

# **Spring Branch Independent School District**

## **Hollibrook Elementary School**

### **2022-2023 Campus Improvement Plan**



# Mission Statement

**Hollibrook Hornets work hard to create a safe and positive environment to achieve excellence in teaching and learning for ALL, through collaboration**

## Vision

**Our vision is to empower staff and students to excel in high levels of academic achievement, leadership and innovative use of technology.**

## Core Values

**Every Child:** We put students at the heart of everything we do.

**Collective Greatness:** We, as a community, leverage our individual strengths to reach challenging goals.

**Collaborative Spirit:** We believe in each other and find joy in our work.

**Limitless Curiosity:** We never stop learning and growing.

**Moral Compass:** We are guided by strong character, ethics and integrity.

## Core Characteristics of a T-2-4 Ready Graduate

**Academically Prepared:** Every Child finds joy in learning, has a learner's mindset and is motivated and equipped with the knowledge, skills and competencies to succeed in life.

**Ethical & Service-Minded:** Every Child acts with integrity, is personally responsible for their actions and is a civically-engaged community member.

**Empathetic & Self-Aware:** Every Child appreciates differences, forms secure relationships and cares for their own and others' emotional, mental and physical health.

**Persistent & Adaptable:** Every Child is fueled by their own passions, interests and goals and perseveres with confidence and courage.

**Resourceful Problem-Solver:** Every Child thinks critically and creatively and applies knowledge to find and solve problems.

**Communicator & Collaborator:** Every Child skillfully conveys thoughts, ideas, knowledge and information and is a receptive and responsive listener.

# Table of Contents

- Hollibrook Hornets work hard to create a safe and positive environment to achieve excellence in teaching and learning for ALL, through collaboration 2
- Comprehensive Needs Assessment 4
  - Demographics 4
  - Student Learning 5
  - School Processes & Programs 7
  - Perceptions 8
- Priority Problem Statements 9
- Comprehensive Needs Assessment Data Documentation 11
- Goals 13
  - Goal 1: STUDENT ACHIEVEMENT. Hollibrook Elementary School students will master rigorous academic standards to ensure college and career readiness. 14
  - Goal 2: STUDENT SUPPORT. Hollibrook Elementary School students will benefit from multi-tiered systems of support. 25
  - Goal 3: SAFE SCHOOLS. Hollibrook Elementary School will ensure a safe and orderly environment. 27
  - Goal 4: FISCAL RESPONSIBILITY. Hollibrook Elementary School will ensure efficient and effective fiscal management of resources and operations. 30
- Campus Funding Summary 42

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

There have been no major changes in our enrollment profile with the exception of an increase in recent immigrant students enrolling over the past three years. Hollibrook's student profile continues to be represented by 99% Hispanic students with the remaining 1% distributed between African Americans, American Indian, or two or more other races. A little over 98% of our students are economically disadvantaged and 94% are LEP. Most of our students (94%) are at-risk and we have on the average a 20% mobility rate which is a slight increase from last year. We have a high number of homeless students (87 students) and the highest number of newcomers (138 students).

### Demographics Strengths

The LEP and mobility percentages have increased their previous levels.

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

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Academic progress made in 21-22 has not reached campus wide goals. ELA and math teachers are not meeting individual student academic goals. **Root Cause:** Demographics of low SES is 99.5%, mobility rate 23%, At risk 95%, and Hispanic population is 98%.

**Problem Statement 2 (Prioritized):** Lack of parental engagement and academic support. **Root Cause:** Parents have limited schooling, are monolingual Spanish, hold two or more jobs, and lack the knowledge of the US educational system.

**Problem Statement 3 (Prioritized):** Students lack foundational literacy building blocks in Spanish, delaying reading progress in English. **Root Cause:** Social economic challenges, homeless status, recent immigrant status, mobility rate, and limited home library

**Problem Statement 4 (Prioritized):** Limited cultural expectations are a barrier for students advancement. **Root Cause:** Our community does not see a need for higher education which increases the difficulties of reaching students' full potential and attainment of goals.

**Problem Statement 5 (Prioritized):** Teacher instructional quality, efficacy, and skills vary across campus as shown in student performance data. **Root Cause:** Teachers are learning new curriculum and instructional techniques. Diverse years of professional practice and lack of bilingual experienced teachers available.

**Problem Statement 6 (Prioritized):** 2022 Reading STAAR assessments for grades 3rd-5th, student performance combined was 67% at approaches level, however not meeting campus yearly goals. **Root Cause:** High student mobility, newcomers, attendance due to quarantines, and health related fears.

**Problem Statement 7 (Prioritized):** Reading levels do not reflect adequate growth in 2nd Language acquisition. **Root Cause:** Students lack English phonics foundation and is not supported in their Spanish language home and community.

**Problem Statement 8 (Prioritized):** Lack of student rigorous focus, engagement, and motivations in academics. **Root Cause:** Families struggle to pay rent and keep food on the table which shifts priorities at home.

# Student Learning

## Student Learning Summary

In 2016-2017 and 2017-2018 Hollibrook met all 4 indexes for State Accountability. In 2018-2019 Hollibrook met accountability standards, earned a distinction, and achieved an overall B rating. In 2020-2021 we were not rated due to the pandemic.

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

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

## Student Learning Strengths

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

Students attendance has increased from 95.60% to 96.9%;

Reading 2019-2020 51% to 2020-2021 60%;

Math 2019-2020 53% to 2020-2021 64%;

Writing 2019-2020 53% to 2020-2021 41%;

Science 2019-2020 N/A due to COVID quarantine to 2020-2021 52%;

English acquisition continues to increase as seen in TELPAS scores. 2018-2019 80% to 2019-2020 76%;

Students are making progress through Tier 3 interventions provided by Interventionist and Small Group Tier 2 interventions made by classroom teachers.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Academic progress made in 21-22 has not reached campus wide goals. ELA and math teachers are not meeting individual student academic goals. **Root Cause:** Demographics of low SES is 99.5%, mobility rate 23%, At risk 95%, and Hispanic population is 98%.

**Problem Statement 2 (Prioritized):** Lack of parental engagement and academic support. **Root Cause:** Parents have limited schooling, are monolingual Spanish, hold two or more jobs, and lack the knowledge of the US educational system.

**Problem Statement 3 (Prioritized):** Students lack foundational literacy building blocks in Spanish, delaying reading progress in English. **Root Cause:** Social economic challenges, homeless status, recent immigrant status, mobility rate, and limited home library

**Problem Statement 4 (Prioritized):** Limited cultural expectations are a barrier for students advancement. **Root Cause:** Our community does not see a need for higher education which increases the difficulties of reaching students' full potential and attainment of goals.

**Problem Statement 5 (Prioritized):** Teacher instructional quality, efficacy, and skills vary across campus as shown in student performance data. **Root Cause:** Teachers are learning new curriculum and instructional techniques. Diverse years of professional practice and lack of bilingual experienced teachers available.

**Problem Statement 6 (Prioritized):** 2022 Reading STAAR assessments for grades 3rd-5th, student performance combined was 67% at approaches level, however not meeting campus yearly goals. **Root Cause:** High student mobility, newcomers, attendance due to quarantines, and health related fears.

**Problem Statement 7 (Prioritized):** Reading levels do not reflect adequate growth in 2nd Language acquisition. **Root Cause:** Students lack English phonics foundation and is not supported in their Spanish language home and community.

**Problem Statement 8 (Prioritized):** Lack of student rigorous focus, engagement, and motivations in academics. **Root Cause:** Families struggle to pay rent and keep food on the table which shifts priorities at home.

# School Processes & Programs

## School Processes & Programs Summary

Time was used during Hornet Huddles on a 6 day rotation from 2:00 - 3:30 pm for teachers to meet and plan, write common assessments, analyze student performance data, and/or attend professional development. The backwards planning method was utilized for assessments and planning. Teacher facilitators and principals led the discussions with teams during Hornet Huddles to focus on the specific needs of each grade level. The administrators attended grade level Hornet Huddles and planning periods in PK-5th to support planning and instruction. In Reading instruction, best practices were implemented to ensure strategies that produced more than 1 years growth according to Hattie's effect size.

## School Processes & Programs Strengths

- Support is provided to all grade levels in the form of interventionists, teacher facilitators and the administrative staff
- Team planning expectations are put into place to unpack the TEKS, create rigorous lesson plans driven by data, and embrace collaboration among all team members that include best practices delivering instruction
- Staff development and training takes place during faculty meetings and Hornet Huddles
- Extended planning time is allocated for each team every 6 days (Hornet Huddles)
- Second, third, fourth and fifth grade levels are departmentalized to draw on the strengths of the teachers
- Administrative presence at all planning meetings is critical to the success
- LEP Assistants' schedule has been created to support the needs of all students
- Access to Professional Development and vast amounts of resources are available to teachers
- Team and Family school culture
- Administrative presence during planning kept a strong focus on teaching, learning, and helped maximize instructional time
- New curriculum was rolled out for Reading and Writing
- Effective implementation of John Seidlitz's training to address successful EL instructional strategies. (Seven Habits of Highly Effective Language Learners and 38 Vocabulary Building Strategies) provides teachers with strategies that can be incorporated across curriculum
- Grade levels made progress on the Professional Learning Community process
- Data analysis, instruction and TEKS study to design lessons to fill gaps and further student success



# Perceptions

## Perceptions Summary

All 3rd-5th Grade students took Panorama survey in the fall of 2020 and Spring of 2021. Survey was focused on social and emotional needs.

## Perceptions Strengths

Common school expectations have been put into place to help with school culture and climate.

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

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

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

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

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Limited cultural expectations are a barrier for students advancement. **Root Cause:** Our community does not see a need for higher education which increases the difficulties of reaching students' full potential and attainment of goals.

**Problem Statement 2 (Prioritized):** Lack of student rigorous focus, engagement, and motivations in academics. **Root Cause:** Families struggle to pay rent and keep food on the table which shifts priorities at home.

# Priority Problem Statements

**Problem Statement 1:** Academic progress made in 21-22 has not reached campus wide goals. ELA and math teachers are not meeting individual student academic goals.

**Root Cause 1:** Demographics of low SES is 99.5%, mobility rate 23%, At risk 95%, and Hispanic population is 98%.

**Problem Statement 1 Areas:** Demographics - Student Learning

**Problem Statement 4:** Limited cultural expectations are a barrier for students advancement.

**Root Cause 4:** Our community does not see a need for higher education which increases the difficulties of reaching students' full potential and attainment of goals.

**Problem Statement 4 Areas:** Demographics - Student Learning - Perceptions

**Problem Statement 2:** Lack of parental engagement and academic support.

**Root Cause 2:** Parents have limited schooling, are monolingual Spanish, hold two or more jobs, and lack the knowledge of the US educational system.

**Problem Statement 2 Areas:** Demographics - Student Learning

**Problem Statement 8:** Lack of student rigorous focus, engagement, and motivations in academics.

**Root Cause 8:** Families struggle to pay rent and keep food on the table which shifts priorities at home.

**Problem Statement 8 Areas:** Demographics - Student Learning - Perceptions

**Problem Statement 3:** Students lack foundational literacy building blocks in Spanish, delaying reading progress in English.

**Root Cause 3:** Social economic challenges, homeless status, recent immigrant status, mobility rate, and limited home library

**Problem Statement 3 Areas:** Demographics - Student Learning

**Problem Statement 5:** Teacher instructional quality, efficacy, and skills vary across campus as shown in student performance data.

**Root Cause 5:** Teachers are learning new curriculum and instructional techniques. Diverse years of professional practice and lack of bilingual experienced teachers available.

**Problem Statement 5 Areas:** Demographics - Student Learning

**Problem Statement 6:** 2022 Reading STAAR assessments for grades 3rd-5th, student performance combined was 67% at approaches level, however not meeting campus yearly goals.

**Root Cause 6:** High student mobility, newcomers, attendance due to quarantines, and health related fears.

**Problem Statement 6 Areas:** Demographics - Student Learning

**Problem Statement 7:** Reading levels do not reflect adequate growth in 2nd Language acquisition.

**Root Cause 7:** Students lack English phonics foundation and is not supported in their Spanish language home and community.

**Problem Statement 7 Areas: Demographics - Student Learning**

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

## 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

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, 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
- Mobility rate, including longitudinal data
- Discipline records

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

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

- Parent surveys and/or other feedback
- Parent engagement rate
- Community 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.** Hollibrook Elementary School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 1: ACHIEVEMENT:** By June 2023, Hollibrook Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least 5 percentage points at each performance level (approaches, meets, masters).

2021-22: Reading: 67% (approaches), 41% (meets), 17% (masters); Math: 76% (approaches), 44% (meets), 17% (masters)


2020-21: Reading: 60% (approaches), 26% (meets), 11% (masters); Math: 69% (approaches), 41% (meets), 19% (masters)

**High Priority**

**HB3 Goal**





**Evaluation Data Sources:** State Accountability Report Domain 1 (available mid-August)

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Instructional framework for Reading and Math that focuses on strategies that have an effect of more than 1 years growth (Hattie's Effect Size).</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher efficacy with increased student achievement in reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators MCL2 Interventionists Counselor CIS</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize campus-wide trackers to monitor student progress across multiple measures of data. Meetings with reading and math teachers to discuss individual student progress will take place after each benchmark.</p> <p><b>Strategy's Expected Result/Impact:</b> Identify students who are in need of Tier 2 or Tier 3 intervention. Monitoring student academic progress leading to student identification of special support services.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators MCL2 Interventionists CAIS Counselor CIS</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 3 - Student Learning 1, 3</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> SSC meetings will be held to discuss student needs and concerns. Intervention plans will be designed to close academic gaps and committees will make decisions when further testing is needed. This will help us focus on appropriate interventions and a more effective way to close gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Timely proper services given to students. Proper identification of student needs and accommodations. Students will be placed in programs that provide appropriate support for growth.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators MCL2 Interventionists Counselor CAIS CIS Diagnostician</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide opportunities for learning outside of the classroom through study trips, visits to higher education institutes, and presentations on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will benefit from life long experiences that can help them make connections for reading and writing activities.</p> <p><b>Staff Responsible for Monitoring:</b> Team Leaders Administrators Classroom Teachers MCL2</p> <p><b>Funding Sources:</b> TRANSPORTATION - 211 - Title I, Part A - 11.6494 - \$8,044, STUDENT TRANSPORTATION - 199 PIC 11 - Instructional Services - 11.6494 - \$1,500, STUDY TRIPS - 211 - Title I, Part A - 11.6412 - \$4,000, STUDY TRIPS - 199 PIC 11 - Instructional Services - 11.6412 - \$1,500</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Academic progress made in 21-22 has not reached campus wide goals. ELA and math teachers are not meeting individual student academic goals. <b>Root Cause:</b> Demographics of low SES is 99.5%, mobility rate 23%, At risk 95%, and Hispanic population is 98%.</p>
<p><b>Problem Statement 2:</b> Lack of parental engagement and academic support. <b>Root Cause:</b> Parents have limited schooling, are monolingual Spanish, hold two or more jobs, and lack the knowledge of the US educational system.</p>
<p><b>Problem Statement 3:</b> Students lack foundational literacy building blocks in Spanish, delaying reading progress in English. <b>Root Cause:</b> Social economic challenges, homeless status, recent immigrant status, mobility rate, and limited home library</p>
Student Learning
<p><b>Problem Statement 1:</b> Academic progress made in 21-22 has not reached campus wide goals. ELA and math teachers are not meeting individual student academic goals. <b>Root Cause:</b> Demographics of low SES is 99.5%, mobility rate 23%, At risk 95%, and Hispanic population is 98%.</p>
<p><b>Problem Statement 2:</b> Lack of parental engagement and academic support. <b>Root Cause:</b> Parents have limited schooling, are monolingual Spanish, hold two or more jobs, and lack the knowledge of the US educational system.</p>
<p><b>Problem Statement 3:</b> Students lack foundational literacy building blocks in Spanish, delaying reading progress in English. <b>Root Cause:</b> Social economic challenges, homeless status, recent immigrant status, mobility rate, and limited home library</p>



**Goal 1: STUDENT ACHIEVEMENT.** Hollibrook Elementary School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 2: EARLY LITERACY:** By June 2023, Hollibrook Elementary School will increase the combined percentage of students reading On Grade Level or Above Grade Level on the End-of-Year Running Records assessment in each primary grade, K, 1, and 2, by 10 percentage points or  $\geq$  to 85%.

2021-22: Kindergarten Spanish 71%/English 60% On/Above Grade Level; 1st Grade: Spanish 60%/English 58% On/Above Grade Level; 2nd Grade: 62% On/Above Grade Level

2020-21: Kindergarten Spanish 71%/English 66% On/Above Grade Level; 1st Grade: Spanish 60%/English 55% On/Above Grade Level; 2nd Grade: 62% On/Above Grade Level





**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Running Records End-of-Year Report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will plan for lessons that will be delivered during small group instruction. These lessons will address the needs of each group to accelerate reading growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Analyze running records, CBAs, PSAs, and teacher tests to identify needs for each student.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers MCL2 Administrators CAIS Interventionists</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Reading tutorials after school that will aim to increase reading abilities for students in second through fifth grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will plan reading lessons to address the needs through small group reteach after school. Monitor reading levels through running records, CBAs, PSAs, and teacher tests.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers MCL2 Administrators CAIS Interventionists</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p><b>Funding Sources:</b> TUTORIALS - 211 - Title I, Part A - 11.6116 - \$20,663, PARA OT - 211 - Title I, Part A - 11.6121 - \$4,000, MEDICARE - TUTORING - 211 - Title I, Part A - 11.6141 - \$357.61, WORKERS COMP - 211 - Title I, Part A - 11.6143 - \$157.60, TRS - 211 - Title I, Part A - 11.6146 - \$2,823.91, TUTORIALS/SS - 282 ARP21 (ESSER III Campus Allocations) - 11.6116 - \$52,188, PARA - SS/TUTORIALS - 282 ARP21 (ESSER III Campus Allocations) - 11.6121 - \$3,461, MEDICARE - 282 ARP21 (ESSER III Campus Allocations) - 11.6141 - \$893, WC - 282 ARP21 (ESSER III Campus Allocations) - 11.6143 - \$382, TRS - 282 ARP21 (ESSER III Campus Allocations) - 11.6146 - \$6,328, TRANSPORTATION - 282 ARP21 (ESSER III Campus Allocations) - 11.6494 - \$8,448</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Goal 1: STUDENT ACHIEVEMENT.** Hollibrook Elementary School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 3: STUDENT GROWTH (PRIMARY GRADES):** By June 2023, Hollibrook Elementary School will increase the % of students demonstrating progress in reading and math by 5% points or  $\geq$  to 85%.





2021-22: Reading - 37% met CGI; Math - 36% met CGI (Baseline Year)

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** BOY to EOY Measures of Academic Progress (MAP) Reports Grades 1 and 2

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide MAP training for teachers during Hornet Huddle. This will support effective MAP program use along with the implementation of small group reviews that assists with program practice and academic skill deficiencies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase MAP academic achievement results by 5%</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators MCL2 Interventionists CAIS</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will track their MAP Progress toward individual goals in all content areas. Student-teacher conferences will be held to discuss academic progress and set goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase MAP Benchmark Scores.            Student will identify academic needs.            Teachers monitor progress. This will result in a 5% increase on MAP scores.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers            Administrators            MCL2            Interventionists            CAIS</p> <p><b>Title I:</b>            2.4, 2.5, 2.6            - <b>TEA Priorities:</b>            Build a foundation of reading and math            - <b>ESF Levers:</b>            Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction            - <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1: STUDENT ACHIEVEMENT.** Hollibrook Elementary School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 4: STUDENT GROWTH (INTERMEDIATE GRADES):** By June 2023, Hollibrook Elementary School will increase the % of students demonstrating progress in reading and math by 5% points or more on MAP and by 3% points year over year on STAAR Progress.

2021-22: Reading - 46% met CGI; Math - 51% met CGI; 82% of STAAR Progress (Baseline Year)

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** BOY to MOY MAP Reports Grades 3-5

Year over year STAAR progress Grades 4 and 5 (Campus Accountability Report, Domain 2A component score available in August)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide MAP training for teachers during Hornet Huddle time. This will support effective MAP program use along with the use of MAP SKILLS that assist with program practice and academic skill deficiencies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase MAP academic achievement results by 3%</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Facilitators, administrators, CAIS, and teachers.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will track their MAP progress toward individual goals for all content areas. Student/teacher conferences will be held to discuss academic progress and set new goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase MAP benchmark scores.</p>	Formative			Summative
	Oct	Jan	Apr	June

**Staff Responsible for Monitoring:** Teachers, administrators, teacher facilitators, students

**Title I:**


2.4, 2.5, 2.6


**- ESF Levers:**

Lever 5: Effective Instruction

**- Targeted Support Strategy**

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 1: STUDENT ACHIEVEMENT.** Hollibrook Elementary School students will master rigorous academic standards to ensure college and career readiness.

**Performance Objective 5: ENGLISH LANGUAGE ACQUISITION PROGRESS:** By June 2023, the rate of Emergent Bilingual/English Learners increasing at least one Composite Score level will increase by 5 percentage points or  $\geq$  to 80%.

2021-22: TELPAS Progress Rate 54% (Based on completed TELPAS administrations in both 2021 and 2022.)

**High Priority**





**HB3 Goal**

**Evaluation Data Sources:** State Accountability Report Domain 3

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create schedules in Pk-2nd grade that include English instruction with language acquisition strategies that allow yearly growth on TELPAS.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase TELPAS proficiency levels Close the performance gaps between ELLs and "ALL" populations. Data will show growth of 3% in the composite score.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators MCL2 Interventionists</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Small group instruction focused on Proficiency Level Descriptors in order to increase the development of the second language in every grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased listening, speaking, writing, and reading domains in TELPAS. Increase reading comprehension in grade level text.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators MCL2 Interventionists</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide after school and intervention tutorial sessions that promote language transfer based on the objectives students are learning in their first language during the school day.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students taking state assessments in English by 3%</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators MCL2 Interventionists</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide intervention support during the school day to close academic and linguistic gaps throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase English proficiency for Newcomers year 1, Year 2, year 3, and year 4 in all linguistic domains</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators MCL2 Interventionists</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2: STUDENT SUPPORT.** Hollibrook Elementary School students will benefit from multi-tiered systems of support.

**Performance Objective 1: INTERVENTIONS:** By June 2023, Hollibrook Elementary School will implement TIER II interventions with students identified as needing additional supports in reading math and/or science.

**High Priority**

**HB3 Goal**





**Evaluation Data Sources:** PK-CIRCLE Assessment, Kinder-TX-KEA, Grades 1-5-MAP

**Goal 2: STUDENT SUPPORT.** Hollibrook Elementary School students will benefit from multi-tiered systems of support.

**Performance Objective 2: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE:** By June 2023, Hollibrook Elementary School will implement at least three strategies that advance the focus on Core Characteristics for every child.

**High Priority**

**Evaluation Data Sources:** Campus calendar and newsletters

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Lessons highlighting characteristics of Ethical and Service minded students will be delivered and students will be recognized.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff and students will become aware of their civic responsibility in their community.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Administrators Students MCL2 Librarian Counselor</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement strategies in the classroom that support the development of persistent and adaptable students.</p> <p><b>Strategy's Expected Result/Impact:</b> Lessons delivered will allow students to accept feedback, accept being wrong, and develop a plan to move forward.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Students Administrators Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3: SAFE SCHOOLS.** Hollibrook Elementary School will ensure a safe and orderly environment.


**Performance Objective 1: SAFE SCHOOL ENVIRONMENT:** Align academic, behavior, and discipline systems to support a safe campus culture and maximize student learning.


**High Priority**


**HB3 Goal**


**Evaluation Data Sources:** Discipline Data Dashboard, Review effectiveness of Behavior Intervention Plans

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hornet Camp safety lessons will set expectations that will allow staff and students maintain strong safety procedures and expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Behavior expectations in all common areas and classrooms will reduce the amount of referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Administrators Counselor MCL2</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

**Goal 3: SAFE SCHOOLS.** Hollibrook Elementary School will ensure a safe and orderly environment.

**Performance Objective 2: SAFETY COMMITTEE:** Strengthen school safety by establishing and conducting Campus Safety Committee reviews throughout the school year.

**High Priority**

**Evaluation Data Sources:** Campus Safety Committee





Strategy 1 Details	Reviews			
<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.</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> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<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> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3: SAFE SCHOOLS.** Hollibrook Elementary School will ensure a safe and orderly environment.

**Performance Objective 3: EMERGENCY OPERATIONS:** Maintain Campus Emergency Operations Procedures (EOP) that comply with SB 11, and include Standard Operating Procedures.

**High Priority**

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

Strategy 1 Details	Reviews			
<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> <p><b>Title I:</b> 2.6</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2: EMERGENCY OPERATIONS PROCEDURES:</b> Update campus EOP annually and train staff at the start of each school 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.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Safety Committee</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4: FISCAL RESPONSIBILITY.** Hollibrook Elementary School will ensure efficient and effective fiscal management of resources and operations.

**Performance Objective 1: FINANCIAL MANAGEMENT:** Maintain high quality financial management practices.

**High Priority**

**Evaluation Data Sources:** Year-To-Date (YTD) Budget Reports (monthly, quarterly, annually) and Implementation of strategies.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct frequent budget meetings with Administrative Assistant to review and manage budgets.</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>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop/strengthen/monitor teacher capacity by grade levels and departments to support measurable growth in reading proficiency as measured by an increase in the percentage of students in "Developing as expected" and "Advanced Development" categories in Reading. All classrooms will have balanced literacy components present and teachers will plan and execute small group instruction by student reading levels. In addition, teachers will tutor all students PK-5 who are below grade level in Reading. Professional development and coaching will be provided to teachers to strengthen knowledge and implementation of the following: - Balanced Literacy- Differentiated Instruction- Word study and vocabulary enrichment- Figure 19 (TEKS)- Genre studies- Project-based learning and other resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve Academic skills for students</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Classroom Teachers Interventionists MCL'S</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> READING MATERIALS - 199 PIC 25 - ESL/Bilingual - 11.6329 - \$3,000, READING MATERIALS - 199 PIC 99 - Undistributed - 12.6329 - \$2,000, READING MATERIALS - 211 - Title I, Part A - 11.6329 - \$5,000, READING MATERIALS - 199 PIC 99 - Undistributed - 31.6329 - \$150</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Conduct annual program evaluation (SPED, G/T, LEP, ESL) utilizing student performance data to review and revise program as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Identify students for each sub-population. Develop schedules that provide student support in all content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, CIT, Counselor</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Oct	Jan	Apr	June



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation/intervention via supplement materials and services. Progress will be recorded on the accelerated instruction plan; interim reports and opportunities to conference will be provided to parents of students identified.</p> <p>Students will receive tutoring and intervention during and after school based on academic performance and learning needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective implementation of the RTI program for the students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, MCL2, Interventionists, CAIS</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Technology -Provide opportunities and inclusive professional development to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) rigorous curricula, (b) related instructional strategies and are aligned to the Texas Essential Knowledge and skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR).</p> <p>Purchase of technology software</p> <p><b>Strategy's Expected Result/Impact:</b> Provide technology support the students and teachers will need during the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Librarian, Campus e-trainer</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> TECHNOLOGY - 199 PIC 99 - Undistributed - 23.6398 - \$2,000, TRAVEL - 199 PIC 11 - Instructional Services - 11.6411 - \$500, TECHNOLOGY - 199 PIC 30 - At Risk School Wide SCE - 11.6397 - \$1,800, TECHNOLOGY - 199 PIC 99 - Undistributed - 52.6398 - \$250</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Special Education- Monitor and evaluate LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities.</p> <p>SPED department works collaboratively with classroom teachers to encourage inclusion and support teachers when students are transitioned to classrooms.</p> <p>Examine state assessment reports to evaluate progress of students with disabilities relative ARD committee recommendations and predictions.</p> <p>SPED students will participate in the benchmarks and assessments with accommodations and modifications created by SPED teachers. Students will be monitored through classroom matrix.</p> <p>Ensure that SPED staff, building administrators, and counselors are trained on and adhere to SPED timelines and compliance requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide support for special ed students to receive adequate instruction for a successful academic results</p> <p><b>Staff Responsible for Monitoring:</b> Campus SPED Teachers, Classroom Teachers, Principal, Assistant Principals, Diagnostician</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> SUPPLIES &amp; MATERIALS - 199 PIC 23 - Special Education - 11.6399.000.105.23 - \$317, PARAS OT - 199 PIC 23 - Special Education - 11.6121 - \$100, PARAS MEDICARE - 199 PIC 23 - Special Education - 11.6141 - \$2, PARAS WC - 199 PIC 23 - Special Education - 11.6143 - \$1, TRS - 199 PIC 23 - Special Education - 11.6146 - \$11</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> LEP assistants will be assigned to Kinder for support during small group instruction. Four MCL teachers and three Interventionists will provide support for teachers and students in grades Kinder-5th for Math, Language Arts, and Science.</p> <p><b>Strategy's Expected Result/Impact:</b> To support students with academic gaps and help teachers develop high rigor lesson plans that support students learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, MCL2, LEP Assistants, Interventionists, Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> MCL2 SALARY AND STIPEND; INTERVENTIONIST - 211 - Title I, Part A - 11.6119 - \$290,885, SALARIES - MEDICARE - 211 - Title I, Part A - 11.6141 - \$4,217.39, SALARIES - INSURANCE - 211 - Title I, Part A - 11.6142 - \$12,910, MCL2 &amp; INTERVENTIONIST- WC - 211 - Title I, Part A - 11.6143 - \$1,858.40, SALARIES - TRS - 211 - Title I, Part A - 11.6146 - \$33,306.09, MERIT PAY - 211 - Title I, Part A - 11.6118 - \$19,500</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Identity At-risk students; provide them with supplemental services and supplies and materials for the 4 core subjects and monitor progress (including continual English Language development for LEP students).</p> <p>Supplies and materials include: manipulatives for math and science, literacy materials (comprehension toolkit), STAAR support (i.e. motivation series form Mentoring Minds), bilingual materials, portable labs, lab equipment, etc.</p> <p>Computer assisted instruction includes:</p> <p><b>Strategy's Expected Result/Impact:</b> To provide quality education that guarantee at risk students learning.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals, Classroom Teachers, Principal, Interventionists.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> ADA COPIER - 199 PIC 30 - At Risk School Wide SCE - 11.6269 - \$2,500, FRONT OFFICE COPIER - 199 PIC 11 - Instructional Services - 11.6269 - \$2,500, PRINTING - 199 PIC 99 - Undistributed - 23.6299 - \$2,000, SUPPLIES &amp; MATERIALS - 199 PIC 11 - Instructional Services - 11.6399 - \$9,195, SUPPLIES &amp; MATERIALS - 199 PIC 30 - At Risk School Wide SCE - 11.6399 - \$8,616, SUPPLIES &amp; MATERIALS - 199 PIC 99 - Undistributed - 23.6399 - \$10,000, SUPPLIES &amp; MATERIALS - 199 PIC 99 - Undistributed - 33.6399 - \$500, SUPPLIES &amp; MATERIALS - 199 PIC 99 - Undistributed - 52.6399 - \$400, FRONT OFFICE PARAS OT - 199 PIC 99 - Undistributed - 23.6121 - \$4,000, STUDENT TESTING/TUTORIAL SNACKS - 199 PIC 11 - Instructional Services - 11.6499 - \$2,500, CLASSROOM PARAPROFESSIONALS OT - 199 PIC 11 - Instructional Services - 11.6121 - \$500, FRONT OFFICE OT MEDICARE - 199 PIC 99 - Undistributed - 23.6141 - \$65, FRONT OFFICE OT WC - 199 PIC 99 - Undistributed - 23.6143 - \$29, SUPPLIES &amp; MATERIALS - 199 PIC 25 - ESL/Bilingual - 11.6399 - \$8,376, FRONT OFFICE TRS - 199 PIC 99 - Undistributed - 23.6146 - \$463, MISC EXPENSES - 199 PIC 99 - Undistributed - 23.6499 - \$500, SUPPLIES &amp; MATERIALS - 211 - Title I, Part A - 11.6399 - \$47, WC - 199 PIC 11 - Instructional Services - 11.6143 - \$10, SUPPLIES &amp; MATERIALS - 199 PIC 99 - Undistributed - 31.6399 - \$300, PARAS - SUBSTITUTES - 199 PIC 11 - Instructional Services - 11.6122 - \$4,410, FRONT OFFICE SUBSTITUTES - 199 PIC 99 - Undistributed - 23.6122 - \$490, PRINTING - 199 PIC 99 - Undistributed - 33.6299 - \$500, PRINTING - 211 - Title I, Part A - 13.6299 - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Teachers/administration/staff will develop an understanding of the (a) PLC framework and continue participation in professional development in the areas of teaching, learning and leadership for results (b) The process of designing and delivering effective instruction through backwards planning and targeted tiered instruction.</p> <p>Through planning sessions, teachers will collaborate and discuss the framing of lessons that are aligned to TEKS and unit and benchmark assessment</p> <p><b>Strategy's Expected Result/Impact:</b> Provide teachers with tools that allow them to develop high rigor and well supported lesson plans.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, MCL2, Teachers, Interventionist</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> SUBSTITUTES - 199 PIC 25 - ESL/Bilingual - 11.6112 - \$1,000, SUBSTITUTES - MEDICARE - 199 PIC 25 - ESL/Bilingual - 11.6141 - \$15, SUBSTITUTES - WC - 199 PIC 25 - ESL/Bilingual - 11.6143 - \$7, TRAVEL - 199 PIC 99 - Undistributed - 13.6411 - \$2,000, SUBSTITUTES - 199 PIC 30 - At Risk School Wide SCE - 11.6112 - \$1,000, MEDICARE - 199 PIC 30 - At Risk School Wide SCE - 11.6141 - \$15, WORKERS COMP - 199 PIC 30 - At Risk School Wide SCE - 11.6143 - \$6, TRS - 199 PIC 30 - At Risk School Wide SCE - 11.6146 - \$103, SUBSTITUTES - - 199 PIC 11 - Instructional Services - 11.6112 - \$1,000, MEDICARE - 199 PIC 11 - Instructional Services - 11.6141 - \$22, TRS - 199 PIC 11 - Instructional Services - 11.6146 - \$155, TRS - 199 PIC 25 - ESL/Bilingual - 11.6146 - \$103, REGION IV - TEACHERS - 211 - Title I, Part A - 13.6239 - \$3,000, EMPLOYEE TRAVEL - 199 PIC 99 - Undistributed - 23.6411 - \$2,000, EMPLOYEE TRAVEL - PD - 211 - Title I, Part A - 13.6411 - \$1,000, REGION IV - ADMINISTRATORS - 211 - Title I, Part A - 23.6239 - \$1,000, TRAVEL - ADMINISTRATORS - 211 - Title I, Part A - 23.6411 - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Provide support for new teachers with ongoing mentoring and planning with certified staff. All new teachers to Hollibrook and SBISD will receive a mentor and/or buddy. New teachers will meet with the Lead Mentors once a month for discussion and/or training.</p> <p><b>Strategy's Expected Result/Impact:</b> To facilitate new teachers adapting to the school and provide the needed resources for the job.</p> <p><b>Staff Responsible for Monitoring:</b> MCL2, Mentors/Buddies, Lead Mentors, Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Recruit and retain highly-qualified staff, defined through state, NCLB and local criteria by establishing a desirable work place and identifying leadership opportunities for them.</p> <p>Principal will participate in recruiting fairs established by SBISD Human Resources. Hollibrook teachers will mentor student teachers and Education students</p> <p><b>Strategy's Expected Result/Impact:</b> To build teacher capacity in the building</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Oct	Jan	Apr	June





Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> The CIT, teachers, administrators, other staff members, and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between the community, parents, and the school.</p> <p>Parents will be part of the CIT to ensure community voice is present</p> <p><b>Strategy's Expected Result/Impact:</b> To develop an open communication and positive environment between the school and the community.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, CIT Team, MCL2, Assistant Principals</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> GIFTED AND TALENTED- Provide opportunities for G/T professional development</p> <p>a) Nature and needs of G/T students b) Assessing and Identifying G/T c) Differentiating Curriculum for G/T d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students</p> <p>Teachers are trained to administer planned experiences to all students and to make recommendations for identification of GT students</p> <p><b>Strategy's Expected Result/Impact:</b> Provide effective instruction for advanced students.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 14 Details	Reviews			
<p><b>Strategy 14:</b> GIFTED AND TALENTED- Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.</p> <p>Discussion during team planning will include differentiated activities at all levels including stretching the learning for GT students.</p> <p>Conduct annual G/T evaluation by following the district wide procedures for referral, testing and identification of students. Emphasis will be placed on finding and identifying students of color, students living in low SES and those who show great potential but who are difficult to identify as intellectually gifted.</p> <p>The counselor will share information with parents through the school's monthly newsletter and will conduct one meeting to explain G/T during the Fall.</p> <p><b>Strategy's Expected Result/Impact:</b> Identify GT students to provide adequate education for them.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Oct	Jan	Apr	June



Strategy 15 Details	Reviews			
<p><b>Strategy 15: COORDINATED SCHOOL HEALTH (CSH) AND CIP-</b></p> <p>Steps to incorporate CSH:</p> <ol style="list-style-type: none"> <li>1. Review the school health index completed by CSHAC</li> <li>2. Identify focus area (s) for campus</li> <li>3. Choose focus area (s) to place in this area of required elements</li> <li>4. Recommended indicators for assessing CSH may be chosen from this list of approved indicators that are completed each year</li> </ol> <ol style="list-style-type: none"> <li>a. District five year goal campus survey</li> <li>b. School health index</li> <li>c. SEL/40 development asset survey</li> </ol> <p><b>Strategy's Expected Result/Impact:</b> Provide a healthy environment for students and staff</p> <p><b>Staff Responsible for Monitoring:</b> Nurse and CSHAC team</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 16 Details	Reviews			
<p><b>Strategy 16:</b> Increase parent participation and attendance at Title I annual meeting (Open House) to share:</p> <ul style="list-style-type: none"> <li>* Administrators Meet &amp; Greet</li> <li>* Standards and goals</li> <li>* Parent's rights</li> <li>* Curriculum</li> <li>* School report card</li> <li>* Title I participation</li> </ul> <p>Offer a flexible number of meetings</p> <p><b>Strategy's Expected Result/Impact:</b> To provide effective information and develop positive relationships between school and community.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor, CIS Workers</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> READING MATERIALS - PARENTS - 211 - Title I, Part A - 61.6329 - \$1,000, PARENT SNACKS - 211 - Title I, Part A - 61.6499 - \$1,000, Supplies &amp; Materials - 211 - Title I, Part A - 61.6399 - \$2,230, CUSTODIANS OT - 199 PIC 99 - Undistributed - 51.6121 - \$750, CUSTODIANS - MEDICARE - 199 PIC 99 - Undistributed - 51.6141 - \$11, CUSTODIANS - WC - 199 PIC 99 - Undistributed - 51.6143 - \$5, CUSTODIANS - TRS - 199 PIC 99 - Undistributed - 51.6146 - \$78</p>	Formative			Summative
	Oct	Jan	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

# Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	STUDENT TRANSPORTATION	11.6494	\$1,500.00
1	1	4	STUDY TRIPS	11.6412	\$1,500.00
4	1	5	TRAVEL	11.6411	\$500.00
4	1	8	FRONT OFFICE COPIER	11.6269	\$2,500.00
4	1	8	PARAS - SUBSTITUTES	11.6122	\$4,410.00
4	1	8	STUDENT TESTING/TUTORIAL SNACKS	11.6499	\$2,500.00
4	1	8	CLASSROOM PARAPROFESSIONALS OT	11.6121	\$500.00
4	1	8	SUPPLIES & MATERIALS	11.6399	\$9,195.00
4	1	8	WC	11.6143	\$10.00
4	1	9	SUBSTITUTES -	11.6112	\$1,000.00
4	1	9	MEDICARE	11.6141	\$22.00
4	1	9	TRS	11.6146	\$155.00
<b>Sub-Total</b>					\$23,792.00
<b>Budgeted Fund Source Amount</b>					\$23,792.00
<b>+/- Difference</b>					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	6	PARAS OT	11.6121	\$100.00
4	1	6	PARAS MEDICARE	11.6141	\$2.00
4	1	6	PARAS WC	11.6143	\$1.00
4	1	6	TRS	11.6146	\$11.00
4	1	6	SUPPLIES & MATERIALS	11.6399.000.105.23	\$317.00
<b>Sub-Total</b>					\$431.00
<b>Budgeted Fund Source Amount</b>					\$431.00
<b>+/- Difference</b>					\$0.00

199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	READING MATERIALS	11.6329	\$3,000.00
4	1	8	SUPPLIES & MATERIALS	11.6399	\$8,376.00
4	1	9	SUBSTITUTES - MEDICARE	11.6141	\$15.00
4	1	9	TRS	11.6146	\$103.00
4	1	9	SUBSTITUTES - WC	11.6143	\$7.00
4	1	9	SUBSTITUTES	11.6112	\$1,000.00
<b>Sub-Total</b>					\$12,501.00
<b>Budgeted Fund Source Amount</b>					\$12,501.00
<b>+/- Difference</b>					\$0.00
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	5	TECHNOLOGY	11.6397	\$1,800.00
4	1	8	SUPPLIES & MATERIALS	11.6399	\$8,616.00
4	1	8	ADA COPIER	11.6269	\$2,500.00
4	1	9	SUBSTITUTES	11.6112	\$1,000.00
4	1	9	TRS	11.6146	\$103.00
4	1	9	WORKERS COMP	11.6143	\$6.00
4	1	9	MEDICARE	11.6141	\$15.00
<b>Sub-Total</b>					\$14,040.00
<b>Budgeted Fund Source Amount</b>					\$14,040.00
<b>+/- Difference</b>					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	READING MATERIALS	31.6329	\$150.00
4	1	2	READING MATERIALS	12.6329	\$2,000.00
4	1	5	TECHNOLOGY	52.6398	\$250.00
4	1	5	TECHNOLOGY	23.6398	\$2,000.00
4	1	8	SUPPLIES & MATERIALS	33.6399	\$500.00
4	1	8	FRONT OFFICE OT WC	23.6143	\$29.00
4	1	8	SUPPLIES & MATERIALS	23.6399	\$10,000.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	8	SUPPLIES & MATERIALS	52.6399	\$400.00
4	1	8	FRONT OFFICE PARAS OT	23.6121	\$4,000.00
4	1	8	FRONT OFFICE TRS	23.6146	\$463.00
4	1	8	PRINTING	33.6299	\$500.00
4	1	8	PRINTING	23.6299	\$2,000.00
4	1	8	FRONT OFFICE OT MEDICARE	23.6141	\$65.00
4	1	8	MISC EXPENSES	23.6499	\$500.00
4	1	8	FRONT OFFICE SUBSTITUTES	23.6122	\$490.00
4	1	8	SUPPLIES & MATERIALS	31.6399	\$300.00
4	1	9	TRAVEL	13.6411	\$2,000.00
4	1	9	EMPLOYEE TRAVEL	23.6411	\$2,000.00
4	1	16	CUSTODIANS OT	51.6121	\$750.00
4	1	16	CUSTODIANS - WC	51.6143	\$5.00
4	1	16	CUSTODIANS - TRS	51.6146	\$78.00
4	1	16	CUSTODIANS - MEDICARE	51.6141	\$11.00
<b>Sub-Total</b>					\$28,491.00
<b>Budgeted Fund Source Amount</b>					\$28,491.00
<b>+/- Difference</b>					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	TRANSPORTATION	11.6494	\$8,044.00
1	1	4	STUDY TRIPS	11.6412	\$4,000.00
1	2	2	PARA OT	11.6121	\$4,000.00
1	2	2	WORKERS COMP	11.6143	\$157.60
1	2	2	MEDICARE - TUTORING	11.6141	\$357.61
1	2	2	TRS	11.6146	\$2,823.91
1	2	2	TUTORIALS	11.6116	\$20,663.00
4	1	2	READING MATERIALS	11.6329	\$5,000.00
4	1	7	SALARIES - MEDICARE	11.6141	\$4,217.39
4	1	7	MERIT PAY	11.6118	\$19,500.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	7	MCL2 SALARY AND STIPEND; INTERVENTIONIST	11.6119	\$290,885.00
4	1	7	MCL2 & INTERVENTIONIST- WC	11.6143	\$1,858.40
4	1	7	SALARIES - INSURANCE	11.6142	\$12,910.00
4	1	7	SALARIES - TRS	11.6146	\$33,306.09
4	1	8	SUPPLIES & MATERIALS	11.6399	\$47.00
4	1	8	PRINTING	13.6299	\$5,000.00
4	1	9	REGION IV - TEACHERS	13.6239	\$3,000.00
4	1	9	TRAVEL - ADMINISTRATORS	23.6411	\$1,000.00
4	1	9	EMPLOYEE TRAVEL - PD	13.6411	\$1,000.00
4	1	9	REGION IV - ADMINISTRATORS	23.6239	\$1,000.00
4	1	16	PARENT SNACKS	61.6499	\$1,000.00
4	1	16	READING MATERIALS - PARENTS	61.6329	\$1,000.00
4	1	16	Supplies & Materials	61.6399	\$2,230.00
<b>Sub-Total</b>					\$423,000.00
<b>Budgeted Fund Source Amount</b>					\$423,000.00
<b>+/- Difference</b>					\$0.00
282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	MEDICARE	11.6141	\$893.00
1	2	2	TUTORIALS/SS	11.6116	\$52,188.00
1	2	2	TRS	11.6146	\$6,328.00
1	2	2	PARA - SS/TUTORIALS	11.6121	\$3,461.00
1	2	2	WC	11.6143	\$382.00
1	2	2	TRANSPORTATION	11.6494	\$8,448.00
<b>Sub-Total</b>					\$71,700.00
<b>Budgeted Fund Source Amount</b>					\$151,565.00
<b>+/- Difference</b>					\$79,865.00
<b>Grand Total Budgeted</b>					\$653,820.00
<b>Grand Total Spent</b>					\$573,955.00
<b>+/- Difference</b>					\$79,865.00