

Waller Independent School District

Holleman Elementary

2019-2020



Mission Statement

The district believes that all students can be successful learners and graduate with skills that will allow them to compete in the twenty- first century workplace. It is therefore the intent of the district to serve all students regardless of their ability, environment, or national origin. Student will be provided opportunities to develop intellectually, physically, and socially through a quality system of teaching and learning. Through these opportunities, students will become responsible and productive members of a constantly changing society and world.

Vision

Holleman Elementary will develop a differentiated learning environment that meets the needs of all students academically, physically and socially to prepare for future generations through technology and innovation.

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Comprehensive Needs Assessment

Needs Assessment Overview

The Holleman Elementary School needs assessment process is described below. The schools comprehensive needs assessment committee met and formed subcommittees to evaluate the previous year's data. The subcommittees were: Demographics, Student Achievement, School Culture and Climate, Staff Quality/Professional Development, Curriculum Instruction and Assessment, Family and Community Involvement, School Context and Organization, and Technology. The committees evaluated program evaluations, survey results, and the following data: 18-19 enrollment data on snapshot, campus at-risk indicators and numbers on campus, Holleman STAAR performance data table, 2019 Campus Report Card, 2019 TELPAS results, 2018-2019 retention information, T-TESS rubric, curriculum, scope and sequence, end of unit assessments/benchmark assessments, universal screeners, discipline data from 17-18 and 18-19, campus compacts, and campus technology inventory. Documentation of the process includes meeting minutes, agenda, sign-in sheets, subcommittee folders with data reviewed and findings (completed worksheets from the Region 20 CNA tool), and the Holleman Comprehensive Needs Assessment Summary.

Demographics

Demographics Summary

Demographics:

The student population of Holleman Elementary School is: 9.6% African American, 29.6% White, .009% Asian, 57.2% Hispanic, .0013% Native American, .03% Two or More Races, 0% Pacific Islander, 49.7 % Male, 50.3% Female, 73% Low socioeconomic status.

Holleman is proud that 100% of the instructional staff is highly qualified (teachers and instructional aides)- 4.6% African American, 52.3% White, 1% Asian, 36% Hispanic, 0% Native American, 0% Two or More Races, 0% Pacific Islander, 3.4 % Male, 96.5% Female.

The average daily attendance rate for students is 96.8%. The average daily attendance rate for teachers in 2018 - 2019 was 96.5%. The percent of students with disciplinary placement is 9%.

Special Programs:

Our School-wide Title I program consists of parent involvement activities, computer based intervention programs, reading and/or math campus based interventionists, campus academic tutors for core subject areas, summer programming for identified students, and professional development.

Our State Compensatory Education program (SCE) consists of additional Academic Tutors, instructional aides to assist at-risk students, home bound instruction, and summer programming for identified students.

Our Title II program consists of subject area curriculum coordinators that provide embedded professional development for our staff, assistance with teacher certification exams to meet the requirements of NCLB Highly qualified, supplemental materials to assist the HR department in recruiting highly qualified employees, and professional development outside the district, as well as consultants hired within the district to provide professional development.

Our Title III program consists of computer based intervention programs, bilingual campus academic tutors for core subject areas, bilingual LEP campus based interventionists, Sheltered Instruction and ESL Certification training's, summer programming for identified students, and parent involvement activities.

Our Special Education program is directed by a series of laws, all of which stem from the federal statute, the Individuals with Disabilities Education Act (IDEA). Now, compliance with federal law in the provision of services to students with disabilities is mandated and

enforced through funding. Funds to support the excess costs of special education are generated through block grants to the states, who then disburse these monies to local education agencies (LEAs). These funds are used for such things as: Salaries for support and related service staff, to purchase specially designed materials for instructional purposes, to provide training to campuses and support staff, to purchase special supplies and materials for students who are served in special education. Federal funds must be used to supplement and not supplant state and local special education funds.

Within special programs in Holleman Elementary School, we serve a number of students. The number of students served are: 345 Limited English Proficient, 44 students in the 504 Program, 27 students in the Gifted and Talented Program, and 60 students in the Special Education Program.

Demographics Strengths

Holleman Elementary has many strengths. Some of the most notable demographics strengths include:

- Diverse Teachers / Diverse Students
- Parents and Students want to be at Holleman
- LEP Services
- Families are moving to the area for our schools. Our families value education, we have many supportive parents and students who are committed to success

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our white population and our meet and masters scores should be higher. **Root Cause:** We have been focusing on intervention and raising our pass rate for certain sub groups. This allowed other less focus on other groups.

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in three domains. For the 2018-2019 school, year. **Holleman Elementary** met all three domains:

- Domain I - Student Achievement. Holleman Elementary Score: 73; Met Standard
- Domain II - Student Progress. Holleman Elementary Score: 75; Met Standard
- Domain III - Closing performance Gaps. Holleman Elementary Score: 77; Met Standard

Our over all score was a C, leaving much more work to be done. On the 2019 STAAR, the following scores for all grades show the percentage at Approaches, Meets and Masters

- All Subject -
- Reading Campus - 73% Approaches; 39% Meets; 20% Masters
- Math Campus - 82% Approaches; 48% Meets; 25% Masters
- Writing Campus - 57% Approaches; 25% Meets, 10% Masters
- Science Campus - 72% Approaches; 44% Meets; 25% Masters

Intervention strategies will be implemented to accelerate learning and close this gap.

While the campus is showing overall growth, the amount of growth among student groups is not equal. One focus for the campus is the variance between the highest and lowest scores among student groups. Note the highest and lowest 2018 STAAR scores listed below:

- Campus Reading: Whites - 82% Approaches, 50% Meets, 31% Masters
- Hispanics - 67% Approaches, 34% Meets, 14% Masters
- Campus Math: Whites - 95% Approaches, 64% Meets, 32% Masters
- Hispanics - 76% Approaches, 37% Meets, 20% Masters
- 4th Writing: Whites - 64% Approaches, 30% Meets, 9% Masters
- Hispanics - 52% Approaches, 20% Meets, 13% Masters
- 5th Science; Whites - 96% Approaches, 79% Meets, 39% Masters
- Hispanics - 61% Approaches, 32% Meets, 20% Masters
-

When looking at this variance, it is important to remember that the student groups vary in size. To address the variance, the campus has

analyzed scores for each individual student and by each standard. As earlier, individual students will be targeted for intervention and acceleration. Teachers also study the goal of the campus is to close the gaps between all student groups with a special emphasis on the Special Education student group.

Holleman Elementary had a score of 77 in Closing The Gap for 2018 - 2019 school year.

Student Achievement Strengths

Holleman Elementary has a population of hard-working, high achieving students. The campus is proud of many different student achievement strengths including:

- Our African American achievement increased from 2018-2019
- Our Hispanic population's achievement in Reading has increased for 3 years in a row.
- Our White population's achievement grew in math from 2018-2019.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: We need to determine ways to refine and focus our Tier I practices to grow all students. **Root Cause:** Over the past 3 years, teachers have learned new TEKS and new curriculum.

Problem Statement 2: We need to develop data driven, research based responses to address the needs of all students during Bulldog University. **Root Cause:** Last year, our interventionist tried servicing large case loads and teachers needed assistance planning intervention for their students.

Problem Statement 3: Teachers need a comprehensive curriculum and more training to implement effective reading strategies. **Root Cause:** Inconsistencies in our curricular training and lack of training in key areas.

School Culture and Climate

School Culture and Climate Summary

One of the core beliefs of Holleman Elementary School is to provide an engaging learning environment for all learners. Our motto is, "A Great Place to Learn." Quality of work is expected for all involved stakeholders on our campus. Decisions are data driven, to provide our staff the appropriate resources needed to perform their jobs. Teachers would like to have more say in campus wide decisions, and we need to look at a survey for our stakeholders.

School Culture and Climate Strengths

Holleman Elementary celebrates these strengths:

- Front Office is good at screening parents.
- Staff and students feel safe.
- Staff members have a clear understanding about their jobs.
- Administration treats staff with respect.
- Safety is number one for all.
- All doors have locks.
- Students have opportunities to attend tutoring, clubs, and enrichment activities.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: With the increase in walkers there is a need for a better system for walkers at dismissal. **Root Cause:** Students walk across the street to get into cars. The staff has no way to monitor they are going home safely.

Problem Statement 2: A concerted effort needs to be made to promote positive aspects at Holleman Elementary. **Root Cause:** Parents tend to focus on negative social media.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All staff members at Holleman Elementary School met the federal and state highly qualified requirements resulting in students being surrounded by staff that hold high expectations for learning. The campus is 100% Highly Qualified, and are provided opportunities to participate in professional development. Professional development will be based on the identified needs in this improvement plan, and may be provided by teacher leaders, campus instructional facilitators, district coordinators, and a few outside professional developments.

Staff Quality, Recruitment, and Retention Strengths

Holleman teachers identified the following strengths:

- Holleman has a high retention rate.
- 100% of the staff and paraprofessionals are Highly Qualified and participate in professional development throughout the year.
- Each grade level team is staffed with appropriate Bilingual, ESL, and GT teachers on each team.
- Holleman teachers are included in the interview process and recruiting teachers.
- Our staff attendance is one of the highest in the district.
- New staff report that we have welcoming and supportive staff.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: New teachers need a way to communicate their concerns and needs so they feel heard. **Root Cause:** Communication with new staff tends to be limited as the year advances.

Problem Statement 2: Provide new teachers with a grade level survival kit / guide book with information for specific grade level. **Root Cause:** Mentor teachers report that we are forgetting to tell new teachers about little details that affect daily routines.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Curriculum, Instruction and Assessment focus at Holleman Elementary is guided by the TEKS Resource System, Scope and Sequence, and the results of campus based assessments. The TEKS are addressed through critical thinking and problem solving, communication skills, creativity, collaboration, and information through media literacy skills and Universal Screeners.

Assessment plays a major role in decision making and take on many different forms at Holleman Elementary. Authentic assessments allow students to demonstrate their learning through performance, products and presentations. Campus level disaggregation depends on plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Kindergarten through fifth grade focus upon Universal Screeners, Fountas and Pinnell Assessment, End of Unit assessments, and benchmarks assessments, Istation, DreamBox, and STAAR in grade 3-5. Special courses and programs such as physical education, music, special education, dyslexia and English language instruction use the same standard of assessment as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for English language students. Data is plotted vertically and horizontally to fine-tune instructional need.

Weekly grade level PLCs are held with the principal and instructional facilitator. These grade level and special education learning communities target lesson planning, data review, strategic planning, and professional learning. Paraprofessionals are included in all staff development days. Grade levels have a daily common planning time. Teachers also meet with their Reading or Math coach weekly to help with lesson planning and implementing new curriculum.

Student progress is monitored as prescribed by the intervention. The RTI committee meetings are held during data meetings. The data from campus assessments are used to identify students that are performing below standard. This year our focus is not only to grow our struggling students, but to grow ALL students. Therefore, planning time is strategically set aside to address the growth of each group of students.

All decisions regarding professional development, programs and practices are based upon the needs identified in this improvement plan.

Curriculum, Instruction, and Assessment Strengths

Holleman Elementary has identified the following strengths:

- The ability to interpret and use common assessment data to drive instructional decisions.
- Reading / Math coaches plan with teams weekly.
- Curriculum is aligned to current TEKS.
- Readers and Writers workshop has provided clear direction and many resources for teaching.
- Class sizes are below 22 to 1.
- Upper grade students are showing more success working and testing on-line.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Third grade students struggle to adjust to working on-line for testing. **Root Cause:** Second grade and younger students are not utilizing on-line programs to read to students as frequently as needed.

Problem Statement 2: We need to find more challenging online reading programs for our meets and masters students. **Root Cause:** Most of our computer programs have been purchased for intervention.

Problem Statement 3: We need a math program that is more aligned to our curriculum and helps students at all levels (struggling and advanced). **Root Cause:** Dreambox is intended for intervention, not advancement.

Problem Statement 4: To better serve our students we need a separate interventionist for the lower grades than the upper grades. **Root Cause:** We have a high number of students in the primary grades needing early intervention as reflective of the dyslexia pre-screeners and universal screeners in Reading and Math.

Parent and Community Engagement

Parent and Community Engagement Summary

Holleman Elementary works very hard at creating a family-friendly school environment. We strive to provide a responsive climate for parents and to widely communicate ways for parents to partner with us in educating their children. Because of the diversity of our campus and high mobility rate, we begin in early July updating the website for the new school year, including as many dates as possible for parents to plan ahead. The campus provides translations on all printed materials distributed from school. We also provide interpreters for school events. We take pride in the fact that parents report our office staff is parent friendly and helpful.

Parent and Community Engagement Strengths

Holleman Elementary works hard to maintain these strengths:

- All classroom teachers communicate with parents using Remind.
- We have a very active PTO Board and members.
- District offers ESL classes and hosts a Parent Summit each year.
- Parents and students enjoy our evening events such as SMART night, Book Fair, PE Night, and the Fall Festival.
- A monthly calendar will go home with students.
- A make and take will be offered to our Pre-K bilingual parents.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Bring in more program for parents like Parenting Classes, Muffins with Mom, Donuts with Grown Ups, and The Watch Dog Dad Program to help build relationships in our community. **Root Cause:** All of our current parent events are in the evening.

Problem Statement 2: Last year, some of our evening events did not bring in as many people as we expected. **Root Cause:** Lack of attendance could be due to lack of advertisement and planning ways to engage parents.

School Context and Organization

School Context and Organization Summary

Parents, teachers and students at Holleman Elementary School take pride in their school and the school's reputation of success. The perception of Holleman Elementary School among all is that it is safe and has a positive environment with a focus on strong academic excellence. There is a high standard for best instructional practices as well as building social character. Our commitment is to keep students at the center of all actions and decisions. When our students do not learn, we make adjustments with all levels of instruction. We work hard to ensure that the instructional time is protected. We strive for consistent communication between all stakeholders involved with our students success.

School Context and Organization Strengths

Holleman Elementary is proud of the following strengths:

- Teachers are aware of a strong sense of urgency for best instructional practices, and interventions as needed for all students.
- RTI is being utilized successfully with students being referred to the appropriate special population.
- Teachers accommodate special populations through accommodations and individualized plans.
- A master schedule and calendar maximize the amount of time spent on instruction to ensure we optimize learning potential.
- Safety drills are performed frequently and efficiently.
- DATA is easily accessible in AWARE and discussed as a team on a weekly basis.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Last year we implemented 4th and 5th grade bilingual new comers program. These students need support to adjust to a new language and culture. **Root Cause:** Schools and social norms in the United States are different from Spanish dominate countries. Students are struggling to adjust.

Problem Statement 2: Provide more professional development for paraprofessionals to help them access the curriculum. **Root Cause:** The majority of our paras are new to their position and the curriculum has changes in Math and ELAR over the past 3 years.

Problem Statement 3: In order for our students to be successful in the UIL events we need more coaches for grades 2 - 5. **Root Cause:** A lack of

volunteers weakens our focus on preparing for UIL events.

Technology

Technology Summary

Every classroom has one smart board, a laptop, a document camera, and a mini PC. Wireless access points have been installed throughout our building. Each year staff work with administration to ensure equipment is up to date and teachers have training. This allows teachers to use technology to enhance their delivery of instruction to students.

Technology Strengths

Holleman Elementary has identified these strengths:

- Chromebook access is 1-to-1 for 2nd through 5th graders.
- All PK through 1st grade has access to ipads throughout the day.
- Internet access available for all devices.
- Implementing a STEM lab as part of specials to increase technology use and creativity.

Problem Statements Identifying Technology Needs

Problem Statement 1: Our intervention teachers are needing Smartboards to enhance their teaching. **Root Cause:** Two years ago, intervention was in a classroom and used this technology. Last year they moved to the library due to growth.

Problem Statement 2: We need to invest in more headsets with microphones for on-line testing. **Root Cause:** The cause is an increase in students qualifying for oral administration and using on-line testing.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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)

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data


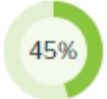
Goals





Goal 1: WISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 1: Our goal for Math STAAR is to increase our meets and masters scores by 20%.

Evaluation Data Source(s) 1: 2019 STAAR scores compare to 2020 STAAR scores.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Comprehensive Support Strategy</p> <p>1) Teachers will participate in professional development for research based math strategies to meet the needs of all math learners. Trainings include attending Math CAMT, District Math Trainings.</p>	2.4, 2.6	<p>Leader: Math Interventionist</p> <p>Others involved: Principal, Instructional Facilitator, Elementary Math Coordinator</p>	<p>1) Implementation: The strategies will include but not be limited to an increase in the use of hands on activities and decrease usage of pencil/paper, worksheets to teach math.</p> <p>2) Impact: Universal screeners, benchmarks and STAAR scores will increase.</p>			
<p>Comprehensive Support Strategy</p> <p>2) In addition to using computerized programs such as Dream Box, classroom teachers will collaborate with grade level team members to develop strategies to improve math fluency through expert instructional delivery, fast math, and computer games.</p>	2.4, 2.6	<p>Leader: Technologist, Classroom Teachers</p> <p>Others involved: Principal, Instructional Facilitator, Elementary Math Coordinator</p>	<p>1) Implementation: Title math interventionist and teacher prescriptive interventions and educational aides will be used to provide small group interventions to student having difficulty in math.</p> <p>2) Impact: Universal screeners, benchmarks and STAAR scores will increase.</p>			



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy 3) Academic tutors will help with pulling small groups of targeted students to work on math strategies.	2.4, 2.6	Administrators, Classroom Teachers, Intervention Teachers	1) Implementation: instructional facilitator and Math interventionist will create a schedule for each Academic tutor and will make sure they have the materials needed for lessons. 2) Impact: Universal screeners, benchmarks and STAAR scores will increase	 20%		
 = Accomplished  = No Progress  = Discontinue						


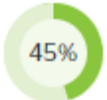



Goal 1: WISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 2: Our goal for Reading STAAR is to increase our meets and masters scores by 20%.

Evaluation Data Source(s) 2: 2019 STAAR Scores compared with 2020 STAAR scores.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Comprehensive Support Strategy</p> <p>1) Teachers will participate in professional development for research based reading strategies to meet the needs of all reading students.</p>	2.5, 2.6	<p>Leader: District and Campus Reading Coaches</p> <p>Others involved: Principal, Instructional Facilitator, Elementary Reading Coordinator, Teachers</p>	<p>1) Implementation: The strategies will include but not be limited to implementation of the new district curriculum including Reader's and Writer's workshop.</p> <p>2) Impact: Universal screeners, benchmarks and STAAR scores will increase.</p>			
<p>Comprehensive Support Strategy</p> <p>2) During intervention, the following programs will be used as a small group reading intervention for students who are below grade level by one year or more.</p> <p>Leveled Literacy Instruction (LLI) Fast Forward Phonics Boost Phonics Blast Ravo Countdown I-station Think Quest</p>	2.4, 2.6	<p>Leader: Reading Interventionist, BU Teachers</p> <p>Others involved: Principal, Instructional Facilitator, Elementary Reading Coordinator, Early Intervention Specialist</p>	<p>1)Implementation: Using data a designated team will identify which students qualify for interventions and will place students in leveled reading groups.</p> <p>2)Impact: Students reading level will be monitored and increase and be tracked.</p>			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>Comprehensive Support Strategy</p> <p>3) Provide interventions and resources for our EL students.</p> <p>Esperanza will be used for vocabulary and reading intervention.</p>	2.4, 2.6	<p>Leader: Instructional Facilitator and Bilingual Reading Interventionist</p> <p>Others involved: Principal, Elementary Reading Coordinator, Early Intervention Specialist</p>	<p>1)Implementation: Using benchmark and STAAR data district and campus staff will work together to find research based programs and determine which students would benefit from them.</p> <p>2)Impact: Students reading level will be monitored and increase.</p>			
<p>Comprehensive Support Strategy</p> <p>4) Academic Tutors will help with pulling small groups of targeted students to work on reading comprehension strategies.</p> <p>Training: Reader's and Writer's Workshop Leveled Literacy Instruction, RAVO, Sight Words that Stick, Fast Forward I-station Phonics Blast Phonics Boost Countdown</p>	2.5, 2.6	<p>Leader: Principal and Instructional Facilitator</p> <p>Others involved: Teachers</p>	<p>1) Implementation: Teachers will create a schedule for each Academic tutor and will make sure they have the materials needed for lessons.</p> <p>2)Impact: will see students reading level increase and STAAR scores will increase.</p>			
Funding Sources: Title One (211) - 11101.00						
 = Accomplished  = No Progress  = Discontinue						

Goal 1: WISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 3: Our goal for Science STAAR is to increase our meets and masters scores by 20%.

Evaluation Data Source(s) 3: 2019 STAAR scores compared to 2020 STAAR scores.

Summative Evaluation 3:

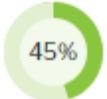




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
Comprehensive Support Strategy 1) Holleman Science teachers will collaborate to address TEKS across grade levels using an aligned, meaningful plan.	2.6	Leader: Instructional Facilitator Others Involved: Grade level Science Teachers	1) Implantation: Grade level Science teachers will attend vertical team meetings with their peers to discuss the alignment of TEKS, experiments used to address these TEKS, materials needed, and how we will scaffold so skills are reviewed in a variety of ways from year to year. 2) Impact: All students will improve in their science scores by 10% - 15%.			
	Funding Sources: Title One (211) - 19201.50					
Comprehensive Support Strategy 2) Students will be given weekly opportunities to participate in hand-on science experiments. Materials for these experiments will be provided by the campus.	2.4, 2.5, 2.6	Leader: Principal, Instructional Facilitator Others Involved: Science Teachers, District Science Coordinator	1) Holleman students will participate in a hands on lab weekly to use their sense to understand scientific properties and draw conclusions about their environment. Impact: Students will be able to used real life experiences to apply reasoning to test questions causing scores to increase.			
= Accomplished = No Progress = Discontinue						

Goal 1: WISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 4: Student will attend school daily. Our campus attendance rate this year will increase by 2%.

Evaluation Data Source(s) 4: Yearly PEIMS data, Tardy and Leave Early Reports

Summative Evaluation 4:

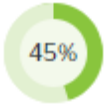
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Incentives will be provided for students who attend school regularly.		Lead: Principal, Assistant Principal Others Involved: Attendance Clerk, Teachers	Implementation: Classes with 10 days Perfect Attendance receive a treat and be entered in a drawing for a popcorn party. Prizes and certificates will be given to students with perfect attendance for each six weeks and for the semester. Impact: Students will be motivated to attend school regularly.			
2) PRIDE (Personal Responsibility In Daily Effort) is a celebration for students meeting specific guidelines each 6 weeks. Attendance and being at school all day is a big part of students meeting the requirements for this incentive.	2.5	Lead: Principal, Assistant Principal Others Involved: Attendance Clerk, Teachers	Implementation: Students who have 2 or fewer excused absences, no unexcused absences, 2 or fewer combined tardies and leaving early (along with meeting other requirements) will get to participate in the PRIDE celebration at the end of each 6 weeks. Those meeting the requirements 5 out of 6 six weeks will participate in an additional celebration at the end of the school year. Impact: Increased learning time due to being in school regularly.			
 = Accomplished  = No Progress  = Discontinue						




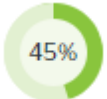
Goal 2: WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)




Performance Objective 1: Provide quality instructional materials for students.

Evaluation Data Source(s) 1: Collaboration between the staff and district instructional coordinators.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>1) Use of Title III funds for STAAR related intervention materials in both Spanish and English for recent immigrants in their year 1 and 2 in US. Sheltered Instruction Plus Manuals PK-5 from Seidlitz Education distributed among Bilingual and ESL Teachers to use second language acquisition strategies for all TELPAS proficiency levels while teaching content area standards . Title III will fund the Seidlitz Education also provide PD- Pathway to Greatness , and materials for NAC Teachers. Guided Reading Tool kits materials PK-1st, and PK-2 book study materials, Handwriting without Tears, Heinemann's Continuo de la lectoescritura Expanded Edition , grados K-2. also funded with Title III Funds. PreK New Teacher Academy training and classroom materials for implementation of new Texas Prekindergarten Guidelines updated 2015. Mathlink Consulting (\$5120) for Pre-K - 5th Grade. B/N purchase of Oxford University Press Dictionaries, and Academic Learning Velazquez Press Dictionaries will also be provided with Title III funds for our EL's. Dictionaries Purchased for NAC students through Barnes & Noble also with Title III Funds. (\$805.20)</p>	2.5	<p>Lead: District Coordinators</p> <p>Others Involved: Principal, Teachers, Whitney LaRocca, Leigh Ann DeFreitas, Gretchen Bernabei, Mathlink Consulting, Debbie Wells, Alana Morris, Carla Michalka</p>	<p>Implementation: Teachers will use common language and vocabulary across grade levels, Campus Vertical and District Horizontal Meeting.</p> <p>Impact: Increased alignment and scores across campuses.</p>	 <p>45%</p>		
	<p>Funding Sources: Title III (263) - 1088.75, Title One (211) - 5120.00</p>					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
2) Faculty will implement grade level TEKS scope and sequence	2.5	Lead: Principal, Instructional Facilitator Others Involved: Assistant Principal, Reading/Math Coach, Teachers	Implementation : 100% of lessons and units are aligned with the scope and sequence. Impact: Increased alignment and scores across campuses.			
3) Math Resources recommended by the district will be used to enhance instructional practices. Ex. Math manipulatives Reckon Racks Number lines Number talk headbands	2.5, 2.6	Lead: Principal Others Involved: Math Teachers, Math Coaches, Instructional Facilitator	Implementation: Teachers will use materials to encourage students to think deductively about how math problems could be solved. Impact: This will improve higher level thinking along with hands-on activities in the math classroom.			
4) Reading Resources recommended by the district will be used to enhance instructional practices. Ex. Reader's and Writer's workshop books and materials. Classroom library books Anchor charts Sticky notes	2.5, 2.6	Lead: Principal Others Involved: Reading Teachers, Reading Coaches, Instructional Facilitator	Implementation: Teachers will use materials to encourage students to think deductively about how to decipher what they are reading and the information being conveyed to them. Impact: This will improve higher level thinking when reading preferred and non-preferred text.			
TEA Priorities Recruit, support, retain teachers and principals 5) CSF 1 7) Science Training-Exchange Day a. June 6, 2019 Break-Out! Creating Escape Games for the Science Classroom". Training for grades 3-12 teachers. Presenter, Laurel Frank from Region 4, District PD Campus cost: \$130 Session ID#: 1459663 b. Teachers in attendance will receive "Escape Room Games in the Classroom Kit - by SMARTpath EDUCATION". Amazon is the vendor for the purchased kits. District PD, Campus cost is \$445.	2.5	District Coordinator, Principal, Teachers	Enhance Learning Strategies for student engagement.			
Funding Sources: Title One (211) - 956.36						

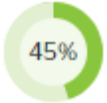




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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Goal 2: WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 2: Use effective instructional strategies to support student success.

Evaluation Data Source(s) 2: Observation data share trends and patterns

Summative Evaluation 2:

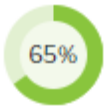
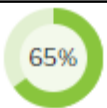
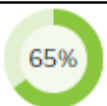
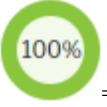


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Administrators will regularly conduct effective walk-through of each classroom. Teachers will also receive a minimum of one formal observation each school year.	2.5	Lead: Principal Assistant Principal Others Involved: Classroom Teachers	Implementation: Observation and Walk-through data Impact: This data will be used to improved conversations between administrators and teachers. The goal is to make sure everyone continues to grow instructionally.			
2) Grades K-5 utilize STEM Scopes on a regular basis to enhance hands on science activities.	2.5, 2.6	Lead: Principal Others Involved: Instructional Facilitator, Science Teachers, District Science Coordinator	Implementation: Lesson plans will reflect hands on science activities, and reference STEM Scopes activities used. Impact: Students will have an increased understanding of how scientific concepts came to be.			
 = Accomplished  = No Progress  = Discontinue						

Goal 2: WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 3: Address the academic needs of all students, particularly the needs of children in the target populations.

Evaluation Data Source(s) 3: RTI process and data meeting

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide reading and math support for at-risk students.	2.6	Lead: Instructional Facilitator Others Involved: Principal, Title 1 Teachers, Teachers, Counselors	Implementation: Intervention will be part of the master schedule. Student data will be reviewed regularly to make sure all students receive the help needed. Impact: All students will grow at least one year in math and reading.			
2) The GT program will be evaluated annually. A lead GT teacher will pull students for enrichment. Classroom ELAR teachers will be certified to provide enrichment for students.	2.5, 2.6	Lead: GT Coordinator, Principal Others Involved: Assistant Principal, Classroom Teachers, Librarian	Implementation: A schedule will be created for pull out services. Teachers will also provide activities to challenge students in the classroom Impact: We should see an increase in advanced academic scores on STAAR and at district level competitions.			
3) Title III Funds will provide Interventions to identified EL Students using Vendors such as BARNES & NOBLE, Velazquez Press for programs such as Soluciones and ESL Dictionaries in ELA classrooms for 4th /5th grade. Title III also provide NAC students with WOW headsets for Language Acquisition. Title III funds will allow the purchase of Classroom Libraries for new arrivals from approved vendor-Step to Literacy.	2.5	Lead: Bilingual/ESL Interventionist Others Involved: EL Tutors, Academic tutors, Teachers, Instructional Facilitator	Implementation: Intervention implemented and classroom/student assessment data is monitored and analyzed. Impact: Increased test scores on benchmarks, STAAR, and TELPAS.			
 = Accomplished  = No Progress  = Discontinue						









Goal 3: WISD will provide a safe, secure and respectful learning environment for students and staff. (Safety)

Performance Objective 1: 100% of staff will provide staffing and procedures that guarantee physical safety for children.

Evaluation Data Source(s) 1: Implementation will be measured through documented drills, observations, and staff development.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
<p>1) Provide updated training for faculty and staff on crisis management, bullying, and provide staff with an emergency care kit.</p> <p>The purchase of hand held wands from Charm-Tex for the use of reasonably suspension of contraband or a weapon.</p>	2.6	<p>Lead: Assistant Principal</p> <p>Others Involved: Principal and District Safety Officers</p>	<p>Implementation: Sign-in sheets, drill logs, training certificates, emergency operations plan</p> <p>Impact: This will ensure staff is prepared to handle situations that may arise.</p>			
Funding Sources: Title IV (289) - 110.63						
2) Develop and implement duty schedule to maximize supervision in all areas.	2.5, 2.6	<p>Lead: Principal</p> <p>Others Involved: Assistant Principal, Instructional Facilitator, and Team Leaders</p>	<p>Implementation: Staff will be trained on their job for their duty schedule. All staff will be on time to supervise children and find coverage when they cannot be present.</p> <p>Impact: 100% safe and orderly campus during school hours</p>			
3) Participate in monthly fire drills, obstructed exit drills, lock-down drills and emergency procedures.	2.6	<p>Lead: Principal, Assistant Principal,</p> <p>Others Involved: District Safety Officers</p>	<p>Implementation: The Leadership Team will schedule drill in advance to ensure completion.</p> <p>Impact: 100% compliance with Fire Code.</p>			
4) Maintain a core team trained in TBSI protocol polices and procedures.	2.6	<p>Lead: Assistant Principal</p> <p>Others Involved: Staff members on the TBSI team, Principal</p>	<p>Implementation: The TBSI team will renew their certification throught the Region IV service center yearly.</p> <p>Impact: Increased knowledge to provide safety for students and staff.</p>			





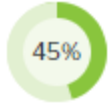

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
5) Create a Positive Behavioral Intervention and Support System. Each year the system will grow to capture student interest. GROWL- Great Choice Respect Ownership Will Power Leadership	2.6	Lead: Principal Others Involved: Assistant Principal, Counselors, PBIS Committee	Implementation: The PBIS team will create and implement an incentive system to shape student behavior. Impact: Students behavior issues will decrease and academic achievement will increase.			
6) All staff will complete the Region 10 Compliance Training Courses.	2.6	Lead: Principal Others Involved: Instructional Facilitator, All Staff	Implementation: Certificates will be kept documenting staff completion. Impact: Staff will be knowledgeable to make professional and safe decisions for themselves and their students.			
7) Anonymous Alerts will be implemented allowing parents and students to report concerns to administration.	2.6	Lead: Assistant Principal Others Involved: Principal, Counselors, School Safety Officer	Implementation: The district and campus will inform parents and students of the new reporting system. Reports will be addressed with high priority. Impact: Increase communication regarding concerns on campus so solutions can be found.			
Funding Sources: Title IV (289) - 304.00						
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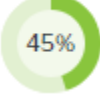



Goal 3: WISD will provide a safe, secure and respectful learning environment for students and staff. (Safety)







Performance Objective 2: 100% of staff will provide staffing and procedures that guarantee emotional safety for children

Evaluation Data Source(s) 2: Implementation will be measured through documented drills, observations, and staff development.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide counseling services to students.	2.6	Lead: School Counselors	Implementation: Information in student cumulative folders and counselor notes will indicate students receiving counseling services. Impact: Students will have counseling services available to them as required or as necessary.			
2) In October, Title IV funds will be used to enable students and staff to participate in Red Ribbon Week.	2.6	Lead: Counselor Others Involved: Teachers	Implementation: During the week of October 21-25 students and staff will engage in a variety of activities focusing on the dangers of illegal drug use and the benefits of living a "drug free" life. Impact: Students will develop an increased awareness on the importance of alcohol and drug prevention.			
Funding Sources: Title IV (289) - 997.41						
3) Title IV funds will allow campus counselors to attend The Texas Counseling Conference which includes Campus Counselor and partial payment for split Campus Counselor. (\$200 and \$100)		Lead: District and campus administrative team Others involved: School Counselors	Implementation: Campus counselors will attend professional development sessions throughout the 2019-2020 school year. Impact: Counselors will be better equipped to support the physical, social, and emotional needs of our students.			
Funding Sources: Title IV (289) - 300.00						
4) Implement Core Essentials as part of a school-wide character education curriculum.	2.5	Lead: Counselors Others Involved: Teachers	Implementation: Each month a different positive character trait will be explored through a series of videos, announcements, and other activities.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
5) A mentoring program will provide additional support to students. This will be accomplished through Staff Mentoring, WHS Future Educators Program, and WJH Athlete Mentors Program.	2.6	Lead: Assistant Principal Others Involved: Counselor, Principal, Mentoring Staff, Host Teachers, WHS and WJH Sponsors, Restorative Discipline Committee	Implementation: On a weekly basis, mentors will visit their student/class to promote a positive, caring environment. Impact: Student behavior will become more positive and engaged. Office referrals will decrease.			
6) Promote higher education in elementary schools through participating in Education Go Get It Week. Holleman students will also attend a Career Day to help them set future goals.	2.6	Lead: Counselors Others Involved: All Staff	Implementation: Activities will be provided for staff to complete with students to promote continued education. Impact: Students will learn possible options for their future.			
7) Homeroom teachers will hold Restorative Circles with their class on a daily basis. Teachers build positive connections and relationships with students.	2.6	Lead: Restorative Discipline Committee, Assistant Principal Others Involved: Principal, Counselors, Homeroom Teachers, PBIS Committee	Implementation: Protected time for classes to meet are built into the daily schedule. Periodic lesson ideas will be shared from the PBIS and Restorative Discipline Committees. Impact: The classroom unit will become more like a family. Students will learn how to express their feelings and solve problems. This will increase attendance, classroom engagement, and decrease discipline.			
Funding Sources: Title IV (289) - 952.67						
8) Use Title I Funds to purchase needed supplies for the homeless students to help ensure their success in school. Our campus will also participate in a Health Drive to collect items for families in need.	2.4, 2.6	Lead: Counselors Others Involved: Teachers, Staff, Principal, and Assistant Principal	Implementation: Items will be kept on hand such as school supplies and clothing. Resources will be provided upon parent request. Impact; Homeless students will be successful in school.			
Funding Sources: Title One (211) - 100.38						










Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
9) Through Title IV funds, new staff members will attend mental health training from the Mental Health America of Houston.	2.6	Lead: Counselors Others Involved: New staff members	Implementation: Staff members will be better equipped to support the physical, social and emotional needs of our students. Impact: Students will experience improved moral and engagement in school.			
				Funding Sources: Title IV (289) - 150.00		
 = Accomplished  = No Progress  = Discontinue						

Goal 3: WISD will provide a safe, secure and respectful learning environment for students and staff. (Safety)

Performance Objective 3: 100% of staff will be trained and understand procedures that guarantee freedom from all forms of harassment for children.

Evaluation Data Source(s) 3: Implementation will be measured through observations, compliance bundle certificates, and other staff development.

Summative Evaluation 3:

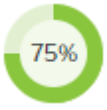



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide training for faculty and staff on Board Policy on Harassment.	2.6	Lead: Principal Others Involved: All Staff	Implementation: Faculty meeting sign in sheets, compliance certificates, signature of reading District Employee Handbook Impact: Decreases likelihood of harassment at school due to adult boundaries and awareness.			
2) Provide parents with harassment information in Parent / Student handbook.	2.6	Lead: Principal	Implementation: Parent receipt of Parent / Student Handbook Impact: Awareness will increase parent communicating with administration so any harassment can be addressed.			
 = Accomplished  = No Progress  = Discontinue						




Goal 4: WISD will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (Human Resources)

Performance Objective 1: All staff qualifications are at the highest level available.

Evaluation Data Source(s) 1: HQ report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) The hiring process will ensure the most talented and qualified candidates are hired to work at Holleman Elementary.	2.5	Lead: Campus Administrative Team Others Involved: Human Resource Department, Interview Team	Implementation: (1) Interview team established. (2) SBEC Certification checked and interview set. (3) Reference data checked and on file. Impact: Hiring highly qualified staff will grow our campus as a whole.			
2) Teachers are encouraged to obtain a higher level degree.	2.5	Lead: Principal	Implementation: The principal will share information from HR on advancement opportunities. We will also work on growing leaders through opportunities to help out on campus. Impact: Number of staff receiving B. S. / M. S. degree will continue to grow. This will benefit student instruction and well-being.			
3) Teachers in subject areas other than ELAR are encouraged to obtain ESL certification.	2.5	Lead: Principal	Implementation: All of Holleman teachers will be encouraged to get their ESL certification. This is already a requirement for all ELAR teachers. Impact: We will be able to better serve our EL population.			
4) Teachers how are new to the profession will be assigned a mentor teacher and meet with the principal regularly to ensure their success. Teachers who have experiance, but are new to our campus will be assigned a buddy teacher to help answer any questions they might have.	2.5	Lead: Principal Others Involved: Mentor teachers, Mentee teachers	Implementation: The principal will meet with new teachers periodically to provide support. Mentor teachers will have daily contact with mentees to support them as needed. Impact: Acclimation and success of the new teacher.			




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
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Goal 4: WISD will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (Human Resources)

Performance Objective 2: Supervision among levels - teacher to paraprofessional, department leaders to teachers, administrators to leaders- ensures quality of instruction and interaction with students

Evaluation Data Source(s) 2: Implementation of strategies

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Weekly planning meetings with instructional coaches to plan and collaborate on lessons and activities in the classroom.	2.4, 2.5	Lead: Instructional Coaches Others Involved: Instructional Facilitator and Teachers	Implementation: Calendar indicates weekly meetings were held. Impact: The campus will be aligned in implementing district curriculum and designing plans to meet students needs.			
2) Teachers will meet horizontally and vertically to discuss lessons, common language, and data with teachers	2.5	Lead: Instructional Facilitator Others Involved: Principal, Teachers	Implementation: Meetings will be scheduled in advance, adgendas and signature pages will document meetings, feedback will be given to Instructional Facilitator and Principal Impact: Holleman students will find common academic language and lessons from teacher to teacher on their grade level and from grade level to grade level as the promote through our campus.			
3) Weekly Team Leader Meetings to increase communication.	2.5	Lead: Principal Others Involved: Team Leaders and Leadership Team	Implementation: Agenda, signature page and notes will be kept from meetings. Impact: Team leaders will share information with all teachers and paras. This will help the campus run smoothly due to increased communication.			







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
4) Provide Instructional Support to content / grade level teams.	2.5	Lead: Principal, Instructional Facilitator Others Involved: Curriculum Coordinators, Assistant Principal, Instructional Coaches	Implementation: Regular informal observations, modeling of lessons and collaborative conversations amongst all parties, supporting teachers through observing others and professional development. Impact: Developing instructional practices to increase student learning.			
 = Accomplished  = No Progress  = Discontinue						

Goal 5: WISD will provide a supportive, professional teaching environment that encourages teaching excellence. (Environment)

Performance Objective 1: Establish a process to address campus needs in the area of staff development

Evaluation Data Source(s) 1: Agenda and sign in sheet

Summative Evaluation 1:



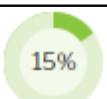



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Provide Professional Development for teachers and paraprofessionals to maintain certification.	2.5	Lead: Curriculum Director and Principal Others Involved: Instructional Facilitator, District Support Staff, Professional Development Committee	Implementation: Staff will have Professional Development opportunities throug out the year. Impact: 100% of staff will remain highly qualified.			
2) Review new staff assignments to determine staff development needs for new positions.	2.5	Lead: Principal Others Involved: Instructional Facilitator	Implementation: 90% staff development for new staff is aligned to their position. Impact: Increase teachers likelihood for success and retention.			
3) Title III funds will provide the following; Strategic Teaching and Valley Speech Language and Learning Center w/ Dr. Elsa Cardenas-Hagan. "Tier 1 reseach based strategies for EL's from John Seidlitz Education using 7 Steps books(\$124.17) and a workshop of the 7 Steps to a Language Rich Interactive Classroom.	2.5	Bilingual/ESL Director ELL Coordinator	Sign-in Sheets and/or Certificates			
Funding Sources: Title III (263) - 5724.17						
 = Accomplished  = No Progress  = Discontinue						

Goal 5: WISD will provide a supportive, professional teaching environment that encourages teaching excellence. (Environment)

Performance Objective 2: Establish a time frame for professional development which includes an evaluation process.

Evaluation Data Source(s) 2: Agenda and sign in sheet

Summative Evaluation 2:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) K-5 math teachers attend CAMT staff development.	2.5	Lead: Principal Others Involved: Assistant Principal, Instructional Facilitator, District Coordinator	Implementation: Common Language on Campus Lesson Plans and Student work samples. Impact: Teachers will continue to refine their craft to increase student engagement.			
2) K-5 writing teachers attend Reader's and Writer's Workshop and Handwriting without Tears.	2.5	Lead: Principal Others Involved: Assistant Principal, Instructional Facilitator, District Coordinator	Implementation: Common Language on Campus Lesson Plans and Student work samples. Impact: Teachers will continue to refine their craft to increase student engagement.			
3) K-5 science teachers attends CAST staff development, and professional development offered through Region IV Service Center, Harris County Department of Education, and Accelerate Learning (STEM scopes).	2.5	Lead: Principal Others Involved: Assistant Principal, Instructional Facilitator, District Coordinator	Implementation: Common Language on Campus Lesson Plans and Student work samples. Impact: Teachers will continue to refine their craft to increase student engagement.			
 = Accomplished  = No Progress  = Discontinue						






Goal 6: WISD will continue state and national leadership in the use of technology in all phases of the educational process. (Technology)

Performance Objective 1: The Holleman staff will increase the usage of technology through out the school.

Evaluation Data Source(s) 1: Staff and student feedback.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) All teachers will have an opportunity to attend technology training throughout the year.	2.5	Lead: Principal, Technologist Others Involved: Teachers, Technology Committee, Professional Development Committee	Implementation: Agenda and Sign In Sheet will document trainings based on campus needs. Impact: This will allow teachers to use technology to enhance their instructional practices.			
2) 100% HES students will regularly use technology to enhance their learning. Second through Fifth grade devices are currently at a one-to-one ratio.	2.5	Lead: Teachers and Technologist Others Involved: Instructional Facilitator, Administrators, Instructional Coaches	Implementation: Students will use technology in their classes. This will be discussed in planning and documented through lesson plans. Impact: Students will have increased engagement in class.			
3) Parent communication regarding school events will be increased through the use of Skyward messaging, the campus webpage, Peachjar, Facebook, Twitter, and Remind 101.	2.5, 3.1	Lead: Principal, Assistant Principal, Technologist Others Involved: Homeroom Teachers	Implementation: All avenues will be used to distribute communication to parents. Impact: 100% success rate on delivery of messages.			




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
4) All appropriate staff will have access to students' data through AWARE to regularly monitor student progress.	2.5	Lead: Principal Others Involved: Teachers and Technologist	Implementation: Instructional staff will use information obtained from AWARE to regularly monitor students progress. Impact: This will help teachers focus on appropriate instruction for students.			
5) All students will have access to various types of programs using technology (Dream Box, Istation, Text Quest, Pebble Go, SeeSaw, Read and Write).	2.6	Lead: Principal Others Involved: Teachers and Technologist	Implementation: Students using the programs during class as noted in lesson plans or through data reports. Impact: Programs will help with individualized learning for students.			
 = Accomplished  = No Progress  = Discontinue						


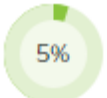




Goal 7: WISD will continue to prioritize two-way communication between Waller ISD and all patrons through all sources available and encourage relationships of trust and mutual support. (Public Relations)

Performance Objective 1: Build the capacity for parents and school staff to interact and collaborate

Evaluation Data Source(s) 1: District communication survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Host parental involvement activities that inform parents of the school policies such as the Annual Title I meeting and the evaluation and review of School Compact, CIP, and Parental Involvement Policy.	3.2	Lead: Principal Others Involved: Teachers	Implementation: Sign In Sheet, Minutes Page, Documentation of Changes made Impact: Allows school staff and parents to be on the same page.			
2) Ensure that all communication with parents is provided in the appropriate language.	3.2	Lead: Principal Others Involved: Bilingual Director Translator, all staff	Implementation: Copies of all communication on file in both English and Spanish. Impact: This will increase parent involvement.			
3) Holleman will provide at least 4 evening events to help educate parents about what students are learning at school and excite our students about showing off their skills.	3.2	Lead: Principal Others Involved: Teachers, Instructional Facilitator, Counselors, and Assistant Principal	Implementation: Sign in sheets, translations available, ex. may include SMART night, PE night, Reading night, Math/Science night, evening grade level music programs. Impact: The activities will strengthen the school/home connection.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
4) Provide Pre-K Orientation "Make and Take" materials. Training funded through Title I and III.	3.2	Lead: Principal and Bil PK teacher Others Involved: ELL Coordinator, Bilingual/ESL Director, Family Engagement Specialist, Campus Administrative Team	Implementation: Agenda and sign in sheets Impact: To help our PK parents to have ideas regarding how to help their children at home, creating great habits for their educational career.			
	Funding Sources: Title III (263) - 83.91					
5) Provide NAC Night to explain the program to parents of bilingual students in the program. Parent incentives Butler Products (98.40)	3.2	Lead: Bilingual / ESL Director Others Involved: ELL Coordinator, Principal, Teachers	Implementation: Sign-In Sheets, Presentation notes Impact: Stronger parent/school connection			
	Funding Sources: Title III (263) - 98.40					
6) Holleman staff will work closely with the Holleman PTO to provide family events to improve the home/school connection. Ex. Fall Festival Family Movie Nights		Lead: Principal Others Involved: Administration, PTO members, Campus Staff	Implementation: We will work together to plan and implement scheduled activities for Holleman families. Impact: Families will gain a comfort with coming to Holleman.			
	 = Accomplished  = No Progress  = Discontinue					

Goal 7: WISD will continue to prioritize two-way communication between Waller ISD and all patrons through all sources available and encourage relationships of trust and mutual support. (Public Relations)

Performance Objective 2: Ensure accessibility to school personnel for parents and/ or guardians.

Evaluation Data Source(s) 2: Schedule parent teacher conference on October 4, 2019 and daily conference times.

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Teachers have a daily conference time to accommodate parents in a timely manner.	3.2	Lead: Principal Others Involved: Assistant Principal, Instructional Facilitator, and Teachers	Implementation: Phone logs, conference day log and sign in sheets. Impact: 10% increase in parent participating in conferences.			
2) All parents are invited to participate in parent/teacher conference day and to volunteer on campus.	3.2	Lead: Principal Others Involved: Assistant Principal, Instructional Facilitator, and Teachers	Implementation: Sign in and schedules for parent/teacher conference day. Impact: 10% increase in parent attendance on conference day.			
3) Provide professional development for teachers on ways to reach out to parents / school.	3.2	Lead: Principal Others Involved: Assistant Principal, Family Engagement Specialist	Implementation: Agendas and meetings Impact: Increased communication between parents and teachers.			
Funding Sources: Title One (211) - 1751.72						
4) Provide parent liaison to open accessibility to Spanish speaking parents.	3.2	Lead: Parent Liaison and Principals	Implementation: Review of contact log Impact: Increased communication with bilingual parents.			
= Accomplished = No Progress = Discontinue						








Goal 8: WISD will provide the necessary financial resources for the support of the instructional program through prudent management and fiscal responsibility. (Fiscal and Resource Management)

Performance Objective 1: Supplement local funding with federal (Title) funding and discretionary grant funding

Evaluation Data Source(s) 1: All funds are expended in a compliant manner

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Local funding will be used to support curriculum, staffing, and foundations program	2.5	Lead: Principal Others Involved: Business Office and Campus Bookkeeper	Implementation: All regular classes staffed and supported with local funds. Impact: 100% compliance with funding requirement so we can better support our staff and students.			
2) Use Title II funding to provide professional learning in needed areas based on student data.	2.5	Lead: Principal Others Involved: Content Director and Curriculum Director	Implementation: Budget decisions will be made on student need, research based curriculum, and alignment with district curriculum. Impact: Student achievement data will increase.			
3) Use Title IA funding to provide supplemental services to struggling and at risk students.	2.5, 2.6	Lead: Principal Others Involved: Content Director and Curriculum Director	Implementation: Budget decisions will be made on student need, research based curriculum, and alignment with district curriculum. Impact: Student achievement data will increase.			
4) Use Title III funding to provide supplemental services to ELL students.	2.5	Lead: Principal Others Involved: Content Director and Curriculum Director, Bilingual/ESL Department	Implementation: Budget decisions will be made on student need, research based curriculum, and alignment with district curriculum. Impact: Student achievement data will increase.			





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
5) Utilize Special Ed funds to provide ARD determined services for Special Education students.	2.5, 2.6	Lead: Principal Others Involved: Special Education Director	Implementation: Budget decisions will be made on student need, research based curriculum, and alignment with district curriculum. Impact: Student achievement data will increase.			
6) Use Title IV funding during Red Ribbon Week that will promote being drug free. Also use Title IV funding to utilize the book "The Texas Model Guide for Comprehensive School Counseling Programs" 5th Edition to develop and enhance the school counseling program.	2.5	Lead: Counselor Others Involved: Principal	Implementation: Students will participate in activities to become aware of the impact of drug use and its impact. Counselors will utilize the Comprehensive School Counseling Guide. Impact: Counselors will have an improved counseling program for campus.			
 = Accomplished  = No Progress  = Discontinue						

Goal 8: WISD will provide the necessary financial resources for the support of the instructional program through prudent management and fiscal responsibility. (Fiscal and Resource Management)

Performance Objective 2: Local funding will be fully utilized.

Evaluation Data Source(s) 2: All funds are expended in a compliant manner.

Summative Evaluation 2:






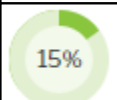

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Follow WISD District Budgeting process.		Lead: Superintendent Others Involved: Assistant Superintendent, Curriculum Director and Principal	Implementation: Budgets for all fund sources are developed according to federal, state, and district guidelines. Impact: Funding will be utilized appropriately to provide the best education for Holleman students.			
 = Accomplished  = No Progress  = Discontinue						







Goal 9: WISD will provide co-curricular and extracurricular opportunities and programs for students as a means of preparing them for the future. (Enrichment Programs)

Performance Objective 1: Address the special needs of all children in the school.

Evaluation Data Source(s) 1: Student will participate in co-curricular activities.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) All students will be able to participate in College Week .	2.5	Lead: Counselors Others Involved: Principal, Assistant Principal, Teachers	Implementation: College Week Activities Impact: Students will have an increased awareness so they can set goals for their future.			
2) Implement student council and safety patrol for fifth grade.	2.5	Lead: Student Council Advisor Others Involved: Principal, Assistant Principal	Implementation: Students will be trained to help monitor high expectations on campus. Impact: 10% decrease in discipline referrals			
3) STREAM time will be implemented to provide advanced academic and enrichment time for all 3rd-5th grade students.	2.5	Lead: Counselor, Principal, Instructional Facilitator Others Involved: Teachers, Assistant Principal	Implementation: Students will be able to choose from a variety of activities including UIL, Name that Book, and clubs to increase their interest in school. Impact: 10% increase in student attendance, 10% increase in advanced academics scores.			
4) Student in grades 2-5 will compete in a campus Spelling Bee.	2.5	Lead: Spelling Bee Coordinator Others Involved: Principal, ELAR teachers	Implementation: Students participating in the Spelling Bee. Impact: 10% increase in student attendance, 10% increase in advanced academics scores.			
5) Students in Pre-K will participate in a variety of programs (Istation and College week) that will prepare them for Kindergarten.	2.5	Lead: Teachers Others Involved: Principal	Implementation: Observation and data collected Impact: Students will be prepared for kindergarten.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
6) Through Title IV Funds, students will attend Oscar and the Thingamabob, a performance about resilience in bullying. (\$865)		Counselor	Students will learn real-life coping strategies thru an entertaining presentation.			
	Funding Sources: Title IV (289) - 865.00					
 = Accomplished  = No Progress  = Discontinue						

Goal 10: WISD will continue to emphasize the educational advantages for students, staff and community in a diverse environment. (Diversity)

Performance Objective 1: Celebrate diversity among our students, staff and community.

Evaluation Data Source(s) 1: Hispanic Heritage, Black History, Kindness Week

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Jan	Mar
1) Participation in Hispanic Heritage month, Black History month, and Kindness matters week activities.	2.5	Lead: Principal, Counselors Others Involved: Administration and Staff	Implementation: Agendas, Schedules of Activities, Lessons provided for teachers Impact: Increased respect for diversity.			
2) Participation in Bullying / Kindness shows using Title IV funds.	2.6	Lead: Counselors, Principals Others Involved: Administration and Staff	Implementation: At least on bullying/kindness show will be purchased for all grade levels. Impact: Shows will address awareness of Bullying and Kindness.			
3) Utilize funding to support the TEA and the Title I Part A Parent and Family Engagement Statewide Initiative by attending the Parental Involvement Conference; "Stronger Together". (\$32.50)		Family Engagement Specialist Principal	In this conference, TEA will be offering multiple sessions regarding the latest ESSA requirements and legislative updates in parent and family engagement. This conference will also provide the opportunity for educators, parents, and community leaders to come together and learn strategies that empower stakeholders to work cohesively to pursue a sustainable and systematic parent and family engagement program with the ultimate goal to increase student achievement.			
Funding Sources: Title One (211) - 32.50						
= Accomplished = No Progress = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will participate in professional development for research based math strategies to meet the needs of all math learners. Trainings include attending Math CAMT, District Math Trainings.
1	1	2	In addition to using computerized programs such as Dream Box, classroom teachers will collaborate with grade level team members to develop strategies to improve math fluency through expert instructional delivery, fast math, and computer games.
1	1	3	Academic tutors will help with pulling small groups of targeted students to work on math strategies.
1	2	1	Teachers will participate in professional development for research based reading strategies to meet the needs of all reading students.
1	2	2	During intervention, the following programs will be used as a small group reading intervention for students who are below grade level by one year or more. Leveled Literacy Instruction (LLI) Fast Forward Phonics Boost Phonics Blast Ravo Countdown I-station Think Quest
1	2	3	Provide interventions and resources for our EL students. Esperanza will be used for vocabulary and reading intervention.
1	2	4	Academic Tutors will help with pulling small groups of targeted students to work on reading comprehension strategies. Training: Reader's and Writer's Workshop Leveled Literacy Instruction, RAVO, Sight Words that Stick, Fast Forward I-station Phonics Blast Phonics Boost Countdown
1	3	1	Holleman Science teachers will collaborate to address TEKS across grade levels using an aligned, meaningful plan.
1	3	2	Students will be given weekly opportunities to participate in hand-on science experiments. Materials for these experiments will be provided by the campus.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Belinda Salazar	Bilingual Coach	Bilingual Department	
Brandi Scott	Math Coach	Math Department	
Michelle Sciba	Instructional Facilitator	Curriculum	

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Ashley Abke	Principal
Administrator	Anita Gilchrist	Asst. Principal
Classroom Teacher	Michelle Yalamanchili	Teacher
Classroom Teacher	Emmadonna Griffin	Teacher
Classroom Teacher	Martha Garrett	Teacher
Classroom Teacher	Julie Beyer	Teacher
Classroom Teacher	Mary Jane Oliver	Teacher
Classroom Teacher	Beatriz Sanchez	Teacher
Non-classroom Professional	Jami Macha	Interventionist
Non-classroom Professional	Angelica Addo	Special Education Teacher
Campus Counselor	Jamie Riemer	Counselor
Instructional Facilitator	Michelle Sciba	Instructional Facilitator
Reading Coach	Nicole Donaldson	Reading Coach
Math Coach	Guillermina Guerrero	Math Coach
Parent	Elizabeth Dominguez	Parent

Campus Funding Summary

Title One (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Istation	211 E 11 6398 00 102 9 30 000	\$11,101.00
1	3	1	Contract severices w/ Region IV for district science training	211 E 11 6219 00 102 9 30 000	\$9,382.00
1	3	1	Contract for Services w/ Harris County Dept of Ed for district science training	211 e 21 6219 00 102 9 30 000	\$9,819.50
2	1	1			\$5,120.00
2	1	5	Excape Room Games for 6/6/19 PD and materials	211 E 11 6399 00 102 9 30 000	\$956.36
3	2	8	Supplies and Materials for Homeless Students	211 E 11 6499 HM 102 9 30 000	\$100.38
7	2	3	Region IV Services for Parent and Student Involvment	211 E 61 6399 00 102 9 30 000	\$1,751.72
10	1	3			\$32.50
Sub-Total					\$38,263.46
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$1,088.75
5	1	3			\$5,724.17
7	1	4	PreK Make and Take Marterials	263 E 11 6399 00 12 9 25 000	\$83.91
7	1	5			\$98.40
Sub-Total					\$6,995.23
Title IV (289)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Safe and Secue School Training	289 E 23 6411 00 102 9 30 000	\$110.63
3	1	7	Anonymous Alerts Program	289 E 11 6339 00 102 9 30 000	\$304.00

Title IV (289)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2	Red Ribbon Week purchases from Amazon		\$997.41
3	2	3			\$300.00
3	2	7	Restorative Practices PD	289 E 23 6219 00 102 9 30 000	\$321.73
3	2	7	Admin. Training for Restorative Circles	289 E 23 6399 00 102 9 30 000	\$630.94
3	2	9			\$150.00
9	1	6			\$865.00
Sub-Total					\$3,679.71
Grand Total					\$48,938.40