

Spring Branch Independent School District

Hollibrook Elementary School

2019-2020



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.

Core Values

Every Child

We put students at the heart of everything we do.

Collective Greatness

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

Collaborative Spirit

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

Limitless Curiosity

We never stop learning and growing.

Moral Compass

We are guided by strong character, ethics and integrity.

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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 three years. Hollibrook's student profile continues to be represented by 99% Hispanic students 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 94% are LEP. Most of our students (94%) are at-risk and we have on the average a 20% mobility rate which is a slight increase from last year. We have a high number of homeless students (87 students) and the highest number of newcomers (138 students).

Demographics Strengths

The LEP and mobility percentages have increased their previous levels.

Most students attending Hollibrook Elementary, come from one ethnic group. We focus on instruction that allows all students to continue learning in their first language (Spanish) as they transition into their second language (English).

Problem Statements Identifying Demographics Needs

Problem Statement 1: Due to Low SES demographics, student experiences, vocabulary, and background knowledge are limited. **Root Cause:** Poverty

Problem Statement 2: Parent academic support is low. **Root Cause:** Parents have limited schooling, are monolingual Spanish, and lack the knowledge of the US education system.

Problem Statement 3: Students at HBE lack foundational literacy building blocks that impact Reading progress. **Root Cause:** Language barriers, social economic challenges (LOW SES 98%), Homeless Status (87 students), Recent Immigrant Status (newcomers 138), and a mobility rate of 20%.

Problem Statement 4: Due to Low SES demographics, student experiences, vocabulary, and background knowledge are limited. **Root Cause:** Poverty

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 the 2016-2017 school year.

In 2016-2017 and 2017-2018 Hollibrook met all 4 indexes for State Accountability. In 2018-2019 Hollibrook met accountability standards, earned a distinction, and achieved an overall B rating.

Since Hollibrook is a homogeneous ethnic and socioeconomic group, there is little to no gap between the performance of the whole group and sub-groups. We do not see a bigger gap between genders and the LEP population.

Hollibrook's English learner student performance data indicates student percentages are comparable to district averages.

Student Academic Achievement Strengths

Hollibrook Elementary has shown improvement in all content areas for three consecutive years.

Students attendance has increased from 95.60% to 96.9%.

Reading 17-18 54% to 18-19 61% +7

Math 17-18 72% to 18-19 87% +15

Writing 17-18 60% to 18-19 57% -3

Science 17-18 69% to 18-19 74% +5

English acquisition continues to increase as seen in TELPAS scores.

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

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: HBE STAAR Reading average 3rd-5th grades increased from 54% to 61% which is still below district average. **Root Cause:** Language Acquisition to English impedes Reading comprehension.

Problem Statement 2: Reading fluency and stamina as seen in DRA data continues to fall behind in yearly goals. **Root Cause:** Lack of reading opportunities during school hours. Language Acquisition to English impedes Reading fluency.

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

Problem Statement 4: Student intervention needs for Tier 3 has increased. **Root Cause:** High number of recent immigrants.

Problem Statement 5: Due to Low SES demographics, student experiences, vocabulary, and background knowledge are limited. **Root Cause:** Poverty

School Processes & Programs

School Processes & Programs Summary

In 2016 we earned an \$8 million TTIPS Grant. We have 7 Teacher Facilitators, 6 interventionists to assist us with academic achievement in all students by providing quality intervention and instructional guidance.

Administrators monitored and coached teachers in their performance to increase academic rigor and student success.

Teacher performance on TTESS increased 95% of teachers scored proficient or above on the TTESS Appraisal Tool. Percentage of teachers at "Developing" level decreased by 3%. Teacher "Accomplished" level increased by 15% and "Distinguished" level increased 2%.

Time was used during Hornet Huddles on a 6 day rotation from 7:30 - 9:00 for teachers to meet and plan, write common assessments, analyze student performance data, and/or attend professional development. The backwards planning method was utilized for assessments and planning. Teacher facilitators and principals led the discussions with teams during Hornet Huddles for intentionality. The administrators attended grade level Hornet Huddles and planning periods in PK-5th to support planning and instruction. In Reading instruction, best practices were implemented to ensure strategies that produce more than 1 years growth according to Hattie's effect size.

School Processes & Programs Strengths

- A lot of support is provided to all grade levels in the form of interventionists, teacher facilitators and the administrative staff.
- Team planning expectations are put into place to unpack the TEKS, create rigorous lesson plans driven by data, and embrace collaboration among all team members that include best practices delivering instruction.
- Staff development and training takes place during faculty meetings and early dismissal days.
- Extended planning time is allocated for each team every 6 days (PLC).
- 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 LEP Assistants' schedule has been created to support the needs of all students.
- Access to Professional Development and vast amounts of resources that are provided by the TTIPS grant
- Team and Family school culture
- Administrative presence during planning kept a strong focus on teaching, learning, and helped maximize instructional time
- New curriculum was rolled out for Phonics instruction and the new Math and Science Curriculum
- After school tutorials provide academic support for all students in Tier 2 and Tier 3 including Special Education and Newcomer students who are not performing at grade level.
After school tutorials also provide students who are performing at high levels so that they can continue to achieve "MEETS" and "Masters" Level on

the STAAR.

- Effective implementation of John Seidlitz's training to address successful EL instructional strategies. (Seven Habits of Highly Effective Language Learners and 38 Vocabulary Building Strategies) This provides teachers with strategies that can be incorporated across curriculum.
- Grade levels made progress on the Professional Learning Community process. In regards to data analysis, instruction and TEKS study to design lessons to fill gaps and further student success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: In 2019 Reading STAAR grades 3rd-5th, student performance increased from 54% to 61% meeting minimum standards (Approaches), however not meeting campus yearly goals. **Root Cause:** 20% Student Mobility creates additional academic challenges for teachers. 117 newcomers increased challenges such as lack of previous formal educational foundations.

Problem Statement 2: On 2019 Writing 4th grade STAAR, student performance decreased from 61% to 57% of students meeting minimum standard (Approaches). **Root Cause:** New teachers to the campus lacked teacher experience in state writing expectations along with students' slow transfer of Spanish to English.

Problem Statement 3: Reading levels do not reflect adequate growth in 2nd Language (English). **Root Cause:** Students lack of formal education in their native language delays the process of transfer to the 2nd language.

Problem Statement 4: Not enough support for specific newcomer population. **Root Cause:** An increased enrollment of newcomers with higher academic and linguistic needs.

Perceptions

Perceptions Summary

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

The survey results increased from 86% to 93% as our measure of success overall.

STUDENTS

- School belonging 85% to 91%
- School climate 84% to 95%
- School rigor expectations 91% to 94%
- School safety 80% to 88%
- school teacher-student relationships 92% to 97%

FAMILIES

- Barriers to Engagement 84% to 91%
- Core Values 100% to 96%
- Family Engagement 92% to 89%
- Learning Behaviors 64% to 68%
- Nutrition 67% to 73%
- School Climate 73% to 91%
- School Environment 84% to 83%
- School Fit 63% to 84%
- School Safety 83% to 84%

STAFF

- Core Values 58% to 79%
- Feedback and Coaching 43% to 60%
- Professional Learning 67% to 73%
- Resources 66% to 58%
- School Climate 69% to 81%
- Staff leadership relationships 54% to 78%

Students attendance at Hollibrook increased from 95.60% (17-18) to 96.20% (18-19). Analysis of our attendance demonstrated for 2018-2019 decreased from 1,758 (2017-2018) tardies to 1,089 (2018-2019) tardies. Teacher attendance increased from 93.6% to 97.8%.

Perceptions Strengths

Common school expectations have been put into place to help with school culture and climate. Project Class continues to be utilized 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.

SEL lessons were provided to all students following the district curriculum and also provided lessons based on the needs of the students.

Communication with parents increased due to the use of Class Dojo.

After school activities peaked family interest and family attendance increased from 1,762 participants (17-18) to 2,380 participants (19-18).

Hornet Camp lessons given at the beginning of the year set the foundation for a positive school culture and clear expectations.

We have maintained the Parent Teacher Association (PTA) for Hollibrook Elementary. We offer monthly Coffee with the Principal/Counselor, Hispanic Literacy classes, Ready Rosie for PK parents, monthly Family Library Night, and Saturday Seminars for Newcomer parents. In addition, we have parent representatives from our community on the Campus Improvement Team (CIT) to provide their valuable perspective. Mentors from Memorial Drive United Methodist Church are present on our campus approximately once a week and meet one on one with identified students. Support is also provided for all parents in acquiring Class Dojo app on their phones to stay in communication with teachers.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Limited cultural expectations are a barrier for student advancement. **Root Cause:** Families in our community do not see a need for higher education which increases the difficulty of reaching students' full potential. Traumatic experiences that students have faced.

Problem Statement 2: Teacher mobility remains a concern. **Root Cause:** Campus academic needs are too high and lack of teacher capacity to address the student s' needs.

Problem Statement 3: Fear of deportation and family separation. **Root Cause:** ICE raids

Priority Problem Statements

Problem Statement 1: Due to Low SES demographics, student experiences, vocabulary, and background knowledge are limited.

Root Cause 1: Poverty

Problem Statement 1 Areas: Demographics - Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Curriculum, Instruction, and Assessment - Demographics - Student Academic Achievement

Problem Statement 2: Students at HBE lack foundational literacy building blocks that impact Reading progress.

Root Cause 2: Language barriers, social economic challenges (LOW SES 98%), Homeless Status (87 students), Recent Immigrant Status (newcomers 138), and a mobility rate of 20%.

Problem Statement 2 Areas: Demographics

Problem Statement 3: HBE STAAR Reading average 3rd-5th grades increased from 54% to 61% which is still below district average.

Root Cause 3: Language Acquisition to English impedes Reading comprehension.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Reading fluency and stamina as seen in DRA data continues to fall behind in yearly goals.

Root Cause 4: Lack of reading opportunities during school hours. Language Acquisition to English impedes Reading fluency.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Students have large deficits utilizing correct sentence syntax and grammar rules when writing in English..

Root Cause 5: Language ability in English is limited due to delayed language acquisition.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Student intervention needs for Tier 3 has increased.

Root Cause 6: High number of recent immigrants.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Teacher mobility remains a concern.

Root Cause 7: Campus academic needs are too high and lack of teacher capacity to address the student s' needs.

Problem Statement 7 Areas: School Culture and Climate

Problem Statement 8: Academic Progress made (54% to 61%) has not reached campus-wide expectations and ELA teachers are not meeting their individual student academic goals.

Root Cause 8: Demographics of Low SES 97.9% , Hispanic 99%, LEP students 94%, At-Risk 94%, and increased to 20% mobility rate demands for teachers who are specialized in promoting academic success in ELLs.

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 9: Teacher instructional quality, efficacy, and skills vary as seen in their student growth.

Root Cause 9: Teacher instructional strategies and delivery varies based on their own experiences with different student populations.

Problem Statement 9 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 10: In 2019 Reading STAAR grades 3rd-5th, student performance increased from 54% to 61% meeting minimum standards (Approaches), however not meeting campus yearly goals.

Root Cause 10: 20% Student Mobility creates additional academic challenges for teachers. 117 newcomers increased challenges such as lack of previous formal educational foundations.

Problem Statement 10 Areas: Curriculum, Instruction, and Assessment

Problem Statement 11: On 2019 Writing 4th grade STAAR, student performance decreased from 61% to 57% of students meeting minimum standard (Approaches).

Root Cause 11: New teachers to the campus lacked teacher experience in state writing expectations along with students' slow transfer of Spanish to English.

Problem Statement 11 Areas: Curriculum, Instruction, and Assessment

Problem Statement 12: Reading levels do not reflect adequate growth in 2nd Language (English).

Root Cause 12: Students lack of formal education in their native language delays the process of transfer to the 2nd language.

Problem Statement 12 Areas: Curriculum, Instruction, and Assessment

Problem Statement 13: Not enough support for specific newcomer population.

Root Cause 13: An increased enrollment of newcomers with higher academic and linguistic needs.

Problem Statement 13 Areas: School Context and Organization

Problem Statement 14: Student performance on technology based assessments do not reflect students' true academic levels.

Root Cause 14: Lack of student digital literacy and practice affects results.

Problem Statement 14 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- TTESS data
- T-PESS data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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 2020, at least 70% of K-5th students will meet or exceed growth expectations on MAP.

2018-19: Reading - 47% met CGI; Math - 55 % met CGI
 2017-18: Not applicable

Evaluation Data Source(s) 1: MAP EOY Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide MAP training for teachers during Hornet Huddle and planning times. This will support effective MAP program use along with the use of MAP SKILLS that assists with program practice and academic skill deficiencies.	2.4, 2.5, 2.6	Teachers, administrators, teacher facilitators, and interventionists	*Increase MAP academic achievement results			
	Problem Statements: Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 1, 2, 3					
2) Student will track their MAP Progress toward individual goals for all content areas. Student/teacher conferences will be held to discuss academic progress.	2.4, 2.5, 2.6	Teachers, administrators, teacher facilitators, and interventionists	*Increase MAP Benchmark Scores *Student self identify academic needs *Teachers monitor progress			
	Problem Statements: Student Achievement 1, 2, 3, 4 - Curriculum, Instruction, and Assessment 1, 2, 3					
= Accomplished = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: HBE STAAR Reading average 3rd-5th grades increased from 54% to 61% which is still below district average. **Root Cause 1:** Language Acquisition to English impedes Reading comprehension.

Problem Statement 2: Reading fluency and stamina as seen in DRA data continues to fall behind in yearly goals. **Root Cause 2:** Lack of reading opportunities during school hours. Language Acquisition to English impedes Reading fluency.

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

Problem Statement 4: Student intervention needs for Tier 3 has increased. **Root Cause 4:** High number of recent immigrants.

Curriculum, Instruction, and Assessment

Problem Statement 1: In 2019 Reading STAAR grades 3rd-5th, student performance increased from 54% to 61% meeting minimum standards (Approaches), however not meeting campus yearly goals. **Root Cause 1:** 20% Student Mobility creates additional academic challenges for teachers. 117 newcomers increased challenges such as lack of previous formal educational foundations.

Problem Statement 2: On 2019 Writing 4th grade STAAR, student performance decreased from 61% to 57% of students meeting minimum standard (Approaches). **Root Cause 2:** New teachers to the campus lacked teacher experience in state writing expectations along with students' slow transfer of Spanish to English.

Problem Statement 3: Reading levels do not reflect adequate growth in 2nd Language (English). **Root Cause 3:** Students lack of formal education in their native language delays the process of transfer to the 2nd language.

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 2020, at least 95% of 3-5 graders will respond favorably on Climate & Culture on the Panorama survey.




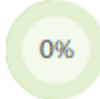

2018-19: School Climate- 95%

2017-18: School Climate - 84%

Evaluation Data Source(s) 1: Panorama Data EOY

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Consistently implement Project Class strategies school-wide	2.4, 2.5, 2.6	Teachers, administrators, teacher facilitators, and interventionists, Counselor, and CIS	*Decreased discipline issues that create a safe environment for students *Instructional time will be maximized with set systems and procedures			
				Problem Statements: Student Achievement 1, 4 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3		
2) Hornet Camp lessons at the beginning of year that teach students about all campus-wide procedures and expectations in all common areas and classrooms.	2.4, 2.5, 2.6	Teachers, administrators, teacher facilitators, and interventionists, Counselor, and CIS	*clear school-wide procedures and expectations that promote a comfortable learning environment			
				Problem Statements: Student Achievement 1, 2, 3, 4 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1, 2, 3		
3) Mentoring program for students who are at-risk of failing. Mentors will meet regularly with their mentee to build a positive relationship by engaging in ongoing activities throughout the school year.	2.4, 2.5, 2.6	Counselor, CIS, and administrators,	*Fulfill Social emotional needs in all students			
				Problem Statements: Demographics 1 - Student Achievement 5 - School Culture and Climate 2, 3 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 4 - Demographics 4 - Student Academic Achievement 5		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
4) Parent events that are held throughout the school year to promote school connectedness.	2.4, 2.5, 2.6, 3.2	Teachers, administrators, teacher facilitators, and interventionists, Counselor, CIS, and parents	*increase student beliefs that adults and staff in the school care about their learning as well as about them as individuals			
				Problem Statements: Demographics 1 - Student Achievement 5 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 1, 3 - Curriculum, Instruction, and Assessment 1, 2, 3, 4 - Demographics 4 - Student Academic Achievement 5 Funding Sources: 211 - Title I, Part A - 10129.00, 199 PIC 99 - Undistributed - 562.00		
5) Continue to promote the use of Class Dojo by supporting parents with technical support in order to maintain parent/teacher communication.	2.4, 2.5, 2.6, 3.2	Teachers, administrators, teacher facilitators, and interventionists, Counselor, and CIS	*Increase parental awareness of student progress *student academic needs are met at home through homework help *Parents, staff, and students Build a relationship with all stakeholders			
				Problem Statements: Demographics 1 - Student Achievement 1, 5 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 1, 2, 3 - Curriculum, Instruction, and Assessment 4 - School Context and Organization 1 - Demographics 4 - Student Academic Achievement 5		
						
				= Accomplished	= No Progress	= Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Due to Low SES demographics, student experiences, vocabulary, and background knowledge are limited. Root Cause 1: Poverty
Student Achievement
Problem Statement 1: HBE STAAR Reading average 3rd-5th grades increased from 54% to 61% which is still below district average. Root Cause 1: Language Acquisition to English impedes Reading comprehension.
Problem Statement 2: Reading fluency and stamina as seen in DRA data continues to fall behind in yearly goals. Root Cause 2: Lack of reading opportunities during school hours. Language Acquisition to English impedes Reading fluency.
Problem Statement 3: Students have large deficits utilizing correct sentence syntax and grammar rules when writing in English.. Root Cause 3: Language ability in English is limited due to delayed language acquisition.
Problem Statement 4: Student intervention needs for Tier 3 has increased. Root Cause 4: High number of recent immigrants.
Problem Statement 5: Due to Low SES demographics, student experiences, vocabulary, and background knowledge are limited. Root Cause 5: Poverty

School Culture and Climate

Problem Statement 2: Teacher mobility remains a concern. **Root Cause 2:** Campus academic needs are too high and lack of teacher capacity to address the student s' needs.

Problem Statement 3: Due to Low SES demographics, student experiences, vocabulary, and background knowledge are limited. **Root Cause 3:** Poverty

Staff Quality, Recruitment, and Retention

Problem Statement 1: Academic Progress made (54% to 61%) has not reached campus-wide expectations and ELA teachers are not meeting their individual student academic goals. **Root Cause 1:** Demographics of Low SES 97.9% , Hispanic 99%, LEP students 94%, At-Risk 94%, and increased to 20% 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.

Problem Statement 3: Due to Low SES demographics, student experiences, vocabulary, and background knowledge are limited. **Root Cause 3:** Poverty

Curriculum, Instruction, and Assessment

Problem Statement 1: In 2019 Reading STAAR grades 3rd-5th, student performance increased from 54% to 61% meeting minimum standards (Approaches), however not meeting campus yearly goals. **Root Cause 1:** 20% Student Mobility creates additional academic challenges for teachers. 117 newcomers increased challenges such as lack of previous formal educational foundations.

Problem Statement 2: On 2019 Writing 4th grade STAAR, student performance decreased from 61% to 57% of students meeting minimum standard (Approaches). **Root Cause 2:** New teachers to the campus lacked teacher experience in state writing expectations along with students' slow transfer of Spanish to English.

Problem Statement 3: Reading levels do not reflect adequate growth in 2nd Language (English). **Root Cause 3:** Students lack of formal education in their native language delays the process of transfer to the 2nd language.

Problem Statement 4: Due to Low SES demographics, student experiences, vocabulary, and background knowledge are limited. **Root Cause 4:** Poverty

School Context and Organization

Problem Statement 1: Not enough support for specific newcomer population. **Root Cause 1:** An increased enrollment of newcomers with higher academic and linguistic needs.

Demographics

Problem Statement 4: Due to Low SES demographics, student experiences, vocabulary, and background knowledge are limited. **Root Cause 4:** Poverty

Student Academic Achievement

Problem Statement 5: Due to Low SES demographics, student experiences, vocabulary, and background knowledge are limited. **Root Cause 5:** Poverty

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




Performance Objective 1: By June 2020, at least 33% of Hollibrook Elementary students will perform at post-secondary ready levels on MAP (66-77th percentile reading, 70-84th percentile math in 3rd & 5th grades) and/or STAAR (meets grade level in 3rd & 5th grades)





2018-19: 29% performed at post-secondary readiness levels as defined by SBISD Measures of Success

2017-18: 30% performed at post-secondary readiness levels as defined by SBISD Measures of Success

Evaluation Data Source(s) 1: As defined by SBISD Measures of Success (COMPASS)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Instructional framework for Reading that focuses on strategies that have an effect of more than 1 years growth (Hattie's Effect Size)	2.4, 2.5, 2.6	Teachers, administrators, teacher facilitators, and interventionists, Counselor, and CIS	*Teacher efficacy with increased student achievement			
2) Utilize campus-wide status of the class to monitor student progress across multiple measures of data.	2.4, 2.5, 2.6	Teachers, administrators, teacher facilitators, and interventionists, Counselor, and CIS	*Identify students who are in need of Tier 2 or Tier 3 intervention *Assisting with progress monitoring that leads to student identification of special support services			
3) SSCs will be held to discuss student needs and concerns. Intervention plans will be designed to close academic gaps and committees will make decisions if further testing is needed.	2.4, 2.5, 2.6, 3.2	Teachers, administrators, teacher facilitators, and interventionists, Counselor, and CIS	*timely proper services given *Proper identification of student needs *Students will be placed in their appropriate programs			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
4) Provide opportunities for learning outside of the classroom through study trips, visits to higher education institutes, and presentations on campus.		Team Leaders, Classroom Teachers, Teacher Facilitators, for LA/SS, Math, Science	Calendar of events for the year			
	Problem Statements: Demographics 1 - Student Achievement 5 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 4 - Demographics 4 - Student Academic Achievement 5 Funding Sources: 199 PIC 11 - Instructional Services - 3000.00, 211 - Title I, Part A - 8000.00					
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Due to Low SES demographics, student experiences, vocabulary, and background knowledge are limited. Root Cause 1: Poverty
Student Achievement
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Problem Statement 3: Students have large deficits utilizing correct sentence syntax and grammar rules when writing in English.. Root Cause 3: Language ability in English is limited due to delayed language acquisition.
Problem Statement 4: Student intervention needs for Tier 3 has increased. Root Cause 4: High number of recent immigrants.
Problem Statement 5: Due to Low SES demographics, student experiences, vocabulary, and background knowledge are limited. Root Cause 5: Poverty
School Culture and Climate
Problem Statement 2: Teacher mobility remains a concern. Root Cause 2: Campus academic needs are too high and lack of teacher capacity to address the student s' needs.
Problem Statement 3: Due to Low SES demographics, student experiences, vocabulary, and background knowledge are limited. Root Cause 3: Poverty

Staff Quality, Recruitment, and Retention

Problem Statement 1: Academic Progress made (54% to 61%) has not reached campus-wide expectations and ELA teachers are not meeting their individual student academic goals. **Root Cause 1:** Demographics of Low SES 97.9% , Hispanic 99%, LEP students 94%, At-Risk 94%, and increased to 20% 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.

Problem Statement 3: Due to Low SES demographics, student experiences, vocabulary, and background knowledge are limited. **Root Cause 3:** Poverty

Curriculum, Instruction, and Assessment

Problem Statement 1: In 2019 Reading STAAR grades 3rd-5th, student performance increased from 54% to 61% meeting minimum standards (Approaches), however not meeting campus yearly goals. **Root Cause 1:** 20% Student Mobility creates additional academic challenges for teachers. 117 newcomers increased challenges such as lack of previous formal educational foundations.

Problem Statement 2: On 2019 Writing 4th grade STAAR, student performance decreased from 61% to 57% of students meeting minimum standard (Approaches). **Root Cause 2:** New teachers to the campus lacked teacher experience in state writing expectations along with students' slow transfer of Spanish to English.

Problem Statement 3: Reading levels do not reflect adequate growth in 2nd Language (English). **Root Cause 3:** Students lack of formal education in their native language delays the process of transfer to the 2nd language.

Problem Statement 4: Due to Low SES demographics, student experiences, vocabulary, and background knowledge are limited. **Root Cause 4:** Poverty

School Context and Organization

Problem Statement 1: Not enough support for specific newcomer population. **Root Cause 1:** An increased enrollment of newcomers with higher academic and linguistic needs.

Demographics

Problem Statement 4: Due to Low SES demographics, student experiences, vocabulary, and background knowledge are limited. **Root Cause 4:** Poverty

Student Academic Achievement

Problem Statement 5: Due to Low SES demographics, student experiences, vocabulary, and background knowledge are limited. **Root Cause 5:** Poverty

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: By 2020, Hollibrook Elementary will close existing gaps in post secondary readiness by at least 5% between English Learners and non-English Learners while all performance improves.





2018-19: English Learners 24%; non-English Learners 54%

2017-18: English Learners 25%; non-English Learners 51%

Evaluation Data Source(s) 1: As defined SBISD Measures of Success (COMPASS)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Create schedules in Pk-2nd grade that include English instruction with language acquisition strategies.	2.4, 2.5, 2.6	Teachers, administrators, teacher facilitators, and interventionists	*Increase TELPAS proficiency levels *Close the performance gaps between ELLs and "ALL" populations			
	Problem Statements: Demographics 1, 3 - Student Achievement 1, 2, 3, 4, 5 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 1, 2, 3 - Curriculum, Instruction, and Assessment 1, 2, 3, 4 - School Context and Organization 1 - Demographics 4 - Student Academic Achievement 5					
2) Small group instruction focused on Proficiency Level Descriptors.	2.4, 2.5, 2.6	Teachers, administrators, teacher facilitators, and interventionists	*Increased listening, speaking, writing, and reading domains in TELPAS. *Increase reading comprehension in grade level text.			
	Problem Statements: Demographics 1, 3 - Student Achievement 1, 2, 3, 4, 5 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 1, 2, 3 - Curriculum, Instruction, and Assessment 1, 2, 3, 4 - Demographics 4 - Student Academic Achievement 5					
3) Provide tutorial sessions after school that promote language transfer.	2.4, 2.5, 2.6	Teachers, administrators, teacher facilitators, and interventionists	*Increase the number of students taking state assessments in English			
	Problem Statements: Demographics 1, 3 - Student Achievement 1, 2, 3, 4, 5 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 1, 2, 3 - Curriculum, Instruction, and Assessment 1, 2, 3, 4 - Technology 1 - Demographics 4 - Student Academic Achievement 5					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
4) Provide an interventionist during the school day solely for newcomers to close academic and linguistic gaps	2.4, 2.5, 2.6	Teachers, administrators, teacher facilitators, and interventionists	*Increase English proficiency for Newcomers year 1, Year 2, year 3, and year 4 in all linguistic domains.			
	Problem Statements: Demographics 1, 3 - Student Achievement 1, 2, 3, 4, 5 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 1, 2, 3 - Curriculum, Instruction, and Assessment 1, 2, 3, 4 - School Context and Organization 1 - Demographics 4 - Student Academic Achievement 5					
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Due to Low SES demographics, student experiences, vocabulary, and background knowledge are limited. Root Cause 1: Poverty
Problem Statement 3: Students at HBE lack foundational literacy building blocks that impact Reading progress. Root Cause 3: Language barriers, social economic challenges (LOW SES 98%), Homeless Status (87 students), Recent Immigrant Status (newcomers 138), and a mobility rate of 20%.
Student Achievement
Problem Statement 1: HBE STAAR Reading average 3rd-5th grades increased from 54% to 61% which is still below district average. Root Cause 1: Language Acquisition to English impedes Reading comprehension.
Problem Statement 2: Reading fluency and stamina as seen in DRA data continues to fall behind in yearly goals. Root Cause 2: Lack of reading opportunities during school hours. Language Acquisition to English impedes Reading fluency.
Problem Statement 3: Students have large deficits utilizing correct sentence syntax and grammar rules when writing in English.. Root Cause 3: Language ability in English is limited due to delayed language acquisition.
Problem Statement 4: Student intervention needs for Tier 3 has increased. Root Cause 4: High number of recent immigrants.
Problem Statement 5: Due to Low SES demographics, student experiences, vocabulary, and background knowledge are limited. Root Cause 5: Poverty
School Culture and Climate
Problem Statement 3: Due to Low SES demographics, student experiences, vocabulary, and background knowledge are limited. Root Cause 3: Poverty
Staff Quality, Recruitment, and Retention
Problem Statement 1: Academic Progress made (54% to 61%) has not reached campus-wide expectations and ELA teachers are not meeting their individual student academic goals. Root Cause 1: Demographics of Low SES 97.9% , Hispanic 99%, LEP students 94%, At-Risk 94%, and increased to 20% mobility rate demands for teachers who are specialized in promoting academic success in ELLs.

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.

Problem Statement 3: Due to Low SES demographics, student experiences, vocabulary, and background knowledge are limited. **Root Cause 3:** Poverty

Curriculum, Instruction, and Assessment

Problem Statement 1: In 2019 Reading STAAR grades 3rd-5th, student performance increased from 54% to 61% meeting minimum standards (Approaches), however not meeting campus yearly goals. **Root Cause 1:** 20% Student Mobility creates additional academic challenges for teachers. 117 newcomers increased challenges such as lack of previous formal educational foundations.

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Problem Statement 3: Reading levels do not reflect adequate growth in 2nd Language (English). **Root Cause 3:** Students lack of formal education in their native language delays the process of transfer to the 2nd language.

Problem Statement 4: Due to Low SES demographics, student experiences, vocabulary, and background knowledge are limited. **Root Cause 4:** Poverty

School Context and Organization

Problem Statement 1: Not enough support for specific newcomer population. **Root Cause 1:** An increased enrollment of newcomers with higher academic and linguistic needs.

Technology

Problem Statement 1: Student performance on technology based assessments do not reflect students' true academic levels. **Root Cause 1:** Lack of student digital literacy and practice affects results.

Demographics

Problem Statement 4: Due to Low SES demographics, student experiences, vocabulary, and background knowledge are limited. **Root Cause 4:** Poverty

Student Academic Achievement



Problem Statement 5: Due to Low SES demographics, student experiences, vocabulary, and background knowledge are limited. **Root Cause 5:** Poverty




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







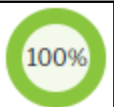

Performance Objective 1: Meet all compliance timelines and reporting requirements.


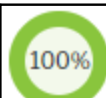
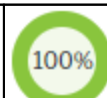

Evaluation Data Source(s) 1: Implementation of strategies.



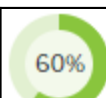
Summative Evaluation 1:





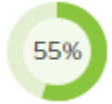

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Comprehensive Support Strategy Additional Targeted Support Strategy 1) Develop/strengthen/monitor capacity of teachers, grade levels and departments to support measurable growth in reading proficiency 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 1, 3 - Student Achievement 1, 2, 3, 5 - School Culture and Climate 2, 3 - Staff Quality, Recruitment, and Retention 2, 3 - Curriculum, Instruction, and Assessment 1, 2, 3, 4 - School Context and Organization 1 - Technology 1 - Demographics 4 - Student Academic Achievement 5</p> <p>Funding Sources: 211 - Title I, Part A - 3000.00, 199 PIC 25 - ESL/Bilingual - 1000.00, 199 PIC 99 - Undistributed - 1000.00</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>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1</p>						


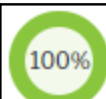
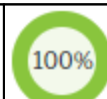
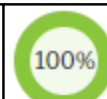
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation/intervention via supplementation materials and services. Progress 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>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>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 - 5000.00, 199 PIC 99 - Undistributed - 250.00</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: Demographics 1 - Student Achievement 5 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 4 - Demographics 4 - Student Academic Achievement 5</p> <p>Funding Sources: 199 PIC 99 - Undistributed - 500.00</p>						





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<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			
				Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1, 2		
<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			
				Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1, 2 Funding Sources: 199 PIC 23 - Special Education - 700.00		
<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			
				Problem Statements: Student Achievement 1		
<p>9) 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			
				Problem Statements: Student Achievement 1 - School Context and Organization 1 Funding Sources: 211 - Title I, Part A - 229505.00, 199 PIC 11 - Instructional Services - 500.00		




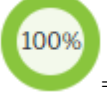


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>10) Identify At-risk students; provide them with supplemental services and supplies and materials for the 4 core subjects, and monitor progress (including continual English Language development 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, 5 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 1, 2, 4 - School Context and Organization 1 - Technology 1 - Demographics 4 - Student Academic Achievement 5</p> <p>Funding Sources: 199 PIC 30 - At Risk School Wide SCE - 16020.00, 199 PIC 11 - Instructional Services - 15495.00, 199 PIC 99 - Undistributed - 13510.00, 199 PIC 25 - ESL/Bilingual - 12749.00, 211 - Title I, Part A - 81521.00</p>						
<p>11) 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>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<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>Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 2</p> <p>Funding Sources: 199 PIC 99 - Undistributed - 4250.00, 211 - Title I, Part A - 15500.00</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: 211 - Title I, Part A - 4000.00, 199 PIC 11 - Instructional Services - 4294.00, 199 PIC 25 - ESL/Bilingual - 294.00</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: Demographics 1 - Student Achievement 5 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 2, 3 - Curriculum, Instruction, and Assessment 4 - Demographics 4 - Student Academic Achievement 5</p>					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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.	2.4, 2.5, 2.6					
Principal will participate in recruiting fairs established by SBISD Human Resources. Hollibrook teachers will mentor student teachers and Education students	Problem Statements: Demographics 1 - Student Achievement 5 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 2, 3 - Curriculum, Instruction, and Assessment 4 - Demographics 4 - Student Academic Achievement 5					
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.	2.5, 3.1, 3.2	Principal, CIT Team, Teacher Facilitators, Assistant Principals	CIT monthly meeting minutes and attendance sheets			
Parents will be part of the CIT to ensure community voice is present	Problem Statements: Demographics 1 - Student Achievement 1, 5 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 1, 2, 3 - Curriculum, Instruction, and Assessment 4 - Demographics 4 - Student Academic Achievement 5					
17) Pre-K and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings.	2.4, 2.5, 2.6, 3.2	PK Assistants, Principal, PK & Kindergarten Teachers	Attendance sheets			
	Problem Statements: Demographics 1 - Student Achievement 1, 5 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 2, 3 - Curriculum, Instruction, and Assessment 1, 4 - School Context and Organization 1 - Demographics 4 - Student Academic Achievement 5					
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	2.4, 2.5	Counselor, Classroom Teachers, Assistant Principals	Number of identified G/T students			
Teachers are trained to administer planned experiences to all students and to make recommendations for identification of GT students.	Problem Statements: Demographics 1 - Student Achievement 1, 5 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 2, 3 - Curriculum, Instruction, and Assessment 1, 4 - School Context and Organization 1 - Demographics 4 - Student Academic Achievement 5					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<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			
Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 2 - Technology 1						
<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 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			
Problem Statements: Demographics 1 - Student Achievement 1, 5 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 1, 3 - Curriculum, Instruction, and Assessment 4 - School Context and Organization 1 - Technology 1 - Demographics 4 - Student Academic Achievement 5						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<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>2.4, 2.5, 2.6, 3.1 Counselor</p> <p>Attendance roster at G/T meeting, Monthly newsletter</p> <p>100% 100% 100%</p> <p>Problem Statements: Demographics 1 Student Achievement 1 School Culture and Climate 3 Staff Quality, Recruitment, and Retention 3 Curriculum, Instruction, and Assessment 1, 2, 4 - Demographics 4 - Student Academic Achievement 5</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 <p>a. District five year goal campus survey b. School health index c. SEL/40 development asset survey</p>	2.6	CSHAC coordinator (C. Lantrip), CSHAC committee, Bilingual Communication Specialist	<p>Completion of goals</p> <p>End of Year parent survey</p> <p>CSHAC Campus Coordinator School health Checklist</p>			
<p>Problem Statements: Demographics 1 - Student Achievement 5 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 4 - School Context and Organization 1 - Demographics 4 - Student Academic Achievement 5</p> <p>Funding Sources: 199 PIC 99 - Undistributed - 750.00</p>						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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	3.2	Principal, Bilingual Communications Specialist, CIS, Counselor	Sign-in sheets, Parent compacts			
Problem Statements: Demographics 1 - Student Achievement 5 - School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 3 - Curriculum, Instruction, and Assessment 4 - School Context and Organization 1 - Demographics 4 - Student Academic Achievement 5						
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Due to Low SES demographics, student experiences, vocabulary, and background knowledge are limited. Root Cause 1: Poverty
Problem Statement 3: Students at HBE lack foundational literacy building blocks that impact Reading progress. Root Cause 3: Language barriers, social economic challenges (LOW SES 98%), Homeless Status (87 students), Recent Immigrant Status (newcomers 138), and a mobility rate of 20%.
Student Achievement
Problem Statement 1: HBE STAAR Reading average 3rd-5th grades increased from 54% to 61% which is still below district average. Root Cause 1: Language Acquisition to English impedes Reading comprehension.
Problem Statement 2: Reading fluency and stamina as seen in DRA data continues to fall behind in yearly goals. Root Cause 2: Lack of reading opportunities during school hours. Language Acquisition to English impedes Reading fluency.
Problem Statement 3: Students have large deficits utilizing correct sentence syntax and grammar rules when writing in English.. Root Cause 3: Language ability in English is limited due to delayed language acquisition.
Problem Statement 5: Due to Low SES demographics, student experiences, vocabulary, and background knowledge are limited. Root Cause 5: Poverty
School Culture and Climate
Problem Statement 2: Teacher mobility remains a concern. Root Cause 2: Campus academic needs are too high and lack of teacher capacity to address the student s' needs.
Problem Statement 3: Due to Low SES demographics, student experiences, vocabulary, and background knowledge are limited. Root Cause 3: Poverty

Staff Quality, Recruitment, and Retention

Problem Statement 1: Academic Progress made (54% to 61%) has not reached campus-wide expectations and ELA teachers are not meeting their individual student academic goals. **Root Cause 1:** Demographics of Low SES 97.9% , Hispanic 99%, LEP students 94%, At-Risk 94%, and increased to 20% 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.

Problem Statement 3: Due to Low SES demographics, student experiences, vocabulary, and background knowledge are limited. **Root Cause 3:** Poverty

Curriculum, Instruction, and Assessment

Problem Statement 1: In 2019 Reading STAAR grades 3rd-5th, student performance increased from 54% to 61% meeting minimum standards (Approaches), however not meeting campus yearly goals. **Root Cause 1:** 20% Student Mobility creates additional academic challenges for teachers. 117 newcomers increased challenges such as lack of previous formal educational foundations.

Problem Statement 2: On 2019 Writing 4th grade STAAR, student performance decreased from 61% to 57% of students meeting minimum standard (Approaches). **Root Cause 2:** New teachers to the campus lacked teacher experience in state writing expectations along with students' slow transfer of Spanish to English.

Problem Statement 3: Reading levels do not reflect adequate growth in 2nd Language (English). **Root Cause 3:** Students lack of formal education in their native language delays the process of transfer to the 2nd language.

Problem Statement 4: Due to Low SES demographics, student experiences, vocabulary, and background knowledge are limited. **Root Cause 4:** Poverty

School Context and Organization

Problem Statement 1: Not enough support for specific newcomer population. **Root Cause 1:** An increased enrollment of newcomers with higher academic and linguistic needs.

Technology

Problem Statement 1: Student performance on technology based assessments do not reflect students' true academic levels. **Root Cause 1:** Lack of student digital literacy and practice affects results.

Demographics

Problem Statement 4: Due to Low SES demographics, student experiences, vocabulary, and background knowledge are limited. **Root Cause 4:** Poverty

Student Academic Achievement

Problem Statement 5: Due to Low SES demographics, student experiences, vocabulary, and background knowledge are limited. **Root Cause 5:** Poverty

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
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

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	STUDY TRIPS - ENTRANCE FEE	11.6412	\$1,500.00
3	1	4	STUDY TRIPS - TRANSPORTATION	11.6494	\$1,500.00
5	1	9	OTHER PAY - PROF	11.6116	\$500.00
5	1	10	FRONT OFFICE COPIER	6269.11	\$3,000.00
5	1	10	SUPPLIES & MATERIALS	6399.11	\$12,495.00
5	1	13	SUBSTITUTES	6112.11	\$3,500.00
5	1	13	SUPPORT STAFF - SUBSTITUTES	6122.11	\$250.00
5	1	13	MEDICARE	6141.11	\$4.00
5	1	13	EMP CONTRIBUTION	6142.11	\$12.00
5	1	13	WORKERS COMP	6143.11	\$2.00
5	1	13	TEACHER RETIREMENT	6146.11	\$26.00
5	1	13	EMPLOYEE TRAVEL	11.6411	\$500.00
Sub-Total					\$23,289.00
Budgeted Fund Source Amount					\$23,289.00
+/- Difference					\$0
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	7	Supplies & Materials	6399.23	\$700.00
Sub-Total					\$700.00
Budgeted Fund Source Amount					\$700.00
+/- Difference					\$0

199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	READING MATERIAL	6329.25	\$1,000.00
5	1	10	SUPPLIES & MATERIALS	6399.25	\$12,749.00
5	1	13	SUPPORT STAFF - SUBSTITUTES	6122.25	\$250.00
5	1	13	MEDICARE	6141.25	\$4.00
5	1	13	EMP CONTRIBUTION	6142.25	\$12.00
5	1	13	WORKERS COMP	6143.25	\$2.00
5	1	13	TEACHER RETIREMENT	6146.25	\$26.00
Sub-Total					\$14,043.00
Budgeted Fund Source Amount					\$14,043.00
+/- Difference					\$0
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	10	ADA COPIER	6269.30	\$2,200.00
5	1	10	SUPPLIES & MATERIALS	6399.30	\$13,070.00
5	1	10	TESTING SNACKS	6499.30	\$750.00
Sub-Total					\$16,020.00
Budgeted Fund Source Amount					\$16,020.00
+/- Difference					\$0
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	CUSTODIANS OT	51.6121	\$500.00
2	1	4	MEDICARE	51.6141	\$7.00
2	1	4	WORKERS COMP	51.6143	\$3.00
2	1	4	TEACHER RETIREMENT	51.6146	\$52.00
5	1	1	LIBRARY BOOKS	12.6329	\$1,000.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	4	Technology Equipment	52.6398	\$250.00
5	1	5	Counselor - S&M	31.6399	\$500.00
5	1	10	PRINTING	23.6299	\$1,000.00
5	1	10	SUPPLIES & MATERIALS	12.6399	\$300.00
5	1	10	FRONT OFFICE PARA OT	23.6121	\$1,500.00
5	1	10	FRONT OFFICE OT MEDICARE	23.6141	\$36.00
5	1	10	FRONT OFFICE OT WORKERS COMP	23.6143	\$16.00
5	1	10	FRONT OFFICE OT TEACHER RETIREMENT	23.6146	\$258.00
5	1	10	FRONT OFFICE S&M	23.6399	\$10,000.00
5	1	10	SUPPLIES & MATERIALS	52.6399	\$400.00
5	1	12	MISC OPERATING EXPENSE	23.6499	\$250.00
5	1	12	TRAVEL - TEACHERS	13.6411	\$2,500.00
5	1	12	TRAVEL - ADMINISTRATORS	23.6411	\$1,500.00
5	1	22	SUPPLIES & MATERIALS	33.6399	\$550.00
5	1	22	PRINTING	33.6299	\$200.00
Sub-Total					\$20,822.00
Budgeted Fund Source Amount					\$20,822.00
+/- Difference					\$0
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	SNACKS	61.6499	\$1,000.00
2	1	4	READING MATERIAL	61.6329	\$5,000.00
2	1	4	TECHNOLOGY	61.6398	\$3,000.00
2	1	4	SUPPLIES & MATERIALS	61.6399	\$1,129.00
3	1	4	STUDY TRIPS - ENTRANCE	11.6412	\$3,500.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	STUDY TRIPS - TRANSPORTATION	11.6494	\$4,500.00
5	1	1	READING MATERIAL	11.6329	\$3,000.00
5	1	4	Technology	11.6398	\$3,000.00
5	1	4	Software	11.6397	\$2,000.00
5	1	9	PROFESSIONAL SALARY	13.6119	\$136,531.00
5	1	9	PROFESSIONAL STAFF MEDICARE	13.6141	\$2,038.00
5	1	9	PROFESSIONAL STAFF WORKERS COMP	13.6143	\$898.00
5	1	9	PROFESSIONAL STAFF TEACHER RETIREMENT	13.6146	\$14,063.00
5	1	9	LEP ASSISTANTS	11.6129	\$66,101.00
5	1	9	LEP ASSTS - MEDICARE	11.6141	\$958.00
5	1	9	LEP ASSTS - WORKERS COMP	11.6143	\$422.00
5	1	9	LEP ASSTS - TEACHER RETIREMENT	11.6146	\$6,808.00
5	1	9	PARENT LIAISON	61.6121	\$1,000.00
5	1	9	PARENT LIAISON	61.6125	\$500.00
5	1	9	PARENT LIAISON - MEDICARE	61.6141	\$21.00
5	1	9	PARENT LIAISON - WORKERS COMP	61.6143	\$10.00
5	1	9	PARENT LIAISON - TEACHER RETIREMENT	61.6146	\$155.00
5	1	10	SUPPLIES & MATERIALS	11.6399	\$81,521.00
5	1	12	TRAVEL - TEACHERS	13.6411	\$10,000.00
5	1	12	PROFESSIONAL DEVELOPMENT BOOKS	13.6329	\$1,000.00
5	1	12	TRAVEL - ADMINISTRATORS	23.6411	\$3,500.00
5	1	12	REGION IV - TEACHERS	13.6239	\$500.00
5	1	12	REGION IV - ADMNISTRATORS	23.6239	\$500.00
5	1	13	SUBSTITUTES	13.6112	\$4,000.00
Sub-Total					\$356,655.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$356,655.00
+/- Difference					\$0
Grand Total					\$431,529.00