

Spring Branch Independent School District
Bunker Hill Elementary School
2023-2024 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 become critical thinkers and problem solvers through hard work and perseverance.

We believe our students learn to value the differences in others 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.

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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Bunker Hill Elementary School serves students in grades K-5 within the Spring Branch Independent School District (SBISD).

Enrollment trends showed an increase of 85 students from the 2020–2021 school year to the 2022–2023 school year.

Enrollment Trends:

2022-2023: Enrollment – 739

2021-2022: Enrollment – 672

2020-2021: Enrollment – 654

Source: PEIMS OnDataSuite Fall Dashboard

The demographic profile of the students at Bunker Hill Elementary School has remained relatively consistent during the past three years. The majority of the students are White, followed by Asian. During the 2022-2023 school year, 17.2% of the students were identified as Emergent Bilingual/English Learner (EB/EL); 17.5% Economically Disadvantaged; 25.2% At-Risk; 7.8% Immigrant; 11.4% of students were identified for special education services; and 14.5% were identified for gifted and talented services.

Demographic Trends: Race/Ethnicity

2022-2023: African American – 26 (3.5%)

2021-2022: African American – 23 (3.4%)

2020-2021: African American – 14 (2.1%)

2022-2023: American Indian-Alaskan Native – *

2021-2022: American Indian-Alaskan Native – *

2020-2021: American Indian-Alaskan Native – 0 (0.0%)

2022-2023: Asian – 158 (21.4%)

2021-2022: Asian – 169 (25.2%)

2020-2021: Asian – 181 (27.7%)

2022-2023: Hispanic – 142 (19.2%)

2021-2022: Hispanic – 124 (18.45%)

2020-2021: Hispanic – 104 (15.9%)

2022-2023: Native Hawaiian-Pacific Islander – *

2021-2022: Native Hawaiian-Pacific Islander – 0 (0.0%)

2020-2021: Native Hawaiian-Pacific Islander – 0 (0.0%)

2022-2023: White – 372 (50.3%)
2021-2022: White – 324 (48.2%)
2020-2021: White – 326 (49.9%)

2022-2023: Two-or-more – 39 (5.3%)
2021-2022: Two-or-more – 30 (4.5%)
2020-2021: Two-or-more – 29 (4.4%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Additional Student Information:

2022-2023: At-Risk – 186 (25.2%)
2021-2022: At-Risk – 189 (28.1%)
2020-2021: At-Risk – 173 (26.5%)

2022-2023: Economically Disadvantaged – 129 (17.5%)
2021-2022: Economically Disadvantaged – 107 (15.9%)
2020-2021: Economically Disadvantaged – 79 (12.1%)

2022-2023: Emergent Bilingual/English Learner – 127 (17.2%)
2021-2022: Emergent Bilingual/English Learner – 141 (21.0%)
2020-2021: Emergent Bilingual/English Learner – 144 (22.0%)

2022-2023: Gifted and Talented – 107 (14.5%)
2021-2022: Gifted and Talented – 92 (13.7%)
2020-2021: Gifted and Talented – 98 (15.0%)

2022-2023: Homeless – *
2021-2022: Homeless – *
2020-2021: Homeless – 0 (0.0%)

2022-2023: Immigrant – 57 (7.8%)
2021-2022: Immigrant – 73 (10.9%)
2020-2021: Immigrant – 73 (11.2%)

2022-2023: Migrant – 0 (0.0%)
2021-2022: Migrant – 0 (0.0%)
2020-2021: Migrant – 0 (0.0%)

2022-2023: Special Education – 84 (11.4%)
2021-2022: Special Education – 62 (9.2%)
2020-2021: Special Education – 52 (8.0%)

Source: PEIMS OnDataSuite Fall Dashboard

**Fewer than five students not shown*

Attendance Rates:

2020-2021: 97.5%

2019-2020: 98.9%

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Chronic Absenteeism:

2020-2021: 4.5%

2019-2020: 0.9%

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Demographics Strengths

- Student enrollment growing
- At-risk numbers are stable
- Students identified for Gifted and Talented services increased

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student enrollment is growing. We have filled all classrooms for students, as we are projected to be at 777 students this year. We have already converted a music classroom into a grade level classroom. **Root Cause:** As more high-rise luxury apartments are built at Memorial City Mall by Metro National, our enrollment will continue to increase.

Problem Statement 2: Chronic absenteeism has increased. **Root Cause:** Families schedule trips during the school year on school days. Communication with the school regarding children with chronic absences and chronic late arrivals is inefficient.

Student Achievement

Student Achievement Summary

Bunker Hill Elementary School implements a rigorous curriculum that is aligned to state standards and continuously revised to produce and prepare all students towards T-2-4 district goals. Students will master rigorous academic standards to ensure college and career readiness. We believe campus administrators and teachers are members of the campus' Professional Learning Committees (PLC). PLC in SBISD is an ongoing collaborative team process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts.

A top priority in SBISD is literacy. Students receive the opportunity and skill set to experience meaningful literacy experiences that are rigorous and engaging. With their peers, students in SBISD listen, speak, read and write through the content areas with a commitment that they will become lifelong readers and writers. SBISD is driven by standards, focused on strategies, differentiated, and guided by student data. Numeracy is also a top priority in SBISD. Our goal is to provide academic experiences that build confident and creative mathematical thinkers. Students identified for special education (SPED) services or as Emergent Bilingual/English Learner (EB/EL) are also a district focus.

Below is a summary of the STAAR Reading passing rates:

2022: 3rd Grade Reading - 89% Approaches; 81% Meets; 58% Masters

2021: 3rd Grade Reading - 90% Approaches; 69% Meets; 44% Masters

2022: 4th Grade Reading - 88% Approaches; 73% Meets; 50% Masters

2021: 4th Grade Reading - 89% Approaches; 72% Meets; 44% Masters

2022: 5th Grade Reading - 95% Approaches; 80% Meets; 68% Masters

2021: 5th Grade Reading - 88% Approaches; 73% Meets; 59% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Reading passing rates for SPED and EB/EL:

2022: SPED All Grades Reading - 51% Approaches; 34% Meets; 20% Masters

2021: SPED All Grades Reading - 58% Approaches; 42% Meets; 42% Masters

2022: EB/EL All Grades Reading - 86% Approaches; 69% Meets; 50% Masters

2021: EB/EL All Grades Reading - 78% Approaches; 59% Meets; 43% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Mathematics passing rates:

2022: 3rd Grade Mathematics - 86% Approaches; 66% Meets; 48% Masters

2021: 3rd Grade Mathematics - 86% Approaches; 66% Meets; 41% Masters

2022: 4th Grade Mathematics - 87% Approaches; 73% Meets; 44% Masters

2021: 4th Grade Mathematics - 93% Approaches; 70% Meets; 51% Masters

2022: 5th Grade Mathematics - 95% Approaches; 78% Meets; 43% Masters

2021: 5th Grade Mathematics - 93% Approaches; 81% Meets; 62% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Below is a summary of the STAAR Mathematics passing rates for SPED and EB/EL:

2022: SPED All Grades Mathematics - 51% Approaches; 34% Meets; 11% Masters

2021: SPED All Grades Mathematics - 75% Approaches; 50% Meets; 13% Masters

2022: EB/EL All Grades Mathematics - 85% Approaches; 69% Meets; 47% Masters

2021: EB/EL All Grades Mathematics - 84% Approaches; 69% Meets; 57% Masters

Source: 2021-2022 Texas Academic Performance Report (TAPR)

Student Achievement Strengths

- We increased at all performance levels in 5th grade reading as measured by STAAR
- We increased at the Meets and Masters levels in 4th grade reading as measured by STAAR
- We increased at all performance levels in 3rd grade math as measured by STAAR
- Our school maintained an A TEA rating

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Our passing rates for SPED decreased significantly in all performance areas on Reading STAAR. **Root Cause:** This group of students has a lack of access to grade level curriculum.

Problem Statement 2: Our passing rates for SPED decreased significantly in all performance areas on Math STAAR. **Root Cause:** This group of students has a lack of access to grade level curriculum.

Staff Recruitment and Retention

Staff Recruitment and Retention Summary

The Talent strategy is to recruit and retain the best employees at Bunker Hill Elementary School to support students. For employees and support personnel, this includes recruitment processes and hiring practices to develop and retain staff to meet the unique needs of each department and/or campus. Increased creativity and flexibility in our staffing, compensation, and benefit plans will help SBISD attract and retain qualified individuals. In order to meet our strategic goals, attract and retain the best talent, we focus our efforts on the following key areas:

- Recruitment and Retention of instructional, non-instructional, paraprofessional, and auxiliary staff
- Onboarding processes
- Staffing and Performance Management
- Competitive Compensation and Benefits
- Benefits Training opportunities

Teacher by years of experience:

2022-2023: Beginning – 3 FTE (7.2%)

2021-2022: Beginning – 0 FTE (0.0%)

2020-2021: Beginning – 0 FTE (0.0%)

2022-2023: 1-5 Years – 8.1 FTE (19.4%)

2021-2022: 1-5 Years – 6 FTE (16.3%)

2020-2021: 1-5 Years – 5.8 FTE (17.2%)

2022-2023: 6-10 Years – 11 FTE (26.4%)

2021-2022: 6-10 Years – 10.2 FTE (27.7%)

2020-2021: 6-10 Years – 12.3 FTE (36.4%)

2022-2023: 11-20 Years – 14.5 FTE (34.8%)

2021-2022: 11-20 Years – 12.6 FTE (34.2%)

2020-2021: 11-20 Years – 8 FTE (23.7%)

2022-2023: Over 20 Years – 5 FTE (12%)

2021-2022: Over 20 Years – 7 FTE (19%)

2020-2021: Over 20 Years – 7.8 FTE (23.1%)

2022-2023: Total – 41.7 FTE (100%)

2021-2022: Total – 36.8 FTE (100%)

2020-2021: Total – 33.8 FTE (100%)

Source: PEIMS OnDataSuite, Fall Core Teacher Summary Report

Staff Recruitment and Retention Strengths

- Administrative support for teachers who seek specialized staff development
- Mentoring program providing new staff with support from master teachers within their assigned subject/grade level

- Staff are engaged in the PLC process as active participants in data analysis to better understand low performing areas and target individual student needs

Problem Statements Identifying Staff Recruitment and Retention Needs

Problem Statement 1: Discipline issues are increasing. **Root Cause:** All BHE staff need specialized training and support for extreme behaviors to maintain a safe and effective learning environment.

Problem Statement 2: Faculty meetings limited the open discussions regarding campus or district issues on a regular basis. **Root Cause:** All administrators, SPED teachers, Kindergarten, First, Second, Third grade teachers, and the librarian were all required to complete the Reading Academy this year.

Family and Community Engagement

Family and Community Engagement Summary

FAMILY ENGAGEMENT

Bunker Hill Elementary School provides a sustained and strategic focus on educating, engaging and empowering families that are aligned with the SBISD Family E3 framework, focusing on building the capacity of families and staff to work together for student academic success. The Share a Smile Customer Service commitments are embedded into the Family E3 expectations, emphasizing the importance of customer service at our campus. The campus Translation and Interpretation Procedure asserts our commitment to provide families with information they can understand. Families are invited to attend campus and district events. The Family E3 team conducts an annual needs assessment with our campus to determine family engagement strengths and areas of support.

COMMUNITY ENGAGEMENT

Bunker Hill Elementary School works closely with the SBISD Community Engagement Division to support meaningful, strategic two-way engagement of families, community members, partners, and volunteers. The district traditionally has a large and very committed network of partners and 11,000+ volunteers. During the summer, the Community Engagement team conducts a needs assessment with our campus to determine community engagement strengths and areas of support. We welcome and value volunteers who serve on our campus as mentors and tutors to support student success.

Family and Community Engagement Strengths

- Active PTA
- Hosted family events including but not limited to: Book Fair, International Day, Square Dancing Showcases, Family Fitness and Fun Night, Spring Fling, Grade Level plays, Portfolio Picnics
- Implemented family engagement strategies including: newsletters, weekly update from the principal, lunch bunches

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Parent attendance and engagement in classroom/curriculum events is decreasing. **Root Cause:** Communication to families may not be effective, resulting in limited awareness of parent options. Schedule of activities may limit parent involvement.

Problem Statement 2: Our low socio-economic students would benefit greatly from a mentor. **Root Cause:** We do not have a mentoring program.

Goals

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

Performance Objective 1: ACHIEVEMENT: By June 2024, Bunker Hill Elementary School will increase student performance on STAAR Redesign Grades 3-5 exams in reading and math by at least 3 percentage points in approaches, 3 percentage points in meets, and 3 percentage points in masters.

2022-23: Reading: 93% (approaches), 80% (meets), 52% (masters); Math: 93% (approaches), 77% (meets), 51% (masters) Baseline Year

Evaluation Data Sources: 2023 Texas Academic Performance Report (TAPR)

Strategy 1 Details

Strategy 1: During professional learning collaboration, teachers will review and analyze data each quarter during the school year. Data reviewed will include STAAR, PSTAAR, PSA, Literacy and Math checkpoints, and classroom formative assessments. Data will be reviewed in grade level and vertical teams to strategically plan instruction throughout the school year.

Strategy's Expected Result/Impact: Analyzing data in a timely manner, each quarter at a minimum, will result in targeted instruction throughout the school year.

Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Classroom Teachers

Funding Sources: - 199 PIC 24 - At Risk - \$500, - 199 PIC 99 - Undistributed - \$4,000, - 199 PIC 11 - Instructional Services - \$10,000

Strategy 2 Details

Strategy 2: Teachers will study the TEKS, and the Spring Branch curriculum guides, to identify essential standards for their grade level, guided by the support of district specialists and administration and through feedback received during vertical team data reviews.

Strategy's Expected Result/Impact: Utilizing district curriculum documents, identifying essential standards, and analyzing data for the students in their classrooms will allow teachers to ensure at least one year of growth for ALL students.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Classroom Teachers

Funding Sources: - 199 PIC 99 - Undistributed - \$500, - 199 PIC 11 - Instructional Services - \$1,500

Strategy 3 Details

Strategy 3: During a specified daily protected time, teachers and interventionists will provide Tier 2 and Tier 3 instruction to students according to their needs. Teachers, administrators, interventionists and district LIS and MIS, will determine student needs during weekly PLC instructional planning meetings, during PLC Data Study Team meetings, SSC meetings and 504/ARD meetings.

Strategy's Expected Result/Impact: Increased academic performance of all students, with a minimum of one year's growth for ALL students.

Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Interventionists, Classroom Teachers

Funding Sources: - 199 PIC 23 - Special Education - \$500, - 199 PIC 99 - Undistributed - \$2,645, - 199 PIC 11 - Instructional Services - \$4,980, - 199 PIC 24 - At Risk

Strategy 4 Details

Strategy 4: Teachers will meet weekly as a PLC to plan for instruction, align curriculum content across the grade level, analyze assessments, and determine student needs with the support of administration and instructional specialists.

Strategy's Expected Result/Impact: Increased academic performance of all students, with a minimum of one year's growth for ALL students.

Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Classroom Teachers

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

Performance Objective 2: STUDENT GROWTH: By June 2024, Bunker Hill Elementary School will increase the percentage of students demonstrating STAAR Redesigned academic growth in reading and math by 3 percentage points or \geq to 85%.

2022-23: School Progress-Annual Growth /Accelerated Learning: 83%/37% (Reading); 84%/39% (Math) Baseline Year

Evaluation Data Sources: 2023 TAPR

Strategy 1 Details
<p>Strategy 1: Teachers will study 22-23 STAAR data, PSTAAR data and benchmark data to design targeted instruction, intervention, and extension for all students.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate growth in reading and math throughout the current school year and continue growth in consecutive years.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Classroom Teachers</p> <p>Funding Sources: - 199 PIC 11 - Instructional Services - \$10,000, - 199 PIC 99 - Undistributed - \$1,280</p>
Strategy 2 Details
<p>Strategy 2: Teachers will meet weekly with their PLCs, LIS, MIS, Assistant Principals, and interventionist support teachers to ensure the integration of best instructional practices to align with data results.</p> <p>Strategy's Expected Result/Impact: All students will grow at least one grade level in reading from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Interventionists, Classroom Teachers</p> <p>Funding Sources: - 199 PIC 11 - Instructional Services - \$1,600</p>

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

Performance Objective 3: CLOSING THE GAPS: By June 2024, Bunker Hill Elementary School will increase the percentage of academic achievement indicators on track to meet or exceed interim targets in the redesigned closing the gaps domain by 6 component points.

2022-23: 27 of 32 Academic Achievement Points Met; 84.4% Component Points (Baseline Year)

Evaluation Data Sources: 2023 Federal Identification of Schools

Strategy 1 Details
<p>Strategy 1: Teachers will differentiate the level of content complexity and enrichment to close the gaps between students receiving special education services and students in the general education setting.</p> <p>Strategy's Expected Result/Impact: The percentage of students receiving special education services who achieve approaches or better on STAAR will increase and align more closely to the scores of students not receiving special education services.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Instructional Specialists, Classroom Teachers</p> <p>Funding Sources: - 199 PIC 23 - Special Education - \$800, - 199 PIC 11 - Instructional Services - \$1,500, - 199 PIC 24 - At Risk - \$875</p>
Strategy 2 Details
<p>Strategy 2: Teachers will ensure the consistency and fidelity to intervention in math and reading for students identified in need of Tier 2 and Tier 3 interventions.</p> <p>Strategy's Expected Result/Impact: Students receiving RtI services will show the incremental growth necessary to achieve approaches or better on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Instructional Specialists, Classroom Teachers</p> <p>Funding Sources: - 199 PIC 11 - Instructional Services - \$2,500, - 199 PIC 99 - Undistributed - \$500, - 199 PIC 24 - At Risk - \$1,000</p>
Strategy 3 Details
<p>Strategy 3: Teachers will provide support and enrichment to push students academically. Utilizing rigor and relevance framework, teachers will target students achieving at "meets" or "masters" on the STAAR to ensure learning growth.</p> <p>Strategy's Expected Result/Impact: Students will increase their performance levels on the 2024 STAAR assessment.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Instructional Specialists, Classroom Teachers</p>

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

Performance Objective 4: ENGLISH LANGUAGE ACQUISITION PROGRESS: By June 2024, the rate of Emergent Bilingual/English Learners increasing at least one composite score level on the new TELPAS will meet or exceed the expected growth target for English Language Proficiency Status.

2022-23: New TELPAS Progress Rate 66% (Baseline Year)

Evaluation Data Sources: 2023 Federal Identification of Schools

Strategy 1 Details
<p>Strategy 1: Teachers will plan for targeted instruction for each EB student in their class, addressing each domain. Instructional goals will be set for and communicated to each EB student, so they know their growth goals and expectations.</p> <p>Strategy's Expected Result/Impact: All EB students will increase at least one composite score and/or reclassify by the end of the school year.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Classroom Teachers, EL Teacher</p> <p>Funding Sources: - 199 PIC 25 - ESL/Bilingual - \$1,500, - 199 PIC 24 - At Risk - \$250</p>
Strategy 2 Details
<p>Strategy 2: EL Teacher will provide targeted intervention to EB students in reading and math, analyzing quarterly progress data.</p> <p>Strategy's Expected Result/Impact: All EB students will demonstrate growth in reading and math from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Classroom Teachers, EL Teacher</p> <p>Funding Sources: - 199 PIC 25 - ESL/Bilingual - \$2,000, - 199 PIC 24 - At Risk - \$250</p>
Strategy 3 Details
<p>Strategy 3: Teachers will participate in training with the multilingual department and will implement strategies from Talk, Read, Talk, Write to increase language acquisition in all domains for EB students.</p>

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

Performance Objective 5: EARLY LITERACY: By June 2024, Bunker Hill Elementary School will increase the percentage of K-2 students on track to read at grade level by 5 percentage points or $\geq 80\%$.

Evaluation Data Sources: Kindergarten: TxKEA - Letter Names, Vocabulary, and Spelling
Grades 1 and 2: Phonics Decoding and Encoding and Oral Reading Analysis

Strategy 1 Details

Strategy 1: Teachers will utilize literacy benchmark data to inform small group instruction for all students in grades K-2. Teachers will intervene and extend literacy instruction to ensure a minimum of one year's growth for each student.

Strategy's Expected Result/Impact: All students will demonstrate at least one year of growth in reading, and at least 95% of students in grades K-2 will be reading on or above grade level.

Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Instructional Specialists, Classroom Teachers

Funding Sources: - 199 PIC 99 - Undistributed - \$800, - 199 PIC 24 - At Risk - \$600, - 199 PIC 11 - Instructional Services - \$700, - 199 PIC 23 - Special Education - \$235, - 199 PIC 36 - Early Education - \$150

Strategy 2 Details

Strategy 2: Teachers will design differentiated and individualized instruction and assessments with the support of the LIS to ensure the instructional needs of all students are met. Analysis of common assessments will be used to guide next steps in instructional planning.

Strategy's Expected Result/Impact: Each student will receive the supports and enrichment necessary to ensure high levels of learning.

Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Instructional Specialists, Classroom Teachers

Funding Sources: - 199 PIC 11 - Instructional Services - \$1,200

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

Performance Objective 6: EARLY NUMERACY: By June 2024, Bunker Hill Elementary School will increase the percentage of K-2 students on track to be on grade level in foundational math skills by 5 percentage points or $\geq 80\%$.

Evaluation Data Sources: K-2 Math Progress Monitoring

Strategy 1 Details
<p>Strategy 1: Teachers will utilize numeracy benchmark data to inform small group instruction for all students in grades K-2. Teachers will intervene and extend numeracy instruction to ensure a minimum of one year's growth for each student.</p> <p>Strategy's Expected Result/Impact: All students in grades K-2 will be on or above grade level in math by EOY.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Instructional Specialists, Classroom Teachers</p>
Strategy 2 Details
<p>Strategy 2: Teachers will design differentiated and individualized instruction and assessments with the support of the MIS to ensure the instructional needs of all students are met. Analysis of common assessments will be used to guide next steps in instructional planning.</p> <p>Strategy's Expected Result/Impact: All students will demonstrate growth in math from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Instructional Specialists, Classroom Teachers</p> <p>Funding Sources: - 199 PIC 11 - Instructional Services - \$700</p>

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

Performance Objective 7: ADVANCED COURSES: By June 2024, Bunker Hill Elementary School will increase the number of students prepared for sixth grade advanced coursework in reading and math.

Evaluation Data Sources: Multiple measures

Strategy 1 Details
<p>Strategy 1: Teachers will plan and develop enrichment strategies and activities to be embedded in weekly instruction. Teachers will learn to apply the Rigor and Relevance framework for instructional planning.</p> <p>Strategy's Expected Result/Impact: All students will receive the enrichment they require in order to excel in ELA and Math instruction.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Instructional Specialists, Classroom Teachers</p> <p>Funding Sources: - 199 PIC 11 - Instructional Services - \$5,000, - 199 PIC 99 - Undistributed - \$800</p>
Strategy 2 Details
<p>Strategy 2: Teachers will participate in weekly PLC conversations and quarterly vertical team conversations to align instructional practices from grade level to grade level. All instruction is informed through analysis of formal and informal assessments.</p> <p>Strategy's Expected Result/Impact: Teachers will learn with and from each other to refine their instruction to implement best practices and align best practices across campus.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Instructional Specialists, Classroom Teachers</p> <p>Funding Sources: - 199 PIC 11 - Instructional Services - \$1,500</p>

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

Performance Objective 1: CORE CHARACTERISTICS OF A T-2-4 READY GRADUATE: By June 2024, Bunker Hill Elementary School will implement at least three strategies that advance the focus on Core Characteristics for every child.

Evaluation Data Sources: Campus calendar and newsletters

Strategy 1 Details
<p>Strategy 1: Community circles or class meetings will be used to focus and build each student's SBISD Core Characteristics to be Academically Prepared, to be Ethical & Service Minded, to be Empathetic & Self-Aware, to be Persistent & Adaptable, to be a Resourceful Problem Solver, a Communicator and Collaborator. The common language and vocabulary of the Core Characteristics will be present in the community circles, and also a focus of BHETV Spotlights and school events.</p> <p>Strategy's Expected Result/Impact: Students will understand the Core Characteristics and will hear staff across the campus using common language to support that understanding.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals, Classroom Teachers, Counselors</p>
Strategy 2 Details
<p>Strategy 2: The counseling program will include monthly classroom lessons and targeted small group instruction to meet the needs of students.</p> <p>Strategy's Expected Result/Impact: Students will receive instruction personalized to their needs.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Classroom Teachers, Counselor</p>
Strategy 3 Details
<p>Strategy 3: Teachers will purposefully teach and model effective study habits, time management skills and organizational skills for students. Focus will be given to these 3 areas each day.</p> <p>Strategy's Expected Result/Impact: Students will be academically prepared and will demonstrate problem solving, organizational and time management skills.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Classroom Teachers, Counselor</p>
Strategy 4 Details
<p>Strategy 4: School wide events will be held throughout the school year to build community and develop our students sense of belonging. Events may include: International Day, Constitution Day, Poem in your Pocket Day, Grade Level Musicals, Square Dancing Showcase, Comic Con, and more.</p> <p>Strategy's Expected Result/Impact: BHE students will have pride and a sense of belonging to be a student at Bunker Hill.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Classroom Teachers, Counselor, and all support staff</p>

Strategy 5 Details

Strategy 5: Maintain our C-SHAC (Community School Health Advisory Committee) to engage staff and community. This committee will implement activities: Red Ribbon Week, Anti-Bullying and Drug Prevention, Kindness Month, Autism Awareness Month, Gen TX, and BHE Family Fitness and Fun Night

Strategy's Expected Result/Impact: Students will learn and apply healthy habits to achieve success in learning.

Staff Responsible for Monitoring: Principal, Assistant Principals, Classroom Teachers, Counselor, and all support staff

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

Performance Objective 2: INTERVENTIONS: By June 2024, Bunker Hill Elementary School will implement TIER interventions with students identified as needing academic or behavioral supports.

Evaluation Data Sources: Multiple measures

Strategy 1 Details

Strategy 1: During a specified daily protected time, teachers and interventionists will provide Tier 2 and Tier 3 instruction to students according to their needs. Teachers, administrators, interventionists and district LIS and MIS, will determine student needs during weekly PLC instructional planning meetings, during PLC Data Study Team meetings, SSC meetings and 504/ARD meetings.

Strategy's Expected Result/Impact: All students will be provided with differentiated instruction that meets their individual needs and will experience at least one year's growth.

Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Instructional Specialists, Classroom Teachers

Funding Sources: - 199 PIC 11 - Instructional Services - \$800

Strategy 2 Details

Strategy 2: The SSC team will set specific goals for all students receiving Tier 2 and Tier 3 interventions and monitor student progress for the duration of the intervention to ensure student learning growth.

Strategy's Expected Result/Impact: All students receiving Tier 2 and Tier 3 interventions will experience learning growth.

Staff Responsible for Monitoring: Principal, Assistant Principals, Interventionists, Instructional Specialists, Classroom Teacher

Funding Sources: - 199 PIC 11 - Instructional Services - \$800

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

Performance Objective 3: STUDENT ATTENDANCE: By June 2024, student attendance at Bunker Hill Elementary School will increase or will be $\geq 98\%$.

Evaluation Data Sources: Skyward data, TAPR

Strategy 1 Details
<p>Strategy 1: Administrators and counselor will meet with the families of any students with excessive excused and/or unexcused absences to develop an Attendance Improvement Plan (AIP).</p> <p>Strategy's Expected Result/Impact: Attendance Improvement Plans will result in increased attendance for any students with excessive excused and/or unexcused absences.</p> <p>Staff Responsible for Monitoring: Assistant Principals, ADA</p>
Strategy 2 Details
<p>Strategy 2: BHE will host engaging in-person activities on campus immediately before or after school holidays to discourage family trips, appointments, and other absences on these days.</p> <p>Strategy's Expected Result/Impact: Attendance on the days leading up to and immediately following school holidays will improve.</p> <p>Staff Responsible for Monitoring: Principal, Classroom Teachers</p> <p>Funding Sources: - 199 PIC 11 - Instructional Services - \$1,200</p>

Goal 3: SAFE SCHOOLS. Bunker Hill Elementary School will ensure a safe and secure learning environment.

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

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

Strategy 1 Details

Strategy 1: BHE will continue to implement the PBIS framework as a campus-wide behavior system to encourage positive interactions among students and teachers, while focusing on teaching the learning expectations and discouraging negative interactions and behaviors.

Strategy's Expected Result/Impact: Students at BHE will continue to follow the PRIDE expectations and the number of behavioral referrals will decrease.

Staff Responsible for Monitoring: All BHE Staff

Strategy 2 Details

Strategy 2: BHE counselor will implement proactive instructional lessons in all classrooms to teach the learning expectations and strategies to support positive student interactions.

Strategy's Expected Result/Impact: Student behavior referrals will decrease due to proactive teaching of learning expectations.

Staff Responsible for Monitoring: Principal, Counselor

Funding Sources: - 199 PIC 11 - Instructional Services - \$800

Goal 3: SAFE SCHOOLS. Bunker Hill Elementary School will ensure a safe and secure learning environment.

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

Evaluation Data Sources: Campus Safety Committee roster and calendar

Strategy 1 Details
<p>Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety.</p> <p>Strategy's Expected Result/Impact: Each Campus principal will recruit a safety team and provide a roster. Each campus team will meet four times per year so that all campuses will be able to refine safety practices.</p> <p>Staff Responsible for Monitoring: Administrative Team Safety Committee</p>
Strategy 2 Details
<p>Strategy 2: Participate in campus safety audit.</p> <p>Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits.</p> <p>Staff Responsible for Monitoring: Administrative Team Safety Committee</p>

Goal 3: SAFE SCHOOLS. Bunker Hill Elementary School will ensure a safe and secure learning environment.

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

Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Strategy 1 Details
<p>Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures.</p> <p>Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st.</p> <p>Staff Responsible for Monitoring: Administrative Team</p>
Strategy 2 Details
<p>Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year.</p> <p>Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st.</p> <p>Staff Responsible for Monitoring: Administrative Team Safety Committee</p>

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

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

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

Strategy 1 Details
<p>Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money.</p> <p>Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders.</p> <p>Staff Responsible for Monitoring: Principal Administrative Assistant</p>

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$10,000.00
1	1	2			\$1,500.00
1	1	3			\$4,980.00
1	2	1			\$10,000.00
1	2	2			\$1,600.00
1	3	1			\$1,500.00
1	3	2			\$2,500.00
1	5	1			\$700.00
1	5	2			\$1,200.00
1	6	2			\$700.00
1	7	1			\$5,000.00
1	7	2			\$1,500.00
2	2	1			\$800.00
2	2	2			\$800.00
2	3	2			\$1,200.00
3	1	2			\$800.00
Sub-Total					\$44,780.00
Budgeted Fund Source Amount					\$44,780.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$500.00
1	3	1			\$800.00
1	5	1			\$235.00
Sub-Total					\$1,535.00
Budgeted Fund Source Amount					\$1,535.00

199 PIC 23 - Special Education						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					+/- Difference	\$0.00
199 PIC 24 - At Risk						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	1			\$500.00	
1	1	3			\$0.00	
1	3	1			\$875.00	
1	3	2			\$1,000.00	
1	4	1			\$250.00	
1	4	2			\$250.00	
1	5	1			\$600.00	
					Sub-Total	\$3,475.00
					Budgeted Fund Source Amount	\$3,475.00
					+/- Difference	\$0.00
199 PIC 25 - ESL/Bilingual						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	4	1			\$1,500.00	
1	4	2			\$2,000.00	
					Sub-Total	\$3,500.00
					Budgeted Fund Source Amount	\$3,500.00
					+/- Difference	\$0.00
199 PIC 36 - Early Education						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	5	1			\$150.00	
					Sub-Total	\$150.00
					Budgeted Fund Source Amount	\$150.00
					+/- Difference	\$0.00
199 PIC 99 - Undistributed						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	1			\$4,000.00	
1	1	2			\$500.00	

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$2,645.00
1	2	1			\$1,280.00
1	3	2			\$500.00
1	5	1			\$800.00
1	7	1			\$800.00
Sub-Total					\$10,525.00
Budgeted Fund Source Amount					\$10,525.00
+/- Difference					\$0.00
Grand Total Budgeted					\$63,965.00
Grand Total Spent					\$63,965.00
+/- Difference					\$0.00