantrip), CSHAC committee, Bilingual Communication Specialist	Completion of goals End of Year parent survey CSHAC Campus Coordinator School health Checklist			
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 5</p> <p>23) Increase parent participation and attendance at Title I annual meeting (Open House) to share:</p> <ul style="list-style-type: none"> * Administrators Meet & Greet * Standards and goals * Parent's rights * Curriculum * School report card * Title I participation <p>Offer a flexible number of meetings</p>	3.2	Principal, Bilingual Communications Specialist, CIS, Counselor	Sign-in sheets, Parent compacts			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Low SES demographic limits student experiences and vocabulary and background knowledge Root Cause 1: Poverty
Problem Statement 2: Parent academic support is low Root Cause 2: Parents' Limited schooling, monolingual Spanish, and lack of knowledge on US education system.
Problem Statement 3: Students at HBE lack foundational literacy building blocks that impacts Reading progress. Root Cause 3: Language barriers, social economic challenges (Low SES 98%), homeless status (for 2017-2018 we had ___), recent immigrant status (2017-2018 newcomers were 18%), and mobility rate of 18.6% for 2017-2018.
Student Achievement
Problem Statement 1: HBE STAAR Reading composite 3rd-5th grades was 54% which is below district average. Root Cause 1: Quality rigorous instruction in classroom is not aligned to STAAR.
Problem Statement 6: Students have large deficits in Reading Fluency. Root Cause 6: Students lack exposure to Literature and motivation to read independently for different purposes.
School Culture and Climate
Problem Statement 1: Our students do not think they can achieve and be successful academically. Root Cause 1: Students' academic needs, language barriers and social economical challenges along with our students having faced failures and disappointment in their lives.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Teacher success in student academic achievement is not meeting campus expectations. Root Cause 1: Demographics of 98.3% Low SES, 87.8% LEP students, and 18.6% mobility rate demands for teachers who are specialized in promoting academic success in ELLs.
Problem Statement 2: Teacher instructional quality, efficacy, and skills vary as seen in their student growth. Root Cause 2: Teacher instructional strategies and delivery varies based on their own experiences with different student populations.
Curriculum, Instruction, and Assessment
Problem Statement 1: 54% of students met minimum standards (Approaches) on 2018 Reading STAAR in 3rd-5th Grades. Root Cause 1: Teachers do not know how to scaffold the language instruction to meet the needs of their students.
Problem Statement 2: 61% of students in 4th Grade met minimum standard (Approaches) in 2018 Writing STAAR. Root Cause 2: Lack of a consistent and rigorous Writing Framework that is aligned to state standards.
Problem Statement 3: DRA levels in primary grades do not reflect adequate growth in 2nd Language (English). Root Cause 3: No official phonics curriculum that teaches the English phonics rules.
Parent and Community Engagement
Problem Statement 1: Parents request additional support and training on how to help their children at home with school work. Root Cause 1: Many of our parents lack a formal education and did not graduate from high school. Many of parents are not educated in the United States.
Problem Statement 3: Consistent communication with parents is limited. Root Cause 3: No school-wide communication resource identified to communicate with parents.
School Context and Organization
Problem Statement 1: As we have less LEP assistants, from 5 to 3, need to make sure all our ELL students needs are met. Root Cause 1: With our high mobility, recent immigrant and social economic challenges our students come in at all levels of English proficiency.
Technology
Problem Statement 1: Teachers may not incorporate technology into instruction with effectiveness. Root Cause 1: Lack of training and lack and lack of purposeful planning of applications.
Problem Statement 2: Istation data not truly reflecting student ability and progress. Root Cause 2: Lack of fidelity of Istation Program and all components.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement Testing protocols to allow for uninterrupted and monitored testing time.
1	1	2	Provide trainings for teachers during PLC and planning times. This will support effective instructional strategies such use of ESL strategies, Small group instruction, and Skill development.
1	1	3	Students will track their progress toward individual goals for all content areas. Student- teacher conferences will be held to discuss academic progress.
1	1	4	Each semester students with A's and B's will be awarded certificates and incentives.
1	1	5	Provide teacher trainings to support accelerated learning through small group instruction providing increased rigor.
2	1	1	Consistently implement Project Class strategies school-wide
2	1	2	Hallways in all areas of the building will display college flags and each month a different college will be featured on a bulletin board in the hallway Increased in student awareness of college paths Monthly bulletin board display
2	1	3	Teachers will have a college corner in classroom displaying where they went, diploma (copy) picture, mascot, flag
2	1	4	Weekly careers discussed from all T-2-4 and military with visual display in main hallway to get students interested and think broader.
2	1	5	Mentoring Continue seeking mentors for our students who are identified as under performing or at risk of failing. Mentors will meet regularly with their mentee to build a positive relationship by engaging in ongoing activities through the school year.
2	1	6	Parent education events will be held throughout the school year. These include curriculum nights, STAAR nights, Fine Arts Performance, Literacy/library night, Coffee with the Principal, 5th grade promotion ceremony, musical programs, etc,
2	1	7	Parent Education events will be held for parents to assist their children at school and home for academic success. Implement the Latino Literacy Project.
2	1	8	School mission will be posted in every classroom and recited daily by staff and students.
2	1	9	Continue PBIS "gotcha tickets" for following expectation and going above & beyond.
3	1	1	Teachers will keep updated data binders including, but not limited to CBA Scores, STAR 360, DRA/EDL, Report Card, GPC, SPED, 504. Teachers will use student data analyses to guide all instruction.
3	1	2	State of the Classroom data conferences will be held with Principal, Assistant Principal and Teacher Facilitator in October, January, and March.
3	1	3	SSC's will be established when required. Interventions will be planned for grades 2-5 beginning September through May.

Goal	Objective	Strategy	Description
3	1	4	HBE 5th grade students will increase to 35% in Math and Reading in meets STAAR level. Current 17/18 4th graders were at _____ in Post Secondary Readiness Achievement to state standard.
3	2	1	ELL / Sheltered strategy professional development and support will be provided throughout the year in all content areas. Students will receive sheltered instruction in English in all core content areas. Seidlitz and Qtel
3	2	3	Teachers will identify their ELL students beginning of year TELPAS levels. Teachers will then pull small groups to build language skills based on students level to move them to expected levels
3	2	4	Teachers will receive targeted professional development to assist them with strategies to address each TELPAS level needs. (Beginning, Intermediate, Advanced, Advanced High) Qtel, Seidlitz, Professional Development
4	1	1	Writer's Workshop Lesson Planning
4	1	2	Scheduled Revising & Editing Block in instructional day
4	2	1	All campus teachers will provide structured interventions to small groups of students in K-5th grade Reading and Math who are not meeting expectations from September through May.
4	2	2	Teachers will use the Think through Math and Math in Focus series in math to build stamina and find materials better suited for our population that are not above grade level.
4	2	3	Students who are performing above grade level will continue to be pushed through technology project based learning and instructional strategies.
5	1	1	Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing as expected" and "Advanced Development" categories in Reading. All classrooms will have balanced literacy components present and teachers will plan and execute guided reading by student DRA/EDL levels. In addition, teachers will tutor all students PK-5 who are below grade level in Reading. Professional development and coaching will be provided to teachers to strengthen knowledge and implementation of the following: - Balanced Literacy- Guided reading- comprehension toolkit- Word study and vocabulary enrichment- Figure 19 (TEKS)- Genre studies- Project-based learning. Rigby Reading Spanish Reading A-Z Time for Kids
5	1	2	Conduct annual program evaluation (SPED, G/T, LEP, ESL) utilizing student performance data to review and revise program as needed. LEP students will be tracked using TELPAS results and percentage of students particularly 4th & 5th graders who are exiting LEP status
5	1	3	Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation/intervention via supplementation materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students identified. Students will receive tutoring and intervention during and after school based on academic performance and learning needs.

Goal	Objective	Strategy	Description
5	1	4	Technology -Provide opportunities and inclusive professional development to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) rigorous curricula, (b) related instructional strategies and are aligned to the Texas Essential Knowledge and skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR). Learning A-Z Purchase Technology/Software Full implementation of Istation, Think Through Math. Teachers will utilize e-books with their textbook adoptions and librarian will share best practices on using technology.
5	1	5	Provide professional development based on level of expertise and need in the following areas: * Bullying prevention * Classroom Violence/Conflict resolution * No Place for Hate * CSHAC * PBIS/Project Class * Developmental Assets Professional discussions through PBIS and CSHAC will address behavior issues and best practices of the above mentioned topics will be shared with all teachers quarterly.
5	1	6	Special Education- Monitor and evaluate LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. The campus SPED department works collaboratively with classroom teachers to encourage inclusion and support teachers when students are transitioned to classrooms.
5	1	7	SPECIAL EDUCATION- Examine state assessment reports to evaluate progress of students with disabilities relative ARD committee recommendations and predictions. SPED students will participate in the benchmarks and assessments with modifications created by SPED teachers. Students will be monitored through classroom matrix.
5	1	8	SPECIAL EDUCATION- Ensure that SPED staff, building administrators, and counselors are trained on and adhere to SPED timelines and compliance requirements. All will attend required training offered by the district (MANDT, state assessments, IEP, etc.)
5	1	9	STATE COMP ED- Provide supplemental At-Risk services/support in these content areas: * Language Arts * Math * Science * Reach A LEP assistant will be assigned to grade levels Kinder-5th grade for support during small group instruction. Four teacher Facilitators and 7 Interventionists will provide support for teachers and students in grades Kinder-5th for Math and Language Arts.
5	1	10	Identify At-risk students; provide them with supplemental services and supplies and materials for the 4 core subjects, and monitor progress (including continual English Language development for LEP students). Supplies and materials include: manipulatives for math and science, literacy materials (comprehension toolkit), STAAR support (i.e. motivation series form Mentoring Minds), bilingual materials, portable labs, lab equipment, etc. Computer assisted instruction includes: I station (K-5), Think Through Math (3-5). After- school tutorials will also be provided 2x/week as well as enrichment and extra curricular activities and events.
5	1	11	Develop, monitor, and evaluate campus volunteer/partnership programs that include: * Recruitment * Training/support * Recognition of volunteers/partnerships We will recruit volunteers through collaboration with Spring Spirit Baseball, Memorial Drive Elementary, and Memorial Drive United Methodist Church. We will recruit parent volunteers during Meet the teacher and Open House.

Goal	Objective	Strategy	Description
5	1	12	TITLE II A- Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to: * Vertical alignment * Instructional strategies to meet the needs of diverse student populations * Integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content area of ELA, SS, Science, and/or Math * Strategies of high performing urban schools * Project based learning * Small group instruction * This opportunities for teachers to be coached, attend training/in-service/workshops and/or conferences together with structured follow-up. We will use faculty meetings and PLC's to provide professional development in the areas mentioned above.
5	1	13	Teachers/administration/staff will develop an understanding of the (a) PD framework and continue participation in professional development in the areas of teaching and learning and leadership for results (b) The process of designing and delivering effective instruction through backwards planning and targeted tiered instruction. Through planning sessions, teachers will collaborate and discuss the framing of lessons that are aligned to TEKS and unit and benchmark assessments.
5	1	14	Provide support for new teachers with ongoing mentoring and planning with certified staff. All new teachers to Hollibrook and SBISD will receive a mentor and/or buddy. New teachers will meet with the Lead Mentors once a month for discussion and/or training.
5	1	15	Recruit and retain highly-qualified staff, defined through state, NCLB and local criteria by establishing a desirable work place and identifying leadership opportunities for them. Principal will participate in recruiting fairs established by SBISD Human Resources. Hollibrook teachers will mentor student teachers and Education students.
5	1	16	The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between the community, parents, and the school. Parents will be part of the CIT to ensure community voice is present
5	1	17	Pre-K and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings.
5	1	18	GIFTED AND TALENTED- Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas: a) Nature and needs of G/T students b) Assessing and Identifying G/T c) Differentiating Curriculum for G/T d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students Teachers are trained to administer planned experiences to all students and to make recommendations for identification of GT students.
5	1	19	GIFTED AND TALENTED- Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education. Discussion during team planning will include differentiated activities at all levels including stretching the learning for GT students.

Goal	Objective	Strategy	Description
5	1	20	GIFTED AND TALENTED- conduct annual G/T evaluation by following the district wide procedures for referral, testing and identification of students. Emphasis will placed on finding and identifying students of color, students living in low SES and those who show great potential but who are difficult identify as intellectually gifted. The counselor will share information with parents through the school's monthly newsletter and will conduct one meeting to explain G/T during the Fall.
5	1	21	COORDINATED AND TALENTED- Conduct annual G/T evaluation by following the district wide procedures for referral, testing and identification of students. Emphasis will be placed on finding and identifying students of color, students living in low SES and those who show great potential but who are difficult to identify as intellectually gifted. The counselor will share information with parents through the school's monthly newsletter and will conduct one meeting to explain G/T during the Fall.
5	1	22	COORDINATED SCHOOL HEALTH (CSH) AND CIP- Steps to incorporate CSH: 1. Review the school health index completed by CSHAC 2. Identify focus area (s) for campus 3. Choose focus area (s) to place in this area of required elements 4. Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year a. District five year goal campus survey b. School health index c. SEL/40 development asset survey
5	1	23	Increase parent participation and attendance at Title I annual meeting (Open House) to share: * Administrators Meet & Greet * Standards and goals * Parent's rights * Curriculum * School report card * Title I participation Offer a flexible number of meetings

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Substitutes	199.11.6112	\$500.00
1	1	5	Substitutes	199.11.6112	\$1,000.00
3	2	2	Transportation	199.11.6494	\$1,300.00
3	2	2	Entry Fee/Presentation Fee	199.11.6412	\$1,200.00
5	1	10	Supplies & Materials	199.11.6399	\$6,525.00
5	1	10	Teacher Assistants Overtime	199.11.6121	\$750.00
5	1	10	Medicare	199.11.6141	\$10.00
5	1	10	Employer Contribution	199.11.6142	\$15.00
5	1	10	Worker's Compensation	199.11.6143	\$4.00
5	1	10	Teacher Retirement	199.11.6146	\$69.00
5	1	10	Front Office Copier	199..11.6269	\$3,000.00
5	1	13	Substitutes	199.11.6112	\$2,000.00
5	1	13	Substitutes - Support Staff	199.11.6122	\$700.00
5	1	13	Employee Travel	199.11.6411	\$500.00
Sub-Total					\$17,573.00
Budgeted Fund Source Amount					\$17,573.00
+/- Difference					\$0
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	7	Supplies & Materials	199.11.6399	\$166.00
Sub-Total					\$166.00
Budgeted Fund Source Amount					\$166.00
+/- Difference					\$0
199 PIC 25 - ESL/Bilingual					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	READING MATERIALS	199.11.6329	\$1,000.00
5	1	10	Supplies & Materials	199.11.6399	\$3,420.00
Sub-Total					\$4,420.00
Budgeted Fund Source Amount					\$4,420.00
+/- Difference					\$0
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	awards, stickers, etc.	199.11.6399	\$500.00
2	1	9	Supplies & Materials	199.11.6399	\$1,000.00
5	1	10	ADA Copier	199.11.6269	\$2,200.00
5	1	10	Supplies & Materials	199.11.6399	\$8,367.00
Sub-Total					\$12,067.00
Budgeted Fund Source Amount					\$12,067.00
+/- Difference					\$0
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6	Custodian	199.51.6121	\$500.00
2	1	6	Medicare	199.51.6141	\$7.00
2	1	6	Workers Comp	199.51.6143	\$3.00
2	1	6	Teacher Retirement	199.51.6146	\$49.00
3	2	4	Reading Material	199.13.6329	\$200.00
5	1	1	LIBRARY BOOKS	199.12.6329	\$4,000.00
5	1	4	Technology Equipment	199.52.6398	\$500.00
5	1	4	Software	199.12.6397	\$500.00
5	1	5	Supplies & Materials	199.31.6399	\$500.00
5	1	10	Supplies & Materials	199.12.6399	\$500.00
5	1	10	Front Office Paraprofessionals Overtime	199.23.6121	\$2,500.00

5	1	10	Medicare	199.23.6141	\$36.00
5	1	10	Worker's Comp	199.23.6143	\$16.00
5	1	10	Teacher Retirement	199.23.6146	\$246.00
5	1	10	Supplies & Materials	199.23.6399	\$3,000.00
5	1	10	Supplies & Materials	199.52.6399	\$500.00
5	1	10	Printing	199.23.6299	\$1,500.00
5	1	12	Miscellaneous Operating Expense	199.23.6499	\$1,000.00
5	1	13	Travel	199.13.6411	\$500.00
5	1	13	Travel	199.23.6411	\$1,000.00
5	1	22	Supplies & Materials	199.33.6399	\$750.00
Sub-Total					\$17,807.00
Budgeted Fund Source Amount					\$17,807.00
+/- Difference					\$0

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	WEDNESDAY FOLDERS	211.11.6399	\$2,000.00
2	1	6	Snacks	211.61.6499	\$1,000.00
2	1	6	Supplies & Materials	211.61.6399	\$2,128.00
3	2	2	Entry Fee/Presentation Fee	211.11.6412	\$3,000.00
3	2	2	Transportation	211.11.6494	\$2,500.00
5	1	1	READING MATERIAL	211.11.6329	\$3,000.00
5	1	4	Software	211.11.6397	\$1,000.00
5	1	4	Technology	211.11.6398	\$5,000.00
5	1	9	Professional Salary	211.11.6119	\$132,167.00
5	1	9	Medicare	211.11.6141	\$2,846.00
5	1	9	Employer Contribution	211.11.6142	\$7,799.00
5	1	9	Workers Compensation	211.11.6143	\$1,253.00
5	1	9	Teacher Retirement	211.11.6146	\$20,215.00

5	1	9	LEP ASSISTANTS	211.11.6129	\$64,100.00
5	1	10	Supplies & Materials	211.11.6399	\$60,792.00
5	1	13	Region IV	211.23.6239	\$500.00
5	1	13	Region IV - Adm	211.13.6239	\$500.00
5	1	13	SUBSTITUTES	211.13.6112	\$3,000.00
Sub-Total					\$312,800.00
Budgeted Fund Source Amount					\$312,800.00
+/- Difference					\$0
Grand Total					\$364,833.00