

Spring Branch Independent School District

Hunters Creek Elementary School

2019-2020 Campus Improvement Plan



Mission Statement

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

Vision

TOUGH MIND - TENDER HEART

Together with faculty and families our students are building:

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

Core Values

Every Child

We put students at the heart of everything we do.

Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

Collaborative Spirit

We believe in each other and find joy in our work.

Limitless Curiosity

We never stop learning and growing.

Moral Compass

We are guided by strong character, ethics and integrity.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

	# - %	# - %	# - %	# - %
	2015-2016	2016-2017	2017-2018	2018-2019
# Stud @ Snapshot	659	639	673	657
# Stud @ High Point	694	693	713	693
AfricanAmerican	11 - 2%	12 - 2%	14 - 2%	16 - 2%
Hispanic	134 - 20%	142 - 22%	131 - 20%	129 - 20%
White	409 - 62%	384 - 60%	416 - 62%	404 - 61%
Asian	71 - 11%	67 - 11%	75 - 11%	69 - 11%
Econ. Disad.	79 - 12%	82 - 13%	96 - 14%	125 - 19%
ELL	88 - 13%	92 - 14%	96 - 14%	99 - 15%
At Risk	234 - 36%	215 - 34%	221 - 33%	missing
Spec Ed	45 - 7%	49 - 8%	50 - 7%	57 - 9%
Mobility	46 - 8%	49 - 9%	55 - 9%	
PROGRAMS				
ESL	82 - 12%	91 - 14%	95 - 14%	misssing
GT	52 - 8%	75 - 12%	79 - 12%	missing
SE	45 - 7%	49 - 8%	50 - 7%	65 - 10%

Demographics Strengths

Our demographics have been pretty consistent over the last 4 years.

Compared to Title 1 schools our % of economically disadvantaged students is considered low.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our Economically Disadvantaged student group is growing.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data

- Grades that measure student performance based on the TEKS

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
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- 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

Goals

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

Performance Objective 1: By June 2020, at least 75% of all students will meet or exceed growth expectations in Math and at least 69% of all students will meet or exceed growth expectations in Reading and/or the total score (Math & Reading) will be at least 70% on MAP.

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

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

Evaluation Data Source(s) 1: MAP EOY Data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Recommend keeping the same %ile as goals. This year on the Fall to Winter MAP: 60% met or exceeded Math, 62% met or exceeded Reading

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Continue to strengthen and personalize our literacy and math planning and instruction by applying the learning from our work with Teachers College, Seidlitz and Solution Tree - both professional learning and book study.	K - 5 Teachers Intervention Teachers Administrative Team	Students will meet their growth measure targets and/or will show at least one year's growth on MAP, STAAR, DRA, and TELPAS			
		Walk-through checklist show implementation by all teachers			
Funding Sources: 485 - Donations - 2000.00, 199 PIC 11 - Instructional Services - 8000.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
2) We will continue to refine the time we spend in PLC to target learning for each student that is: 1) specific to each child (personalized); 2) based on pre-testing, formative and summative assessment; 3) TEKS based and at the appropriate level of rigor; and, 4) based on the principles from The New Art and Science of Teaching. Our master schedule includes 55 minutes/week for Kid Talks (every other week) and PLC Planning (every other week).	K - 5 Teachers Intervention Teachers Administrative Team	Students will meet their growth measure targets and/or will show at least one year's growth on MAP, STAAR, DRA, and TELPAS. Notes from PLC meetings and Kid Talks.			
			Funding Sources: 199 PIC 11 - Instructional Services - 2000.00		
3) All teams (K - 5, specials and special ed) get 1 planning day each semester for refining roadmaps, creating assessments, writing lesson plans, gathering materials, etc. (PTA Funded \$7,800.00)	All teachers Administrative Team	Students will meet their growth measure targets and/or will show at least one year's growth on MAP, STAAR, DRA, and TELPAS. Record of dates and agendas for evidence of work.			
			Funding Sources: 485 - Donations - 7800.00		
= Accomplished = No Progress = Discontinue					

Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.

Performance Objective 1: By June 2020, at least 82% of 3-5 graders will respond favorably on Teacher-Student Relationships and at least 73% of 3-5 graders will respond favorably on School Belonging sections of the Panorama survey.

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

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

Evaluation Data Source(s) 1: Panorama Data EOY

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: No data this year.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>1) Teachers will use the HCE Morning Meeting Team's plans to conduct daily Morning Meetings for the following purposes:</p> <p>1) Merge academic, social and emotional learning. 2) Build and enhance connections among students, between students and teachers. 3) Set a tone for respectful and engaged learning in a climate of trust. 4) Motivate students by addressing the human need to feel a sense of significance and belonging, and to have fun.</p> <p>Purchase materials for teacher resources PTA Funded</p>	Teachers Counselor Morning Meeting Team	Academic performance goals met Decrease in discipline referrals Panorama goals met			
Funding Sources: 485 - Donations - 600.00					
<p>2) Devote the first 20-30 minutes of at least one faculty meeting a month to modeling the morning meeting format with the faculty - including office staff. (use of PTA volunteers to answer phones)</p>	Administrative Team Team Leaders Morning Meeting Committee	Building stronger relationships across the faculty. Increased collaboration by the faculty, both individuals and teams.			
Funding Sources: 199 PIC 99 - Undistributed - 500.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
3) Continue to personalize the opportunities for students to have more choices in their day: --3rd-5th choice of what to do between 7:30-7:50 including library, gym, track --open seating at lunch instead of by class --open library schedule, come when you need to --possibly add a team sport after school (Corbin) --also include Growth Mindset Presentation, field trips and other presentations throughout the year	Faculty	Students feel more connected and valued.			
	Funding Sources: 485 - Donations - 7675.00, 199 PIC 11 - Instructional Services - 1200.00				
4) C-SHAC - engages the staff and community through: No Place for Hate, Red Ribbon Week, Random Acts of Kindness, Gen TX and other activities. Will also continue to facilitate a Student Health Advisory Committee S-SHAC.	C-SHAC committee members	Students will feel more connected and valued and we will meet our goal.			
	Funding Sources: 199 PIC 99 - Undistributed - 2000.00				
 = Accomplished  = No Progress  = Discontinue					

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

Performance Objective 1: By June 2020, at least 74% of HCE students will perform at post-secondary readiness levels on MAP (66-77th percentile reading, 70-84th percentile math in 3rd & 5th grades) and/or STAAR (meets grade level in 3rd & 5th grades)

2018-19: 71% performed at post-secondary readiness levels as defined by SBISD Measures of Success

2017-18: 65% performed at post-secondary readiness levels as defined by SBISD Measures of Success

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

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>1) We will continue to refine the time we spend in PLC to target learning for each student that is:</p> <ol style="list-style-type: none"> 1) specific to each child (personalized); 2) based on pre-testing, formative and summative assessment; 3) TEKS based and at the appropriate level of rigor; and, 4) based on the principles from The New Art and Science of Teaching. <p>Our master schedule includes 55 minutes/week for Kid Talks (every other week) and PLC Planning (every other week).</p>	<p>K - 5 Teachers Intervention Teachers Administrative Team</p>	<p>Students will meet the post-secondary targets and/or will show at least one year's growth on MAP, STAAR, DRA, and TELPAS.</p> <p>Walk-through checklist show implementation by all teachers</p> <p>Notes from PLC meetings and Kid Talks.</p>			
<p>Funding Sources: 199 PIC 11 - Instructional Services - 6000.00</p>					
<p>2) Professional learning opportunities that are personalized for teachers to, at least, include:</p> <ol style="list-style-type: none"> 1) John Van der Walle - conceptual understanding and the importance of numeracy for all grade levels 2) Mathematics Warm Ups Daily - spiraling skills and keeping rigor high 3) Using the Literacy Continuum for planning instruction and intervention 4) Orton Gillingham 5) Teachers College 4) To Be Determined based on teacher's planning after attending summer conferences 	<p>K - 5 Teachers Intervention Teachers Administrative Team</p>	<p>Students will meet their post-secondary targets.</p> <p>Walk-through checklist show implementation by all teachers</p>			
<p>Funding Sources: 485 - Donations - 3500.00, 199 PIC 11 - Instructional Services - 1000.00</p>					
<p>3) As part of the PLC structure and using a protocol (to be established) we will have Kid Talks every other week to ensure that every child is on target for meeting his or her goals.</p>	<p>K - 5 Teachers Intervention Teachers Administrative Team</p>	<p>Students will meet their post-secondary targets.</p> <p>We are better able to meet academic, social/emotional and health needs of all students.</p>			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
4) Personalize learning for students in math with Blended Learning with Dreambox and continue to refine use of Google Read-Write, itsLearning, and other technology resources.	Teachers Intervention Specialists Administrative Team	Students will meet their post-secondary targets. Learning is personalized for students in math.			
	Funding Sources: 199 PIC 11 - Instructional Services - 6148.00				
 = Accomplished  = No Progress  = Discontinue					

Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.

Performance Objective 1: By June 2020, HCE will close existing gaps in post secondary readiness by at least 5% between ELL and Non-ELL and by at least 5% between EconDisad and non-EconDisad, while all performance improves.

2018-19: English Learners 19%; non-English Learners 77%;

EconDisad 41%; non-EconDisad 77%

2017-18: English Learners 19%; non-English Learners 71%;

EconDisad 33%; non-EconDisad 73%

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

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Ensure that ELL strategies are implemented with consistency schoolwide through staff development and training. Use of the ELL Strategies checklist for quick walk throughs and/or reflections.	Teachers Intervention Specialists Administrative Team	ELL students will have access to comprehensible curriculum in all subject areas. STAAR will reflect the stated progress towards closing the gap. TELPAS - students will make progress from one year to the next.			
			Funding Sources: 199 PIC 25 - ESL/Bilingual - 480.00, 199 PIC 24 - At Risk - 1378.00, 199 PIC 11 - Instructional Services - 4700.00, 485 - Donations - 2900.00		
2) Conduct two types of vertical meetings throughout the year: -at least 2 times a semester meet with grade level above and the grade level below -at least 2 times a semester meet by subject vertically (Math & LA)	Teachers Intervention Specialists Administrative Team	All performance will improve for STAAR, TELPAS, Panorama and MAP.			
			Funding Sources: 199 PIC 99 - Undistributed - 4075.00, 199 PIC 23 - Special Education - 165.00		
= Accomplished = No Progress = Discontinue					

Goal 5: To remain in compliance with Federal and State law.

Performance Objective 1: Meet all compliance timelines and reporting requirements.

Evaluation Data Source(s) 1: All strategies will be implemented.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

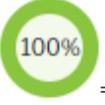
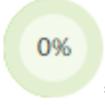
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Conduct annual program evaluation (CATE, SCE G/T, LEP,) utilizing student performance data derived from special populations for the purpose of program review and revision.	Principal, AP, Librarian, Counselor, LEP Assistant	grades, STAAR scores, E-LAR, informal assessments			
2) Develop/strengthen/monitor capacity of teachers, 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 the Reading Standards. --DRA BOY, MOY and EOY --Flexible small group instruction in Reading --Running Records --SSC process	All instructional staff and admin team	--Students maintain at least a year's growth in reading based on the DRA and or MAP testing --Early identification of students who may need to be screened for Dyslexia			
3) Monitor progress of students failing to meet SSI promotion requirements in the previous academic year and provide remediation via supplemental materials and services. --Progress will be recorded on the accelerated instruction plan; opportunities to conference will be provided to parents of students so identified. --SSC process to monitor all students who have failed STAAR in the previous year --Immediate intervention support for those who failed STAAR in the previous year	All instructional staff	Students who failed STAAR in 3rd or 4th grade will pass the next year's STAAR test or, at the least, improve their scale score.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>4) TECHNOLOGY - Provide opportunities, inclusive of professional development, to build capacity of teachers, principals, and other staff to integrate technology effectively into (a) challenging curricula and (b) related instructional strategies that are aligned to the Texas Essential Knowledge and Skills (TEKS) and the State of Texas Assessment of Academic Readiness (STAAR).</p> <p>--Continue to implement Blended Learning in all grade levels --itsLearning Trailguides will provide regular training and ongoing support --Librarian will continue to send a Tuesday Technology Tip to all --Continue to focus on ways to improve the integration of technology into instruction</p>	Admin Team, Librarian, Teachers	More teachers will use technology as a tool for learning. itsLearning implementation: each teacher creates an itsLearning course by end of the 1st Semester and has 2-3 activities by March 30.			
<p>5) Promote parent and community involvement in drug and violence prevention programs/ activities.</p> <p>--5th grade DARE --Schoolwide Red Ribbon Week --Schoolwide No Place for Hate</p>	Counselor and all faculty	All activities complete. Panorama Survey shows students feel safe at school.			
<p>6) Provide professional development based on level of expertise and need in the following areas:</p> <ul style="list-style-type: none"> * Bullying Prevention * Violence/conflict resolution * Recent drug use trends * Resiliency/Developmental Assets * Prevention Curriculum training * No Place for Hate * CSHAC * SEL * Capturing Kids' Hearts * Love and Logic 	All faculty and staff	Panorama Survey reflects success in these areas. Activities complete			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>7) SPECIAL EDUCATION - Monitor LRE ratio. Develop campus capacity to support inclusive programming for students with disabilities. Evaluate campus LRE ratio.</p> <p>--Staffings for each student before each ARD to examine the available data and information about each student to ensure all have input on the amount and type of support required for each individual student's success</p>	Special Ed Staff Teachers Principal and AP	Special Ed students are in general ed classes as much time as possible to still be successful and meet their IEP goals.			
<p>8) SPECIAL EDUCATION - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions. How accurately did ARD committee recommendations predict and guide student achievement on state assessments?</p>	Special Ed staff Principal and AP	Special Ed staff Principal and AP			
<p>9) SPECIAL EDUCATION - Ensure that Special Education staff, building administrators, and counselors are trained on and adhere to Special Education timelines and compliance requirements</p> <p>--meet early in the fall and in December for spring ARDs to schedule all staffings and ARDs to ensure timelines are met --coordinate calendars upon obtaining consent to determine due dates for reports and ARDs</p>	All special ed staff Principal, Asst Principal, Counselor	All testing and annual ARD timelines are met by school staff (not including those that a parent puts off based on their personal schedules).			
<p>10) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: * Language Arts * Math * Science * Social Studies</p>	All instructional staff	At Risk students are supported as needed			
<p>11) Identify At-Risk students; provide them with supplemental services; and monitor progress (including continual English language development for LEP students)</p> <p>--Using At-Risk and Bilingual funds from general funding, instructional materials and supplies will be provided to support LA, Math, Science, and Social Studies curriculum to improve and support student achievement and English Language acquisition. These supplies will include but will not be limited to: books, workbooks, paper, manipulatives, copy paper, poster board, laminating film, , etc...</p>	All instructional staff	Teachers report having necessary materials and instructional support to ensure at risk students make			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>12) Develop, monitor, and evaluate campus volunteer/partnership programs that include:</p> <ul style="list-style-type: none"> * recruitment * training/support * recognition of volunteers/partnerships *volunteer appreciation <p>--PTA volunteer coordinators --Provide volunteer training specific to HCE --Provide a celebration to show volunteers appreciation in the spring</p>	All staff, PTA	<p># of volunteer hours is maintained from year to year Training for volunteers is held in the fall Celebration for volunteers is held in the spring</p>			
<p>13) TITLE II A - Provide professional development to CIT, teachers, and administrators that increases knowledge and skills related to:</p> <ul style="list-style-type: none"> * vertical alignment * instructional strategies to meet the needs of diverse student populations * integration of technology into curricula and instruction for improving teaching, learning, and technology literacy * STAAR testing and the state curriculum standards (TEKS) in the content areas of English/Language Arts, social studies, and/or science, and/or math. *Morning Meetings * Small Group Instruction *Greg Tang 	All staff	<p>Individual professional learning goals are met. CIT understands the need for personalized professional learning. PTA continues to support professional learning opportunities for teachers.</p>			
<p>14) Teachers/Administrators/Staff will develop understanding of the (a) Professional Development Framework and continue participation in professional development in the areas of Teaching and Learning and Leadership for Results; including (b) The Process for Designing and Delivering Effective Instruction through differentiation and technology integration.</p>	All instructional staff and admin team	<p>More differentiation and personalization of learning Technology used as a learning tool</p>			
<p>15) Provide support for new teachers with ongoing mentoring and planning with certified staff.</p>	Mentor/Mentee Chairs Admin Team ILT	<p>Lead mentor assigns mentors, plans monthly support meetings and communicates with administrators about any additional support needed for our novice and new to HCE teachers.</p>			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
<p>16) Recruit and retain highly-qualified staff, defined through state, No Child Left Behind (NCLB) and local criteria, by highlighting the school and its students on the website and by participating in job fairs. Provide recruitment information on website.</p> <p>Website is kept up to date with teachers blogs, calendar, archived newsletters, links to HCE PTA and district links. Admin Team with relevant teachers attend Job Fairs. We have a network of former teachers and parents who send good candidates that we consider.</p>	Admin Team Teachers	<p>Interview teams have opportunity for input when interviewing and hiring.</p> <p>Adminstrators have help with finding great candidates.</p> <p>We hire teachers who are a good fit for our school and who improve their grade level or team.</p>			
<p>17) 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 parents and school.</p> <p>--When PTA funds professional learning they are educated about what it is, why it is needed and how the learning will improve instruction at HCE.</p>	All instructional staff	<p>Teachers have more access to nationally recognized professional learning opportunities and are able to go as teams. Parents appreciate the fact that our teachers are continuously learning and improving.</p>			
<p>18) PreK and K teachers develop transition strategies. Elementary campuses provide kindergarten orientation at different times and in a variety of settings. This activity for PK and elementary schools only. Round Up meetings, Bear BLVD PK students visit, all other incoming Kinder children also have a time to visit in classrooms and tour the campus.</p>	Kinder, Admin Team	<p>Bear Blvd visit is held</p> <p>Private PK visits with parents is held</p> <p>New parent orientation is held</p>			
<p>19) GIFTED AND TALENTED - Provide opportunities for G/T professional development, based on level of expertise and need, in one of the following areas:</p> <ul style="list-style-type: none"> a) Nature and needs of G/T students b) Assessing and identifying G/T student needs c) Differentiating Curriculum for G/T students d) Assessing social and emotional needs of G/T students e) Creativity and instructional strategies for G/T students <p>--all teachers either have or are working on GT certification --we seek out GT professional learning oportunitites</p>	All instructional Staff	<p>GT students are cluster grouped each grade level with at least 8-10 together in one class and teachers are prepared to differentiate for them.</p>			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
20) GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.	GIFTED AND TALENTED - Implement and evaluate development of differentiated curriculum for meeting needs of gifted students using instructional techniques from gifted and talented education.	GT students are cluster grouped each grade level with at least 8-10 together in one class and teachers are prepared to differentiate for them.			
21) GIFTED AND TALENTED - Conduct annual G/T evaluation by following the districtwide procedures for referral, testing and identification of students. Emphasis on finding and identifying minority G/T students, low SES G/T students, and those students showing great potential but who are difficult to identify as intellectually-gifted.	All instructional staff	GT referral timelines and process are well advertised to our HCE families. Teacher referrals for GT evaluation are made. Students are identified each year for our GT program..			
22) COORDINATED SCHOOL HEALTH (CSH) and CIP - Steps to incorporate CSH - 1. Review the School Health Index completed by the C-SHAC 2. Identify focus area(s) for campus 3. Choose focus area(s) to place in this area of Required Elements 4. Development of a student CSHAC	HCE C-SHAC Committee Admin Team Teachers HCE Student SHAC	More activities for students with an emphasis on healthy choices such as Bike Rodeo, Veg Out week, Red Ribbon Week focused on making healthy choices and more.			
 = Accomplished  = No Progress  = Discontinue					

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$8,000.00
1	1	2	Paper and cartridge for printing and copying assessments and reports		\$2,000.00
2	1	3			\$1,200.00
3	1	1	Instructional Materials including laminating of games and activities		\$6,000.00
3	1	2	warm ups materials		\$1,000.00
3	1	4	Dreambox, other technology		\$6,148.00
4	1	1			\$4,700.00
Sub-Total					\$29,048.00
Budgeted Fund Source Amount					\$37,990.00
+/- Difference					\$8,942.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2			\$165.00
Sub-Total					\$165.00
Budgeted Fund Source Amount					\$740.00
+/- Difference					\$575.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$1,378.00
Sub-Total					\$1,378.00
Budgeted Fund Source Amount					\$2,460.00

199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	\$1,082.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Visuals (laminated),		\$480.00
				Sub-Total	\$480.00
				Budgeted Fund Source Amount	\$1,940.00
				+/- Difference	\$1,460.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Materials for activities		\$500.00
2	1	4	Materials for RRR, RAK, GenTX, etc.		\$2,000.00
4	1	2	Paper, instructional materials, substitutes for meetings (2200)		\$4,075.00
				Sub-Total	\$6,575.00
				Budgeted Fund Source Amount	\$4,800.00
				+/- Difference	\$-1,775.00
				Grand Total	\$37,646.00