

# Spring Branch Independent School District

## Hunters Creek Elementary School

### 2020-2021 Campus Improvement Plan



# Mission Statement

At HCE we positively impact each child's life every day to graduate students with Tough Minds and Tender Hearts!

## Vision

### TOUGH MIND - TENDER HEART

**Together with faculty and families our students are building:**

- High expectations for themselves as self-advocates
- An ability to problem solve with perseverance to develop strengths and overcome obstacles
  - An empathetic and respectful character
- The capability to collaborate and think critically to create their own unique futures

## 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

Revised/Approved: September 18, 2020

## Demographics

### Demographics Summary

Attendance Rate (2017-18) 96.9%

### Enrollment by Race/Ethnicity

African American 2.6%

Hispanic 19.4%

White 60.9%

American Indian 0.6%

Asian 10.9%

Pacific Islander 0.0%

Two or More Races 5.5%

Economically Disadvantaged 17.0%

English Learners 14.1%

Special Education 7.5%

Mobility Rate (2017-18) 6.5%

### Demographics Strengths

Our diversity is a strength. Although it is reported that we are 60% white, that's not exactly true as our middle eastern students are coded as

white. Most of those students are learning English as a Second Language and some are newcomers to the US.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Meeting the needs of and engaging the families and students of our middle eastern students whose parents speak very little English.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data
- Local Accountability Systems (LAS) 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) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- 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

### **Student Data: Student Groups**

- 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
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-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
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- 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
- 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-P ESS data
- PDAS and/or T-TESS

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other 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: STUDENT ACHIEVEMENT.** Every Hunters Creek Elementary School student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 1: ACHIEVEMENT:** By June 2021, Hunters Creek Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least [3] points at each performance level (approaches, meets, masters).


2019-20: Not Rated due to COVID


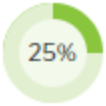
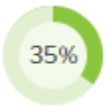




2018-19: Reading: [90]% (approaches), [69]% (meets), [40]% (masters); Math: [91]% (approaches), [71]% (meets), [38]% (masters)

2017-18: Reading: [90]% (approaches), [66]% (meets), [43]% (masters); Math: [92]% (approaches), [69]% (meets), [38]% (masters)

**Evaluation Data Sources:** STAAR 3-8 Reports

**Summative Evaluation:** None

<p><b>Strategy 1:</b> We will continue to refine the time we spend in collaborative planning meetings to target learning for each student that is:</p> <ol style="list-style-type: none"> <li>1) specific to each child (personalized);</li> <li>2) based on pre-testing, formative and summative assessment;</li> <li>3) TEKS based and at the appropriate level of rigor; and,</li> <li>4) based on the principles from The New Art and Science of Teaching.</li> <li>5) With first meetings beginning the week of September 7th, adjust the master schedule to include time for collaborative planning weekly - consider 57 minute blocks once/week instead of 55 minute blocks/every other week</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> 3rd, 4th and 5th reading and math STAAR scores will increase by at least [3] points at each performance level</p> <p>Walk-through checklist show implementation by all teachers</p> <p>Notes from Collaborative meetings and Kid Talks.</p> <p><b>Staff Responsible for Monitoring:</b> K - 5 Teachers</p> <p>Intervention Teachers</p> <p>Administrative Team</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				

<p><b>Strategy 2:</b> Professional learning opportunities that are personalized for teachers to, at least, include:</p> <p>1) Necessary technology to support distance learning and to support integration of technology in all contents</p> <p>2) Training or collaborative planning to support the expectation for daily, virtual or Face to Face, use of either Warm Ups, Number of the Day or other vetted practice to ensure there is a focus on spiraling skills and keeping rigor high</p> <p>3) Using the Literacy Continuum, Pathways and Learning Progressions for small group planning instruction and intervention in reading</p> <p>4) ELL Strategies</p> <p>5) Orton Gillingham</p> <p>6) Teachers College</p> <p>7) To Be Determined based on teachers' needs or request</p> <p><b>Strategy's Expected Result/Impact:</b> -- Each student, in all grade levels, will show at least one year's growth on their independent reading level</p> <p>-- 3rd, 4th and 5th reading and math STAAR scores will increase by at least [3] points at each performance level</p> <p>-- Walk-through checklist show implementation by all teachers</p> <p><b>Staff Responsible for Monitoring:</b> K - 5 Teachers</p> <p>Intervention Teachers</p> <p>Administrative Team</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 3:</b> As part of the PLC and Response to Intervention structure and using a protocol (to be established) we will have Kid Talks once a month to ensure that every child is on target for meeting his or her goals. Each grade level/team will choose their monthly date. If it is an after school meeting it will be with P and AP. If it is during the day, it will be with P, AP and interventionist.</p> <p><b>Strategy's Expected Result/Impact:</b> Students in the RtI process will show progress in all assessed areas or will either move to a higher Tier of support in the RtI process or referred for evaluation to determine why student is not responding to intense intervention.</p> <p>We are better able to meet academic, social/emotional and health needs of all students.</p> <p><b>Staff Responsible for Monitoring:</b> K - 5 Teachers</p> <p>Intervention Teachers</p> <p>Administrative Team</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 4:</b> Personalize learning for students in math by planning whole group (Tier 1), small group (Tier 1 and Tier 2) and intervention group (Tier 3) lessons during collaborative planning time. All math teachers are expected to plan small group instruction in math daily, virtual or face to face, with an emphasis on teaching that extends the learning and teaching that fills in gaps in the learning - not just to support the whole group learning.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will show growth in their math scores on MAP, STAAR, PSAs, classroom assignments and assessments</p> <p>Learning is personalized for students in math.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p> <p>Intervention Specialists</p> <p>Administrative Team</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1: STUDENT ACHIEVEMENT.** Every Hunters Creek Elementary School student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 2: GAP-CLOSING:** By June 2021, Hunters Creek Elementary School will increase overall performance on STAAR Grades 3-5 exams to narrow the gap or improve performance above the target by at least 5 percentage points for English Learners.

2019-20: Not Rated due to COVID

2018-19:

English Learners 19%; non-English Learners 77%; DIFFERENCE 58

EconDisad 41%; non-EconDisad 77% DIFFERENCE 36

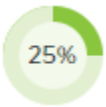





2017-18:

English Learners 19%; non-English Learners 71%; DIFFERENCE 52

EconDisad 33%; non-EconDisad 73% DIFFERENCE 40

**Evaluation Data Sources:** State Accountability Reports

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Ensure that ELL strategies are implemented with consistency school wide through staff development and training. Use of an HCE ELL Strategies checklist, developed in the first few weeks of school by the ILT, for quick walk throughs and/or reflections.</p> <p><b>Strategy's Expected Result/Impact:</b> ELL students will have access to comprehensible curriculum in all subject areas. STAAR will reflect the stated progress towards closing the gap. TELPAS - students will make progress from one year to the next.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Intervention Specialists Administrative Team</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p><b>Strategy 2:</b> Conduct two types of vertical meetings throughout the year: -at least 1 time a semester meet with grade level above and the grade level below -at least 1 time a semester meet by subject vertically (Math &amp; LA)</p> <p><b>Strategy's Expected Result/Impact:</b> All performance will improve for STAAR, TELPAS, Panorama and MAP.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Intervention Specialists Administrative Team</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1: STUDENT ACHIEVEMENT.** Every Hunters Creek Elementary School student will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 3: STUDENT GROWTH:** By June 2021, Hunters Creek Elementary School will increase the % of students who meet or exceed conditional growth index (CGI) targets on Measures of Academic Progress: Reading (K-5) increase by [7] points, Math (K-5) increase by [5] points.


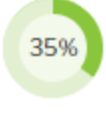
2019-20: Not Rated due to COVID






2018-19: Reading - 66% met CGI; Math - 73 % met CGI

2017-18: Reading - 54% met CGI; Math - 65 % met CGI

**Evaluation Data Sources:** Measures of Academic Progress (MAP) Reports

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Continue to strengthen and personalize our literacy and math planning and instruction by applying the learning from our work with Teachers College, Seidlitz and/or Solution Tree.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will meet their growth measure targets and/or will show at least one year's growth on MAP Walk-through checklist show implementation by all teachers</p> <p><b>Staff Responsible for Monitoring:</b> K - 5 Teachers Intervention Teachers Administrative Team</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> We will continue to refine the time we spend in collaborative planning meetings to target learning for each student that is:</p> <ol style="list-style-type: none"> <li>1) specific to each child (personalized);</li> <li>2) based on pre-testing, formative and summative assessment;</li> <li>3) TEKS based and at the appropriate level of rigor; and,</li> <li>4) based on the principles from The New Art and Science of Teaching.</li> <li>5) With first meetings beginning the week of September 7th, adjust the master schedule to include time for collaborative planning weekly - consider 57 minute blocks once/week instead of 55 minute blocks/every other week</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> Students will meet their growth measure targets and/or will show at least one year's growth on MAP Notes from PLC meetings and Kid Talks.</p> <p><b>Staff Responsible for Monitoring:</b> K - 5 Teachers Intervention Teachers Administrative Team</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>

<p><b>Strategy 3:</b> All teams (K - 5, specials and special ed) get 1 planning day each semester for refining roadmaps, creating assessments, writing lesson plans, gathering materials, etc. (PTA Funded \$7,800.00)</p> <p><b>Strategy's Expected Result/Impact:</b> Students will meet their growth measure targets and/or will show at least one year's growth on MAP, STAAR, DRA, and TELPAS. Record of dates and agendas for evidence of work.</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers Administrative Team</p>	<b>Reviews</b>						
	<b>Formative</b>			<b>Summative</b>			
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>			
							
 No Progress		 Accomplished		 Continue/Modify		 Discontinue	

**Goal 2: STUDENT SUPPORT.** Every Hunters Creek Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

**Performance Objective 1: SCHOOL CONNECTEDNESS:** By June 2021, the % of Hunters Creek Elementary School students who feel connected as both individuals and learners will increase by at least 4 points.



2019-20: Not Rated due to COVID

2018-19: Teacher-Student Relationships - 80%; School Belonging - 69%


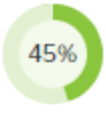




2017-18: Teacher-Student Relationships - 73%; School Belonging - 68%

**Evaluation Data Sources:** Panorama Student Survey

**Summative Evaluation:** None

<p><b>Strategy 1:</b> 1) Teachers will use the HCE Morning Meeting Team's plans to conduct daily Morning Meetings for the following purposes:            1) Merge academic, social and emotional learning.            2) Build and enhance connections among students, between students and teachers.            3) Set a tone for respectful and engaged learning in a climate of trust.            4) Motivate students by addressing the human need to feel a sense of significance and belonging, and to have fun.            Purchase materials for teacher resources PTA Funded            Devote the first 20-30 minutes of at least one faculty meeting a month to modeling the morning meeting format with the faculty - including office staff. (use of PTA volunteers to answer phones)  <b>Strategy's Expected Result/Impact:</b> Academic performance goals met            Decrease in discipline referrals            Panorama goals met  <b>Staff Responsible for Monitoring:</b> Teachers            Counselor            Morning Meeting            Team</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p><b>Strategy 2:</b> Adults will learn how to foster kindness and compassion for our students and adults, focus on building positive relationships and helping students establish and recognize positive racial identities. Build and add to this resource page for planning lessons, morning meeting topics, etc.  <a href="https://docs.google.com/document/d/1MB38mhuDfNnD119BoXCffTjuZaJ06HAzg88X8kn7aAs/edit?usp=sharing">https://docs.google.com/document/d/1MB38mhuDfNnD119BoXCffTjuZaJ06HAzg88X8kn7aAs/edit?usp=sharing</a>  <b>Strategy's Expected Result/Impact:</b> Building stronger relationships across the faculty and among the students.            Students and adults will learn to treat each other with kindness and compassion.            All will feel a sense of belonging.  <b>Staff Responsible for Monitoring:</b> Administrative Team            Team Leaders            Morning Meeting            Committee</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				








<p><b>Strategy 3:</b> Continue to personalize the opportunities for students to have more choices in their day:  --choice of independent reading material in language arts classes  --open library schedule, come when you need to  --give students choices earned by exhibiting excellent behavior, work habits, effort and kindness such as sitting with a friend at lunch, being a helper in the library or in kindergarten, and more.  We will include Growth Mindset lessons, field trips and presentation/performances throughout the year</p> <p><b>Strategy's Expected Result/Impact:</b> Students feel more connected and valued.  <b>Staff Responsible for Monitoring:</b> Faculty</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 4:</b> C-SHAC - engages the staff and community through: No Place for Hate, Red Ribbon Week, Random Acts of Kindness, Gen TX and other activities. Will also continue to facilitate a Student Health Advisory Committee S-SHAC.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will feel more connected and valued and we will meet our goal.  <b>Staff Responsible for Monitoring:</b> C-SHAC committee members</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2: STUDENT SUPPORT.** Every Hunters Creek Elementary School student will benefit from an aligned system that supports his/her academic and social-emotional needs.

**Performance Objective 2: GUIDANCE AND COUNSELING:** Each grade level will implement and support character education and social-emotional learning curriculum.

**Evaluation Data Sources:** Panorama Data  
 Discipline Referrals  
 Training materials and attendance rosters

**Summative Evaluation:** None







<p><b>Strategy 1:</b> Continue to use Responsive Classroom resources to implement powerful Morning Meetings focused on identified attributes, character traits, feelings and building relationships. Incorporate Character Strong lessons and resources into Morning Meetings, counselor lessons and faculty meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals          Panorama goals met          Academic performance goals met</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 3: SAFE SCHOOLS.** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

**Performance Objective 1: SAFETY COMMITTEE:** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

**Evaluation Data Sources:** Campus Safety Committee roster

**Summative Evaluation:** None


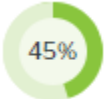




<p><b>Strategy 1: CAMPUS SAFETY COMMITTEE:</b> Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety. Campus Safety Committee will consider the safety at the Transition Campus as well as working on the safety plan for the new building.</p> <p><b>Strategy's Expected Result/Impact:</b> Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet three times per year so that all campuses will be able to refine safety practices.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION:</b> Participate in the Harris County Department of Education (HCDE) campus safety audit.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus will develop action plans to address any deficiencies as a result of safety audits.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Safety Committee</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3: SAFE SCHOOLS.** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

**Performance Objective 2: EMERGENCY OPERATIONS:** Develop Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

**Evaluation Data Sources:** Campus Emergency Operation Procedures Documents

**Summative Evaluation:** None

<p><b>Strategy 1: EMERGENCY OPERATIONS PROCEDURES:</b> Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus EOP is turned in and filed by September 1st.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2: EMERGENCY OPERATIONS PROCEDURES:</b> Update campus EOP annually, train staff at the start of each school year and practice procedures and drills throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st. Drill reports complete and turned in on time.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Safety Committee</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3: SAFE SCHOOLS.** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

**Performance Objective 3:** LearnSBISD Health and Safety Plan: work with the admin team and team leaders to ensure that all parts of the Learn SBISD safety plan are in place so that staff and students do not feel like they are at high risk of Covid 19.

**Evaluation Data Sources:** Survey  
Notes from meeting






**Summative Evaluation:** None

**Goal 4: FISCAL RESPONSIBILITY.** Hunters Creek Elementary School will ensure efficient and effective fiscal management of resources and operations to maximize learning for all students.

**Performance Objective 1: FINANCIAL MANAGEMENT:** Maintain high quality financial management practices so that financial resources provide the maximum possible support for T-2-4.

**Evaluation Data Sources:** Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually)

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Conduct frequent budget meetings with Administrative Assistant to review and manage money as well as meeting with the PTA Executive Board to plan for, review and monitor PTA funds.</p> <p><b>Strategy's Expected Result/Impact:</b> Error free records. Documentation of purchases and orders.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Administrative Assistant</p> <p><b>Title I Schoolwide Elements:</b> 3.1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b> 	<b>Jan</b>	<b>Mar</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

# Addendums