

Spring Branch Independent School District

Bunker Hill Elementary School

2019-2020 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	5
Demographics	5
Student Achievement	6
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	8
Curriculum, Instruction, and Assessment	9
Parent and Community Engagement	10
School Context and Organization	11
Technology	12
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Goals	15
Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.	15
Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.	17
Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.	18
Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.	20
Goal 5: To remain in compliance with Federal and State law.	22
Campus Funding Summary	25

Comprehensive Needs Assessment

Demographics

Demographics Summary

Subgroups	Number out of 628	Percentage
African American	7	1%
Hispanic	103	16%
White	335	53%
Asian	152	24%
Multi-Race	31	5%
ESL	135	21%
At-Risk	225	36%
GT	113	18%
SPED	50	8%
EE	4	less than 1%
FRL	62	10%

Demographics Strengths

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 found that All in Learning was not as user friendly as Mastery Connect. 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 2019-2020 school year: AIM teacher, OC-TX Associate Teacher, and a part-time (PTA funded) K-2 math interventonist.

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 decreasing our MCL role from a full-time instructional coaching position to a half-time teaching/half-time coaching and she will be working primarily with 2nd grade. We have self-selected two teachers to join our three teachers already serving as ItsLearning Trail Guides which will give us a team of five Trail Guides. One of our Trail Guides has been selected to be a district Trail Blazer. 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.

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 Summary

BHE's reading and writing curriculum reflect a Balanced Literacy approach. Most of our teachers have been trained in Lucy Calkins' Units of Study in Reading and Writing at the Teachers College Reading and Writing Project (TCRWP) at Columbia University in New York. Many also attended SBISD's very own homegrown week of TCRWP Reading Units of Study during the summer of 2018. Several more of our teachers will attend SBISD's very own homegrown week of TCRWP Writing Units of Study during the summer of 2019. We continue to develop and provide model classrooms for the other campuses in SBISD who have joined us in using this approach to teach reading and writing through a workshop approach. During the 2019-2020 school year, we will implement the Phonics Units of Study in K-2.

The Priority Standards and TEKS are the driving force behind our math curriculum and workshop approach. We use Math in Focus and Dream Box for math. In 2018-2019 school year we piloted *Bridges in Mathematics* curriculum with our 2nd grade math team. 2nd grade will continue using *Bridges in Mathematics* in 2019-2020. In addition, Kindergarten and First grade will pilot *Bridges in Mathematics* for the upcoming 2019-2020 school year.

The Priority Standards and TEKS are also the driving force behind our science curriculum. We use StemScopes and Discovery Education for Science.

The Priority Standards and TEKS are also the driving force behind our social studies curriculum. We use our newly adopted interactive textbook and supplement with Social Studies Weekly.

Students are assessed formally throughout the year. We will continue MAP testing in all grade levels three times per year (fall, winter, late spring) to assess the student's individual Cumulative Growth Index (CGI). Our goal is for every student to grow one year from fall to spring. We also assess student academic progress using STAAR in grades 3 through 5 and TELPAS in all grades K through 5 for all identified ESL students.

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 Team). 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 on the third week of school. 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, Colonial 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.

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).

New Communication Updates for the 2019-2020 school year: A BHE handbook will be included with the student planners. It is a compilation 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. We will also be launching 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 webpage monthly.

School Context and Organization

School Context and Organization Summary

Bunker Hill Elementary has 28 classroom teachers, 1 Associate Teacher, 1 AIM special education program with 1 teacher and 2 paraprofessionals, 1 Inclusion/Resource teachers, 6 interventionists (Language Arts K-2, Language Arts 3-5, Math, 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 on Tuesdays and Wednesdays in PLC's focusing on instructional planning, vertical/horizontal alignment, staff development, and data analysis. We have four meetings monthly: a faculty meeting during week one, ILT on week two and four, and some sort of professional development or training scheduled during week three.

School Context and Organization Strengths

Technology

Technology Summary

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

All teachers have completed the Classroom Refresh ItsLearning Course for our outdated technology to be replaced/refreshed.

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

Teachers created an ePortfolio page in ItsLearning and update it on a regular basis.

Technology Strengths

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Goals

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

Performance Objective 1: By June 2020, at least 70% of Kindergarten through 5th Grade students will meet or exceed growth expectations on MAP.

22018-19: Reading - 61% met CGI; Math - 69 % met CGI







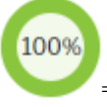


2017-18: Reading - 61% met CGI; Math - 73 % met CGI

Evaluation Data Source(s) 1: MAP EOY Data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Due to COVID-19, we did not complete the following assessments: STAAR, MAP, Reading Assessments. We will continue with the same goal next year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) TCRWP: Kindergarten, First Grade, and Second Grade will implement the TCRWP Units of Study in Phonics. Grades K-5 will establish strong workshop strategies through Units of Study in Reading and Writing.	District/Campus Personnel Interventionists ELA Director Teachers	Weekly planning in PLC teams. Walk throughs will document the implementation of workshop and small group instruction. Monthly meetings with interventionists to debrief classroom observations and coaching sessions.			
			Funding Sources: 199 PIC 99 - Undistributed - 2333.00		
2) Small Group Instruction: PRIDE time has been set aside in the master schedule for workshop and other small group time. One hour daily will be given to minimize classroom disruption and provide consistency.	Administration Teachers	Weekly planning in PLC teams. Walk throughs will document the implementation of workshop and small group instruction. Lesson plans/data collection should reflect small group instruction. Open communication with interventionists to discuss student progress.			
			Funding Sources: 199 PIC 99 - Undistributed - 4000.00		

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
3) Math Instruction - Workshop approach: We will continue using Math in Focus and Dream Box for math. Provide PD as needed. We are piloting Bridges in Mathematics curriculum with our Kindergarten and First Grade team and it has been fully implemented in 2nd grade math.	Administration Math Interventionist Teachers	Weekly planning in PLC teams. Walk throughs will document the implementation of workshop and small group instruction.			
	Funding Sources: 199 PIC 11 - Instructional Services - 5000.00				
4) MAP Testing: Administer MAP reading and math in Grades K-5 three times a year to measure growth. Review data a minimum of three times per year (after assessment) to create action plans based on the data.	District/Campus Personnel Administration Interventionists Teachers	Open communication with interventionists to discuss student progress. Data conferences will be used to inform instruction and flexible grouping for small group intervention. Improvements in instructional practice will indicate increased academic performance on MAP, STAAR, and TELPAS.			
 = Accomplished  = No Progress  = Discontinue					

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 89% of 3rd through 5th graders will respond favorably on achieving School Rigorous Expectations on the Panorama Survey.

2018- 19: Rigorous Expectations-86%

2017-18: Rigorous Expectations-77%

Evaluation Data Source(s) 1: Panorama Data EOY

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Due to COVID-19, we did not complete the following assessments: STAAR, MAP, Reading Assessments, or the Panorama Survey. We will continue with the same goal next year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
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.	Counselor System of Care Administration Teachers	Community Circles Review Panorama Survey, target areas of need, introduce strategies for teachers to use throughout the year.			
Funding Sources: 199 PIC 99 - Undistributed - 2000.00					
2) 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.).	Librarian Interventionist Counselor Teachers Administration System of Care	Increase awareness of culture and environment at BHE for students.			
3) Hold school-wide events including but not limited to BHE School-Wide Reading and Writing Days, Poetry (Poem in Your Pocket) Day, and International Day.	PTA Teachers Administration	Increase connectedness of students at BHE. Increase sense of community among all stakeholders.			
Funding Sources: 199 PIC 11 - Instructional Services - 1300.00					
= Accomplished = No Progress = Discontinue					

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

Performance Objective 1: By June 2020, BHE will increase the number of students reaching post-secondary readiness (performing at Masters level) by at least 6% on Math and Reading STAAR and/or on MAP (66-77th percentile reading, 70-84th percentile math) in 3rd, 4th, and 5th Grade.

2018-19: 74% performed at post-secondary readiness levels as defined by SBISD Measures of Success



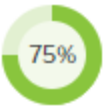



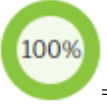


2017-18: 75% performed at post-secondary readiness levels as defined by SBISD Measures of Success

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

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Due to COVID-19, we did not complete the following assessments: STAAR, MAP, Reading Assessments. We will continue with the same goal next year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) PLC Journey: Teachers will participate in collaborative planning on Tuesdays and Wednesdays of each week. PLC's will focus their work and learning on the following strategies: developing and adhering to collective commitments, purposeful planning that is TEKS-aligned, and data review. Teams will outline common assessment protocol and expectations using data and TEKS. Teachers will explore competency-based progression and other tenants of personalized learning.	Teachers Interventionists Administration	Increased academic performance on STAAR, TELPAS, and MAP. Monthly meetings with interventionists to debrief classroom observations and coaching sessions.			
2) OC-TX: The role of the MCL will be reduced from 1.15 to 1.05 and she will be teaching 1/2 day in 2nd grade. We are also adding to 1/2 day EITs. The MCL and EITs will work with 2nd grade. The MCL will also support the campus TCRWP instruction.	MCL Teachers Administration ELA Director	Monthly meetings with MCL to debrief classroom observations. Increase academic performance on STAAR, TELPAS, and MAP.			
Funding Sources: 199 PIC 11 - Instructional Services - 984.00					
3) Math Instruction - Workshop approach: We will continue using Math in Focus and Dream Box for math. Provide PD as needed. We are piloting Bridges in Mathematics curriculum with our Kindergarten and First Grade team and it has been fully implemented in 2nd grade math.	Administration Math Interventionist Teachers	Weekly planning in PLC teams. Walk throughs will document the implementation of workshop and small group instruction.			
Funding Sources: 199 PIC 11 - Instructional Services - 5000.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
4) Support ELL learners by learning and implementing strategies and using the ELPS descriptors and PLD's to plan targeted small group instruction.	Interventionist Teachers Administration	Weekly planning in PLC teams. Walk throughs will document the implementation of workshop and small group instruction. Increase academic performance on STAAR, TELPAS, and MAP.			
	Funding Sources: 199 PIC 99 - Undistributed - 1625.00				
5) TCRWP: Kindergarten, First Grade, and Second Grade will implement the TCRWP Units of Study in Phonics. Grades K-5 will establish strong workshop strategies through Units of Study in Reading and Writing.	District/Campus Personnel Interventionists ELA Director Teachers	Weekly planning in PLC teams. Walk throughs will document the implementation of workshop and small group instruction. Monthly meetings with interventionists to debrief classroom observations and coaching sessions.			
	Funding Sources: 199 PIC 99 - Undistributed - 3333.00				
 = Accomplished  = No Progress  = Discontinue					

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 June 2020, BHE will close existing gaps in postsecondary readiness by at least 3% between SPED and non-SPED and at least 5% in EL and non-EL while all performance improves.

2018-19: Special Ed 25%; non-Special Ed 78%

2017-18: Special Ed 32%; non-Special Ed 79%





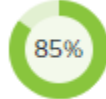
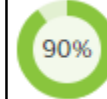
2018-19: EL 35%; non-EL 81%

2017-18: EL 24%; non-EL 80%

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

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Due to COVID-19, we did not complete the following assessments: STAAR, MAP, Reading Assessments. We will continue with the same goal next year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) PLC Journey: Teachers will participate in collaborative planning on Tuesdays and Wednesdays of each week. PLC's will focus their work and learning on the following strategies: developing and adhering to collective commitments, purposeful planning that is TEKS-aligned, and data review. Teams will outline common assessment protocol and expectations using data and TEKS. Teachers will explore competency-based progression and other tenants of personalized learning.	Teachers Interventionists MCL Administration	Increased academic performance on STAAR, TELPAS, and MAP. Monthly meetings with interventionists to debrief classroom observations and coaching sessions.			
	Funding Sources: 199 PIC 99 - Undistributed - 1000.00				
2) TCRWP: Kindergarten, First Grade, and Second Grade will implement the TCRWP Units of Study in Phonics. Grades K-5 will establish strong workshop strategies through Units of Study in Reading and Writing.	District/Campus Personnel Interventionists ELA Director Teachers	Weekly planning in PLC teams. Walk throughs will document the implementation of workshop and small group instruction. Monthly meetings with interventionists to debrief classroom observations and coaching sessions.			
	Funding Sources: 199 PIC 99 - Undistributed - 1334.00				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
3) Small Group Instruction: PRIDE time has been set aside in the master schedule for workshop and other small group time. One hour daily will be given to minimize classroom disruption and provide consistency. Targeted instruction is based on analysis of STAAR and TELPAS data. Teams will outline common assessment protocol and expectations using data and TEKS.	Administration Interventionists Teachers	Weekly planning in PLC teams. Walk throughs will document the implementation of workshop and small group instruction. Lesson plans should reflect small group instruction. Open communication with interventionists to discuss student progress.			
	Funding Sources: 199 PIC 99 - Undistributed - 4000.00				
4) Math Instruction - Workshop approach: We will continue using Math in Focus and Dream Box for math. Provide PD as needed. We are piloting Bridges in Mathematics curriculum with our Kindergarten and First Grade team and it has been fully implemented in 2nd grade math	Administration Math Interventionist Teachers	Weekly planning in PLC teams. Walk throughs will document the implementation of workshop and small group instruction.			
	Funding Sources: 199 PIC 11 - Instructional Services - 5000.00				
5) OC-TX: The role of the MCL will be reduced from 1.15 to 1.05 and she will be teaching 1/2 day in 2nd grade. We are also adding to 1/2 day EITs. The MCL and EITs will work with 2nd grade. The MCL will also support the campus TCRWP instruction.	MCL Teachers Administration ELA Director	Monthly meetings with MCL to debrief classroom observations. Increase academic performance on STAAR, TELPAS, and MAP.			
	Funding Sources: 199 PIC 11 - Instructional Services - 985.00				
6) Personalized Learning: Teachers will continue to implement ItsLearning 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.	Teachers Interventionists MCL Librarian Math and ELA Directors Technology/ItsLearning Personnel PPL Personnel Administration	Targeted Professional Development as needed. Implementation of Personalized Learning may lead to a need for additional intervention or extension outside the normal school day.			
	Funding Sources: 199 PIC 11 - Instructional Services - 1000.00				
7) Support ELL learners by learning and implementing strategies and using the ELPS descriptors and PLD's to plan targeted small group instruction.	Interventionist Teachers Administration	Weekly planning in PLC teams. Walk throughs will document the implementation of workshop and small group instruction. Increase academic performance on STAAR, TELPAS, and MAP.			
	Funding Sources: 199 PIC 99 - Undistributed - 886.00				
= Accomplished = No Progress = Discontinue					













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: Various Sources of Data.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: We met all federal, state, and local activities listed for this goal. Due to COVID-19, we did not complete the following assessments: STAAR, MAP, Reading Assessments. We will continue with the same goal next year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) STATE COMP EDUCATION: Provide supplemental At-Risk services/support in the following content areas: ELA, Math, Science, Social Studies, ELL Intervention	District Personnel Teachers Interventionists MCL Administration				
Funding Sources: 199 PIC 24 - At Risk - 1260.00, 199 PIC 25 - ESL/Bilingual - 2800.00					
2) SPECIAL EDUCATION: Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio.	Diagnostician/SLP Administration SPED Case Managers District SPED Support Staff				
3) SPECIAL EDUCATION: Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions.	Diagnostician/SLP Administration SPED Case Managers Teachers				
4) SPECIAL EDUCATION: Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements.	Diagnostician/SLP Administration Counselor SPED Case Managers Teachers District SPED Support Staff				
Funding Sources: 199 PIC 23 - Special Education - 430.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
5) Conduct continuous annual program evaluation (SPED, CATE, CGE G/T, LEP) utilizing student performance data derived from special populations for the purpose of program review and revision.	Administration Counselor Diagnostician/SLP CIT members SPED teachers ESL Teachers GT Teachers Librarian Interventionists MCL				
6) Develop/Strengthen/Monitor capacity in teachers, grade levels, and departments to support measurable growth in reading proficiency: -TCRWP Lucy Calkins reading levels -Running records -Reading STAAR results -Reading intervention for targeted students -Flexible small group instruction -SSC process	Administration Interventionists MCL Teachers ELA Director TCRWP Cohort				
7) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. Progress will be recorded on the accelerated instruction plan. Interim reports and opportunities to conference will be provided to parents so identified.	Administration Diagnostician Interventionists Teachers				
8) Provide professional development based on level of expertise and need in the following areas: *Bullying Prevention *Violence/Conflict Resolution *Suicide Prevention Curriculum training *No Place for Hate Activities *CSHAC Monthly Meetings *Social and Emotional Learning	Administration Counselor Interventionists Nurse Teachers				
9) Promote parent and community involvement in the drug and violence prevention programs/activities: DARE Red Ribbon Week No Place for Hate	Administration Counselor Teachers PTA members				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
10) Collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and school.	Administration Teachers CIT members PTA members Parents				
11) 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 GT students b) Assessing and Identifying GT student needs c) Differentiating Curriculum for GT students d) Assessing Social and Emotional Needs of GT students e) Creativity and Instructional Strategies for the GT student. Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.	Administration Counselor Librarian Interventionists Teachers				
12) GIFTED AND TALENTED: Conduct annual GT evaluation by the following district-wide procedures for referral, testing, and identification of students. Emphasis on finding and identifying minority GT students, low SES GT students, and those students showing great potential but who are difficult to identify as intellectually gifted.	Administration Counselor Librarian Interventionists Teachers District GT Coordinator				
13) TECHNOLOGY: Provide opportunities, inclusive of professional development, to build capacity of instructional staff to integrate technology effectively into a) challenging curriculum b) related instructional strategies are aligned to the TEKS and STAAR. ItsLearning Trail Guides will continue to provide regular training and ongoing support.	Administration Librarian ItsLearning Trail Guides Teachers				
= Accomplished = No Progress = Discontinue					

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Dream Box, A-Z Learning, Raz Kids and Other Technology		\$5,000.00
2	1	3	Materials for Activities		\$1,300.00
3	1	2	Materials for Activities/Discussions of Data Points		\$984.00
3	1	3	Dream Box, A-Z Learning, Raz Kids and Other Technology		\$5,000.00
4	1	4	Dream Box, A-Z Learning, Raz Kids and Other Technology		\$5,000.00
4	1	5	Materials for Activities/Discussions of Data Points		\$985.00
4	1	6	Staff Development and Other Materials		\$1,000.00
Sub-Total					\$19,269.00
Budgeted Fund Source Amount					\$19,269.00
+/- Difference					\$0
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	4			\$430.00
Sub-Total					\$430.00
Budgeted Fund Source Amount					\$430.00
+/- Difference					\$0
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1			\$1,260.00
Sub-Total					\$1,260.00
Budgeted Fund Source Amount					\$1,260.00

199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1			\$2,800.00
Sub-Total					\$2,800.00
Budgeted Fund Source Amount					\$2,800.00
+/- Difference					\$0
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes		\$2,333.00
1	1	2	Instructional Materials including laminating of games and activities		\$4,000.00
2	1	1	Materials for RRW, GenTX, and other programs		\$2,000.00
3	1	4	Paper and Cartridges for printing/copying assessments and reports		\$1,625.00
3	1	5	Substitutes		\$3,333.00
4	1	1	Staff Development and Other Materials		\$1,000.00
4	1	2	Substitutes		\$1,334.00
4	1	3	Instructional Materials including laminating of games and materials		\$4,000.00
4	1	7	Instructional Materials including laminating of games and activities		\$886.00
Sub-Total					\$20,511.00
Budgeted Fund Source Amount					\$20,511.00
+/- Difference					\$0
Grand Total					\$44,270.00