

Spring Branch Independent School District
Bunker Hill Elementary School
2022-2023 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

Subgroups	Number out of 669	Percentage
African American	15	2%
Hispanic	110	16%
White	330	49%
Asian	182	27%
Multi-Race	30	5%
ESL	171	26%
At-Risk	172	25%
GT	132	20%
SPED	60	9%
EE	6	less than 1%
FRL	92	14%

Our enrollment increased from 630 in 2019-2020 to 669 in 2020-2021. It increased to 691 in 2021-2022.

Our enrollment has been projected to increase to 709 in 2022-2023. We have already surpassed our projection.

Our Demographic numbers at BHE are shifting:

Our White population stayed the same at 49%.

Our African American population increased by 2%.

Our Hispanic population increased by 3%.

Our Asian population decreased by 3%.

Our Multi-Race population decreased by 1%.

Our ESL population decreased by 4%.

Our At-Risk population increased by 16%.

Our GT population increased by nineteen students.

Our SPED population increased by 1%.

Our FRL (economically disadvantaged) population increased by 31 students also increasing our FRL percentage from 14% to 18%.

Student Achievement

Student Achievement Summary

We have three focus areas for this school year: Literacy, Numeracy, and Social-Emotional Learning (SEL).

- Our PLC work will have a tight focus this year: Professional Learning Communities (PLC) will meet weekly on Mondays or Tuesdays focusing on content planning and instructional delivery. We have intentionally carved out time for data study teams to meet twice a month on Wednesdays.
- We will utilize data trackers: Reading, Math, and Behavior trackers will be used to stay on top of our data. Focusing on using data to inform our instructional decisions is part of our PLC work. In addition to the trackers, we also use School City and MAP data to create flexible groups and student groups based on need. Teachers will continue to work on understanding how to analyze their student data and will develop teacher goals as well as helping students write their own goals to show growth.
- We will also continue to use adaptive software such as ST Math, iReady, and IXL in all grade levels, and MyON and Epic for reading to continually measure growth in order to adjust our instruction as needed.

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

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

School Culture and Climate

School Culture and Climate Summary

Our focus this year: Positive Behavioral Interventions and Supports (PBIS)

We are in Year 2 of our PBIS school-wide implementation. PBIS is an evidence-based three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It supports every child. Students achieve improved social and academic outcomes, schools experience reduced exclusionary discipline practices, and school personnel feel more effective.

Outcomes:

Improved Student Outcomes:

- Academic Performance
- Social-Emotional Competence
- Social and Academic Outcomes for School-Wide Discipline
- Reduced Bullying Behaviors

Reduced Exclusionary Discipline:

- Office Discipline Referrals
- Suspensions (both in-school and out-of-school)
- Restraint and Seclusion

Improved Teacher Outcomes:

- Perception of Teacher Efficacy
- School Organizational Health and School Climate
- Perception of School Safety

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

School Culture and Climate Strengths

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

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

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

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

BHE tends to remain stable in staffing with low turnover. We are growing and many new positions were added this year. We will have quite a few new staff members join the BHE faculty and staff for the 2022-2023 school year: four classroom teachers, a Music teacher, a kindergarten Teacher Assistant, an office assistant, a Librarian, a second Assistant Principal, a Health Fitness Teacher Assistant, a Fine Arts paraprofessional, 3 Resource Teachers (2 are new units!), an APPLE teacher and two APPLE paraprofessionals.

The district will continue to support or TCRWP work with two Literacy Instructional Specialists. We are also receiving a Math Instructional Specialist. And new this year, we are receiving a TLS (Technology Learning Specialist) to help with CANVAS and educational technology.

There are many opportunities for leadership at BHE. Teacher leadership roles include grade level Team Leaders, PBIS Committee and Sub-Committees, and our Lead Mentor teacher.

Many staff members have 10+ years at BHE.

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

PBIS has student incentives as well as teacher incentives which will also help us improve and maintain high morale and continue to maintain our welcoming climate.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our goal is to use our PLC (Professional Learning Community) weekly planning time constructively to utilize on-going assessments and assorted data points to support personalized learning in order to support significant gains in improving overall achievement and overall progress in all 4 indexes. Twice a month, Interventionists, Specialists, and Grade Level Teams will meet in data study teams focusing on the areas of Literacy, Numeracy, and ESL. These meetings will occur on Wednesdays during their conference periods.

We will continue to use School City and MAP to create flexible groups and student groups based on skills and/or need. We will also use Reading. Math, ESL, and Behavior trackers this year. MAP Fluency may be utilized to fill in gaps in reading and/or math in addition to using adaptive software ST-Math, iReady, IXL, MyON, and Epic.

Parent and Community Engagement

Parent and Community Engagement Summary

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

We have an active CIT (Campus Improvement Team) that meets three times each semester to discuss campus needs. Our CIT helps us monitor and analyze the effectiveness of our CIP (Campus Improvement Plan). They also review our programs, special events, and curriculum.

We host a Principal Coffee on the first day of school and each grade level hosts a luncheon within the first two weeks of school. We also host two back to school nights in mid-September. New this year, we will host a Safety and Security Meeting at the Principal Coffee on the first day of school. Grade Level Discipline assemblies will be held within the first 10 days of the school year. We have created a Discipline Management Plan that will be shared at a meeting for parents within the first month of school. Additionally, we will share information about our PBIS (Positive Behavior Intervention Systems) and PBIS rewards.

Throughout the school year, our music teacher coordinates and puts on musicals and shows for parents and the community. We have a Fall and Spring Book Fair, International Day, Veteran's Day, Constitution Day, Wax Museum, Spring Fling, and Go Texan Day to name a few opportunities for parents to become involved whether through volunteering or as a spectator.

Parent and Community Engagement Strengths

Events are well attended.

Parents have many opportunities to be involved at BHE. We encourage all parents to sign up for a PTA committee.

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

Communication with our parents/community is available in a variety of formats (BHE website, BHE PTA website, weekly PTA e-blasts, call-outs, etc). We use one school-wide newsletter with links to every grade level, specials teachers, librarian, and counselor news so parents have a one-stop-shop for all things BHE. Our BHE PTA Student and Parent Handbook is linked to the monthly newsletter. It is emailed through Messenger, blasted through the PTA Monday news flash, and posted on our PTA website monthly. Our BHE PTA has just launched new Facebook and Instagram pages to publicize all the great things happening at BHE every day.

The principal sends a weekly email through Messenger on Sunday afternoon with a glance at the week ahead and other important information. Arrival and Dismissal procedures and the BHE PTA Student and Parent Handbook are linked to this communication as well. All newsletters and weekly updates are also posted on the PTA website.

School Context and Organization

School Context and Organization Summary

Bunker Hill Elementary has 32 classroom teachers, 1 AIM special education program with 1 teacher and 2 paraprofessionals, 1 APPLE special education program with 1 teacher and 1 paraprofessional, 3 Inclusion/Resource teachers and 1 paraprofessional, 5 interventionists (Language Arts K-2, Math K-2, Math 3-5, ESL, Dyslexia, and Special Programs), 1 librarian and 1 library aide, and 1 counselor. We received an additional Assistant Principal and Support Staff position this year too. We are actively trying to fill the following vacancies: 1 full-time and 1 part-time Kindergarten Paraprofessionals, 1 APPLE paraprofessional, 1 Health Fitness Teacher Assistant, 1 Fine Arts Paraprofessional, and 1 Resource Teacher. We added an additional Kindergarten unit within the first week of school.

Each grade level has a common planning time as do our Specialists. Our teams meet weekly in PLC's during conference periods focusing on instructional planning, vertical/horizontal alignment, staff development, and data analysis. Twice a month, Interventionists, Specialists, and Grade Level Teams will meet in data study teams focusing on the areas of Literacy, Numeracy, and ESL. These meetings will occur on Wednesdays during their conference periods.

Our teams also meet weekly to plan content for instruction. Last year, planning days were on Tuesday. This year, we are going to restructure that time. Our Math MIS will be here on Mondays to plan with teams, and our LISs will be here on Tuesdays to plan with teams.

We hold monthly faculty meetings and other meetings or trainings as needed. This year our focus will be on Reading Academy for grades K-3 and campus culture for our Specials, Interventionists, 4th and 5th grade teams, and any other staff members who already completed the Reading Academy requirements.

Technology

Technology Summary

All classrooms have brand new Active Panels! Grades K-1 have technology carts with ipads. Grades 2, 3, 4, and 5 have technology carts with Chrome books. Our collaboration spaces, library, MPR, conference room and other locations also have Active Panels.

Teachers are actively learning and incorporating CANVAS (replacing ItsLearning) into planning and/or instructional practices.

Our campus shares a TLS (Technology Learning Specialist) with two other campuses. She supports CANVAS implementation and educational technology.

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 2023, Bunker Hill Elementary School will increase student performance on STAAR Grades 3-5 exams in reading and math by at least 3 points at each performance level (approaches, meets, masters).






2021-22: Reading: 91% (approaches), 78% (meets), 59% (masters); Math: 89% (approaches), 73% (meets), 46% (masters)

2020-21: Reading: 89% (approaches), 71% (meets), 50% (masters); Math: 91% (approaches), 75% (meets), 55% (masters)

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

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

Strategy 2 Details	Reviews			
<p>Strategy 2: Personalized Professional Learning: Faculty will continuously engage in professional development and professional learning that align to teacher and student needs. Professional learning will be embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration (PLCs and other established touch-points), monthly faculty meetings and through external opportunities (PD seminars, school visits, etc).</p> <p>Strategy's Expected Result/Impact: Students will meet the post-secondary targets and/or will show increased student performance on STAAR and/or MAP. Targeted Professional Development as needed. Implementation of Personalized Learning may lead to a need for additional intervention or extension outside the normal school day.</p> <p>Staff Responsible for Monitoring: Administrative Team ILT K-5 and SPED Teachers Interventionists</p> <p>Funding Sources: Staff Development, Training Materials, Instructional and Other Materials - 199 PIC 11 - Instructional Services - \$2,500, Staff Development - 282 ARP21 (ESSER III Campus Allocations) - \$8,500</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Response to Intervention: Identify student needs, targets for growth, and provide in school intervention to increase campus performance, close performance gaps, and positively impact school connectedness. Pride Time has been set aside in the master schedule for RtI which includes small group instruction. One hour daily will be given to minimize classroom disruption and provide consistency. HB4545 students who failed STAAR may receive supplemental instruction during PRIDE time. They may also receive supplemental instruction before or after school in tutorials as well. Student needs will highlight the need for instructional materials, supplies, and/or technology.</p> <p>Strategy's Expected Result/Impact: Students will meet the post-secondary targets and/or will show increased student performance on STAAR and/or MAP. We will use the BHE RTI shared drive to track SSC and intervention progress. We will meet twice a month with the Interventionists and Teachers to review student progress and make adjustments to interventions being provided by teachers (Tier II) and interventionists (Tier III). Use a Pride Time walk through form that will document the implementation of RTI strategies and small group instruction. Data Study Team conferences will be used to inform instruction and flexible grouping for small group intervention.</p> <p>Staff Responsible for Monitoring: Administrative Team Interventionists K-5 and SPED Teachers</p> <p>Funding Sources: Instructional Materials - 199 PIC 23 - Special Education - \$225, Instructional Materials - 199 PIC 24 - At Risk - \$525, Tutoring - 282 ARP21 (ESSER III Campus Allocations) - \$20,810</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Reading Academy: K-3 teachers, SPED teachers, librarian, and administrators will engage in professional learning and practice aligned to House Bill 3 Reading Academy. Professional learning may require additional materials, supplies, substitutes, and/or technology. Professional learning may also result in student interventions outside normal school day for students.</p> <p>Strategy's Expected Result/Impact: Students will meet the post-secondary targets and/or will show increased student performance on STAAR and/or MAP.</p> <p>Staff Responsible for Monitoring: Administrative Team ILT K-5 and SPED Teachers</p> <p>Funding Sources: Staff Development, Training Materials, Instructional and Other Materials - 282 ARP21 (ESSER III Campus Allocations) - \$8,500</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 1: STUDENT ACHIEVEMENT. Bunker Hill Elementary School students will master rigorous academic standards to ensure college and career readiness.







Performance Objective 2: EARLY LITERACY: By June 2023, Bunker Hill Elementary School will increase the combined % 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 5 percentage points or \geq to 85%.

2021-22: Kindergarten 68% On/Above Grade Level; 1st Grade: 78% On/Above Grade Level; 2nd Grade: 81% On/Above Grade Level

2020-21: Kindergarten 70% On/Above Grade Level; 1st Grade: 75% On/Above Grade Level; 2nd Grade: 86% On/Above Grade Level

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional Learning Communities (PLCs): Instructional support and professional learning will primarily occur through content team PLCs. PLCs will focus their work and learning in the following areas: (1) Developing and adhering to collective commitments, (2) purposeful planning and development of instructional strategies and lessons that meet student needs and support concept development, (3) outlining common assessment protocol and expectations using data and TEKS, (4) formative and summative assessments and data analysis and action planning cycle, (5) review of student products, (6) exploration of competency-based progression toward mastery of essential standards.</p> <p>Strategy's Expected Result/Impact: 85% of all K-2 students will be at or above grade level by the end of the year.</p> <p>Staff Responsible for Monitoring: Administrative Team LIS, Reading Interventionist K-5 and SPED Teachers Intervention Teachers</p> <p>Funding Sources: Staff Development, Training Materials, Instructional and Other Materials - 199 PIC 11 - Instructional Services - \$2,500, Training Resources - 199 PIC 99 - Undistributed - \$500, Substitutes - 199 PIC 11 - Instructional Services - \$775</p>	Formative			Summative
	Oct	Jan	Apr	June
				


Strategy 2 Details	Reviews			
<p>Strategy 2: Response to Intervention: Identify student needs, targets for growth, and provide in school intervention to increase campus performance, close performance gaps, and positively impact school connectedness. Pride Time has been set aside in the master schedule for RtI which includes small group instruction. One hour daily will be given to minimize classroom disruption and provide consistency. HB4545 students who failed STAAR may receive supplemental instruction during PRIDE time. They may also receive supplemental instruction before or after school in tutorials as well. Student needs will highlight the need for instructional materials, supplies, and/or technology.</p> <p>Strategy's Expected Result/Impact: 85% of all K-2 students will be at or above grade level by the end of the year. An increase in running record level and an increase student achievement. Data Study Teams will meet a minimum of once per month to track progress (monitoring through SSC and RtI and the reading trackers).</p> <p>Staff Responsible for Monitoring: Administrative Team LIS, Reading Interventionist K-5 and SPED teachers</p> <p>Funding Sources: Instructional and Other Materials - 199 PIC 23 - Special Education - \$50, Instructional and Other Materials - 199 PIC 24 - At Risk - \$525, Instructional and Other Materials - 282 ARP21 (ESSER III Campus Allocations) - \$16,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Reading Academy: K-3 teachers, SPED teachers, librarian, and administrators will engage in professional learning and practice aligned to House Bill 3 Reading Academy. Professional learning may require additional materials, supplies, substitutes, and/or technology. Professional learning may also result in student interventions outside normal school day for students.</p> <p>Strategy's Expected Result/Impact: 85% of all K-2 students will be at or above grade level by the end of the year. An increase in running record level and an increase student achievement.</p> <p>Staff Responsible for Monitoring: Administrative Team ILT K-5 and SPED Teachers</p> <p>Funding Sources: Staff Development, Training Materials, Instructional and Other Materials - 282 ARP21 (ESSER III Campus Allocations) - \$6,890, Staff Development, Training Materials, Instructional and Other Materials - 199 PIC 36 - Early Education - \$300</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 1: STUDENT ACHIEVEMENT. Bunker Hill Elementary School students will master rigorous academic standards to ensure college and career readiness.







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

2021-22: Reading - 47% met CGI; Math - 59% met CGI (Baseline Year)

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional Learning Communities (PLCs): Instructional support and professional learning will primarily occur through content team PLCs. PLCs will focus their work and learning in the following areas: (1) Developing and adhering to collective commitments, (2) purposeful planning and development of instructional strategies and lessons that meet student needs and support concept development, (3) outlining common assessment protocol and expectations using data and TEKS, (4) formative and summative assessments and data analysis and action planning cycle, (5) review of student products, (6) exploration of competency-based progression toward mastery of essential standards.</p> <p>Strategy's Expected Result/Impact: Students will increase achievement in the core academic areas.</p> <p>Staff Responsible for Monitoring: Administrative Team ILT K-5 and SPED Teachers Intervention Teachers</p> <p>Funding Sources: Staff Development, Training Materials, Instructional and Other Materials - 199 PIC 11 - Instructional Services - \$2,500, Paper and Cartridges for printing/copying assessments and reports - 199 PIC 99 - Undistributed - \$500</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
Strategy 2: Personalized Professional Learning: Faculty will continuously engage in professional development and professional learning that align to teacher and student needs. Professional learning will be embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration (PLCs and other established touch-points), monthly faculty meetings and through external opportunities (PD seminars, school visits, etc). Strategy's Expected Result/Impact: Students will meet the post-secondary targets and/or will show increased student performance on STAAR and/or MAP. Targeted Professional Development as needed. Implementation of Personalized Learning may lead to a need for additional intervention or extension outside the normal school day. Staff Responsible for Monitoring: Administrative Team ILT K-5 and SPED Teachers Interventionists Funding Sources: Staff Development, Training Materials, Instructional and Other Materials - 199 PIC 11 - Instructional Services - \$2,500	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Response to Intervention: Identify student needs, targets for growth, and provide in school intervention to increase campus performance, close performance gaps, and positively impact school connectedness. Pride Time has been set aside in the master schedule for RtI which includes small group instruction. One hour daily will be given to minimize classroom disruption and provide consistency. HB4545 students who failed STAAR may receive supplemental instruction during PRIDE time. They may also receive supplemental instruction before or after school in tutorials as well. Student needs will highlight the need for instructional materials, supplies, and/or technology. Strategy's Expected Result/Impact: Students will meet the post-secondary targets and/or will show increased student performance on STAAR and/or MAP. We will use the BHE RTI shared drive to track SSC and intervention progress. We will meet twice a month with the Interventionists and Teachers to review student progress and make adjustments to interventions being provided by teachers (Tier II) and interventionists (Tier III). Use a Pride Time walk through form that will document the implementation of RTI strategies and small group instruction. Data Study Team conferences will be used to inform instruction and flexible grouping for small group intervention. Staff Responsible for Monitoring: Administrative Team LIS, Reading Interventionist K-5 and SPED teachers Funding Sources: Instructional and Other Materials - 199 PIC 99 - Undistributed - \$2,000, Technology Tools including but not limited to headphones, printers, etc. and Digital Resources including subscription services - 199 PIC 11 - Instructional Services - \$6,000	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 4 Details	Reviews			
Strategy 4: Reading Academy: K-3 teachers, SPED teachers, librarian, and administrators will engage in professional learning and practice aligned to House Bill 3 Reading Academy. Professional learning may require additional materials, supplies, substitutes, and/or technology. Professional learning may also result in student interventions outside normal school day for students. Strategy's Expected Result/Impact: Students will meet the post-secondary targets and/or will show increased student performance on STAAR and/or MAP. Staff Responsible for Monitoring: Administrative Team ILT K-5 and SPED Teachers Funding Sources: Staff Development, Training Materials, Instructional and Other Materials - 199 PIC 11 - Instructional Services - \$2,500	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 5 Details	Reviews			
Strategy 5: MAP Testing: Administer MAP reading and math in grades 1-5, and administer science in grade 5, three times per year (after completion of assessment) to create action plans based on the data. Strategy's Expected Result/Impact: Students will meet and/or will show at least one year's growth on MAP. We will use the BHE RTI shared drive to track SSC and intervention progress. We will meet monthly with the Interventionists and Teachers to review student progress and make adjustments to interventions being provided by teachers (Tier II) and interventionists (Tier III). Data conferences will be used to inform instruction and flexible grouping for small group intervention. Staff Responsible for Monitoring: Administrative Team Interventionists K-5 and SPED Teachers Funding Sources: Staff Development, Training Materials, Instructional and Other Materials including printing of reports - 199 PIC 99 - Undistributed - \$2,500, Paper and Cartridges for printing/copying assessments and reports - 199 PIC 99 - Undistributed - 500	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


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



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







2021-22: Reading - 53% met CGI; Math - 60% met CGI; 83% of STAAR Progress (Baseline Year)

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			
Strategy 1: Professional Learning Communities (PLCs): Instructional support and professional learning will primarily occur through content team PLCs. PLCs will focus their work and learning in the following areas: (1) Developing and adhering to collective commitments, (2) purposeful planning and development of instructional strategies and lessons that meet student needs and support concept development, (3) outlining common assessment protocol and expectations using data and TEKS, (4) formative and summative assessments and data analysis and action planning cycle, (5) review of student products, (6) exploration of competency-based progression toward mastery of essential standards. Strategy's Expected Result/Impact: Students will meet the post-secondary targets and/or will show increased student performance on STAAR and/or MAP. Staff Responsible for Monitoring: Administrative Team ILT K-5 and SPED Teachers Intervention Teachers Funding Sources: Staff Development, Training Materials, Instructional and Other Materials - 199 PIC 11 - Instructional Services - \$2,830	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Personalized Professional Learning: Faculty will continuously engage in professional development and professional learning that align to teacher and student needs. Professional learning will be embedded into the natural work and learning of teachers throughout the year. Professional learning will occur through team collaboration (PLCs and other established touch-points), monthly faculty meetings and through external opportunities (PD seminars, school visits, etc).</p> <p>Strategy's Expected Result/Impact: Students will meet the post-secondary targets and/or will show increased student performance on STAAR and/or MAP. Targeted Professional Development as needed. Implementation of Personalized Learning may lead to a need for additional intervention or extension outside the normal school day.</p> <p>Staff Responsible for Monitoring: Administrative Team ILT K-5 and SPED Teachers Interventionists</p> <p>Funding Sources: Staff Development, Training Materials, Instructional and Other Materials - 199 PIC 11 - Instructional Services - \$2,500</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Response to Intervention: Identify student needs, targets for growth, and provide in school intervention to increase campus performance, close performance gaps, and positively impact school connectedness. Pride Time has been set aside in the master schedule for RtI which includes small group instruction. One hour daily will be given to minimize classroom disruption and provide consistency. HB4545 students who failed STAAR may receive supplemental instruction during PRIDE time. They may also receive supplemental instruction before or after school in tutorials as well. Student needs will highlight the need for instructional materials, supplies, and/or technology.</p> <p>Strategy's Expected Result/Impact: Students will meet the post-secondary targets and/or will show increased student performance on STAAR and/or MAP. We will use the BHE RTI shared drive to track SSC and intervention progress. We will meet twice a month with the Interventionists and Teachers to review student progress and make adjustments to interventions being provided by teachers (Tier II) and interventionists (Tier III). Use a Pride Time walk through form that will document the implementation of RTI strategies and small group instruction. Data Study Team conferences will be used to inform instruction and flexible grouping for small group intervention.</p> <p>Staff Responsible for Monitoring: Administrative Team Interventionists K-5 and SPED Teachers</p> <p>Funding Sources: Instructional and Other Materials - 199 PIC 23 - Special Education - \$75, Instructional and Other Materials - 199 PIC 24 - At Risk - \$1,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				


Strategy 4 Details	Reviews			
Strategy 4: Reading Academy: K-3 teachers, SPED teachers, librarian, and administrators will engage in professional learning and practice aligned to House Bill 3 Reading Academy. Professional learning may require additional materials, supplies, substitutes, and/or technology. Professional learning may also result in student interventions outside normal school day for students. Strategy's Expected Result/Impact: Students will meet the post-secondary targets and/or will show increased student performance on STAAR and/or MAP. Staff Responsible for Monitoring: Administrative Team ILT K-5 and SPED Teachers Funding Sources: Staff Development, Training Materials, Instructional and Other Materials - 199 PIC 11 - Instructional Services - \$2,500	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 5 Details	Reviews			
Strategy 5: MAP Testing: Administer MAP reading and math in grades 1-5, and administer science in grade 5, three times per year (after completion of assessment) to create action plans based on the data. Strategy's Expected Result/Impact: Students will meet and/or will show at least one year's growth on MAP. We will use the BHE RTI shared drive to track SSC and intervention progress. We will meet monthly with the Interventionists and Teachers to review student progress and make adjustments to interventions being provided by teachers (Tier II) and interventionists (Tier III). Data conferences will be used to inform instruction and flexible grouping for small group intervention. Staff Responsible for Monitoring: Administrative Team Interventionists K-5 and SPED Teachers Funding Sources: Paper and Cartridges for printing/copying assessments and reports - 199 PIC 99 - Undistributed - \$500	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


Goal 1: STUDENT ACHIEVEMENT. Bunker Hill 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 3 percentage points or \geq to 80%.

2021-22: TELPAS Progress Rate 70% (Based on completed TELPAS administrations in both 2021 and 2022.)

Evaluation Data Sources: State Accountability Report Domain 3

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that ELL Strategies are consistently used school wide by learning and implementing strategies and using the ELPS descriptors and PLDs to plan targeted small group instruction.</p> <p>Strategy's Expected Result/Impact: Students will increase achievement on TELPAS in the areas of listening, speaking, reading , and writing. Continue the use of an ELL checklist of strategies for quick walk throughs and reflection. ESL Interventionist will keep records, compile data, and meet with teachers monthly to assist teachers with individual ELL student goals and progress. Weekly planning in PLC teams. Targeted professional development and training.</p> <p>Staff Responsible for Monitoring: Administrative Team ILT LIS, Interventionists ESL Interventionist K-5 and SPED Teachers</p> <p>Funding Sources: Staff Development, Training Materials, Instructional and Other Materials - 199 PIC 25 - ESL/Bilingual - \$2,125</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details		Reviews			
<p>Strategy 2: Professional Learning Communities (PLCs): Instructional support and professional learning will primarily occur through content team PLCs. PLCs will focus their work and learning in the following areas: (1) Developing and adhering to collective commitments, (2) purposeful planning and development of instructional strategies and lessons that meet student needs and support concept development, (3) outlining common assessment protocol and expectations using data and TEKS, (4) formative and summative assessments and data analysis and action planning cycle, (5) review of student products, (6) exploration of competency-based progression toward mastery of essential standards.</p> <p>Strategy's Expected Result/Impact: Students will increase achievement on TELPAS in the areas of listening, speaking, reading , and writing.</p> <p>Staff Responsible for Monitoring: Administrative Team ESL Interventionist K-5 and SPED Teachers Intervention Teachers</p> <p>Funding Sources: Staff Development, Training Materials, Instructional and Other Materials - 199 PIC 11 - Instructional Services - \$1,500, Technology Tools including but not limited to headphones, printers, etc. and Digital Resources including subscription services - 282 ARP21 (ESSER III Campus Allocations) - \$6,000</p>		Formative			Summative
		Oct	Jan	Apr	June
					
Strategy 3 Details		Reviews			
<p>Strategy 3: Response to Intervention: Identify student needs, targets for growth, and provide in school intervention to increase campus performance, close performance gaps, and positively impact school connectedness. Pride Time has been set aside in the master schedule for RtI which includes small group instruction. One hour daily will be given to minimize</p>		Formative			Summative
		Oct	Jan	Apr	June

classroom disruption and provide consistency. HB4545 students who failed STAAR may receive supplemental instruction during PRIDE time. They may also receive supplemental instruction before or after school in tutorials as well. Student needs will highlight the need for instructional materials, supplies, and/or technology.



Strategy's Expected Result/Impact: Students will increase achievement on TELPAS in the areas of listening, speaking, reading, and writing.

We will use the BHE RTI shared drive to track SSC and intervention progress.

We will meet twice a month with the Interventionists and Teachers to review student progress and make adjustments to interventions being provided by teachers (Tier II) and interventionists (Tier III).

Use a Pride Time walk through form that will document the implementation of RTI strategies and small group instruction.

Data Study Team conferences will be used to inform instruction and flexible grouping for small group intervention.

Staff Responsible for Monitoring: Administrative Team

ESL Interventionist

K-5 and SPED Teachers

Intervention Teachers

Funding Sources: Staff Development, Training Materials, Instructional and Other Materials - 199 PIC 25 -
ESL/Bilingual - \$1,725



No Progress



Accomplished



Continue/Modify










Discontinue

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

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

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



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



Strategy 2 Details	Reviews			
<p>Strategy 2: Response to Intervention: Identify student needs, targets for growth, and provide in school intervention to increase campus performance, close performance gaps, and positively impact school connectedness. Pride Time has been set aside in the master schedule for RtI which includes small group instruction. One hour daily will be given to minimize classroom disruption and provide consistency. HB4545 students who failed STAAR may receive supplemental instruction during PRIDE time. They may also receive supplemental instruction before or after school in tutorials as well. Student needs will highlight the need for instructional materials, supplies, and/or technology.</p> <p>Strategy's Expected Result/Impact: Students will meet the post-secondary targets and/or will show increased student performance on STAAR and/or MAP. We will use the BHE RTI shared drive to track SSC and intervention progress. We will meet twice a month with the Interventionists and Teachers to review student progress and make adjustments to interventions being provided by teachers (Tier II) and interventionists (Tier III). Use a Pride Time walk through form that will document the implementation of RTI strategies and small group instruction. Data Study Team conferences will be used to inform instruction and flexible grouping for small group intervention.</p> <p>Staff Responsible for Monitoring: Administrative Team Interventionists K-5 and SPED Teachers</p> <p>Funding Sources: Staff Development, Training Materials, Instructional and Other Materials - 199 PIC 24 - At Risk - \$725</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Reading Academy: K-3 teachers, SPED teachers, librarian, and administrators will engage in professional learning and practice aligned to House Bill 3 Reading Academy. Professional learning may require additional materials, supplies, substitutes, and/or technology. Professional learning may also result in student interventions outside normal school day for students.</p> <p>Strategy's Expected Result/Impact: Students will meet the post-secondary targets and/or will show increased student performance on STAAR and/or MAP.</p> <p>Staff Responsible for Monitoring: Administrative Team ILT K-5 and SPED Teachers</p> <p>Funding Sources: Staff Development, Training Materials, Instructional and Other Materials - 282 ARP21 (ESSER III Campus Allocations) - \$1,500</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				






Goal 2: STUDENT SUPPORT. Bunker Hill 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, 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	Reviews			
<p>Strategy 1: Community circles, guidance lessons, BHE TV spotlights, and school events will be planned and facilitated by school counselor and teachers to support students understanding the concept and actions of each SBISD Core Characteristic: Academically Prepared, Ethical & Service-minded, Empathetic & Self-Aware, Persistent & Adaptable, Resourceful Problem-solver, Communicator & Collaborator. Activities aligned with Core Characteristics may require instructional materials, supplies, and technology.</p> <p>Strategy's Expected Result/Impact: Increase the number of students who feel connected as both individuals and learners. Increase awareness of culture and environment at BHE for students. Increase a sense of community among all stakeholders.</p> <p>Staff Responsible for Monitoring: Administrative Team Librarian, Counselor, Coordinator of Special Programs K-5, SPED, and Specials Teachers</p> <p>Funding Sources: Staff Development, Training Materials, Instructional and Other Materials - 199 PIC 11 - Instructional Services - \$1,500</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Build/Include a comprehensive counseling program. The Counselor will provide monthly classroom lessons and targeted small groups in order to meet the social and emotional needs of our students. Provide social and emotional instruction based on areas of need.</p> <p>Strategy's Expected Result/Impact: Social Emotional Learning curriculum will be implemented based on district guidance and curriculum provided. Increase the number of students who feel connected as both individuals and learners. Increase awareness of culture and environment at BHE for students. Increase a sense of community among all stakeholders.</p> <p>Staff Responsible for Monitoring: Administrative Team Counselor All BHE Teachers</p> <p>Funding Sources: Staff Development, Training Materials, Instructional and Other Materials - 199 PIC 11 - Instructional Services - \$1,500</p>	Formative			Summative
	Oct	Jan	Apr	June
				






Strategy 3 Details	Reviews			
<p>Strategy 3: Hold school wide events including, but not limited to: International Day, Constitution Day, Snuggle Up and Read Day, Poem in Your Pocket Day, Grade Level Plays, Square Dancing Showcase, and Comic Con.</p> <p>Strategy's Expected Result/Impact: Increase the number of students who feel connected as both individuals and learners. Increase awareness of culture and environment at BHE for students. Increase a sense of community among all stakeholders.</p> <p>Staff Responsible for Monitoring: Administrative Team Librarian, Counselor, Coordinator of Special Programs PTA K-5, SPED, and Specials Teachers Interventionists</p> <p>Funding Sources: Instructional and Other Materials - 199 PIC 99 - Undistributed - \$1,500</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Establish a Family Engagement Guiding Coalition. This PLC-Based Parent-Family-Community group will focus on Learning, Collaboration, and Results.</p> <p>Strategy's Expected Result/Impact: Increase the number of students who feel connected as both individuals and learners. Increase awareness of culture and environment at BHE for students. Increase a sense of community among all stakeholders. Create an action plan to assist in increasing BHE's parent and family engagement.</p> <p>Staff Responsible for Monitoring: Administrative Team BHE Teachers and Staff PTA BHE Community</p> <p>Funding Sources: Digital Resources including subscription services and Other Materials - 199 PIC 11 - Instructional Services - \$1,500</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Establish/Maintain a C-SHAC (Community School Health Advisory Committee) to engage staff and community. This committee is responsible for activities including, but not limited to: Red Ribbon Week, Anti-Bullying and Drug Prevention, Kindness Month, Autism Awareness Month, Gen TX, and BHE Family Fitness and Fun Night.</p> <p>Strategy's Expected Result/Impact: Increase the number of students who feel connected as both individuals and learners. Increase awareness of culture and environment at BHE for students. Increase a sense of community among all stakeholders.</p> <p>Staff Responsible for Monitoring: Administrative Team K-5, SPED, and Specials Teachers Counselor, Coordinator of Special Programs PTA</p> <p>Funding Sources: Instructional and Other Materials - 199 PIC 11 - Instructional Services - \$2,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: SAFE SCHOOLS. Bunker Hill 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.







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

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a comprehensive school wide approach for behavior expectations and management systems that reinforce behaviors, applies clear consequences, and utilizes a multi-tier system of support for all students. Create a system for regularly tracking and analyzing data (beyond RTI) to address patterns of issues in order to proactively identify and respond to behavioral concerns.</p> <p>Strategy's Expected Result/Impact: Increase the number of students who feel connected as both individuals and learners. Increase awareness of culture and environment at BHE for students. Increase a sense of community among all stakeholders. Continue with Year Two implementation of PBIS (Positive Behavior Interventions and Supports). Strengthen Tier I behavior supports in classrooms through staff training. Use of PRIDE matrix for student behavior and create PRIDE matrix for staff behavior. Create a behavior flow chart to be used by staff. Create a Discipline Management Plan. Review discipline data monthly with PBIS leadership staff, and periodically with the rest of the staff.</p> <p>Staff Responsible for Monitoring: Administrative Team PBIS Leadership Team BHE Faculty and Staff</p> <p>Funding Sources: Instructional and Other Materials - 199 PIC 99 - Undistributed - \$645, Printers and Cartridges for printing/copying materials - 199 PIC 11 - Instructional Services - \$850</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: SAFE SCHOOLS. Bunker Hill 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.











Evaluation Data Sources: Campus Safety Committee

Strategy 1 Details	Reviews			
Strategy 1: CAMPUS SAFETY COMMITTEE: Establish Campus Safety Committees composed of a cross section of stakeholders to look at matters related to campus safety. 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. Staff Responsible for Monitoring: Administrative Team Safety Committee Funding Sources: Training and/or Training Materials - 199 PIC 99 - Undistributed - \$300, Instructional and Other Materials - 199 PIC 11 - Instructional Services - \$450	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: HARRIS COUNTY DEPARTMENT OF EDUCATION: Participate in the Harris County Department of Education (HCDE) campus safety audit. Strategy's Expected Result/Impact: Campus will develop action plans to address any deficiencies as a result of safety audits. Staff Responsible for Monitoring: Administrative Team Safety Committee	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: SAFE SCHOOLS. Bunker Hill 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.






Evaluation Data Sources: Campus Emergency Operation Procedures Documents

Strategy 1 Details	Reviews			
Strategy 1: EMERGENCY OPERATIONS PROCEDURES: Campus EOP will align to the best practices from the Texas School Safety Center and the Standard Operating Procedures, such as the "I Love You Guys" Foundation. Strategy's Expected Result/Impact: Campus EOP is turned in and filed by September 1st. Staff Responsible for Monitoring: Administrative Team Funding Sources: Supplies and Materials (including radios and batteries) - 199 PIC 99 - Undistributed - \$430	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: EMERGENCY OPERATIONS PROCEDURES: Update campus EOP annually and train staff at the start of each school year. Strategy's Expected Result/Impact: Campus procedures maintained in campus EOPs. Staff training documents maintained. EOP submitted by September 1st. Staff Responsible for Monitoring: Administrative Team Safety Committee	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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	Reviews			
Strategy 1: Conduct frequent budget meetings with Administrative Assistant to review and manage money. Strategy's Expected Result/Impact: Error free records. Documentation of purchases and orders. Staff Responsible for Monitoring: Principal Administrative Assistant	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Staff Development, Training Materials, Instructional and Other Materials		\$2,500.00
1	1	2	Staff Development, Training Materials, Instructional and Other Materials		\$2,500.00
1	2	1	Staff Development, Training Materials, Instructional and Other Materials		\$2,500.00
1	2	1	Substitutes		\$775.00
1	3	1	Staff Development, Training Materials, Instructional and Other Materials		\$2,500.00
1	3	2	Staff Development, Training Materials, Instructional and Other Materials		\$2,500.00
1	3	3	Technology Tools including but not limited to headphones, printers, etc. and Digital Resources including subscription services		\$6,000.00
1	3	4	Staff Development, Training Materials, Instructional and Other Materials		\$2,500.00
1	4	1	Staff Development, Training Materials, Instructional and Other Materials		\$2,830.00
1	4	2	Staff Development, Training Materials, Instructional and Other Materials		\$2,500.00
1	4	4	Staff Development, Training Materials, Instructional and Other Materials		\$2,500.00
1	5	2	Staff Development, Training Materials, Instructional and Other Materials		\$1,500.00
2	1	1	Staff Development, Training Materials, Instructional and Other Materials		\$2,500.00
2	2	1	Staff Development, Training Materials, Instructional and Other Materials		\$1,500.00
2	2	2	Staff Development, Training Materials, Instructional and Other Materials		\$1,500.00
2	2	4	Digital Resources including subscription services and Other Materials		\$1,500.00
2	2	5	Instructional and Other Materials		\$2,000.00
3	1	1	Printers and Cartridges for printing/copying materials		\$850.00
3	2	1	Instructional and Other Materials		\$450.00
Sub-Total					\$41,405.00
Budgeted Fund Source Amount					\$41,405.00
+/- Difference					\$0.00
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional Materials		\$225.00
1	2	2	Instructional and Other Materials		\$50.00
1	4	3	Instructional and Other Materials		\$75.00

199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$350.00
Budgeted Fund Source Amount					\$350.00
+/- Difference					\$0.00
199 PIC 24 - At Risk					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional Materials		\$525.00
1	2	2	Instructional and Other Materials		\$525.00
1	4	3	Instructional and Other Materials		\$1,000.00
2	1	2	Staff Development, Training Materials, Instructional and Other Materials		\$725.00
Sub-Total					\$2,775.00
Budgeted Fund Source Amount					\$2,775.00
+/- Difference					\$0.00
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Staff Development, Training Materials, Instructional and Other Materials		\$2,125.00
1	5	3	Staff Development, Training Materials, Instructional and Other Materials		\$1,725.00
Sub-Total					\$3,850.00
Budgeted Fund Source Amount					\$3,850.00
+/- Difference					\$0.00
199 PIC 36 - Early Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Staff Development, Training Materials, Instructional and Other Materials		\$300.00
Sub-Total					\$300.00
Budgeted Fund Source Amount					\$300.00
+/- Difference					\$0.00
199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Paper and Cartridges for printing/copying assessments and reports		\$500.00
1	2	1	Training Resources		\$500.00
1	3	1	Paper and Cartridges for printing/copying assessments and reports		\$500.00

199 PIC 99 - Undistributed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Instructional and Other Materials		\$2,000.00
1	3	5	Paper and Cartridges for printing/copying assessments and reports	500	\$0.00
1	3	5	Staff Development, Training Materials, Instructional and Other Materials including printing of reports		\$2,500.00
1	4	5	Paper and Cartridges for printing/copying assessments and reports		\$500.00
2	2	3	Instructional and Other Materials		\$1,500.00
3	1	1	Instructional and Other Materials		\$645.00
3	2	1	Training and/or Training Materials		\$300.00
3	3	1	Supplies and Materials (including radios and batteries)		\$430.00
Sub-Total					\$9,375.00
Budgeted Fund Source Amount					\$9,375.00
+/- Difference					\$0.00
282 ARP21 (ESSER III Campus Allocations)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Staff Development		\$8,500.00
1	1	3	Tutoring		\$20,810.00
1	1	4	Staff Development, Training Materials, Instructional and Other Materials		\$8,500.00
1	2	2	Instructional and Other Materials		\$16,000.00
1	2	3	Staff Development, Training Materials, Instructional and Other Materials		\$6,890.00
1	5	2	Technology Tools including but not limited to headphones, printers, etc. and Digital Resources including subscription services		\$6,000.00
2	1	3	Staff Development, Training Materials, Instructional and Other Materials		\$1,500.00
Sub-Total					\$68,200.00
Budgeted Fund Source Amount					\$92,388.00
+/- Difference					\$24,188.00
Grand Total Budgeted					\$150,443.00
Grand Total Spent					\$126,255.00
+/- Difference					\$24,188.00