

Fort Bend Independent School District
Hunters Glen Elementary
2015-2016 Campus Improvement Plan



Mission Statement

We believe that it still takes a village to raise a child by working in alliance with the school, parents, and community. We believe that the developmental success of our students encompasses commitment in striving to educate our children with a rigorous curriculum that is tailored, flexible, and data driven to facilitate our students' academic success.

Vision

The Vision of Hunters Glen Elementary is to ensure that we encourage Willing and Interested Students that Exemplify Outstanding Work that Leads to Success.

This is called the **Wise Owl Way**.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hunters Glen Elementary School is one of 75 campuses in Fort Bend Independent School District. Hunters Glen Elementary School opened in the fall of 1984 and serves predominantly African American, low income families. Hunters Glen now serves 420 students in grades K through 5, including a HeadStart program as of September 2015. Roughly five years ago Hunters Glen served 614 students, which is a decrease of 32% percent in student enrollment. This significant decrease is due to the deletion of 6th grade from our Elementary school campus and as of the 2014-2015 school year, the deletion of programs such as BIC, PPCD, and Pre-Kindergargarten. Grades Kindegarten through 2nd are self-contained while grades 3-5 are departmentalized by content area.

The student population is 87 percent African American, 2.7 percent Anglo, 0 percent Asian, and 8.8 percent Hispanic and 1.8% other. The student body is 52% percent male and 48% percent female, with a low socio-economic status of 78.9 percent.

Hunters Glen Elementary School serves 4 English Language Learner student and 1 students in the Gifted and Talented program. 13 students have been identified for 504 services, and 20 students served through special education services. (.4%). This campus has (0%) migrant students and 9 (0.2%) students coded as Homeless.

The overall mobility rate for the campus is approximately 20.7 percent with a drop-out rate of N/A percent. The average daily attendance rate for students is 96.2 percent. The average daily attendance rate for the staff is approximately 87 percent. Enrollment rates remain relatively constant from one semester to the next in any given year.

Hunters Glen is a campus that sits conveniently in the center of the Hunters Glen subdivision and serves the children of that community with a favorable teacher to student ratio of 14:1 based on state statistics.

The teaching staff is 80 percent African American, 8 percent Anglo, 12 percent Asian, and 0 percent Hispanic. The teaching staff is 8 percent male and 92 percent female, with an average of 15 years of teaching experience, 100 percent of Highly Qualified teachers and 100 percent of Highly Qualified paraprofessionals. The ethnic makeup of the faculty is well representative of our student population. However, Hunters Glen has low male representation as is common in many elementary schools.

Demographics Strengths

Hunters Glen has a homogeneous population which allows campus leadership to focus on the specific needs for this subset of students. With nearly 90% of its students coded as African American, we are able to provide interventions that are Research-Based at being effective at remediating the educational deficits commonly seen for this population.

In addition, more than 75% of our students are Economically Disadvantaged. As such, we have adopted a School-wide Title 1 program as opposed to a Title 1 program that offers Targeted Assistance. This decision has allowed our campus to ensure that our Economically Disadvantaged population performs similarly to the more affluent population regarding Tests of Academic Readiness.

Demographics Needs

State Assessment results indicate that there is a strong need to focus on providing enrichment activities for our students that are high performing and/or Gifted and Talented. The State of Texas has an average of 7.7% of the student population is identified as GT. Unfortunately, our campus has only **1 student** that is identified as Gifted and Talented which is less than 1% of our population. Not only have we under-identified the percentage of GT students but data collected from walk-throughs, lesson planning, as well as test scores suggest that we have failed to emphasize the importance of teaching to the higher level of Bloom's taxonomy and thus propelling our students to achieve at higher levels. ***Our campus only had 13% of its students reach a level III status (Advanced) on two or more testssubmitted (Index 4- Post-secondary Readiness) on the State Assessment of Academic Readiness which is ranked in Quartile 4 of our comparison group.***

For the 2015-2016 school year, Hunters Glen will pilot the Fort Bend ISD RtI program. This will add a more targeted focus on the RtI process. We expect the number of students referred to Sp. Ed. to decrease this year as we believe that effective, research-based intervention practices will prevent the over-identification of students referred to and qualified for the special education program.

Student Achievement

Student Achievement Summary

The chart below provides an overview of how our subpops performed on the Spring 2015 administration of STAAR.

Subgroup/Subject	Reading	Math	Writing	Science
All Students Tested	63%	61% of tests submitted met 50% passing standard	66%	37%
African American	62%	NA	67%	35%
Hispanic	68%	NA	57%	57%
Spec. Ed.	50%- Group too small-1 St.	NA	NA	NA
Advanced	11%	NA	3%	7%
Econ. Disad.	63%	NA	64%	33%

At the conclusion of Spring 2015, Hunters Glen met state standard for performance on STAAR any given subject area, 60% of the tests submitted had met standard. However, the Spring 2015 submission of tests shows low performance in Science. We will need System Safeguards going forward in this area see FBISD Goal1, Performance Objective 7.

Achievement rates across the campus are similar in performance ranging from the 60th percentile to the 70th percentile. However, there is a wide discrepancy in performance for the subject area Science. This is due mostly to the absence of a science instructor for 3/4ths of the school year. Administration attempted to provide intervention for this cohort of students by hiring a Science interventionist/Science lab teacher in late January of 2015, but the results did not prove to benefit the student population. The lack of Tier 1 instruction for two tested classes for 5th grade caused too large of a deficit to overcome. District Assessment results for science indicated that the 1 class (Barrs cohort) that had the benefit of Tier 1 Science instruction throughout the year outperformed the district average but the other two classes had 0% passing rates on the Science DA. With this data in mind, Hunters Glen

administration projects that this will not be a problem going forward as the teacher of record is now on duty at the beginning of the 2015-2016 school year.

To further enhance our reading program we have decided to purchase and continue our AR (Accelerated Reader) program, a research-based reading program that aims to encourage a love for reading. We also expect to purchase instructional materials such as Motivation Math, the Measuring-Up test bank for all subjects, Reading, Math and Science by Mentoring Minds, Lone Star Daily Rigor, and Countdown to Math to aid in daily classroom instruction as well as tutorials. In addition to materials, it is important that we continue to develop our teachers professionally. Therefore, we will continue to provide professional development in the areas of math, reading and classroom management to increase our overall program effectiveness and meet our stated goals.

RtI-For the 2015-2016 school year, Hunters Glen will play an integral role in the district RtI pilot program. We will place a heavy focus this year on increasing the effectiveness of Tier 1 instruction. As such, we expect to reduce the number of students participating in Tier 3 interventions as well as reduce the number of students referred BUT not qualifying for Special Education services. After we have a firm grasp of this program, we plan to serve as a model school across the district. Data Specialist will play an integral role in overseeing the tutorial program on the campus which will include RtI service time.

Student Achievement Strengths

Data trends over time indicate that until the Spring of 2015, Hunters Glen was closing the achievement gap as compared to the average performance for all students in the state of Texas. The most recent test results indicate a decline in the areas of Math and Science with stagnant growth for Reading. However, since this is the first year that this has occurred we do not consider it a trend but will definitely use this data to ensure that next year's student performance shows a significant increase.

See Addendum entitled: STAAR Standards and Performance. Below is a summary of its findings.

Summary:

The chart in the addendum section entitled STAAR Performance and Standards details our campus scores since 2013. There are 2 columns that have been highlighted - The blue column represents HGE 2013 data. The areas shaded in either green or red indicate either a positive or negative shift in performance over the previous testing year, but it is TECHNICALLY tracking the teacher as well as informing us about the effectiveness of the interventions that we provided to certain grade levels. Therefore, see the highlighted columns to make note of grade level performance.

Comparing Statewide statistics as compared to Hunters Glen. See the column entitled "Spread HGE vs. TX 2013/2014/2015" the percentages describe campus performance as compared to the State over the years. The second number is either highlighted in green or red. For any grade level with a percentage highlighted in **green**, HGE closed the achievement gap as compared to the state. For any grade level with a percentage highlighted in **red**, HGE has lost ground in its efforts to close the achievement gap as compared to the state.

Source of Statewide Statistics

Reading:

- Interventions put in place have helped to overcome achievement gaps in reading. There is very little variation between how our economically disadvantaged students perform on STAAR vs. all students tested.
- Reading Specialist provided supplemental instruction to students coded as Dyslexic
- Reading Specialist provided supplemental instruction during the Spring semester to aid with 5th grade Reading re-test

Writing:

- Students increased their ability to perform **the writing process** on both expository and narrative text
- Data Specialist supplemented the writing program through pull-outs

Math:

- Students are able to solve more complex, multi-step and higher order thinking math problems
- Math Specialists developed assessments that adapted as students showed regression in performance or growth in performance
- Students showed significant increase in fact fluency
- Math District Assessment results indicated that in grades 3-5, students performed on par with the district on any objectives that were previously taught at the time of test administration. However, deficits were seen when the whole test was considered-objectives that the students had not yet seen.

Science:

- Achievement gap was successfully addressed between the “All students” category and the “Economically Disadvantaged” students
- Spring District Assessment surpassed District performance in 3 of 4 grade levels. The only grade level that performed below the district was 5th grade-the classes that did not have a Science instructor.
- District Assessment results indicate positive growth was seen in grades 2, 3 and 4 when compared with last year's performance

Social Studies:

- Spring SS DA for grades 3 and 4 showed positive growth as compared to last year's performance

- Spring SS DA for grades 3 and 4 surpassed the district performance by 9% and 7% respectively
- No Place for Hate campaign was agreed upon and signed by the entire student body
- Strong focus on following the instructional schedule. Teachers are encouraged to incorporate social studies into the reading block

Students in Transition:

- Parent classes were provided by the Parent Center Coordinator to aid with student transition
- Annual Field Trip to Missouri City Middle School

Student Achievement Needs

In an effort to provide adequate support and ensure maximum growth for all students, we need to focus our energy both on our Reading performance and our Math performance. The state's target for Index 1: Student Achievement indicates that AT LEAST 60% of all tests submitted must have met standard. Our campus was able to achieve **64%** of all test submitted to reach met standard. Unfortunately, many of our students did not meet the progress that was expected of them according to state standard. ***Our index score for progress was at 39 points, with Hunters Glen barely meeting the mark with a state expectation of 30 Index points.***

Only 20% of students Exceeded expected progress in reading this year, landing us in the 3rd Quartile of our comparison group. With this data in hand we have made alterations to our reading instructional program to include reading in all parts of the instructional day. In the summer of 2014 summer, Hunters Glen adopted the Accelerated Reader Program in an effort to encourage each student to read on their own and at their individual reading level. This program will continue on this campus through the 2015-2016 school year. In addition, the summer of 2015, a Summer Reading enrichment program was coordinated by our Data Specialist. HGE plans to have another summer reading program for the summer of 2016, as we found that this bridge program was effective at preventing the students' loss of academic progress over the summer months.

2015 performance data suggests that HGE has suffered in all academic areas this year. Science and Writing were once our strongest academic areas as assessed by STAAR. This year both areas suffered alongside reading and math.

While much emphasis was placed on instilling a love of reading for our students, the student achievement rates did not reflect such efforts.

Other needs/actions include:

Reading:

- Reading District Assessment data for fall 2014 indicates that in grades 3-5, HGE was below the district by 16% up to 26%
- The addition of Kid watch meetings where individual student needs will be address concerning both reading and math

- Overall Reading performance took a 10% dip in performance from 73% to 63% Spring 2014 to Spring 2015 STAAR respectively
- Student/parent reading participation at home; have reading specialist or PRC help with this initiative
- There was a significant decrease in reading log submission over the prior school year
- Take home textbooks where the students can practice reading at home.
- More effective implementation of the AR (Accelerated Reader) program
- Overall Reading proficiency rates for the campus decreased from 71% proficiency in the Spring of 2013 to 65% proficiency in the Spring of 2014 and now 61% in the Spring of 2015 as assessed by DRA2. A downward trend for 3 consecutive years.
- Only 20% of students exceeded expected progress on STAAR-Quartile 3 (Spring 2015)
- Purchase of additional instructional materials such as Motivation Reading
- Purchase of additional instructional materials such as Lone Star Daily Rigor
- Purchase of Apps for student I-Pads to integrate reading with technology

Writing:

- 4th grade writing had only 3% of students reach Level III(advanced) performance-down from 5% in the Spring of 2014
- 4th Grade writing experienced a 10% drop in performance as assessed by STAAR
- Implementation of a uniform editing/revising system across all grade levels
- Analysis of student performance on Writing STAAR indicates that we will need to focus more on the revising portion of the test as it is weighted more heavily than previously thought
- Daily Homework to include grammar exercises (especially for 4th grade)

Math:

- A better understanding of the new Math TEKS at every grade level
- Problem solving skills through improved reading comprehension
- Students will need further exposure to multi-step math problems
- Increase vocabulary skills through revolving word walls
- Implementation of interactive notebook for reference and retention purposes (formulas and vocabulary)
- Implement Drops In A Bucket as a mainstay for daily homework review at all grade levels
- Paper to aid in project such as the 4-step problem solving model
- Purchase of additional instructional materials such as Motivation Math.
- Purchase of additional instructional materials such as Lone Star Daily Rigor and Countdown to Math

Science:

- Continue hands-on investigations in the science lab
- Acquire additional resources to allow teachers to lead more classroom investigations for better understanding of science concepts
- Implement interactive notebooks on a school-wide level

- Purchase of additional instructional materials such as Motivation Science.

Social Studies:

- District Assessment data indicates that 5th grade has lost ground for student performance on this yearly assessment, being 25% below the district average
- Students need more exposure to historical text and current events
- Counselor to provide support through Character Development lessons

Students in Transition:

- HGE sent 50 students to Kangaroo Kamp- a district initiative for students entering 1st grade
- Attendance for PRC events was low; efforts to increase attendance shall be a focus.
- Use mass communication efforts to encourage parental attendance at transition activities- flyers, call-outs, texting, etc.

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate information was derived from the School Culture and Climate Survey provided by Fort Bend ISD.

Analysis of discipline data concerning student infractions provided by the Assistant Principal, as well as student and parent surveys indicate that discipline matters are handled equitably from student to student. However, the large number of infractions indicates a need for behavior interventions. A large percent of our students that incurred discipline infractions were repeat offenders mainly assigned to our BIC (Behavior Intervention Class) unit. By mid year of 2014-2015, the BIC unit was discontinued on our campus. For the 2015-2016 school year, the BIC unit is a non-issue.

This campus also strives to encourage positive behavior through our school store. All staff members are empowered to award 'Behavior Bucks' to students that are exemplifying 'The Wise Owl Way.' For most classrooms, this system has been quite effective at promoting desirable behavior. In addition, our counselor has been working to prevent bullying on campus and providing counseling to students when necessary.

We will continue to encourage positive behavior on the HGE campus through ongoing professional development sessions during the 2015-2016 school year which will focus on increasing student engagement, decreasing discipline referrals resulting in enhanced student achievement.

The wide-spread participation of students in clubs and extracurricular activities have also served to encourage positive student behavior and achievement. For this upcoming school year we will continue with the following items to improve our campus climate.

- Continue and update the school wide non-negotiables framework to encourage an environment that provides academic success for all
- Provide parent, staff, and student survey once a year to gauge culture and climate of campus and take corrective action when appropriate
- College Café to promote students' desire for higher education
- College T-Shirt Day to encourage college graduation

School Culture and Climate Strengths

School Culture and Climate:

- Teachers relied on colleagues recommendations discussed during PLCs for ideas on how best to handle discipline
- School store open to motivate students to continue making positive choices
- Every staff member is empowered to give "Behavior Bucks" to students "Caught Being Good"

- A functional PAC (Parental Advisory Committee) team that met on a quarterly basis-address campus needs in response to survey analysis
- Staff attendance improved as a result of teacher perfect attendance incentives such as gift certificates
- The principal and assistant principal wish students "Happy Birthday" on the morning announcements
- Attendance incentive to achieve Quartile 1 status

School Culture and Climate Needs

School Culture and Climate:

- Administration will arrange for ongoing professional development during the 2015-2016 school year focusing on how to enhance campus moral and decrease student discipline infractions.
- School Store to provide a more varied list of products that will appeal to both the primary and the upper grade levels.
- School to lobby for fencing to enclose our playground area for increased safety of the staff and children; this was indicated as a need in our survey
- To keep parents informed, teachers may use Remind 101-a program that sends text messages to parents with important campus updates
- To keep parents informed, more teachers will use Classroom Dojo to help with student behavior.
- Ensure that all staff are properly trained on the implementation of CHAMPS so that it is consistently and uniformly enforced on the campus
- Provide time in or professional development schedule for leadership development of our team leaders
- Campus newsletters and marquee to be utilized more Promote the VISTA program and provide for foster, economically disadvantaged, and homeless students
- Parent Educator will oversee the Birthday Marquee, where HGE students' names will appear on the marquee for their birthday
- Solicit for more WATCH D.O.G.S. on our campus
- Assistant Principal implemented a new system in November of 2015 in response to the Attendance rates. In order to reach Quartile 1 status as compared to our TEA comparison group, we will allow a free dress day for any grade level that has 100% perfect attendance during the previous week. The dress down day will be the following Friday.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Hunters Glen is dedicated to providing and retaining Highly Qualified Staff for our Students. As a Title 1 campus it is our privilege to ensure that 100% of our staff is highly qualified to teach the subject area in which they are assigned. In order to attract and retain highly qualified staff, we will perform the following tasks:

- Provide both verbal and tangible praise on a routine basis for any teacher that goes the extra mile
- Empower our teachers to display their leadership skills and competency by performing professional development sessions on campus
- Allow Team leaders to attend district trainings and provide professional development to the staff as a Trainer of Teachers (TOT)

In addition to those items, we strongly encourage teacher attendance because we understand that no substitute can deliver the same level of effective instruction as our Highly Qualified Staff. As such, staff members with perfect attendance are rewarded with gift cards every 9 weeks for this purpose. The teacher attendance rates for the 2014-2015 school year was approximately 87%.

Attracting Highly Qualified staff is a must. Many of our teachers were hired at the FBISD job fair, which ensures that all candidates that are in attendance are certified at the time of application to the district. Our campus statistics support that our efforts to retain these teachers have been effective with a staff of 47 teachers, paraprofessionals, and Professional support staff, only 2 did not return this school year. One of which, (Librarian) left to take advantage of employment closer to home and another was due to the loss of the PPCD program where the teacher was sent with the class to another FBISD campus. Resulting in a teacher retention rate of 98%.

Staff Quality, Recruitment, and Retention Strengths

- 100% of staff are highly qualified at BOY for 2015-2016 school year
- Continued Attendance in Professional Development that is relevant to campus need as determined by the data
- PLCs are used to allow time for collaboration with colleagues. Also serves to provide support to teacher whose student performance is below campus, district, or state standard
- Collegiate day (allowing the teachers to wear college T-shirt/jeans) every week (Wednesday) promote college readiness
- Gift Certificates for Perfect Attendance are given at the end of the year
- Jean Passes are given to teachers that go beyond expectations in job performance
- PD Gold Standard training mandated by the district
- Extrinsic incentives to retain quality teachers such as Gift Cards and public praise at meetings, via email, or over the announcements
- Jean Passes are given for going “The Extra Degree”

Staff Quality, Recruitment, and Retention Needs

- Emphasize the importance and prestige of the Teacher of the Year selection process
- Empower teachers to lead Professional Development sessions
- Emails to staff with encouraging and inspirational quotes
- Daily celebrations during Teacher Appreciation Week
- College T-shirt Day implemented on the first Wednesday of the month
- Teachers have the opportunity to earn the Jean passes throughout the year
- Sponsored lunches for staff celebrations: birthdays, and other events

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Hunters Glen is a data driven environment that practices alignment between how the curriculum is written, taught and tested. Before our faculty begins any instructional unit, they evaluate the objective to be taught, and then consider how this information will be presented so that they may effectively teach the TEKS. Each subject area adheres to Fort Bend's curriculum, PCG and has established Best Practices in relation to each subject. In an effort to further enhance our instructional practices, we will attend various professional development opportunities that fulfill our instructional needs by assessment data.

Curriculum, Instruction, and Assessment Strengths

Our instructional program has a set system of constantly evaluating the effectiveness of our instructional program. Diagnostic testing at the beginning of the semester or unit of student has allowed our educators to tailor instruction to meet the needs of our student population. Proof of effectiveness is shown through periodic assessment data such as CFA and intervention groups are a remedy for students in need of additional assistance. The interventions that are ultimately carried out are discussed in PLCs where teachers collaborate and train one another on effective classroom intervention techniques.

Curriculum, Instruction, and Assessment Needs

According to our most recent data from STAAR, our needs suggest that it would be advantageous for Hunters Glen to provide additional academic assistance to students in need much earlier in the school year. In the spring of 2014, our Reading intervention joined our staff in January and our math interventionist joined in late March. Depending on the funds available in the budget, we hope to start reading and math intervention late in the fall semester. Other instruction and assessment needs include continuous professional development for our teachers. This will be done throughout the year to ensure that our staff remains knowledgeable of the latest instructional strategies.

We will also provide a tutorial program for our students based on available funds. This instructional intervention is necessary for those students that continue to struggle academically in the general classroom setting.

Family and Community Involvement

Family and Community Involvement Summary

As is stated in our mission, "It takes a village to raise a child," Hunters Glen aims to provide various opportunities throughout the year for family and community involvement. We have programs such as FRED-Families Reading Every Day, Watch D.O.G.S. which promote parental involvement from fathers in particular, and grandparents that volunteer in the classrooms on a regular basis just to name a few. Other Family and Community Involvement activities include:

Parental Involvement

- Parent Educator to promote family literacy through various educational classes offered throughout the school year
- Provide incentives to parents to increase attendance at curriculum nights.
- Provide the opportunity to purchase meals during curriculum night to increase parental involvement. (Chick fil-a, Raising Canes, etc.)
- Have students do projects to showcase to their parents to increase parent attendance at Open House and other school-wide events
- Allow for activities that encourage parental involvement by working around the parents' schedule. Offer both school day and after school options
- Parent Educator to provide parent education classes throughout the year to encourage Parental Involvement

Community

- Promotion of FRED- Fathers Reading Every Day
- Promotion of WATCH D.O.G.S. to ensure that students have more male role models
- Need Parent Tutorials sessions that teach parents how to help their child at home. Sessions to be held during Reading/Math night
- Students will dress up as a Book character for Reading Night
- Secure a business partner to enhance the school store
- Continue to provide more school supplies and uniforms for economically disadvantaged students
- PAC- Parent Advisory Council
- Field Trip to the Houston Livestock Show and Rodeo-choir Performance
- Lady Owls to perform in the Martin Luther King Jr., Day Parade
- Lady Owls to perform in the Sugarland Town Center Health Fair

Family and Community Involvement Strengths

- More parent volunteers (i.e. room parent)
- Offer parent the option of volunteering from home such as completing projects at home that benefit the classroom

- Increase the parents' capacity to help their children with their academics through seminars at family night or curriculum night
- To keep parents informed, teachers may use Remind 101-a program that sends text messages to parents with important campus updates
- Bulletin boards that highlight parents volunteering on campus
- Make a concerted effort to recruit parent volunteers at our most successful events (Meet the Teacher and Open House)
- Increase the number of parents doing a background check prior to volunteer opportunities
- Provide incentives to increase parental participation and attendance at school functions
- Conduct Folders sent home daily or weekly depending on the Grade level
- Tuesday Communication Folders

Family and Community Involvement Needs

Parental Involvement:

- Multiple parental involvement opportunities such as book fair, FRED, Grandparent's Day, and classroom support
- Open House and Curriculum nights held quarterly
- Use technology to make contact with parents such as updating the campus website to reflect current events and individual teacher websites for information on Homework, etc.
- Established a PAC team and met on a quarterly basis
- Tuesday Communication Folders; includes home-school communication including campus events, student behavior, etc.
- Use of Cellphone technology such as Remind 101 to keep parents informed
- Marquee, Newsletters and Call outs to keep parents informed

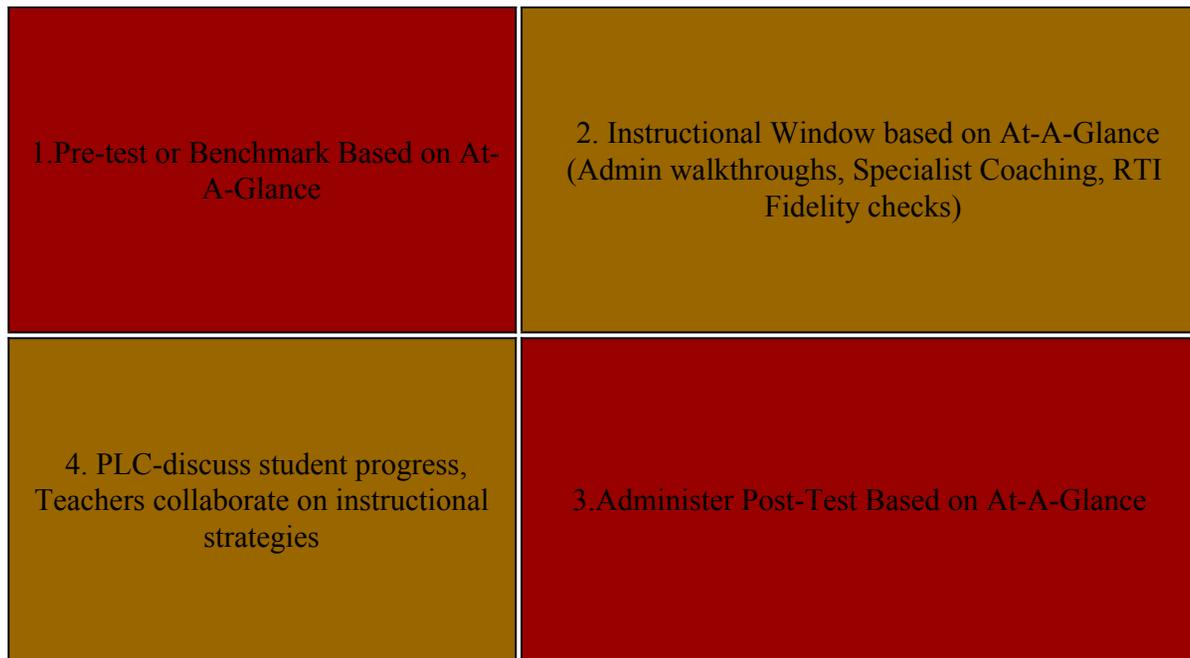
School Context and Organization

School Context and Organization Summary

Campus Based Decision Making:

- CBLT will meet on a monthly basis for the 2015-2016 school year; First meeting to be planned between August-September to approve CIP
- Admin/Specialist's team will meet weekly
- Representative from all grade levels, Admin, Data Specialist, business partner, district representative and parent member
- To improve student achievement- data and observational notes will be presented to enhance CBLT decision making processes

Organizational Plan for Teacher Decision Making



Campus Committees:

- CBLT- Campus Based Leadership Team
- School Climate and Culture
- ELA/SS Student Achievement
- SLT-School Literacy Team
- Math Student Achievement
- Science Student Achievement
- School Context and Organization
- Technology
- Curriculum, Instruction, and Assessment
- Staff Quality, Recruitment, and Retention
- Family and Community Involvement (PAC, etc.)
- Discipline Committee
- Crisis Management
- Health and Wellness Committee

Professional Development:

Professional Development at Hunters Glen for the 2015-2016 school year will be based on individual need by job title, strengths and weaknesses. Administration will participate in professional development sessions that focus on time management and productivity. Administration will return to the campus and share learned strategies with the remainder of the staff.

Reading:

District/PLC support/Kid-Watch:

- Meet on a Weekly to Bi-Weekly basis to address teacher professional development needs based on student data
- Meet on a Bi-Weekly basis to discuss student progress and mastery of individual objective

Writing:

District/PLCs/Kid-Watch:

- Writing team participates in extensive Professional Development sessions to ensure effective implementation of the 4th grade writing TEKS
- Continued District Writing support in 4th grade
- Meet as writing grade level PLC focused around the instructional units to discuss student progress
- Writing across the curriculum is a must at Hunters Glen
- Introduction to writing at the primary grade levels is heavily emphasized
- Tutorials for writing instruction

Math:

District/PLCs/Kid-Watch:

- Establish a school-wide framework and non-negotiables for Math such as EveryDay Counts, etc.
- Continued focus on the Guided Math model for small groups in mathematics
- Curriculum support from district for 3rd, 4th, and 5th grade teachers
- Grades 3rd, 4th and 5th blocked, Math/Science and ELA/Social Studies
- Grade level math teams will meet bi-weekly with Math Specialist to discuss planning for student progress
- PLCs to be held weekly in conjunction with Reading PLCs to allow for more instructional decisions based on data relating to the needs of the students.
- Tutorials for math instruction

Science:

- Establish a school-wide framework and non-negotiables for Science
- Curriculum support for 5th grade teachers from district
- PLC meetings on a monthly basis for 5th grade
- Grades 3rd, 4th and 5th blocked, Math, ELA/Science and Reading/Social Studies
- Integrate more technology- (i.e. United Streaming and EduSmart)
- Tutorials for science instruction

Social Studies:

- Expose students to weekly current events to help build prior knowledge, vocabulary, and text to world connection
- Utilize Time for Kids, Scholastic News, National Geographic, Weekly readers to promote knowledge of current events and literacy
- Integrate more technology such as United Streaming and EduSmart
- Field Trip to the Houston Livestock Show and Rodeo-Choir performance

School Context and Organization Strengths

Reading Instruction and Monitoring:

- Reading Recovery teachers will track students and share data with leadership
- Data Specialist will monitor DRA2 and PAPI progress through data collection throughout the school year
- Reading Specialist to provide Administration with copies of CFAs/Weekly tests given at all grade levels
- Increased implementation of Guided Reading in grades K-5, Specialists will review Guided Reading notebooks during designated PLCs
- Teachers will evoke higher order thinking skills through rigorous questioning utilizing the question bank from PCG
- Teachers monitor progress through a Data Binder that tracks student mastery of individual reading objectives
- Assessment Wall monitoring with district for grades Kinder-5th
- Reading Specialist, Data Specialist and administrators will provide instructional support through frequent walkthroughs and timely feedback for all grade levels
- Campus Compliance Coordinator will perform walk-throughs to monitor the RtI process

Writing Instruction and Monitoring:

- Integrate writing in science through literature, critical thinking strategies, and incorporating literacy using interactive notebooking
- Frequent use of across the curriculum writing opportunities such as written response
- The Reading Specialist, Data Specialist, and Administrators will provide more support through walkthroughs for all grades
- Have writing across grade levels and in all content areas with evidence of portfolios
- Campus Compliance Coordinator will perform walk-throughs to monitor the RtI process

Math Instruction and Monitoring:

- Math Specialist will schedule CFAs according to the District's Pacing Guide to monitor student progress
- PLCs to be held on a weekly basis to ensure that data is the driving factor for our instruction and key in on student strength and weaknesses.
- Increase monitoring of classrooms to ensure effective implementation of the curriculum

- Use of Compass Learning for Tier 2 and 3 for RTI purposes
- Math Specialist, Data Specialist, CCC, and Administration will provide support via walkthroughs/benchmarks for all grade levels
- Math Specialist, Data Specialist, CCC, and Administration will closely monitor lesson plans to assess effective implementation of instructional strategies in response to CFA/Weekly assessment data outcome.
- Integrate math vocabulary through cross-curricular instruction
- Math Specialist will go into classrooms to model and coach teachers with utilization of PCG lessons and unwrapped documents

Science Instruction and Monitoring:

- Science District Assessment and CFA data during the school year was strong in grades 2-4.
- Real-World experiences through field trips to encourage synthesis of the content/objective
- Purchase more Science Lab materials to conduct investigations in all grade levels
- A minimum of 1 hands-on investigation per week, per science class
- Reading Specialist, Math Specialist, Data Specialist, and Administration will provide support via walkthroughs for all grade levels
- All Specialists, CCC, and Administration will closely monitor lesson plans to assess effective implementation of instructional strategies in response to CFA data outcome
- Academic Vocabulary development through Science Word Wall and cross-curricular instruction

School Context and Organization Needs

Professional Development- Campus administrators, specialists, and teachers will need professional development on effective time management and productivity as it relates to their particular jobs. This will help to create policies and procedures that will result in an increase in student achievement.

Reading:

- Continuation of book clubs to promote a desire for reading
- Implementation of a Campus-wide reading program- AR Accelerated Reader

Additional Support:

- Reading Specialist to provide supplemental instruction as needs arise

The following are dependent on available Title 1 funds: Data Specialist/Title 1 will Budget for and Coordinate Additional Support Efforts

- Campus will provide tutorials on Saturdays during the spring semester

- Campus to provide Weekday tutorials during the fall and spring semester
-

Writing:

Additional Instructional Support

- Use of tutorials for remediation by teachers and cross reference names of students for tutorials by Data Specialist
- Use of designated approved materials for Tier 2 and 3 for RTI purposes-CCC to oversee this effort
- Reading Specialist will schedule CFAs/Weekly tests according to the District's Pacing Guide to monitor student progress (Spring Semester)
- PLCs to be held on a Weekly to Bi-weekly basis to ensure that data is the driving factor for our instruction and key in on student strengths and weaknesses

Math Additional Support:

- Math Specialist to provide intervention for Tier 3 students
- Teachers to provide Tier 2 intervention in the classrooms
- Campus will provide tutorials during the Spring semester
- Campus to provide weekday tutorials during the Spring semester

Math Interventionist to provide supplemental support during the Spring semester if funds are available-Data Specialist will oversee the budgeting and scheduling of such interventions

Additional Support:

- Field Trips to the Museum of Natural Sciences and the John P. McGovern Museum of Health and Medical Science, and the Zoo provided real-world experiences for the students
- Field Trips to the Space Center Houston and Moody Gardens will provide real-world experiences for the students
- 5th Grade Field Trip to Fluor
- Kinder Field Trip to the Old Mac Donald Farm

Science Additional Support:

- - Science Interventionist to supplement Science Instruction
 - 5th grade science scores were at 38% in the Spring of 2015. This was due to 67% of the 5th grade students being without a Science teacher for

most of the school year.

Technology

Technology Summary

Hunters Glen has focused a lot of energy into ensuring that our students are able to use technology effectively. This focus provided us with an Exemplary rating for our CaSE ratings for two consecutive school years from 2013-2015. Every student on our campus participates in computer lab activities 1-2 times per week on a rotational basis. Some students may visit the lab more often depending on need. In addition to this, classroom teachers may check out I-Pads from the library to use during classroom instruction as well. To further enhance the Digital Learning environment at Hunters Glen, a "Technology Day" occurs during the fall semester where students are allowed to bring various technological devices to school. The purpose of this day is for the campus to embrace technology and show students how to use these everyday devices in an educational setting. In the next few years, we will continue on this path of including technology throughout the school week until it is ultimately used throughout the school day.

TLA-Technology Literacy results for the 2014-2015 school year indicates that the HGE 5th grade students scored 90.9% proficiency rates on the assessment. Our Digital Learning Specialist Mrs. Tracy Granger was instrumental in this success. Mrs. Granger with the aid of Mrs. Flakes-Data Specialist coordinated computer schedules that allowed for small group instruction in the computer lab at the end of the Spring semester.

- Provide more technology training based on campus needs performed by district staff
- More use of technology within classrooms during instruction
- Equal access for all students to the computer lab to enhance technical literacy
- Use and experiences with iPads, iTouches, and Nooks
- Atomic learning will be used more by staff members
- Purchase Apps for student I-Pads

Technology Strengths

- Consistent computer lab schedule
- DSL-Digital Learning Specialist performed lessons with students throughout the school year
- DSL and Data Specialist held technological literacy classes at the end of the Spring semester in preparation for the TLA-Technology Literacy Assessment
- Training for teachers on the effective use of the technology that is currently available on our campus- provided by DLS-Digital Learning Specialist
- More consistent use of SmartBoard technology in the classroom

- 10 iPads and 10 iTouches used on a regular basis
- Every classroom has an ELMO and a data projector to facilitate instruction
- Selected to be a Comparable School for the iAchieve program
- Consistent student use of technology such as iPADS, Nooks, and iTouches
- Apple training conducted by the district
- Technology was added to the school framework for instruction

Technology Needs

- Consistent use of technology was a challenge due to computer problems and no IT representatives being readily available to remedy these problems
- Continue the increased use of technology such as iPADS, Nooks, and iTouches
- A Photo printer for documenting student work
- Schedule to have computers serviced on a routine basis
- Monitoring of lesson plans to check for use of computer technology
- Purchase Apps to enhance student I-Pads
- Ongoing Professional Development to help with implementation of technology in the classroom

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- Federal Report Card Data
- Community and student engagement rating 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: FBISD will provide an educational system that will enable all students to reach their full potential.

Performance Objective 1: Hunters Glen will increase student achievement in Reading from 70% (Spring of 2015) to 80% by the Spring of 2016.

Summative Evaluation: As evaluated by STAAR results for grades 3-5.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Daily small group support for below level readers and weekly Running Records to analyze progress.		Individual Teacher of record/Reading Specialist	Increase in DRA2 scores				
	Funding Sources: 199 General Fund - \$0.00						
2) Reader's Workshop: Incorporate components of Daily 5 (Read to Self, Read to Someone, Word Works, and Writing)		Reading Specialist/ Individual Teacher of record	CFA data on reading comprehension				
	Funding Sources: 199 General Fund - \$0.00						
3) Guided Reading-Daily small group support for off-level readers and weekly Running Records to analyze progress. LLI Kits are used in addition to small group instruction for students in second and third grade that are reading below grade level.	1, 2, 3, 9	Administration Individual Teacher of record	Monitored progress as shown on Running Records and comprehension skills				
4) Graphic Organizers-Concept development and vocabulary attainment/Anchor Charts	1, 3	Individual Teacher of Record	Walk-through checklist will reveal the use of this strategy				
5) Fountas and Pinnell Genre Prompting Guide for fiction and nonfiction - Open ended questions and written response for enhanced reading comprehension	1, 3	Data Specialist, Reading Specialist, Individual Teacher of Record	CFA data comparing like objectives				
	Funding Sources: 199 General Fund						
6) 5th Grade Book Study Club will read various books throughout the year dealing with character development		Counselor	Accelerated Reader points and increase in reading comprehension				
7) Instructional Reading materials such as Paper and Post-it notes for independent practice opportunities, comprehension exercises, and special projects such as story maps	1, 2, 10	Individual Teacher of Record	Periodic tests of reading comprehension-CFAs and Benchmarks				
	Funding Sources: 211 Title I-A - \$620.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: FBISD will provide an educational system that will enable all students to reach their full potential.

Performance Objective 2: By End of Year, 70% of all students in grades K-2 will read at or above grade level standard as assessed by DRA2. Spring 2015 Proficiency by grade level: Kinder: 63%, 1st: 46%, and 2nd: 70%. Overall campus proficiency was 61%

Summative Evaluation: DRA2 assessments performed at Beginning of year for baseline, Middle of Year to track progress, and End of Year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Daily small group support for below level readers and weekly Running records to analyze progress. Using Guided Reading Materials provided by Title I	1, 3, 8, 9, 10	Individual Teacher of record	Increase in DRA2 scores				
Funding Sources: 211 Title I-A							
2) Reader's Workshop: Incorporate components of Daily 5 (Read to Self, Read to Someone, Word Works, and Writing)		Reading Specialist Individual Teacher of Record	CFA data on Reading comprehension				
3) Graphic Organizers-Concept development and vocabulary attainment/Anchor Charts	1, 3	Individual Teacher of Record	Walk-through checklist will reveal the use of this strategy				
4) Open ended questions and written response for enhanced reading comprehension	1, 3	Individual teacher of record	CFA data comparing like objectives				
5) HGE will provide an accelerated literacy program-Wise Owl Reading Camp-during the summer months to ensure that our students continue to progress towards our campus reading goals. (Paid for with 2014-2015 Title 1 funds) To be evaluated in Sept. 2015	1, 2, 3, 9, 10	Data Specialist- Mrs. Flakes	DRA II scores compared from EOY 2015 and on August 11th-end of summer program-Students shall all be on grade level.				
Funding Sources: 211 Title I-A - \$0.00							
6) Istation is a computer based reading intervention program that provides differentiated instruction based on student strengths and weaknesses	1, 2, 9	Reading Specialist, Data Specialist, Teacher of record, and administrators	Data the demonstrates mastery of objectives				
7) Reading Recovery is used in addition to small group instruction for first grade students that are at risk regarding their ability to learn how to read and write.	1, 2, 3, 9	Administration, Individual Teacher of Record	Running Records				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: FBISD will provide an educational system that will enable all students to reach their full potential.

Performance Objective 3: HGE will increase the percentage of students reaching Advanced Level III performance for Reading from 11% in Spring of 2015 to 15% in Spring of 2016.

Summative Evaluation: Evaluated by End of Year results for STAAR

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Teachers will use Bloom's taxonomy to ask higher-order thinking questions.		Reading Specialist, Data Specialist, and administrators	Walk-through checklist will reveal the use of this strategy				
2) Teachers will provide small group support to enrich reading instruction to students who are performing at or above grade level.	1, 3, 9	Reading Specialist/School administration	Anecdotal notes on small group logs, student work/lessons used from the advanced student lessons on PCG.				
3) Campus-wide initiative to further implement the AR (Accelerated Reader) program-materials and technology to ensure effective implementation. This is designed to encourage a love for reading and strengthened comprehension skills (Previously paid for in 2014-2015)	1, 2, 8, 10	Reading Specialist, All Teachers	BOY, MOY, EOY DRA2 scores-evidence of student growth				
	Funding Sources: 211 Title I-A						
4) Admin team will mentor 4-students each to encourage Advanced Level III performance from certain students. (Students identified based on AR reading program)		Assistant Principal	Increase in the number of student scoring Advanced on two or more STAAR tests (Index 4)				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: FBISD will provide an educational system that will enable all students to reach their full potential.

Performance Objective 4: Hunters Glen will increase student achievement in Mathematics from 59% (District calculation) to 70% or above as assessed by STAAR.

Summative Evaluation: As evaluated by STAAR results for grades 3-5.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Small group support for students struggling with math concepts 3 times per week.	2, 3, 9	Math Specialist, School Administration	CFA data				
Funding Sources: 211 Title I-A - \$34260.00							
2) Incorporate guided math model into math block (workstations, anchor charts, number talks, interactive notebooks, small groups)	1, 2, 9	Math Specialist, Data Specialist, School Administration	CFA data				
3) Use of Interactive Notebooks to reinforce mathematical vocabulary and concepts (Instructional Supplies)	1, 2, 3, 10	Individual Teacher of Record	Walk-through checklist will reveal the use of this strategy				
Funding Sources: 211 Title I-A - \$620.00							
4) Incorporate the four-step problem solving model into the math block-paper, post-it notes needed	1, 2	Individual teacher of record	Walk-through checklist will reveal the use of this strategy				
Funding Sources: 211 Title I-A - \$0.00							
5) Use of the Think Through Math strategy a minimum of 45 minutes per week	1, 2, 3, 8, 9	Individual teacher of record/Math Specialist	Report documenting mastery of objectives.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: FBISD will provide an educational system that will enable all students to reach their full potential.

Performance Objective 5: We will also increase our percentage of students reaching Advanced level III performance for Mathematics from 10% in Spring of 2014 to 15% in Spring of 2016. (No set standard was established for 2015-New TEKS)

Summative Evaluation: Evaluated by End of Year results for STAAR

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Incorporating four levels of questioning into mathematics lessons.	1, 2, 3, 9	Math Specialist/School administration	Walk-through checklist will reveal the use of this strategy				
2) Teachers will use Bloom's taxonomy to ask higher-order thinking questions.	1, 2, 3, 9	Math Specialist/School administration	Walk-through checklist will reveal the use of this strategy				
3) Teachers will provide small group support to enrich math instruction to students who are performing at or above grade level.	1, 2, 9	Math Specialist/School administration	Notations made on small group logs, student work/lessons used from the advanced student lessons on PCG.				
4) HGE will identify more GT students during the 2015-2016 school year	1, 8	Counselor: Poore	5% increase in the number of students listed as Gifted/Talented.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: FBISD will provide an educational system that will enable all students to reach their full potential.

Performance Objective 6: Hunters Glen will show a 5% decrease in the number of overweight students falling outside the normal BMI percent range. Comparative Data will be available by the fall of 2016.

Summative Evaluation: Fitness Gram Data Fall 2015 vs. Fall 2016.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Quarterly newsletter from the school will now include tips on healthy eating habits from the nurse and/or PE director		Parent Educator, PE Coach	Quarterly Articles published by the nurse and/ or PE coach				
2) Diabetes Walk-marathon walk designed to raise funds for diabetes awareness		PE-Coach Rhone					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: FBISD will provide an educational system that will enable all students to reach their full potential.

Performance Objective 7: Hunters Glen will regain 80% or above for student achievement in Science as assessed by STAAR. Spring 2014-81%, Spring 2015-38%.

Summative Evaluation: As evaluated by STAAR grade 5

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
State System Safeguard Strategies Critical Success Factors CSF 1 CSF 2 1) Part Time Science specialist will be hired during the 2015-2016 school year.	1, 3, 10	Principal: Wadley	Tracking of district assessment data and STAAR results				
Funding Sources: 211 Title I-A - \$7000.00							
Critical Success Factors CSF 1 CSF 4 CSF 7 2) 5th Grade team to be departmentalized to increase the number of investigations during the Science block.		Admin	Walk through data to observe the frequency and quality of science investigations				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: FBISD will recruit, develop and retain effective teachers and staff.

Performance Objective 1: Teachers to lead more professional development sessions.

Summative Evaluation: Sign-in sheets from professional development sessions.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Running Records training-on-going	1, 2, 4	Principal/Teacher assigned to carry out the training	Sign-in sheets indicating completion of professional development sessions and DRA2 levels indicating student growth				
2) Differentiated Instruction training (Lead by teachers-Bell, Watkins)	1, 2, 3, 4	Admin	As indicated on Lesson Plans and observed during walk-throughs				
3) National Literacy Conference: St. Louis		Mrs. Allen and Ms. Gas trainers/Administration	As indicated on Lesson Plans and observed during walk-throughs				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: FBISD will recruit, develop and retain effective teachers and staff.

Performance Objective 2: Hunters Glen will seek professional development opportunities to further develop our teachers, admin, specialists, and paras in an effort to support our academic goals as stated in the CIP.

Summative Evaluation: Observation of implementation as evidenced by walk through data provided by specialists and Administration.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) National Conference for Differentiated Instruction Professional Development	1, 2, 3, 4, 9, 10	Administration	Observations, Walk-throughs, guided Reading and Guided Math binders				
2) International Literacy Association-Reading Instruction Professional Development	1, 2, 9, 10	Administration	Observation, Walk-throughs, guided Reading binders				
3) Region IV Conference (The Breakthrough Coach)- How to work less, produce more, etc.-Administrator training	1, 2, 4	Principal/Secretary	HGE will be more efficient with time and productivity due to the skills and strategies presented at this conference				
Funding Sources: 211 Title I-A - \$575.00							
4) Consultant-Dr. Berky Hernandez/professional development regarding student engagement, discipline and campus morale	1, 2, 3, 4, 10	Administration/Specialists	Observations, Walk-throughs showing evidence of increased student engagement and skyward documentation of a 5%-10% decrease in student referrals				
Funding Sources: 211 Title I-A - \$3000.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: FBISD will recruit, develop and retain effective teachers and staff.

Performance Objective 3: Hunters Glen will provide individualized professional development for its teachers based on teacher need.

Summative Evaluation: Observation, PDAS, and walk through data by administration will serve as the evaluation tool.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Eduphoria (Aware) training for educators-Data driven instruction		Administration	As evident in small group logs/lesson plans				
2) PLCs-allowing for vertical planning and the sharing of instructional strategies by content area		Admin/Specialists	Observation of strategies used in the classroom				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: FBISD will provide a supportive climate and a safe learning /working environment.

Performance Objective 1: Throughout the 2015-2016 school year the crisis management team will implement 100% of the crisis management plan to ensure that students and staff have a safe environment.

Summative Evaluation: The crisis management plan will reflect a calendar of drills to be conducted to prepare for campus emergencies.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Counselor will perform the campaign "No Place for Hate" on our campus.	1, 2	Counselor	End of year data on bullying as provided by Asst. Principal and Student surveys indicating reduced incidents of perceived bullying.				
2) Campus will seek to obtain fencing around the perimeter of the school to enclose our playground area.	1	Principal	Obtain information from the FBISD Safe and Secure Schools Dept. on the status of this campus request.				
3) The campus will perform all required and recommended safety drills monthly		Assistant Principal	Monthly Monitoring Forms submitted to district level person				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: FBISD will provide a supportive climate and a safe learning /working environment.

Performance Objective 2: Throughout the 2015-2016 school year, the campus discipline committee will take measures to ensure that HGE is a safe environment in which to work and learn.

Summative Evaluation: Progress will be monitored by discipline reports entered into Skyward.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Consistent implementation of CHAMPS		Assistant Principal	Reduction in the number of referrals in Skyward				
2) Classroom DoJo will be used in many classrooms	1, 2, 4	Individual Teacher of Record	Observation of Classroom Management during Walk-Throughs				
3) School Store/Behavior Bucks to reward good behavior and work habits	1, 2	Assistant Principal	Less referrals to the office for Level 2 or higher infractions More students spending more money				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: FBISD will provide and promote leadership development at all levels.

Performance Objective 1: Hunters Glen will provide professional growth opportunities to its staff on a monthly basis. Teachers will be empowered to lead the professional development.

Summative Evaluation: The teachers will perform the tasks taught in the professional growth sessions throughout the school year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Provide opportunities for staff to train colleagues on instructional strategies	1, 3, 4, 5, 8	Principal/District prof. dev. support	Lesson plans indicating implementation of taught strategies				
2) PLCs will allow teachers time to collaborate and train one another	1, 3, 4, 5, 8	All Specialists	Lesson plans, PLC meeting minutes				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: FBISD will provide and promote leadership development at all levels.

Performance Objective 2: Hunters Glen will promote leadership camps and activities for its students.

Summative Evaluation: Leadership development plan will be documented by student participation in various extracurricular activities and leadership camps provided at the school as well as off campus.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Leadership camp for 5th grade students transitioning to middle school	1, 7	Campus Social Worker	Student participation in Leadership camp				
2) Gents, Drill team, and Safety Patrol, etc.	1, 2, 10	Mrs. Grayson-Club sponsor	Student participation rates				
3) Student Council		Counselor	Student participation rates				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: FBISD will be a collaborative, efficient, and effective learning community.

Performance Objective 1: PLCs will be held on a bi-weekly basis with the intent to provide time for teachers to collaborate concerning instructional strategies for the betterment of student achievement.

Summative Evaluation: Walk-through data, observational data, as well as quantitative data throughout the school year to assess whether the instructional strategies discussed in the PLCs are being implemented and are effective.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Specialists and Teachers will discuss research-based instructional strategies	1, 2, 3, 4, 7, 8, 9	Data Specialist/Title 1	Guided Reading/Guided Math Binders showing evidence that instructional strategies were implemented; minutes from PLCs				
2) Specialists will meet with each grade level for planning purposes on a bi-weekly basis during PLCs	2, 3, 7, 8, 9	Reading/Math Specialists	Lesson plans turned in on a weekly basis will show evidence of collaboration both vertically and across the curriculum				
Funding Sources: 211 Title I-A							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: FBISD will be a collaborative, efficient, and effective learning community.

Performance Objective 2: Our campus will provide tutorial services to students on an ongoing basis.

Summative Evaluation: Quantitative analysis on the effectiveness of the interventions provided will be performed once per semester.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Coordinate an after school tutorials program based on student data and performance	1, 2, 3, 9, 10	Data Specialist/Title 1	Data Analysis from the Data Specialist which may include student progress reports, report card data, District and/or State assessments and observational notes from the teacher				
				Funding Sources: 211 Title I-A - \$10000.00, 211 Title I-A - \$76638.00			
2) Identify students in need of RTI assistance	1, 2, 3, 8, 9	Data Specialist/CCC	RTI folders indicating effective implementation of the agreed upon interventions				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: FBISD will be a collaborative, efficient, and effective learning community.

Performance Objective 3: Our campus will provide Intervention services to students on an ongoing basis.

Summative Evaluation: Quantitative analysis on the effectiveness of the interventions provided will be performed once per semester.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Coordinate a pull-out program for students in need of intervention.	1, 2, 3, 9, 10	Data Specialist/Title I	Data Analysis from the Data Specialist which may include student progress reports, report card data, District and/or State assessments and observational notes from the teacher				
Funding Sources: 211 Title I-A							
2) Identify students in need of RtI assistance		Data Specialist/Campus Compliance Coordinator	RtI folders, Guided Reading/Math Binders indicating effective implementation of the agreed upon interventions				
3) RtI pilot school-(SMI) to be used as a Universal Screener for for math RtI		Math Specialist/Data Specialist	Evidence that students are placed into Tiers based on performance of this diagnostic tool				
4) RtI pilot school-DRA2 to be used as a Universal Screener for reading RtI		Reading Specialist/Data Specialist	Evidence that students are placed into Tiers based on performance of the diagnostic tool				
5) Do the Math Kit will be used for Tier III Math RtI intervention		Math Specialist/Data Specialist	Students transitioning out of Tier III and Tier II back into Tier I				
6) LLI Kits to be used for Tier III Reading RtI intervention		Reading Specialist	Students transitioning out of Tier III and Tier II back into Tier I instruction				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: FBISD will be a collaborative, efficient, and effective learning community.

Performance Objective 4: For the 2015-2016 academic year, there will be a 10% increase in parental involvement over the previous year 2014-2015

Summative Evaluation: Progress will be measured by Monthly Reading Logs, Parent contact logs, event attendance, volunteerism information, etc.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Homework and practice with Parent-gives students the opportunity to extend their learning outside of the classroom and allows parents to stay involved	1, 2, 6	Parent Educator	Attendance at various schoolwide events and Volunteerism logs				
Funding Sources: 211 Title I-A - \$22183.00							
2) Provide reading logs to students and parents to promote FRED-Families Reading Every Day	1, 6, 7	Parent Educator	Increase in return of reading logs				
3) Student/Parent attendance at Reading, Math, and other extracurricular programs	1, 6	Data Specialist	Attendance Rates				
4) Providing recognition and incentives to both Parents and Students for their attendance and participation	2, 6	Parent Educator	Campus Counts. Evidence of incentives will be documented				
5) Quarterly Newsletter provided to parents	1, 6	Parent Educator	Documentation of Newsletters				
6) PTO to be added for the 2015-2016 school year.		Principal/Parent Educator	Documentation that a PTO has been established on the HGE campus				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: FBISD will be a collaborative, efficient, and effective learning community.

Performance Objective 5: Hunters Glen will actively seek community partners to enhance the educational value for our students.

Summative Evaluation: Evidence of letters sent to various companies to acquire and maintain grants and scholarships.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Oct	Jan	Mar	June
1) Coordinate Girls/Boys Scouts on campus	1, 2, 10	Counselor	Schedule of Boy/Girls scout activities on campus	✓	✓	✓	✓
2) Marshall PALS to visit students	1, 2, 7	Counselor	A positive shift in behavior for those students that have a Marshall PAL. PALS shall aid in the instructional program through Peer tutoring (see RtI pilot)	✓	✓	✓	✓
3) 5th grade students will participate in the Kids & Cops program for 10 weeks	2, 7, 10	Counselor	Decrease in referrals to the office	○	○		
4) 4th & 5th graders will participate in the "Now That You're 10" Program	2, 10	Counselor	Decrease in referrals to the office for Level 2 or higher infractions	○	○		
5) Home-School Connection newsletter-Quarterly		Counselor	A positive shift in behavior for students	○	✗	✗	✗
Funding Sources: 199 General Fund							
6) Fiesta to participate in Reading Across the Globe-provide sample food baskets for classrooms	1, 2	Data Specialist/PE	Food Baskets brought to campus and documentation in World's Record book for participation	✓	✓	✓	✓
							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	7	1	Part Time Science specialist will be hired during the 2015-2016 school year.

State Compensatory

Budget for Hunters Glen Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6119.DX.122.2016.30.122.2016	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$62,100.24
199.11.6119.M8.122.2016.30.122.2016	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$28,550.16
199.11.6119.RR.122.2016.30.122.2016	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$60,227.52
199.11.6141.00.122.2016.30.122.2016	6141 Social Security/Medicare	\$706.05
199.11.6141.M8.122.2016.30.122.2016	6141 Social Security/Medicare	\$388.13
199.11.6141.RR.122.2016.30.122.2016	6141 Social Security/Medicare	\$779.40
199.11.6142.00.122.2016.30.122.2016	6142 Group Health and Life Insurance	\$5,316.96
199.11.6142.M8.122.2016.30.122.2016	6142 Group Health and Life Insurance	\$7.26
199.11.6142.RR.122.2016.30.122.2016	6142 Group Health and Life Insurance	\$5,023.92
199.11.6143.00.122.2016.30.122.2016	6143 Workers' Compensation	\$74.62
199.11.6143.M8.122.2016.30.122.2016	6143 Workers' Compensation	\$33.32
199.11.6143.RR.122.2016.30.122.2016	6143 Workers' Compensation	\$70.14
199.11.6146.00.122.2016.30.122.2016	6146 Teacher Retirement/TRS Care	\$409.92
199.11.6146.M8.122.2016.30.122.2016	6146 Teacher Retirement/TRS Care	\$183.40
199.11.6146.RR.122.2016.30.122.2016	6146 Teacher Retirement/TRS Care	\$386.40
6100 Subtotal:		\$164,257.44
6200 Professional and Contracted Services		
199.11.6299.09.122.2016.30.122.2016	6299 Miscellaneous Contracted Services	\$1,000.00
199.11.6299.KA.122.2016.30.122.2016	6299 Miscellaneous Contracted Services	\$29.00
199.11.6299.R8.122.2016.30.122.2016	6299 Miscellaneous Contracted Services	\$29.00
199.11.6299.00.122.2016.30.122.2016	6299 Miscellaneous Contracted Services	\$116.00

		6200 Subtotal:	\$1,174.00
6300 Supplies and Services			
199.11.6329.03.122.2016.30.122.2016	6329 Reading Materials		\$1,550.00
199.11.6395.00.122.2016.30.122.2016	6395 Supplies, DP Operations - Locally Defined		\$1,475.00
199.11.6395.KA.122.2016.30.122.2016	6395 Supplies, DP Operations - Locally Defined		\$225.00
199.11.6395.R8.122.2016.30.122.2016	6395 Supplies, DP Operations - Locally Defined		\$500.00
199.11.6396.00.122.2016.30.122.2016	6396 Supplies and Materials - Locally Defined		\$500.00
199.11.6399.00.122.2016.30.122.2016	6399 General Supplies		\$11,440.00
199.11.6399.02.122.2016.30.122.2016	6399 General Supplies		\$500.00
199.11.6399.09.122.2016.30.122.2016	6399 General Supplies		\$4,100.00
199.11.6399.15.122.2016.30.122.2016	6399 General Supplies		\$200.00
199.11.6399.48.122.2016.30.122.2016	6399 General Supplies		\$500.00
199.11.6399.KA.122.2016.30.122.2016	6399 General Supplies		\$100.00
199.11.6399.M8.122.2016.30.122.2016	6399 General Supplies		\$600.00
199.11.6399.R8.122.2016.30.122.2016	6399 General Supplies		\$100.00
199.11.6399.RR.122.2016.30.122.2016	6399 General Supplies		\$400.00
		6300 Subtotal:	\$22,190.00
6400 Other Operating Costs			
199.11.6412.FT.122.2016.30.122.2016	6412 Student Travel		\$4,800.00
199.11.6494.FT.122.2016.30.122.2016	6494 Reclassified Transportation Expenses		\$5,000.00
199.11.6499.00.122.2016.30.122.2016	6499 Miscellaneous Operating Costs		\$900.00
199.11.6499.M8.122.2016.30.122.2016	6499 Miscellaneous Operating Costs		\$200.00
199.11.6499.R8.122.2016.30.122.2016	6499 Miscellaneous Operating Costs		\$500.00
		6400 Subtotal:	\$11,400.00

Title I

Schoolwide Program Plan

As of the 2015 school year, our campus had a calculated total of 76.5% of its students qualifying as Economically Disadvantaged. As such, we qualify to have a Schoolwide Title I program under the No Child Left Behind Act of 2001. Under this Act, Hunters Glen receives a financial supplement from the federal government to address the needs of our student population. Our primary goal is to ensure that students classified as low-performing are able to overcome academic deficits through the interventions provided by these funds. Our Title 1 program serves to accelerate the educational program that is currently in place, by heavy use of research-based strategies aimed at schoolwide reform for student achievement. These funds also help to provide Highly Qualified Educators and equips them with the necessary professional development to ensure that the aforementioned instructional strategies are effectively implemented. In addition, parental involvement is a heavy focus for schools that have a School-wide Title 1 program and Hunters Glen is no exception. Our campus mission reiterates the importance of parental involvement for the effective education of every child. Involving all stakeholders in the decision-making processes of the campus is a necessity within this program to ensure that it is an school-wide success.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The comprehensive needs assessment is the centerpiece of the planning process and is the driving force most impacting the district and campus improvement plans. The results of the needs assessments help to determine our path to developing instructional practices.

Using internal and external data assists the planning team in developing its vision of the future in a systematic effort to acquire an accurate, thorough picture of a school district. The comprehensive needs assessment should identify the educational strengths and areas in need of improvement by examining student performance, staff and curriculum objectives, parent and community involvement, and campus facilities.

The planning process begins with the required comprehensive needs assessment. [Section 1114(b)(2)(B) of Title I of the Elementary and Secondary Education Act (ESEA)]. The needs assessment is critical to developing a schoolwide program, as it reveals the priority areas on which the program will focus.

Please refer to the Needs Assessment Summary section of this document for an overview of data used to identify the priority needs on this campus. Additional data is also attached in the addendum section.

2: Schoolwide Reform Strategies

Schoolwide reform strategies must provide opportunities for all children to meet the state's proficient or advanced levels of student performance. In an effort to ensure that we meet this mandate, Hunters Glen uses a variety of data, both qualitative (observational) and quantitative (i.e. testing data), to identify needs and assess our performance. We utilize documents such as parent surveys, staff climate and culture surveys, various student surveys coupled with assessment instruments such as DRA2, MSI, CFAs and STAAR.

All of this information allows campus leaders to key in on student weaknesses and respond by devising a plan for remediation. More information on how Hunters Glen has met this mandated component can be found within the 5 District goals as set by FBISD.

3: Instruction by highly qualified professional teachers

Instruction by highly qualified teachers must be provided to all students for any campus that has a schoolwide Title 1 program. High poverty, low-performing schools are sometimes staffed with disproportionately high numbers of teachers who are not highly qualified. At Hunters Glen we strive to ensure that 100% of our teachers are classified as highly qualified for the grade level and subject area in which they teach.

For more information on this how this Title 1 component was met, reference the performance objectives embedded within Goal 4.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Effective schoolwide programs intentionally target professional development strategies to ensure that teaching staff, as well as others who support learning, are prepared to address the needs of all learners. Based on the Campus Goals derived from our Campus Needs Assessment, Hunters Glen provides on-going professional development to our staff that is dedicated to equipping our teachers with the tools to help our students achieve at high levels.

See Goal 1, Performance Objectives 1-5 for specific strategies addressing this component.

5: Strategies to attract highly qualified teachers

While recruiting and retaining highly qualified teachers is an issue for all schools, it is a central priority and constant concern for districts with high-poverty populations and low-performing schools. The No child Left Behind Act of 2001 helped these schools to address this problem through Title 1 funds. Many times, staffing schools of high poverty can be very difficult but once we get our educators to commit to our campus we must provide a reason for them to stay for years to come. Educator turnover rates in some inner-city schools on a yearly basis is roughly 15%-18%. Hunters Glen has done an excellent job of reducing the turnover rate when compared to other high-poverty schools. Of the 43 teachers and paras on our campus at the end of 2014, only 3 of which did not return for the 2014-2015 school year. Two of these teachers retired and we lost one 20 year veteran to another local school district. Therefore, our teacher retention rate for the school year in 2013-2014 was at 98%. At the beginning of the 2015-2016 school year retention rates were similar. Certain programs were deleted from the campus per district mandate. These teachers were relocated to other campuses. Only 1 teacher elected to leave the campus prior to the start of the school year. This teacher worked at Hunters Glen for more than 20 years and has chosen to retire. Therefore the teacher retention rate for Hunters Glen for the 2015-2016 school year was 100%.

For information on the strategies used to retain Highly Qualified Teachers see goal

6: Strategies to increase parental involvement

Parental involvement ensures that our parents are involved in regular, two-way, and meaningful communication involving student academic learning and school activities with school officials. One of the many ways that Hunters Glen fulfills this mandate is the implementation of the Home-School Compact sent home at the beginning of the school year. In this document, students, parents, teachers, and students enter into a contract whereby roles are defined and expectations for the school year are set. Our VIPS coordinator and Parent Center Educator are supportive in campus efforts to increase parental involvement. This year we are planning to also work closely with our social worker in efforts to develop some parenting classes that will help to motivate parents to come out and participate in our parent activities. Other strategies used by our campus are revealed in the in section for Goal 2 Performance Objective 1.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Research has shown that efforts to assist children in their transition from home to school are important to the life-long educational achievement of children. Typically, preparing children to transition into public schools takes two approaches: 1) supporting parents in their efforts to engage young children in learning experiences in the home, and 2) aligning pre-school programs, whether school-based or not, to elementary schools' curriculum and pedagogy. In addition to providing a smooth transition of pre-school children into the elementary school environment, Hunters Glen provides programs such as TOMS (Transitions Over to Middle School) that helps students to transition from elementary into Middle School which for many students and parents can be a very stressful transition.

For more information as to how our campus provides a smooth transition for our students and parents, see FBISD Goal 4, Performance Objective 2.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Effective schools incorporate a data-driven instructional process that relies on standardized or statewide testing as well as classroom and informal assessment tools and provide staff with professional development to assist them in using and generating a variety of data forms. Here at Hunters Glen, we conduct bi-weekly PLCs (Professional Learning Communities) which allows us to provide timely professional development to our teachers in response to student data.

For more information as to how this Title 1 component is satisfied, see our Campus Needs Assessment as well as FBISD Goal 1, all academic performance objectives as well as Goal 5 Performance Objective 1.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

A Title 1 schoolwide plan must include activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement levels shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. Hunters Glen ensure that all of its students meet

expected levels of proficiency through timely data-analysis and response to student deficits. These items are accomplished through bi-weekly PLCs, professional growth opportunities, tutorials and intervention programs as well as RtI implementation during the school day.

FBISD Goal 1, Performance Objectives 1-5, and FBISD Goal 5, Performance Objectives 1 and 2 details how Hunters Glen will meet this Title 1 component.

10: Coordination and integration of federal, state and local services and programs

Effective schools coordinate and integrate programs and services by drawing on a wide range of resources such as funding, human, organizational, and facility, etc. Research shows the importance of monitoring the impact of this component to ensure that all students receive a quality education, becoming academically proficient and reaching advanced levels of achievement.

Hunters Glen aims to ensure that all of our students are receiving the supplemental services necessary to be successful. As such we employ programs such as after school tutorials, reading and/or math interventionists, and with any extra funds we hope to include a summer bridge program to prevent the summer backslide for our students.

For a detailed explanation of how our supplemental funds are integrated into the educational program to aid student achievement, see FBISD Goal 5, Performance Objective 2.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	Science Specialist	Special Programs	.5
Charisse Chambers-Smiley	Math Specialist	Dept. of Mathematics	.5
Meera Chakraborty	Parent Educator	Special Programs	.5
Nicole Flakes	Data Specialist/Title 1	Special Programs	1.0

2015-2016 Campus Based Leadership Team

Committee Role	Name	Position
Administrator	Cleo Wadley	Principal
Administrator	Angelyn Harmon-Hogan	Assistant Principal
Business Representative	Arturo Lerma	Manager-Fiesta
Classroom Teacher	Allison Bell	Fifth Grade
Classroom Teacher	Isha Gangopadaya	First Grade
Classroom Teacher	Ashley Hogan	Kinder
Classroom Teacher	Ann Setterberg	Enrichment
Classroom Teacher	Shavonda Watkins	Third Grade
Classroom Teacher	Barbara Williams	Fourth Grade
Classroom Teacher	Angie Word	Second Grade
District-level Professional	Melissa Hubbard	HR- Coordinator of Teacher Dev.
Non-classroom Professional	Nicole Denton Flakes	Data Specialist/Title 1
Parent	Cassandra D. King	Parent

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Ongoing professional development on DRA protocols		\$0.00
1	1	2			\$0.00
1	1	5			\$0.00
5	5	5	Print Shop		\$0.00
Sub-Total					\$0.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Reading Materials Paper,post it notes		\$620.00
1	2	1			\$0.00
1	2	5	Teacher salaries		\$0.00
1	3	3			\$0.00
1	4	1	Math Specialist		\$34,260.00
1	4	3	Instructional Supplies- paper pencils, etc		\$620.00
1	4	4	Paper-amount was specified as part of a reading strategy		\$0.00
1	7	1	Science Specialist		\$7,000.00
2	2	3	Professional Development		\$575.00
2	2	4			\$3,000.00
5	1	2	Math Specialist		\$0.00
5	2	1	Tutorial Teachers		\$10,000.00
5	2	1	Data Specialist/Title 1		\$76,638.00
5	3	1			\$0.00
5	4	1	Parent Educator		\$22,183.00
Sub-Total					\$154,896.00
Grand Total					\$154,896.00