Spring Branch Independent School District

Bunker Hill Elementary School

2020-2021 Campus Improvement Plan

Mission Statement

At Bunker Hill Elementary:

We believe all students have the desire and ability to succeed.

We believe our students are unique, resilient, and valuable with different strengths and needs.

We believe students need a safe, positive, and supportive environment to grow.

We believe our faculty and staff are dedicated, innovative, reflective, flexible, intentional, and passionate.

We believe in supporting the whole child by being genuine, life-long learners who create an environment of high expectations to help students achieve.

We believe our Bunker Hill Elementary family is built on trust, common values, mutual respect, support, and teamwork with a strong desire to make a difference.

Vision

We believe Bunker Hill Elementary students will continue the learners journey as critical thinkers and problem solvers through resilience and perseverance.
We believe students will leave Bunker Hill Elementary knowing how to value the differences in others.
We believe our Bunker Hill Elementary students will continue to be responsible citizens who value and serve their community.

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.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Subgroups	Number out of 630	Percentage
African American	12	2%
Hispanic	98	16%
White	399	63%
Asian	174	28%
Multi-Race	36	6%
ESL	174	28%
At-Risk	197	31%
GT	113	18%
SPED	50	8%
EE	7	less than 1%
FRL	78	12%

Student Achievement

Student Achievement Summary

See specifics for Student Achievement under each Goal Performance Objective**

Student Achievement Strengths

Our focus on making sure every student shows at least one year's growth on MAP to ensure students meet their targets will remain a top priority. We will continue our PLC work focusing on using data to inform our instructional decisions. We use Eduphoria and it's use of data to create flexible groups and student groups based on need invaluable. We are implementing the use of All in Learning this year as well. We will also continue to use adaptive software such as Dream Box in all grade levels to continually measure growth in order to adjust our instruction as needed. Teachers will continue to work on understanding how to analyze their student data and will develop goals with their students to show growth.

We will focus on closing gaps by increasing our Level III post secondary readiness scores.

See specifics for Student Achievement under each Goal Performance Objective**

School Culture and Climate

School Culture and Climate Summary

See specifics for Student Achievement under each Goal Performance Objective**

School Culture and Climate Strengths

Our learning community is committed to developing a school culture that supports and cultivates a student-centered learning environment by supporting administration and teachers in their professional growth.

The school sets high standards for all students and families. Parents are equal partners with the teachers in helping each student succeed.

The BHE PTA is very involved with administration and teachers in aiding to provide many opportunities for parents, students, and families to be involved in the BHE community.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

BHE tends to remain stable in staffing with low turnover. We will have a few new staff members join the BHE faculty and staff for the 2020-2021 school year: four classroom teachers, and a new assistant principal.

Through PTA, Administrative Team, and our SEL (Sunshine committee), we continue to explore ways to motivate and appreciate faculty and staff.

Staff Quality, Recruitment, and Retention Strengths

There are many opportunities for leadership at BHE. Teacher leadership roles include the MCL (Multi-Classroom Leader), grade level Team Leaders, and our Lead Mentor teacher. We are increasing our MCL role from a a half-time teaching/half-time coaching position to a full-time instructional coaching position. She will be working primarily with our four new to campus teachers, and our three second-year teachers. Our self-initiated cohort for Teachers College Reading and Writing Project (TCRWP) will continue to lead the work in the areas of reading and writing Units of Study in all grades. Our MCL has taken the lead of our TCRWP cohort. We also will continue our self-initiated cohort for Math Instruction that was started last year. Our Math Interventionist has taken the lead of the Math cohort.

Many staff members have 10+ years at BHE and quite a few have left BHE to raise children and then returned to BHE to continue their teaching career.

Our SEL (Sunshine committee) and our PTA provide strategic and periodic opportunities and experiences for staff to maintain high morale and campus engagement.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Strengths

Our goal is to use our PLC (Professional Learning Community) weekly planning time constructively to utilize on-going assessments and assorted data points to support personalized learning in order to support significant gains in improving overall achievement and overall progress in all 4 indexes.

Parent and Community Engagement

Parent and Community Engagement Summary

BHE has an active PTA. They are a strong, committed group will to provide our learning community any support as needed. Our PTA continues to assess our most successful programs to support through their fund-raising efforts. The principal and the PTA president meet regularly. The principal and the PTA executive board meet on a monthly basis as does the PTA. They make decisions on which activities and special events will be hosted here at BHE and how they will be funded.

We have an active CIT (Campus Improvement Team) that meets monthly to discuss campus needs. Our CIT helps us monitor and analyze the effectiveness of our CIP (Campus Improvement Plan). They also review our programs such as TCRWP and OC-TX.

We host a Principal Coffee on the first day of school and each grade level hosts a luncheon within the first two weeks of school. We also host three back to school nights during the week the district selects as our parking is limited. Throughout the school year, our music teacher coordinates and puts on grade level musicals for parents and the community in 1st through 5th grades. We have a Fall and Spring Book Fair, International Day, Veteran's Day, Constitution Day, Wax Museum, Spring Fling, and Go Texan Day to name a few opportunities for parents to become involved whether through volunteering or as a spectator.

**Due to COVID-19, we may have to adjust, rework, or cancel activities. We hosted three Prinicpal Coffees via Zoom and an Open House via Zoom for each grade level during the Week of Welcome. Another round of Principal Coffees are scheduled before the September 8th launch of In-Person Learning.

Parent and Community Engagement Strengths

Events are well attended.

Parents have many opportunities to be involved at BHE.

Parents are welcomed and encouraged to volunteer in classrooms, the library, the copy room, the main office, and on campus.

Communication with our parents/community is available in a variety of formats (BHE website, BHE PTA website, weekly PTA e-blasts, call-outs, etc). We use one school-wide newsletter with links to every grade level, specials teachers, librarian, and counselor news so parents have a one-stop-shop for all things BHE. It will be tweeted, emailed through Messenger, blasted through the PTA monday news flash, and posted on our PTA websight monthly.

** Normally, A BHE handbook is included with the student planners. It is a compliation of the new parent orientation, newcomers committee, kinder round up information, back to school information, topics of interest on our webpages, and other need-to-know hot topics for students and families. Due to COVID 19, the planner had to be printed prior to the SBISD Student Handbook's release and will not be included in the planner this year.

School Context and Organization

School Context and Organization Summary

Bunker Hill Elementary has 30 classroom teachers, 1 AIM special education program with 1 teacher and 2 paraprofessionals, 1 Inclusion/Resource teacher and 1 paraprofessional, 4 interventionists (Language Arts K-2, Math K-2, ESL, Dyslexia, and Special Programs), 1 MCL (multi-classroom leader), 1 librarian, and 1 counselor. Each grade level has a common planning time as do our Specialists. Our teams meet weekly in PLC's focusing on instructional planning, vertical/horizontal alignment, staff development, and data analysis. We have four meetings monthly: a faculty meeting, ILT meeting, and some sort of professional development or training scheduled during the other two weeks.

Technology

Technology Summary

All classrooms have Active Boards. All have technology carts with Chromebooks and/or Ipads.

Teachers are actively learning and incorporating ItsLearning into planning and/or instructional practices.

Teachers updated their ePortfolio pages in ItsLearning and launched their virtual teaching and learning through their overview or landing pages.

The campus has updated the ITSL landing page and will continue to update it on a regular basis.

**Due to COVID 19, all of our Chromebooks have been loaned out to students as part of the SBISD Device Deployment, included in the SBISD Learn plan which provides both virtual and in-person learning for the 2020-21 school year.

Goals

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

Performance Objective 1: ACHIEVEMENT: By June 2021, Bunker Hill 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: [91]% (approaches), [71]% (meets), [46]% (masters); Math: [94]% (approaches), [75]% (meets), [53]% (masters)
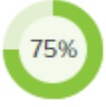2017-18: Reading: [92]% (approaches), [69]% (meets), [46]% (masters); Math: [93]% (approaches), [76]% (meets), [48]% (masters)

Evaluation Data Sources: STAAR 3-8 Reports

Summative Evaluation: None

Strategy 1: Professional Learning Communities (PLCs): Instructional support and professional learning will primarily occur through content team PLCs. PLCs will focus their work and learning in the following areas: (1) Developing and adhering to collective commitments, (2) purposeful planning and development of instructional strategies and lessons that meet student needs and support concept development, (3) outlining common assessment protocol and expectations using data and TEKS, (4) formative and summative assessments and data analysis and action planning cycle, (5) review of student products, (6) exploration of competency-based progression toward mastery of essential standards.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will meet the post-secondary targets and/or will show at least one year's growth on STAAR. **Staff Responsible for Monitoring:** Administrative Team ILT K-5 Teachers Intervention Teachers **Funding Sources:** Training Materials - 199 PIC 99 - Undistributed - $1,000, Staff Development - 199 PIC 11 - Instructional Services - $2,500	50%			

Strategy 2: Personalized Professional Learning: Faculty will continuously engage in professional development and professional learning that align to teacher and student needs. Professional learning will be embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration (PLCs and other established touch-points), monthly faculty meetings and through external opportunities (PD seminars, school visits, etc). Teachers will continue to implement ItsLearning (ITSL) as a personalized learning format aligning with the district vision of Anywhere, Anytime Learning (Access), Individualized Instruction (Rigor), Holistic and Actionable Data, and Student Voice and Agency.	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will meet the post-secondary targets and/or will show at least one year's growth on STAAR. Targeted Professional Development as needed. Implementation of Personalized Learning may lead to a need for additional intervention or extension outside the normal school day. **Staff Responsible for Monitoring:** Administrative Team ILT K-5 Teachers Interventionists **Funding Sources:** - 199 PIC 99 - Undistributed - $1,000, - 199 PIC 11 - Instructional Services - $1,000	65%			

Strategy 3: Opportunity Culture of Texas (OC-TX): The role of the Multi-Classroom Leader (MCL) will be used this year. We are eliminating the roles of Expanded Impact Teachers (EITs) and the role of the Associate Teacher in order to increase the role of the MCL to Level I.	**Reviews**			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will meet the post-secondary targets and/or will show at least one year's growth on STAAR. The MCL will be working primarily with our three new to campus teachers and our two second-year teachers. **Staff Responsible for Monitoring:** Administrative Team MCL K-5 Teachers **Funding Sources:** Paper and Cartridges for printing/copying assessments and reports - 199 PIC 11 - Instructional Services - $1,500	70%			

Strategy 4: Small Group Instruction: Pride Time has been set aside in the master schedule for RtI which may include, but is not limited to, workshop and small group instruction. One hour daily will be given to minimize classroom disruption and provide consistency. Student needs will highlight the need for instructional materials, supplies, and/or technology.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Students will meet the post-secondary targets and/or will show at least one year's growth on STAAR. Weekly planning in PLC teams. Develop and use a Pride Time walk through form that will document the implementation of workshop and small group instruction. Data conferences will be used to inform instruction and flexible grouping for small group intervention.	**Nov** 80%	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrative Team ILT MCL and Interventionists K-5 Teachers Administration				
Funding Sources: A-Z Learning, Raz Kids, Other Technology - 199 PIC 11 - Instructional Services - $6,076, - 199 PIC 99 - Undistributed - $2,000				

Strategy 5: Response to Intervention: Identify student needs, targets for growth, and provide in school intervention to increase campus performance, close performance gaps, and positively impact school connectedness. Student needs will highlight the need for instructional materials, supplies, and/or technology.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Students will meet the post-secondary targets and/or will show at least one year's growth on STAAR. We will use the BHE RTI shared drive to track SSC and intervention progress. We will meet quarterly with the Interventionists and Teachers to review student progress and make adjustments to interventions being provided by teachers (Tier II) and interventionists (Tier III).	**Nov** 75%	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrative Team MCL, Interventionists K-5 Teachers				
Funding Sources: Instructional Materials - 199 PIC 23 - Special Education - $172, Instructional Materials - 199 PIC 24 - At Risk - $925				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 2: GAP-CLOSING: By June 2021, Bunker Hill 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 [3] percentage points for English Learners.
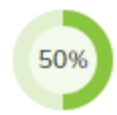
2019-20: Not Rated due to COVID
2018-19: English Learners 35%; non-English Learners 81%
2017-18: English Learners 24%; non-English Learners 80%

Evaluation Data Sources: State Accountability Reports

Summative Evaluation: None

Strategy 1: Professional Learning Communities (PLCs): Instructional support and professional learning will primarily occur through content team PLCs. PLCs will focus their work and learning in the following areas: (1) Developing and adhering to collective commitments, (2) purposeful planning and development of instructional strategies and lessons that meet student needs and support concept development, (3) outlining common assessment protocol and expectations using data and TEKS, (4) formative and summative assessments and data analysis and action planning cycle, (5) review of student products, (6) exploration of competency-based progression toward mastery of essential standards.	Reviews			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will meet the post-secondary targets and/or will show at least one year's growth on STAAR. **Staff Responsible for Monitoring:** Administrative Team ILT K-5 Teachers Intervention Teachers **Funding Sources:** Staff Development - 199 PIC 11 - Instructional Services - $2,500, Training Resources - 199 PIC 99 - Undistributed - $1,000	50%			

Strategy 2: Personalized Professional Learning: Faculty will continuously engage in professional development and professional learning that align to teacher and student needs. Professional learning will be embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration (PLCs and other established touch-points), monthly faculty meetings and through external opportunities (PD seminars, school visits, etc). Teachers will continue to implement ItsLearning (ITSL) as a personalized learning format aligning with the district vision of Anywhere, Anytime Learning (Access), Individualized Instruction (Rigor), Holistic and Actionable Data, and Student Voice and Agency.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will meet the post-secondary targets and/or will show at least one year's growth on STAAR. Targeted Professional Development as needed. Implementation of Personalized Learning may lead to a need for additional intervention or extension outside the normal school day. **Staff Responsible for Monitoring:** Administrative Team ILT K-5 Teachers Interventionists **Funding Sources:** - 199 PIC 11 - Instructional Services - $1,000, - 199 PIC 99 - Undistributed - $1,000	65%			

Strategy 3: Small Group Instruction: Pride Time has been set aside in the master schedule for RtI which may include, but is not limited to, workshop and small group instruction. One hour daily will be given to minimize classroom disruption and provide consistency. Student needs will highlight the need for instructional materials, supplies, and/or technology.	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Students will meet the post-secondary targets and/or will show at least one year's growth on STAAR. Weekly planning in PLC teams. Develop and use a Pride Time walk through form that will document the implementation of workshop and small group instruction. Data conferences will be used to inform instruction and flexible grouping for small group intervention. **Staff Responsible for Monitoring:** Administrative Team ILT MCL and Interventionists K-5 Teachers Administration **Funding Sources:** Instructional materials including laminating of games and materials - 199 PIC 99 - Undistributed - $2,000	80%			

Strategy 4: Response to Intervention: Identify student needs, targets for growth, and provide in school intervention to increase campus performance, close performance gaps, and positively impact school connectedness. Student needs will highlight the need for instructional materials, supplies, and/or technology. Interventionists will meet at least three times per year with grade level teams to assist teachers with individual student goals and progress.	**Reviews**		
	Formative		**Summative**
Strategy's Expected Result/Impact: Students will meet the post-secondary targets and/or will show at least one year's growth on STAAR. We will use the BHE RTI shared drive to track SSC and intervention progress. We will meet quarterly with the Interventionists and Teachers to review student progress and make adjustments to interventions being provided by teachers (Tier II) and interventionists (Tier III).	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrative Team MCL, Interventionists K-5 Teachers	75%			
Funding Sources: Instructional Materials - 199 PIC 23 - Special Education - $172, Instructional Materials - 199 PIC 24 - At Risk - $925				

Strategy 5: Ensure that ELL Strategies are consistently used school wide by learning and implementing strategies and using the ELPS descriptors and PLD's to plan targeted small group instruction.	**Reviews**		
	Formative		**Summative**
Strategy's Expected Result/Impact: Students will meet the post-secondary targets and/or will show at least one year's growth on STAAR. Creation and use of an ELL checklist of strategies (developed by the ILT) for quick walk throughs and reflection. ESL Interventionist will keep records, compile data, and meet with teachers monthly to assist teachers with individual ELL student goals and progress. Weekly planning in PLC teams. Targeted professional development and training.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrative Team ILT MCL, Interventionists ESL Interventionist K-5 Teachers	55%			
Funding Sources: Staff Development and Training Materials, Instructional and Other Materials - 199 PIC 25 - ESL/Bilingual - $3,625				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Generated by Plan4Learning.com

18 of 31

Campus #102
December 4, 2020 1:07 PM

Strategy 4: Response to Intervention: Identify student needs, targets for growth, and provide in school intervention to increase campus performance, close performance gaps, and positively impact school connectedness. Student needs will highlight the need for instructional materials, supplies, and/or technology. Interventionists will meet at least three times per year with grade level teams to assist teachers with individual student goals and progress.	**Reviews**		
	Formative		**Summative**
Strategy's Expected Result/Impact: Students will meet the post-secondary targets and/or will show at least one year's growth on STAAR. We will use the BHE RTI shared drive to track SSC and intervention progress. We will meet quarterly with the Interventionists and Teachers to review student progress and make adjustments to interventions being provided by teachers (Tier II) and interventionists (Tier III).	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrative Team MCL, Interventionists K-5 Teachers	75%			
Funding Sources: Instructional Materials - 199 PIC 23 - Special Education - $172, Instructional Materials - 199 PIC 24 - At Risk - $925				

Strategy 5: Ensure that ELL Strategies are consistently used school wide by learning and implementing strategies and using the ELPS descriptors and PLD's to plan targeted small group instruction.	**Reviews**		
	Formative		**Summative**
Strategy's Expected Result/Impact: Students will meet the post-secondary targets and/or will show at least one year's growth on STAAR. Creation and use of an ELL checklist of strategies (developed by the ILT) for quick walk throughs and reflection. ESL Interventionist will keep records, compile data, and meet with teachers monthly to assist teachers with individual ELL student goals and progress. Weekly planning in PLC teams. Targeted professional development and training.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrative Team ILT MCL, Interventionists ESL Interventionist K-5 Teachers	55%			
Funding Sources: Staff Development and Training Materials, Instructional and Other Materials - 199 PIC 25 - ESL/Bilingual - $3,625				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Generated by Plan4Learning.com

18 of 31

Campus #102
December 4, 2020 1:07 PM

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

Performance Objective 3: STUDENT GROWTH: By June 2021, Bunker Hill 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 [2] points, Math (K-5) increase by [3] points.

2019-20: Not Rated due to COVID
2018-19: Reading - 61% met CGI; Math - 69% met CGI
2017-18: Reading - 61% met CGI; Math - 73% met CGI

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

Summative Evaluation: None

Strategy 1: Professional Learning Communities (PLCs): Instructional support and professional learning will primarily occur through content team PLCs. PLCs will focus their work and learning in the following areas: (1) Developing and adhering to collective commitments, (2) purposeful planning and development of instructional strategies and lessons that meet student needs and support concept development, (3) outlining common assessment protocol and expectations using data and TEKS, (4) formative and summative assessments and data analysis and action planning cycle, (5) review of student products, (6) exploration of competency-based progression toward mastery of essential standards.	Reviews			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will meet the post-secondary targets and/or will show at least one year's growth on STAAR. **Staff Responsible for Monitoring:** Administrative Team ILT K-5 Teachers Intervention Teachers **Funding Sources:** Staff Development - 199 PIC 11 - Instructional Services - $2,500, Training Resources - 199 PIC 99 - Undistributed - $1,000	50%			

Strategy 2: Personalized Professional Learning: Faculty will continuously engage in professional development and professional learning that align to teacher and student needs. Professional learning will be embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration (PLCs and other established touch-points), monthly faculty meetings and through external opportunities (PD seminars, school visits, etc). Teachers will continue to implement ItsLearning (ITSL) as a personalized learning format aligning with the district vision of Anywhere, Anytime Learning (Access), Individualized Instruction (Rigor), Holistic and Actionable Data, and Student Voice and Agency.	Reviews			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will meet the post-secondary targets and/or will show at least one year's growth on STAAR. Targeted Professional Development as needed. Implementation of Personalized Learning may lead to a need for additional intervention or extension outside the normal school day. **Staff Responsible for Monitoring:** Administrative Team ILT K-5 Teachers Interventionists **Funding Sources:** - 199 PIC 99 - Undistributed - $1,000, - 199 PIC 11 - Instructional Services - $1,000	65%			

Strategy 3: Small Group Instruction: Pride Time has been set aside in the master schedule for RtI which may include, but is not limited to, workshop and small group instruction. One hour daily will be given to minimize classroom disruption and provide consistency. Student needs will highlight the need for instructional materials, supplies, and/or technology.	Reviews			
	Formative			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will meet the post-secondary targets and/or will show at least one year's growth on STAAR. Weekly planning in PLC teams. Develop and use a Pride Time walk through form that will document the implementation of workshop and small group instruction. Data conferences will be used to inform instruction and flexible grouping for small group intervention. **Staff Responsible for Monitoring:** Administrative Team ILT MCL and Interventionists K-5 Teachers Administration **Funding Sources:** Instructional Materials including laminating of games and activities - 199 PIC 11 - Instructional Services - $2,000	80%			

Strategy 4: Response to Intervention: Identify student needs, targets for growth, and provide in school intervention to increase campus performance, close performance gaps, and positively impact school connectedness. Student needs will highlight the need for instructional materials, supplies, and/or technology. Interventionists will meet at least three times per year with grade level teams to assist teachers with individual student goals and progress.		**Reviews**		
		Formative		**Summative**
Strategy's Expected Result/Impact: Students will meet the post-secondary targets and/or will show at least one year's growth on STAAR. We will use the BHE RTI shared drive to track SSC and intervention progress. We will meet quarterly with the Interventionists and Teachers to review student progress and make adjustments to interventions being provided by teachers (Tier II) and interventionists (Tier III).		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrative Team MCL, Interventionists K-5 Teachers		75%			
Funding Sources: Student Workbooks for Targeted Instruction Based on Data - 199 PIC 11 - Instructional Services - $5,000					

Strategy 5: MAP Testing: Administer MAP reading and math in grades K-5, and administer science in grade 5, three times per year (after completion of assessment) to create action plans based on the data.		**Reviews**		
		Formative		**Summative**
Strategy's Expected Result/Impact: Students will meet and/or will show at least one year's growth on MAP. We will use the BHE RTI shared drive to track SSC and intervention progress. We will meet quarterly with the Interventionists and Teachers to review student progress and make adjustments to interventions being provided by teachers (Tier II) and interventionists (Tier III). Data conferences will be used to inform instruction and flexible grouping for small group intervention.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrative Team Interventionists K-5 Teachers		75%			
Funding Sources: Paper and Cartridges for printing/copying assessments and reports, Training Materials and Staff Development - 199 PIC 11 - Instructional Services - $5,000					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: STUDENT SUPPORT. Every Bunker Hill 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 Bunker Hill Elementary School students who feel connected as both individuals and learners will increase by at least [5] points.

2019-20: Not Rated due to COVID
2018-19: 86% Rigorous Expectations
2017-18: 77% Rigorous Expectations

Evaluation Data Sources: Panorama Student Survey

Summative Evaluation: None

Strategy 1: Use BHE TV and Community Circles as a way to bring the school together on topics including: social and emotional issues, and character building (respect, empathy, compassion for others, etc.).		**Reviews**		
Strategy's Expected Result/Impact: Increase awareness of culture and environment at BHE for students. Hold weekly community circles in every homeroom class. Review Panorama Survey, target areas of need, introduce strategies for teachers to use throughout the year.		**Formative**		**Summative**
Staff Responsible for Monitoring: Librarian	Nov	Jan	Mar	June
Interventionist				
Counselor	60%			
K-5 Teachers				
Administrative Team				
System of Care				
Funding Sources: Materials for Activities - 199 PIC 99 - Undistributed - $25				
Strategy 2: Hold school-wide events including but not limited to BHE School-Wide Reading and Writing Days, Poetry (Poem in Your Pocket) Day, Grade Level Plays, Square Dancing Showcase, and International Day.		**Reviews**		
Strategy's Expected Result/Impact: Increase connectedness of students at BHE. Increase sense of community among all stakeholders.		**Formative**		**Summative**
Staff Responsible for Monitoring: PTA	Nov	Jan	Mar	June
K-5 Teachers				
Specialists	60%			
Librarian, Counselor, Coordinator of Special Programs				
Administrative Team				
Funding Sources: Materials needed for Activities - 199 PIC 99 - Undistributed - $1,300				

Strategy 3: Reestablish a C-SHAC at BHE to engage staff and community through No Place for Hate, Red Ribbon Week, Anti-Bullying and Drug Prevention, Kindness Month, Autism Awareness Month, Gen TX and other activities.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: This committee will meet at least three times per year.	**Nov**	**Jan**	**Mar**	**June**
Research and book two presentations for Anti-Bullying and Drug Prevention in 5th grade. Schedule and hold annual Red Ribbon Week. Participate in No Place for Hate activities. Participate in Kindness Month. Participate in Autism Awareness month. Participate in Gen TX week activities. **Staff Responsible for Monitoring:** Administrative Team Counselor K-5 Teachers SPED Teachers PTA **Funding Sources:** Materials for RRW, Gen TX, and other programs - 199 PIC 99 - Undistributed - $1,000, Materials for Anti-Bullying and Drug Resistance and/or other materials - 199 PIC 11 - Instructional Services - $1,000	60%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: STUDENT SUPPORT. Every Bunker Hill 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:** Training materials and attendance rosters
>
> **Summative Evaluation:** None

Strategy 1: Build/Include a comprehensive counseling program. Counselor will provide monthly classroom lessons and targeted small groups in order to meet social/emotional needs of students. Provide targeted social and emotional instruction based on areas of need.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Review Panorama Survey, target areas of need, introduce strategies for teachers to use throughout the year. Hold weekly community circles in every homeroom class. **Staff Responsible for Monitoring:** Administrative Team Counselor K-5 Teachers System of Care **Funding Sources:** Instructional Materials for Activities - 199 PIC 11 - Instructional Services - $2,000	Nov 60%	Jan	Mar	June
Strategy 2: Launch Character Strong character education and social emotional learning curriculum.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Work towards full implementation by the end of the academic year. **Staff Responsible for Monitoring:** Counselor Administrative Team ILT K-5 Teachers	Nov 50%	Jan	Mar	June

0% No Progress	100% 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

Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.	Reviews			
Strategy's Expected Result/Impact: 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.	Formative			Summative
	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrative Team Safety Committee	60%			
Funding Sources: Training and/or Training Materials - 199 PIC 99 - Undistributed - $250				

Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit.	Reviews			
Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits.	Formative			Summative
	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrative Team Safety Committee	50%			

0% No Progress	100% 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

Strategy 1: EMERGENCY OPERATIONS PROCEDURES: 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.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st. **Staff Responsible for Monitoring:** Administrative Team **Funding Sources:** Training Materials and Classroom Materials - 199 PIC 99 - Undistributed - $250	Nov	Jan	Mar	June
	100%	100%	100%	

Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st. **Staff Responsible for Monitoring:** Administrative Team Safety Committee	Nov	Jan	Mar	June
	100%	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 4: FISCAL RESPONSIBILITY. Bunker Hill 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

Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money.		Reviews		
Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders. **Staff Responsible for Monitoring:** Principal Administrative Assistant **Title I Schoolwide Elements:** 3.1		Formative		Summative
	Nov	Jan	Mar	June
	90%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Campus Funding Summary

199 PIC 11 - Instructional Services

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Staff Development		$2,500.00
1	1	2			$1,000.00
1	1	3	Paper and Cartridges for printing/copying assessments and reports		$1,500.00
1	1	4	A-Z Learning, Raz Kids, Other Technology		$6,076.00
1	2	1	Staff Development		$2,500.00
1	2	2			$1,000.00
1	3	1	Staff Development		$2,500.00
1	3	2			$1,000.00
1	3	3	Instructional Materials including laminating of games and activities		$2,000.00
1	3	4	Student Workbooks for Targeted Instruction Based on Data		$5,000.00
1	3	5	Paper and Cartridges for printing/copying assessments and reports, Training Materials and Staff Development		$5,000.00
2	1	3	Materials for Anti-Bullying and Drug Resistance and/or other materials		$1,000.00
2	2	1	Instructional Materials for Activities		$2,000.00
				Sub-Total	$33,076.00
				Budgeted Fund Source Amount	$33,076.00
				+/- Difference	$0.00

199 PIC 23 - Special Education

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Instructional Materials		$172.00
1	2	4	Instructional Materials		$172.00
				Sub-Total	$344.00
				Budgeted Fund Source Amount	$344.00
				+/- Difference	$0.00

199 PIC 24 - At Risk

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Instructional Materials		$925.00
1	2	4	Instructional Materials		$925.00
				Sub-Total	$1,850.00
				Budgeted Fund Source Amount	$1,850.00
				+/- Difference	$0.00

199 PIC 25 - ESL/Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Staff Development and Training Materials, Instructional and Other Materials		$3,625.00
				Sub-Total	$3,625.00
				Budgeted Fund Source Amount	$3,625.00
				+/- Difference	$0.00

199 PIC 99 - Undistributed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Training Materials		$1,000.00
1	1	2			$1,000.00
1	1	4			$2,000.00
1	2	1	Training Resources		$1,000.00
1	2	2			$1,000.00
1	2	3	Instructional materials including laminating of games and materials		$2,000.00
1	3	1	Training Resources		$1,000.00
1	3	2			$1,000.00
2	1	1	Materials for Activities		$25.00
2	1	2	Materials needed for Activities		$1,300.00
2	1	3	Materials for RRW, Gen TX, and other programs		$1,000.00
3	1	1	Training and/or Training Materials		$250.00
3	2	1	Training Materials and Classroom Materials		$250.00
				Sub-Total	$12,825.00
				Budgeted Fund Source Amount	$12,825.00
				+/- Difference	$0.00

			199 PIC 99 - Undistributed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Grand Total	$51,720.00

Addendums