

Waller Independent School District
Holleman Elementary
2020-2021 Campus Improvement Plan



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: 19-20 enrollment data on snapshot, campus at-risk indicators and numbers on campus, **Holleman STAAR performance data table**, 2020 Campus Report Card, 2020 TELPAS results, 2019-2020 retention information, T-TESS rubric, curriculum, scope and sequence, end of unit assessments/benchmark assessments, universal screeners, discipline data from 18-19 and 19-20, 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: 9.24% African American, 29.93% White, .97% Asian, 57.24% Hispanic, 0% Native American, 2.48% Two or More Races, 0% Pacific Islander, 49.93% Male, 50.07% Female, 64.69% low socioeconomic status.

Holleman is proud that 100% of the instructional staff is highly qualified (teachers and instructional aides)- 4.1% African American, 59.1% White, 2% Asian, 32.7% Hispanic, 0% Native American, 2% Two or More Races, 0% Pacific Islander, 8.2% Male, 91.8% Female.

The average daily attendance rate for students is 97.55%. The percent of students with disciplinary placement is 3%.

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 trainings, 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: 281 Limited English Proficient, 56 students in the 504 Program, 29 students in the Gifted and Talented Program, and 69 students in the Special Education Program.

Demographics Strengths

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

- Balanced focus on pushing students at different educational levels.
- Strong GT program
- LEP Services
- Families are moving to the area for our schools. Our families value education and we have many supportive parents and students who are committed to success.

Problem Statements Identifying Demographics Needs

Problem Statement 1: With the rapid growth of our bilingual department and New Arrival Center (NAC), it is important that we provide our teachers and students with more resources that will be needed to provide high quality instruction. **Root Cause:** We will need to assure we have the appropriate materials for both students and teachers to provide the best instruction for our bilingual learners.

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 2019 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 student achievement in Reading has increased for 3 years in a row.
- Our White student achievement grew in Math from 2018-2019.
- Our overall instructional reading levels have improved due to implementation of Readers and Writers workshop.

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:** We want to continue to grow our meets and masters students, as well as those at approaching grade level.

Problem Statement 2: We need to develop data driven, research based responses to address the needs of all students during Bulldog University. **Root Cause:** We need to make sure we are reaching all students, including those in the meets and masters grade level categories.

Problem Statement 3: Teachers need a comprehensive curriculum and more training to implement effective math practices. **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:

- Staff and students feel safe.
- Staff members have a clear understanding about their jobs.
- Administration treats staff with respect.
- Students have opportunities to attend tutoring, clubs, and enrichment activities.
- Implementation of school-wide PBIS program has had a positive impact on our school culture.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: As our campus grows and new staff join us, we need to make sure that we are communicating clearly and effectively with all staff members the day to day operations and procedures, as well as our PBIS program to continue to grow a positive school culture. **Root Cause:** All stakeholders (cafeteria, custodial, transportation, and support staff) need to be informed and actively participate in our school-wide PBIS program.

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 staff retention rate.
- 100% of the staff and paraprofessionals are Highly Qualified and participate in professional development throughout the year.
- Holleman teachers are included in the interview process and recruiting teachers.
- New staff members report that we have welcoming and supportive staff.
- Everyone is quick to help one in need.
- Technology has improved.
- Each grade level staffed with GT, ESL and Bilingual teachers. All classroom teachers are up to date on their GT hours.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: As our campus continues to grow, we need to make sure that we are communicating with all staff members, especially new staff members, on our day to day operations and procedures. **Root Cause:** All teacher new to Holleman are supported by their grade level team, but also their mentor teacher.

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 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. Science teachers meet with science coordinator every other week to plan lessons or for her to model lessons as needed.

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 and 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: 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 2: 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.

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. Due to 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 translators 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 and supportive Parent Teacher Organization.
- District offers ESL classes and hosts a Parent Summit each year.
- Parents and students enjoy our evening and community events such as SMART night and Book Fair, NAC (New Arrival Center) night, PE Night, Father-Daughter dance, Homecoming Parade, Family Movie Night and the Fall Festival.
- A monthly calendar goes home with students.
- A make and take is offered to our Pre-K bilingual parents.
- We implemented activities such as Watch Dog Dads & Donuts with Grownups
- School wide events included: 50th day of school sock hop, 100th day of school, Dot Day, Fire Prevention Week
- Increase of events that brought parents and community in to the school.

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:** Many of our family events occur in the evening, so we would like to provide more opportunities in the morning or during the school day for parents to attend.

Problem Statement 2: Last year, some of our evening events did not bring in as many people as we expected. **Root Cause:** The 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.
- Immediate communication with staff by utilizing Remind and weekly Holleman Bulldog Growl News.
- STREAM time implemented weekly.
- Consistent PBIS awards schedule (GROWL)
- Supportive growth opportunities for staff

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: We need to provide more professional development for paraprofessionals to help them access and understand the curriculum to better serve students..

Root Cause: The majority of our paras are new to their position and the curriculum has had changes in Math and ELAR over the past 3 years.

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. Teachers are utilizing Google classroom as a virtual learning platform to reach both virtual and on campus learners.

Technology Strengths

Holleman Elementary has identified these strengths:

- Chromebook and I-pad devices are 1:1.
- Internet access available for all devices.
- Implementing a STEAM lab as part of specials to increase technology use and creativity.
- Abundance of online resources for teachers and students.

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology is constantly changing, therefore it can be difficult to stay current on the latest programs. **Root Cause:** Teachers and staff need professional development to stay current and knowledgeable on these programs and how to best utilize them with students.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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)
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance 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
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data





- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation







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: By May, at least 85% of HES students will score Approaches grade level, 60% will score Meets, and 30% will score Masters on the EOY Reading benchmarks/STAAR.

Evaluation Data Sources: Data from EOY benchmarks in grades 1-2 and 2021 STAAR results for students in grades 3-5.



	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 1: All K-5 ELAR teachers will implement Reader's/Writer's Workshop as part of their curriculum.</p> <p>Strategy's Expected Result/Impact: 1) Implementation: Reader's/Writer's Workshop will be included in all ELAR teacher's lesson plans.</p> <p>2) Impact: Reader's/Writer's Workshop will help strengthen students' reading levels and mastery of ELAR TEKS.</p> <p>Staff Responsible for Monitoring: Leader: ELAR Teachers ELAR Instructional Coach</p> <p>Others involved: Elementary ELAR Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - Comprehensive Support Strategy</p>	 100%	 100%	 100%
<p>Strategy 2: Targeted Reading intervention/enrichment activities and small groups will be provided for all students during regularly scheduled Bulldog University.</p> <p>Strategy's Expected Result/Impact: 1) Implementation: Results of Reading Universal Screeners, IStation data, end of unit assessments, benchmarks, and state assessments will be analyzed and used to verify success.</p> <p>2) Impact: Summative ELAR assessment results will be used to group students in appropriate ELAR intervention groups.</p> <p>Staff Responsible for Monitoring: Leader: Classroom Teachers, Instructional Facilitator</p> <p>Others involved: Principal, ELAR Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p>	 50%		







<p>Strategy 3: Provide Reading interventions and resources to identified students through Title I support.</p> <p>Strategy's Expected Result/Impact: 1) Implementation: Struggling students will receive additional support through prescriptive programs such as Blast, Boost, LLI, Rave-O, Countdown, Metacognitive, Esperanza, Soluciones, and WELLS with our Reading interventionist/paras to improve their reading and comprehension skills.</p> <p>2) Impact: Students receiving services will score comparably to all HES students on Reading assessments.</p> <p>Staff Responsible for Monitoring: Leaders: Reading Interventionist, Instructional Facilitator</p> <p>Others involved: Bilingual paras</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 4: Conduct weekly grade level instructional meetings to analyze data, monitor student progress, identify needed interventions, and plan targeted tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Implementation: Instructional meeting notes/agendas will be used as documentation.</p> <p>Impact: Instructional Facilitator and ELAR teachers will evaluate reading progress to effectively plan future instruction, enrichment, and remediation.</p> <p>Staff Responsible for Monitoring: Lead: Instructional Facilitator ELAR teachers</p> <p>Others involved: Administrative Team, ELAR Instructional Coach, Reading Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  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: By May, at least 85% of HES students will score Approaches grade level, 60% will score Meets, and 30% will score Masters on the EOY Math benchmarks/STAAR.

Evaluation Data Sources: Data from EOY benchmarks in grades 1-2 and 2021 STAAR results for students in grades 3-5.


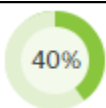
<p>Strategy 1: All K-5 Math teachers will implement the district-provided daily Math framework as part of their curriculum.</p> <p>Strategy's Expected Result/Impact: 1) Implementation: The Daily Math Framework will guide Math teacher's lessons and be included in weekly lesson plans.</p> <p>2) Impact: The Daily Math Framework will help strengthen students' math skills and mastery of Math TEKS.</p> <p>Staff Responsible for Monitoring: Leader: Math Teachers Math Instructional Coach</p> <p>Others involved: Elementary Math Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 2: Targeted Math intervention/enrichment activities and small groups will be provided for all students during regularly scheduled Bulldog University.</p> <p>Strategy's Expected Result/Impact: 1) Implementation: Results of Math Universal Screeners, Dreambox data, end of unit assessments, benchmarks, and state assessments will be analyzed and used to verify success.</p> <p>2) Impact: Summative Math assessment results will be used to group students in appropriate Math intervention groups.</p> <p>Staff Responsible for Monitoring: Leader: Classroom Teachers, Instructional Facilitator</p> <p>Others involved: Principal, Math Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
			


<p>Strategy 3: Provide Math interventions and resources to identified students through Title I support.</p> <p>Strategy's Expected Result/Impact: 1) Implementation: Struggling students will receive additional support through resources such as Origo, Garland math, Math in Practice, AIRR, Dreambox, and Engaging Math with our Math interventionist/paras to improve their math skills.</p> <p>2) Impact: Students receiving services will score comparably to all HES students on Math assessments.</p> <p>Staff Responsible for Monitoring: Leaders: Math Interventionist, Instructional Facilitator</p> <p>Others involved: Bilingual paras</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 4: Conduct weekly grade level instructional meetings to analyze data, monitor student progress, identify needed interventions, and plan targeted tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Implementation: Instructional meeting notes/agendas will be used as documentation.</p> <p>Impact: Instructional Facilitator and Math teachers will evaluate math progress to effectively plan future instruction, enrichment, and remediation.</p> <p>Staff Responsible for Monitoring: Lead: Instructional Facilitator Math teachers</p> <p>Others involved: Administrative Team, Math Instructional Coach, Math Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  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: At least 85% of HES 5th grade students will score Approaches grade level, 50% will score Meets, and 30% will score Masters on the 2021 Science Benchmarks/STAAR assessment.

Evaluation Data Sources: 2021 STAAR Science results

<p>Strategy 1: All K-5th grade Science teachers will implement STEMscopes and other research based strategies as part of their curriculum supporting student engagement and achievement. All Science teachers will be provided with the resources and materials needed for students to engage in hands-on/student centered scientific investigations and lessons that foster higher level thinking skills.</p> <p>Strategy's Expected Result/Impact: 1) Implementation: All students will receive high quality, research based science instruction. The use of STEMscopes and the 5 E model will be included in all science teacher's lesson plans.</p> <p>2) Impact: 85% passing rate on all district and state science assessments.</p> <p>Staff Responsible for Monitoring: Leader: Science Teachers</p> <p>Others involved: Principal, Instructional Facilitator District Science Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 2: Science interventions/enrichment activities will be provided for 5th grade students during regularly scheduled Bulldog University.</p> <p>Strategy's Expected Result/Impact: 1)Implementation: Results of all Science assessments will be analyzed and used to verify success and drive instruction.</p> <p>2)Impact: 85% passing rate on all district and state Science assessments.</p> <p>Staff Responsible for Monitoring: Leader: Science Teachers, Instructional Facilitator</p> <p>Others involved: Principal, Science Vertical Team, District Science Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
			



<p>Strategy 3: Conduct weekly grade level instructional meetings to analyze data, monitor student progress, identify needed interventions, and plan targeted tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Implementation: Instructional meeting notes/agendas will be used as documentation.</p> <p>Impact: Instructional Facilitator and Science teachers will evaluate reading progress to effectively plan future instruction, enrichment, and remediation.</p> <p>Staff Responsible for Monitoring: Lead: Instructional Facilitator Science teachers</p> <p>Others involved: Administrative Team, District Science Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
	 80%		


 No Progress
  Accomplished
  Continue/Modify
  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: At the end of the 2020-2021 school year, at least 80% of our Economically Disadvantaged students will Approach grade level on all EOY assessments and STAAR assessments.

Evaluation Data Sources: 80% of our Economically Disadvantaged students will approach grade level on all 2021 STAAR and EOY assessments.

<p>Strategy 1: Use unit assessments and benchmark results to closely monitor academic progress of all Economically Disadvantaged students.</p> <p>Strategy's Expected Result/Impact: 1) Implementation: Grade levels will meet with the Instructional Facilitator weekly for Instructional Meetings to record student progress and to outline interventions/enrichment activities.</p> <p>2) Impact: All Economically Disadvantaged students will score comparably with their peers on district and state assessments.</p> <p>Staff Responsible for Monitoring: Leader: Instructional Facilitator</p> <p>Others Involved: Grade level Science Teachers</p> <p>Title I Schoolwide Elements: 2.6 - Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 2: Intervention/enrichment activities will be provided for all below-level Economically Disadvantaged students during regularly scheduled Bulldog University.</p> <p>Strategy's Expected Result/Impact: Implementation: Economically Disadvantaged students who are struggling academically will receive additional support during interventions.</p> <p>Impact: Economically Disadvantaged students will score comparably to all HES students on district and state assessments.</p> <p>Staff Responsible for Monitoring: Leader: Instructional Facilitator</p> <p>Others involved: Administrative Team, ELAR Instructional Coach, Math Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
			

<p>Strategy 3: Provide Reading and Math interventions and support to identified Economically Disadvantaged students through Title I support.</p> <p>Strategy's Expected Result/Impact: Implementation: Economically Disadvantaged students who are struggling academically may receive additional support from our campus Reading and Math interventionists.</p> <p>Impact: Economically Disadvantaged students receiving services will score comparably to all HES students on all district and state assessments.</p> <p>Staff Responsible for Monitoring: Leaders: Reading Interventionist, Math Interventionist</p> <p>Others involved: Instructional Facilitator Administrative Team Bilingual paras</p>	Formative Reviews		
	Nov	Jan	Mar
	 60%		



No Progress



Accomplished



Continue/Modify





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 5: By May, at least 65% of our SPED students will score Approaches grade level, 25% will score Meets, and 10% will score Masters on EOY benchmarks and STAAR.

Evaluation Data Sources: Data from EOY benchmarks in grades 1-2 and 2021 STAAR results for students in grades 3-5.

<p>Strategy 1: In-class support with the special education teacher or special education paraprofessional in the general education setting.</p> <p>Strategy's Expected Result/Impact: Implementation: SpEd support will be provided for all SpEd students in the least restrictive environment.</p> <p>Impact: Students receiving inclusion support will be comparably successful to their general education classmates.</p> <p>Staff Responsible for Monitoring: Lead: SpEd teachers, General Ed teachers, SpEd paraprofessionals</p> <p>Others Involved: Administrative Team Diagnostician</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 2: Special education teachers and support staff will attend content specific professional development and collaborate/plan with grade level teams.</p> <p>Strategy's Expected Result/Impact: Implementation: SpEd staff will be required to attend district professional development for Reading, Writing, Math, Science, and Social Studies. SpEd teachers will also meet with grade level teams to review lesson plans and content information, as well as, attend routine Instructional Meetings with the Instructional Facilitator.</p> <p>Impact: Attending content specific professional development and meeting regularly for grade level planning will expose Special Education staff to best practices and strategies that are currently being implemented in general education classrooms.</p> <p>Staff Responsible for Monitoring: Lead: SpEd teachers, SpEd paraprofessionals, Grade level teachers</p> <p>Others Involved: Instructional Facilitator District Coordinators ELAR and Math Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
			

0% No Progress

100% Accomplished








→ Continue/Modify

✗ 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: PK-5th grade teachers will provide a challenging curriculum which will include comprehensive instruction in the Texas Essential Knowledge and be implemented using the district identified scope and sequence.







Evaluation Data Sources: Coverage of TEKS and district scope and sequence compliance will be reflected through weekly lesson plans.

<p>Strategy 1: Teachers will provide research-based instruction, including best teaching practices with appropriate depth, rigor, and complexity. Strategies will include consistent student-centered opportunities, such as, collaboration, active engagement, multi sensory learning, reteaching, hands-on, real-world application and exposure to new content in a variety of learning styles.</p> <p>Strategy's Expected Result/Impact: Impact: Teachers show proficiency and knowledge in curriculum, instruction, and assessment and will be monitored through formal and informal observations.</p> <p>Staff Responsible for Monitoring: Lead: Grade level teams</p> <p>Others involved: Administrative Team, ELAR Instructional Coach, Math Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 2: Provide instruction, interventions and resources that will meet the needs of all students, including special areas such as Bilingual/ESL education, Special Education, Dyslexia instruction, Title I services, and Gifted/Talented education.</p> <p>Strategy's Expected Result/Impact: Impact: School schedules and lesson plans will demonstrate all students are receiving appropriate instruction in the least restricted environment.</p> <p>Staff Responsible for Monitoring: Administrative Team, Bilingual Department, Special Education staff, Interventionists, GT teacher, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 3: All teachers will use instructional and intervention programs including: Reader's/Writer's Workshop, Handwriting Without Tears, Fountas and Pinnell Guided Reading, Patterns of Power, Haggerty Phonemic Awareness, Istation, Fast ForWord, Reading Assistance Plus, Garland Math, Dreambox, StemScopes, Legends of Learning, Mentoring Minds.</p> <p>Strategy's Expected Result/Impact: Lesson plans and small group plans will reflect rigorous activities needed to ensure critical thinking is attained.</p> <p>Staff Responsible for Monitoring: Administrative Team, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative Reviews		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  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 2: All content area teachers, specials teachers, and Special Education teachers will participate in weekly instructional meetings to plan and adjust instruction and interventions.







Evaluation Data Sources: Instructional Meeting agendas/notes will indicate 100% teacher participation.

<p>Strategy 1: All appropriate staff will have access to academic records and will monitor student achievement and growth through Aware, grade reports, individual education plans, etc.</p> <p>Strategy's Expected Result/Impact: Implementation: Instructional meeting agendas/notes will be used to document that instructional staff is using information obtained from Aware to regularly monitor student progress on Universal Screeners, end of unit assessments, and benchmarks.</p> <p>Impact: Teachers will have access to student data to make informed and targeted decisions concerning instruction.</p> <p>Staff Responsible for Monitoring: Lead: Instructional Facilitator, teachers</p> <p>Others Involved: Administrative Team</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 2: Data obtained from Universal Screeners, Istation assessments, F&P assessments, and benchmarks will be used to create intervention groups and plan instruction.</p> <p>Strategy's Expected Result/Impact: Implementation: Data obtained from assessments will be analyzed during weekly instructional meetings and used to form intervention groups.</p> <p>Impact: Teachers will have access to student data to make informed decisions concerning interventions, enrichment, and tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Lead: Instructional Facilitator, teachers</p> <p>Others involved: Administrative Team, Interventionists</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative Reviews		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  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: Content area teachers, Pre-K through 5th, will collaborate three times a year as a vertical team in the areas of ELAR, Math, and Science.







Evaluation Data Sources: Teachers share and participate in vertical meetings.

<p>Strategy 1: Campus vertical team meetings will be scheduled to improve curricular and instructional alignment, as well as, address transitional concerns.</p> <p>Strategy's Expected Result/Impact: Implementation: Notes, agendas, and sign-in sheets from Academic Lead Teachers will demonstrate 100% teacher participation.</p> <p>Impact: Vertical alignment will result in increased student mastery in Math, ELAR, and Science.</p> <p>Staff Responsible for Monitoring: Lead: Instructional Facilitator, Academic Lead Teachers</p> <p>Others Involved: Content area teachers, SpEd teachers, Administrative Team, ELAR Instructional Coach, Math Instructional Coach</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative Reviews		
	Nov	Jan	Mar
	 30%		
<p>Strategy 2: Teachers will share ideas, resources, and recommendations from all vertical team meetings with the other members of their grade level team.</p> <p>Strategy's Expected Result/Impact: Implementation: Team meeting notes will document that results of each ELAR, Math, and Science vertical team meetings were discussed.</p> <p>Impact: Students and teachers will receive the necessary instruction and resources to introduce, develop, reteach, and master grade level TEKS.</p> <p>Staff Responsible for Monitoring: Lead: Instructional Facilitator, Academic Lead Teachers, content-specific vertical team members</p> <p>Others Involved: Administrative Team</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative Reviews		
	Nov	Jan	Mar
	 30%		
 No Progress  Accomplished  Continue/Modify  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 4: During the 2020-21 school year, HES teachers will participate in district horizontal planning meetings in the areas of ELAR, Math, Science, and Social Studies.






Evaluation Data Sources: Sign-in sheets, agendas, and grade level team notes will demonstrate 100% compliance.

<p>Strategy 1: HES teachers will participate in weekly district grade level planning meetings in the areas of ELAR, Math, Science, and Social Studies.</p> <p>Strategy's Expected Result/Impact: Implementation: Teachers will meet every Wednesday with District Instructional Coaches and horizontal teams to develop weekly lesson plans.</p> <p>Impact: Horizontal meetings will allow teachers to share ideas, resources, best instructional practices, and develop weekly lesson plans.</p> <p>Staff Responsible for Monitoring: Lead: Content-area teachers, Instructional coaches</p> <p>Others involved: Administrative team, District Coordinators</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 2: HES teachers will utilize district-embedded staff development days to plan curriculum and assessments.</p> <p>Strategy's Expected Result/Impact: Implementation: Teachers will meet horizontally throughout the year to establish a scope and sequence, plan instruction, and create student assessments.</p> <p>Impact: Horizontal meetings will allow teachers to share ideas, resources, and best instructional practices.</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative Reviews		
	Nov	Jan	Mar
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="466 1003 667 1052">  No Progress </div> <div data-bbox="762 1003 984 1052">  Accomplished </div> <div data-bbox="1079 1003 1335 1052">  Continue/Modify </div> <div data-bbox="1430 1003 1631 1052">  Discontinue </div> </div>			

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 5: All staff members will attend quality research-based professional development opportunities to improve instruction, management, assessment, and overall job performance.



Evaluation Data Sources: Implementation of strategies learned will be evident in lesson plans, classroom walk-throughs, observations, and improvement in student achievement.







<p>Strategy 1: District Coordinators and Instructional Coaches will provide in-district professional development training sessions throughout the 2020-21 school year.</p> <p>Strategy's Expected Result/Impact: Implementation: Teachers will meet horizontally throughout the year for district-led planning and professional development.</p> <p>Impact: Horizontal meetings will allow teachers to share ideas, resources, and best instructional practices.</p> <p>Staff Responsible for Monitoring: Lead: District Coordinators, Instructional Coaches</p> <p>Others Involved: Teachers, Administrative Team</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative Reviews		
<p>Strategy 2: All teaching staff and paraprofessionals will attend professional development related to their content area.</p> <p>Strategy's Expected Result/Impact: Implementation: Completion of the agenda, notes, and sign-in sheets from professional development trainings.</p> <p>Impact: The use of observations, walk-throughs, and Wonder Walks to monitor the specific skills and knowledge acquired in trainings has been implemented.</p> <p>Staff Responsible for Monitoring: Leads: District Coordinators, Instructional Coaches, Administrative Team</p> <p>Others Involved: Teachers, Support Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  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 6: HES will focus on interventions in both Reading and Math to close achievement gaps and meet the academic needs of students in target populations.

Evaluation Data Sources: Data including: progress monitoring, running records, Universal Screeners, benchmarks







<p>Strategy 1: Reading and Math Interventionists will pull small groups from targeted student populations and use research-based interventions, programs, and assessments such as: LLI, Fast ForWord, Blast, Boost, Countdown, Reading by Design, Metacognitive, Soluciones, Esperanza, and Dreambox.</p> <p>Strategy's Expected Result/Impact: Implementation: Interventions will occur daily and groups will be adjusted based on data sources.</p> <p>Impact: Students in target populations will increase academic achievement comparable to all HES students.</p> <p>Staff Responsible for Monitoring: Leaders: Reading Interventionist, Math Interventionist, Dyslexia teachers, Instructional Facilitator</p> <p>Others involved: Administrative Team, teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 2: Teachers will conduct small group instruction within the classroom on a daily basis in order to target and assist struggling students, as well as, high achieving students.</p> <p>Strategy's Expected Result/Impact: Implementation: Targeted small groups will be pulled during Bulldog University and during independent/workstation time.</p> <p>Impact: There will be an overall increase in student achievement levels according to unit assessments, running records, benchmarks, STAAR, and classroom grades.</p> <p>Staff Responsible for Monitoring: Leaders: Classroom teachers, Instructional Facilitator</p> <p>Others involved: Administrative Team</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
			






<p>Strategy 3: Special education teachers will provide accelerated , specific instruction to special education students according to their IEP and will provide in-class support for identified students.</p> <p>Strategy's Expected Result/Impact: Implementation: Special education teachers will provide in-class support, pull-out instruction, and modified curriculum to special education students based on a student's individual education plan.</p> <p>Impact: There will be a 10% increase in goals met according to special education student's IEPs.</p> <p>Staff Responsible for Monitoring: Leads: Special education teachers and support staff</p> <p>Others involved: Classroom teachers, Administrative Team</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 4: Gifted/Talented students will receive Gifted and Talented services weekly provided through district-created lesson plans.</p> <p>Strategy's Expected Result/Impact: Implementation: G/T students will be pulled out of class weekly for 90 minutes to participate in G/T activities and lessons. The G/T program will be evaluated annually at the campus and district levels.</p> <p>Impact: G/T students will have the opportunity to further enrich critical thinking skills, real-world application, and project-based learning through enrichment activities.</p> <p>Staff Responsible for Monitoring: Leads: Librarian, Advanced Academics Coordinator</p> <p>Others involved: Administrative team, teachers, Advanced Academic committee</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative Reviews		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  Discontinue			








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

Performance Objective 1: Provide staffing and procedure trainings that guarantee physical safety for all HES students.

Evaluation Data Sources: 100% staff participation in safety and emergency trainings and drills.
Safety audit

<p>Strategy 1: Provide updated training for faculty and staff on crisis management and provide each classroom with an emergency care kit.</p> <p>Strategy's Expected Result/Impact: Implementation: 100% active participation from all staff members with HES's crisis management plan.</p> <p>Impact: Staff is prepared to handle a crisis incident or emergency to ensure safety of students.</p> <p>Staff Responsible for Monitoring: Leaders: Administrative Team, Crisis Management Team</p> <p>Others involved: All teachers and staff members, District Safety Officers</p>	Formative Reviews		
<p>Strategy 2: Develop and implement duty schedules to maximize supervision in all areas.</p> <p>Strategy's Expected Result/Impact: Implementation: Staff will be trained on location of duty and monitoring requirements for their duty position. All staff will be on time to supervise students and find coverage if needed.</p> <p>Impact: The campus will be 100% safe and orderly during school hours.</p> <p>Staff Responsible for Monitoring: Lead: Administrative Team</p> <p>Others involved: Teachers, Support Staff, District Safety Officers</p>	Formative Reviews		
	Nov	Jan	Mar
	Nov	Jan	Mar
			
			

<p>Strategy 3: All staff will participate in the required yearly emergency drills including: fire, lockout, lock down, evacuation, shelter in place, and severe weather drills. Students will participate in a presentation on fire safety from the Waller County Fire Department.</p> <p>Strategy's Expected Result/Impact: Implementation: 100% participation from all HES staff and students during all drills conducted.</p> <p>Impact: Student and staff awareness and preparedness of how to handle and react in an emergency situation.</p> <p>Staff Responsible for Monitoring: Leader: Administrative Team, Crisis Management Team</p> <p>Others Involved Coach Horton, Teachers, Staff Members</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 4: Using Title I funds, we will monitor and provide support to homeless students identified at HES.</p> <p>Strategy's Expected Result/Impact: Implementation: Identify students who are enrolled with the homeless status.</p> <p>Impact: Provide the support these identified students need in order to be successful at school and remain safe.</p> <p>Staff Responsible for Monitoring: Leaders: Counselors, Registrar</p> <p>Others involved: Administrative Team, Nurse, Teachers</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 5: All HES staff will complete the Region 10 Compliance Training courses.</p> <p>Strategy's Expected Result/Impact: Implementation: Courses will be completed by August 23, 2020. Certificates will be kept documenting staff completion.</p> <p>Impact: Staff will be knowledgeable to make professional and safe decisions for themselves and all HES students.</p> <p>Staff Responsible for Monitoring: Lead: Administrative Team</p> <p>Others Involved: Crisis Management Team, All Staff</p>	Formative Reviews		
	Nov	Jan	Mar
			


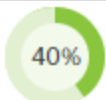
<p>Strategy 6: Anonymous alerts will be implemented allowing parents and students to report concerns to administration.</p> <p>Strategy's Expected Result/Impact: Implementation: The district and campus will inform parents and students of the Anonymous Alert system. Reports will be addressed with high priority.</p> <p>Impact: Increased communication regarding safety concerns on campus so solutions can be addressed quickly.</p> <p>Staff Responsible for Monitoring: Implementation: Administrative Team</p> <p>Others involved: School Resource Officers, HES staff and students</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
	 100%	 100%	 100%
 No Progress  Accomplished  Continue/Modify  Discontinue			









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 all HES students.

Evaluation Data Sources: Documented drills, discipline referrals, school-wide programs

<p>Strategy 1: Provide counseling services to identified students and groups in areas such as: divorce, bullying, anger, and social skills.</p> <p>Strategy's Expected Result/Impact: Implementation: Students who are dealing with struggles beyond academics will be given the opportunity to receive counseling services .</p> <p>Impact: Counseling will provide emotional safety for children, as well as, coping techniques.</p> <p>Staff Responsible for Monitoring: Leader: Counselors</p> <p>Other involved: Administrative Team, Teachers, Nurse</p>	Formative Reviews		
	Nov	Jan	Mar
<p>Strategy 2: Through Title IV funding, students will participate in Red Ribbon Week, Kindness Week, and Social Emotional learning through curriculum and materials. Oriental Trading (649.11), Amazon (1,342.64)</p> <p>Strategy's Expected Result/Impact: Implementation: During Red Ribbon Week, 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. Students will participate in a social emotional learning curriculum intended to address their social and emotional development.</p> <p>Impact: Students will develop an increased awareness of the importance of alcohol and drug prevention, as well as, social emotional wellness.</p> <p>Staff Responsible for Monitoring: Lead: Counselors</p> <p>Others involved: Administrative Team, All HES teachers and students</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: - Title IV (289) - \$1,991.75</p>	Formative Reviews		
	Nov	Jan	Mar




<p>Strategy 3: Title IV funds will allow campus counselors to attend professional development trainings and events which further promote the health and safety needs of all students.</p> <p>Strategy's Expected Result/Impact: Implementation: Campus counselors will attend professional development sessions throughout the 2020-21 school year.</p> <p>Impact: Counselors will be better equipped to support the physical, social, and emotional needs of HES students.</p> <p>Staff Responsible for Monitoring: Leads: Counselors</p> <p>Others involved: Administrative Team</p> <p>Funding Sources: - Title IV (289)</p>	Formative Reviews		
	Nov	Jan	Mar
	 50%		
<p>Strategy 4: The Core Essentials Curriculum will be implemented as part of a school-wide character education curriculum.</p> <p>Strategy's Expected Result/Impact: Implementation: Each month a different positive character trait will be highlighted and students will be recognized for exemplifying these character traits. Counselors post a virtual bulletin board in the office highlighting core values and social skills for the month.</p> <p>Impact: Students will become more aware of positive character traits, improving their interpersonal skills. This impact will result in a reduction in discipline referrals.</p> <p>Staff Responsible for Monitoring: Implementation: Counselors, Specials teachers</p> <p>Others Involved: Administrative Team, HES Teachers</p>	Formative Reviews		
	Nov	Jan	Mar
	 40%		






<p>Strategy 5: Restorative Practice morning circles will be held daily in each classroom. Social Emotional Learning lessons will be implemented once a week for 45 minutes in all homeroom classes. The Restorative Practice committee will be twice a semester to address the needs of HES students.</p> <p>Strategy's Expected Result/Impact: Implementation: Time for morning circles and social emotional learning is built into each grade level's daily schedule. A Restorative Practice monthly calendar is created by HES counselors to provide teachers with lesson ideas.</p> <p>Impact: Students will learn how to communicate effectively during conflict, express their feelings, and build interpersonal skills. This will increase attendance, classroom engagement, and decrease discipline.</p> <p>Staff Responsible for Monitoring: Leads: Counselors, Classroom Teachers</p> <p>Others Involved: Restorative Practice committee, PBIS committee, Administrative Team</p> <p>Funding Sources: - Title IV (289)</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 6: Through Title IV funds, new staff members will attend a mental health training from the Mental Health America of Houston.</p> <p>Strategy's Expected Result/Impact: Implementation: Staff members will be better equipped to support the physical, social, and emotional needs of HES students.</p> <p>Impact: HES students will experience improved morale and engagement in school.</p> <p>Staff Responsible for Monitoring: Lead: Counselors</p> <p>Others involved: New HES staff members</p> <p>Funding Sources: - Title IV (289)</p>	Formative Reviews		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: Campus-wide focus and staff training on bullying prevention and identification.

Evaluation Data Sources: Compliance bundle certificates, discipline referrals, and other staff development



<p>Strategy 1: All staff members will participate in training related to bullying, including causes, preventions, and appropriate responses.</p> <p>Strategy's Expected Result/Impact: Implementation: All staff members will complete the Region 10 compliance course on bullying and be provided training on staff and student handbook policies involving bullying and harassment.</p> <p>Impact: Decrease the likelihood of bullying and harassment at HES due to increase awareness of signs of bullying.</p> <p>Staff Responsible for Monitoring: Leads: Administrative Team</p>	Formative Reviews		
<p>Strategy 2: Through Title IV funding, students will participate in KINDNESS WEEK at school. Students will participate in activities to educate them on what bullying is, how to stop bullying, and how to report bullying appropriately.</p> <p>Strategy's Expected Result/Impact: Implementation: Counselors will implement various anti-bullying activities during KINDNESS WEEK. Incentives will be provided to students to help promote the anti-bullying initiative.</p> <p>Impact: An awareness of the importance of not being a bully. Students will also have an increased confidence in knowing what and how to report bullying.</p> <p>Staff Responsible for Monitoring: Leads: Counselors, Administrative Team</p> <p>Others involved: Classroom teachers, Specials teachers</p> <p>Funding Sources: - Title IV (289)</p>	Formative Reviews		
	Nov	Jan	Mar
			
	Nov	Jan	Mar

<p>Strategy 3: Counselors conduct grade-level specific talks during specials to address issues students may be facing. (i.e. bullying) Counselors have a mailbox set up in the office for students to submit a request to speak with the counselor.</p> <p>Strategy's Expected Result/Impact: Implementation: Grade-level counselor talks, as needed, during the specials rotation. Counselors individually speak with students who have submitted a request in the counselor mailbox.</p> <p>Impact: An awareness of the importance of not being bullied and help addressing other social issues. Students will also have an increased confidence in knowing how to report bullying.</p> <p>Staff Responsible for Monitoring: Lead: Counselors</p> <p>Others Involved: Administrative Team</p>	Formative Reviews		
	Nov	Jan	Mar
	 80%		
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 4: 100% of staff members and students will participate in a school-wide PBIS (Positive Behavior Interventions and Support) program.

Evaluation Data Sources: HES students and staff will be knowledgeable of the goals of PBIS and actively engage in the campus-wide PBIS program.

<p>Strategy 1: The PBIS committee will meet regularly to plan staff development, analyze behavior related data, plan PBIS pep rallies, and communicate the goal of all HES students to show GROWL behavior.</p> <p>GROWL - Make Great choices Respect ourselves and others Take Ownership Exercise Willpower Lead by example</p> <p>Strategy's Expected Result/Impact: Implementation: PBIS meeting agendas and notes will be reviewed at Committee Lead meetings by the PBIS chairperson. Everyday during morning announcements, the morning affirmation of showing GROWL behavior will be highlighted.</p> <p>Impact: A campus-wide vision and goal of PBIS will result in improved student behavior.</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 2: All HES students will earn Bulldog Bucks for showing GROWL behavior. Students will be given the opportunity to to redeem their Bulldog Bucks for prizes every week with their classroom reward menu or once a month with the campus-wide GROWL store.</p> <p>Strategy's Expected Result/Impact: Implementation: Classroom schedules will reflect time allotted for students to redeem Bulldog Bucks. A fish tank is located in the office for classes to put their redeemed Bulldog Bucks in.</p> <p>Impact: Bulldog Bucks will serve as an incentive for students to make good choices and exhibit GROWL behavior.</p> <p>Staff Responsible for Monitoring: Leaders: PBIS Committee</p> <p>Others Involved: All HES teachers and staff, Administrative Team</p>	Formative Reviews		
	Nov	Jan	Mar
			

Strategy 3: PBIS matrices will be posted throughout the building and reviewed in class regularly, outlining expectations for appropriate GROWL behavior.




GROWL behavior and matrices will be incorporated into Restorative Circles once a week.

Strategy's Expected Result/Impact: Implementation:
 Poster-sized matrices will be posted in the cafeteria, classrooms, special's rooms, playground, restrooms, and hallways. Classroom teachers will be provided with a copy of all matrices attached to a ring to review with students as needed. Matrices will be developed and translated as needed .

Impact:
 Students will have visible reminders throughout the building outlining appropriate behavior.

Staff Responsible for Monitoring: Leads: PBIS committee

Others involved: Administrative Team, Classroom teachers, Specials teachers









Formative Reviews		
Nov	Jan	Mar
 100%	 100%	 100%

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

Performance Objective 1: 100% of HES teachers and paraprofessionals will be highly qualified and in compliance with state and federal law.







Evaluation Data Sources: Personnel records, Highly Qualified Annual Compliance Report, ESSA requirements

<p>Strategy 1: Compose interview team to conduct interviews, review on-line applications, and check references and certifications.</p> <p>Strategy's Expected Result/Impact: Implementation: 1) Interview team established 2) SBEC certifications checked and meet compliance 3) References checked and on file</p> <p>Impact: Hiring highly qualified staff will increase the academic productivity and help establish a positive campus culture at HES.</p> <p>Staff Responsible for Monitoring: Lead: Administrative Team</p> <p>Other involved: Human Resources, Interview team</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 2: Professional development will be provided throughout the year for teachers to obtain staff development hours in order to maintain certifications.</p> <p>Strategy's Expected Result/Impact: Impact: 100% of staff are highly qualified.</p> <p>Staff Responsible for Monitoring: Leads: Principal, District Content Coordinators</p>	Formative Reviews		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: First year teachers will be assigned a mentor teacher and all new teachers and staff to HES will meet regularly with our Ohauna Club.








Evaluation Data Sources: Agendas and notes from Ohauna Club and Mentor Teacher meetings

<p>Strategy 1: First year teachers will be assigned a mentor and will meet a minimum of twice each six weeks.</p> <p>Strategy's Expected Result/Impact: Implementation: New teachers and mentor teachers will follow the district provided mentor schedule and objectives.</p> <p>Impact: Teacher retention</p> <p>Staff Responsible for Monitoring: Leads: Principal, Mentor teachers</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 2: All first and second year teachers and staff will attend support meetings and receive mentor support through HES's Ohauna Club scheduled throughout the year.</p> <p>Strategy's Expected Result/Impact: Implementation: New hires will meet with the Ohauna Club to discuss concerns, ask questions, and receive guidance and support in order to facilitate a smooth transition to HES.</p> <p>Impact: New teachers will express a desire to return to HES in 2021-2022.</p> <p>Staff Responsible for Monitoring: Administrative Team, Ohauna Club chairs</p>	Formative Reviews		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 3: 95% of staff will indicate the intent to return to HES for the 2021-2022 school year.








Evaluation Data Sources: Staff roster for the 2021-22 school year

<p>Strategy 1: Throughout the school year, support activities are put in place for new and struggling teachers such as review of curricular materials, modeling of lessons, and classroom management strategies.</p> <p>Strategy's Expected Result/Impact: Implementation: Teachers struggling in identified areas will be reviewed at weekly TIP meetings and a plan will be put in place to support.</p> <p>Impact: Identified teachers will learn new strategies and improve in the needed areas.</p> <p>Staff Responsible for Monitoring: Administrative Team</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 2: Provide meaningful and consistent support to all HES staff through Team Leader meetings, Instructional meetings, ensuring curriculum and resources are provided, and maintaining a supportive and caring work atmosphere.</p> <p>Strategy's Expected Result/Impact: Impact: Staff rosters for the 2021-22 school year will indicate a faculty return rate of 95% or higher.</p> <p>Staff Responsible for Monitoring: Lead: Administrative Team</p> <p>Others involved: Team Leaders</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 3: Retain highly qualified, motivated, committed staff members by regularly recognizing outstanding performance, service, and attendance.</p> <p>Strategy's Expected Result/Impact: Implementation: Teacher and Support Staff of the Month Praising Amazing Wonderful Staff (PAWS) monthly treat WOW Wednesdays Weekly Bulldog Brags and We Are Holleman staff notes</p> <p>Impact: Staff retention rate of 95% or higher</p> <p>Staff Responsible for Monitoring: Administrative Team</p>	Formative Reviews		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: 100% of HES teachers will perform in the Proficient to Distinguished range on their T-TESS evaluation.



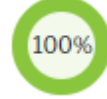
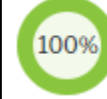
Evaluation Data Sources: T-TESS rubric









<p>Strategy 1: Campus administrators will conduct walk-throughs along with Pre and Post conferences in conjunction with 45-minute formal observations based on TEA guidelines and the board approved T-TESS appraisal calendar.</p> <p>Strategy's Expected Result/Impact: Implementation: Walk-throughs, announced and unannounced observations, summatives compared year-to-year</p> <p>Impact: 100% of HES teachers will remain highly qualified.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 2: Teachers will continue to incorporate researched-based strategies throughout Tier I instruction using methods from the Seidlitz's 7 Steps to a Language Rich Interactive Classroom training. The Bilingual Department will provide training and materials to teachers new to HES this year.</p> <p>Strategy's Expected Result/Impact: Implementation: Strategies observed and materials displayed in classrooms during walk-throughs and observations.</p> <p>Impact: Quality, campus-wide Tier I instruction</p> <p>Staff Responsible for Monitoring: Leader: Instructional Facilitator</p> <p>Others involved: Bilingual Department, Administrative Team, Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.5 - Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 3: TIP (Target Improvement Plan) Instructional team will conduct weekly TIP observations and Wonder Walks.</p> <p>Strategy's Expected Result/Impact: Implementation: TIP observations and Wonder Walks will be discussed at weekly TIP meetings. Grows and glows from weekly TIP observations and Wonder Walks will be communicated with teachers and staff.</p> <p>Impact: Teachers will learn new strategies to implement in their classrooms and individual feedback will allow for teaching growth and reflection.</p> <p>Staff Responsible for Monitoring: TIP Instructional Team</p> <p>Title I Schoolwide Elements: 2.5 - Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  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: 100% of HES students will use technology on a daily basis to enhance their learning.

Evaluation Data Sources: Virtual platform, Google Classroom







<p>Strategy 1: Teachers will incorporate the use of technology in their every day lesson plans to enhance the quality of the 21st century learners' educational experience.</p> <p>Strategy's Expected Result/Impact: Implementation: Student activity will be evidenced through each teacher's Personal Learning Network (PLN).</p> <p>Impact: Students will have opportunities on a regular basis to use technology to create, learn, and share.</p> <p>Staff Responsible for Monitoring: Leads: Administrative Team</p> <p>Others Involved: Instructional Coaches, Technology committee</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 2: Virtual students will use Google Classroom and the district-created Virtual Platform as their daily method of receiving instruction.</p> <p>Strategy's Expected Result/Impact: Implementation: Zoom meetings with virtual teachers, assignments turned in through SeeSaw and Google Classroom</p> <p>Impact: Virtual students' academic achievement will be comparable to students receiving instruction on campus.</p> <p>Staff Responsible for Monitoring: Leads: Virtual and on-campus teachers</p> <p>Others involved: Instructional Facilitator, Instructional Coaches, District Content Coordinators</p>	Formative Reviews		
	Nov	Jan	Mar
			

<p>Strategy 3: Teachers will receive technology training throughout the year on tools such as Google Classroom, Skyward, Clever, etc.</p> <p>Strategy's Expected Result/Impact: Implementation: The district Technology Department will provide tech trainings throughout the year, as well as, videos and help guides in the Google Drive. The HES Technology Committee will create a tech site that highlights each month ways to incorporate technology into instruction.</p> <p>Impacts: Teachers will understand how to use all technology platforms and tools used in the district and will gain knowledge on how to incorporate technology into lesson planning.</p> <p>Staff Responsible for Monitoring: Leads: Technology Department HES Technology Committee</p> <p>Others Involved: Administrative Team</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 4: All HES students will have access on-campus and at home to various types of technology programs such as: Clever, Istation, Google Classroom, Dreambox, Seesaw, PebbleGo, Fast ForWord, and Reading Assistance Plus.</p> <p>Strategy's Expected Result/Impact: Implementation: Monitoring student usage of technology programs</p> <p>Impact: Students increasing academic achievement through the use of technology.</p> <p>Staff Responsible for Monitoring: Leads: Classroom teachers, Instructional Facilitator</p> <p>Others Involved: Librarian, STEAM Lab teacher, Interventionists</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative Reviews		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  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 2: To increase parent communication and involvement through the use of technology and social media platforms.







Evaluation Data Sources: Impact:
Parents using HES communication tools to gain information.






<p>Strategy 1: Parent communication regarding school events and information will be increased through the use of Skyward Message, Peachjar, Facebook, the HES webpage, Twitter, and Remind 101.</p> <p>Strategy's Expected Result/Impact: Implementation: All technology platforms listed will be used to distribute communication to parents.</p> <p>Impact: Increased success rate on parent communication</p> <p>Staff Responsible for Monitoring: Lead: Administrative Team</p> <p>Others involved: Homeroom teachers</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 2: Blackboard will be used to notify parents and staff on important updates concerning Holleman and Waller ISD.</p> <p>Strategy's Expected Result/Impact: Impact: Increased success rate on delivery of messages</p> <p>Staff Responsible for Monitoring: HES Administrative Team District Administration</p>	Formative Reviews		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  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 Sources: District communication survey, parental attendance

<p>Strategy 1: Conduct an annual Title I parent meeting and routinely involve parents in planning, reviewing, and improving the Title I program.</p> <p>Strategy's Expected Result/Impact: Implementation: Meeting notes and sign-in sheets will be used to document parent participation.</p> <p>Impact: Parents will receive information in regards to our Title I program.</p> <p>Staff Responsible for Monitoring: Lead: Administrative Team</p> <p>Others Involved: Interventionists</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 2: Virtual parent-teacher conferences will be conducted in October.</p> <p>Strategy's Expected Result/Impact: Implementation: Parent-teacher conferences scheduled with homeroom teachers on October 2, 2020.</p> <p>Impact: Parents will receive information outlining the progress of their child.</p> <p>Staff Responsible for Monitoring: Lead: Homeroom teachers</p> <p>Others Involved: Administrative Team, Receptionist</p>	Formative Reviews		
	Nov	Jan	Mar
			




<p>Strategy 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 learning.</p> <p>Strategy's Expected Result/Impact: Implementation: Curriculum Night Family Reading Night Math and Science Night P.E. Night</p> <p>Impact: These events will strengthen the school/home connection.</p> <p>Staff Responsible for Monitoring: Lead: Administrative Team</p> <p>Others Involved: Classroom teachers, Specials teachers, Interventionists</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 4: Holleman staff will work closely with the Holleman PTO to provide family events to improve the home/school connection.</p> <p>Strategy's Expected Result/Impact: Implementation: HES staff and Holleman PTO will collaborate to plan and implement scheduled activities for Holleman families.</p> <p>Impact: Stronger parent/school communication and involvement</p> <p>Staff Responsible for Monitoring: Lead: Administrative Team, PTO members</p> <p>Others Involved: Campus staff</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 5: Provide NAC Night to explain the program to parents of bilingual students in the program.</p> <p>Strategy's Expected Result/Impact: Implementation: Sign-In Sheets, Presentation notes</p> <p>Impact: Increase parental communication about the Bilingual program.</p> <p>Staff Responsible for Monitoring: Lead: Bilingual / ESL Director</p> <p>Others Involved: ELL Coordinator, Administrative Team, NAC teachers, Bilingual Counselor</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative Reviews		
	Nov	Jan	Mar
			








<p>Strategy 6: Ensure that all communication with parents is provided in the appropriate language.</p> <p>Strategy's Expected Result/Impact: Implementation: Copies of all communication on file in both English and Spanish. Pocket Talk devices available to use for translating a conversation.</p> <p>Impact: The increase of parental communication and involvement.</p> <p>Staff Responsible for Monitoring: Lead: Administrative Team</p> <p>Others Involved: Receptionist, District Bilingual translators, Bilingual teachers</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 7: Parents will stay informed of their child's academic progress through the Skyward Parent Portal and weekly Google Classroom assignment updates.</p> <p>Strategy's Expected Result/Impact: Impact: Parents will have access at all times to their child's grades and information on completed/missing assignments.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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: Keep all HES families informed on the latest school news and upcoming events.

Evaluation Data Sources: Parent Communication Survey, Sign-in sheets from HES events



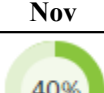
<p>Strategy 1: Publish and distribute a monthly newsletter written in English and Spanish detailing information pertaining to academic dates and upcoming events.</p> <p>Strategy's Expected Result/Impact: Implementation: Monthly calendars will be distributed to on-campus students and be available on HES website.</p> <p>Impact: Increased parental communication and student/parent participation.</p> <p>Staff Responsible for Monitoring: Administrative Team</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 2: School events and important information will be communicated to families through homeroom teachers with Remind 101 and Homeroom Google Classrooms.</p> <p>Strategy's Expected Result/Impact: Implementation: Teachers send out Reminds to families regarding campus-wide information and events. Teachers post important information and links on their Homeroom Google Classroom announcement page.</p> <p>Impact: Increased parent and student involvement and participation.</p> <p>Staff Responsible for Monitoring: Lead: Homeroom teachers</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 3: School events and important information will be communicated to families through social media platforms and paper flyers sent home.</p> <p>Strategy's Expected Result/Impact: Implementation: Social media platforms including the Holleman website, Facebook page, and Twitter will be used for communication. Paper flyers regarding upcoming events will be sent home in a timely manner in English and Spanish.</p> <p>Impact: Increased parent and student involvement and communication.</p> <p>Staff Responsible for Monitoring: Administrative Team</p>	Formative Reviews		
	Nov	Jan	Mar
			








<p>Strategy 4: Teacher conference periods are built in to grade level daily schedules allowing teachers to communicate with parents in a timely manner.</p> <p>Strategy's Expected Result/Impact: Implementation: Teachers will respond to parent communication within 24 hours.</p> <p>Impact: Increased communication between parents and teachers.</p> <p>Staff Responsible for Monitoring: Leads: Teachers, Instructional Facilitator</p> <p>Others involved: Administrative team</p>	Formative Reviews		
	Nov	Jan	Mar
	 100%	 100%	 100%
 No Progress  Accomplished  Continue/Modify  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 Sources: All funds are expended in a compliant manner








<p>Strategy 1: Local funding will be used to support curriculum, staffing, and foundations programs.</p> <p>Strategy's Expected Result/Impact: Implementation: All regular classes will be staffed and supported with local funds.</p> <p>Impact: 100% compliance with funding requirements so we can better support our staff and students.</p> <p>Staff Responsible for Monitoring: Lead: Principal</p> <p>Others Involved: Business Office and Campus Bookkeeper</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative Reviews		
<p>Strategy 2: Use Title I funding to provide supplemental services and support for at-risk students and our homeless students.</p> <p>Strategy's Expected Result/Impact: Implementation: Budget decisions will be made on student need, research-based curriculum, and alignment with district curriculum.</p> <p>Impact: Students will supplied with personal care items to address their needs.</p> <p>Staff Responsible for Monitoring: Lead: Counselors</p> <p>Others involved: Administrative Team</p>	Formative Reviews		
<p>Strategy 3: Use Title II funding to provide professional learning in needed areas based on student data.</p> <p>Strategy's Expected Result/Impact: Implementation: Budget decisions will be based on student need, research-based curriculum, and alignment with district curriculum.</p> <p>Impact: Student achievement data will increase.</p> <p>Staff Responsible for Monitoring: Lead: Principal</p> <p>Others Involved: Content Director and Curriculum Director</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative Reviews		
	Nov	Jan	Mar
			
			
			

<p>Strategy 4: Use Title III funding to provide supplemental services to EL students.</p> <p>Strategy's Expected Result/Impact: Implementation: Budget decisions will be made on student need, research based curriculum, and alignment with district curriculum.</p> <p>Impact: Student achievement data will increase.</p> <p>Staff Responsible for Monitoring: Lead: Principal</p> <p>Others Involved: Content Director and Curriculum Director, Bilingual/ESL Department</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 5: Use Title IA funding to provide supplemental services to struggling and at risk students.</p> <p>Strategy's Expected Result/Impact: Implementation: Budget decisions will be made on student need, research based curriculum, and alignment with district curriculum.</p> <p>Impact: Student achievement data will increase.</p> <p>Staff Responsible for Monitoring: Lead: Principal</p> <p>Others Involved: Content Director and Curriculum Director</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 6: Utilize Special Education funds to provide ARD determined services for Special Education students.</p> <p>Strategy's Expected Result/Impact: Implementation: Budget decisions will be made on student need, research-based curriculum, and alignment with district curriculum.</p> <p>Impact: Student achievement data will increase.</p> <p>Staff Responsible for Monitoring: Lead: Principal</p> <p>Others Involved: Special Education Director</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 Sources: All funds are expended in a compliant manner.

<p>Strategy 1: Follow WISD District Budgeting process.</p> <p>Strategy's Expected Result/Impact: Implementation: Budgets for all fund sources are developed according to federal, state, and district guidelines.</p> <p>Impact: Funding will be utilized appropriately to provide the best education for Holleman students.</p> <p>Staff Responsible for Monitoring: Lead: Superintendent</p> <p>Others Involved: Assistant Superintendent, Curriculum Director and Principal</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 2: A Comprehensive Needs Assessment will occur during the spring semester to determine campus needs and identify possible expenditures to be included in next year's Campus Improvement Plan.</p> <p>Strategy's Expected Result/Impact: Implementation: Notes, agendas, and sign-in sheets from CNA and CIP meetings.</p> <p>Staff Responsible for Monitoring: Lead: Administrative Team</p> <p>Others Involved: CNA committee members</p>	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  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: HES will address the additional needs of all students in helping prepare for future learning.




Evaluation Data Sources: Student will participate in college and career activities.








<p>Strategy 1: All students will be able to participate in College Go Get It Week highlighting Texas-based universities and the importance of attending college.</p> <p>Strategy's Expected Result/Impact: Implementation: College Week activities, Highlight universities during morning announcements</p> <p>Impact: Students will have an increased awareness so they can set goals for their future.</p> <p>Staff Responsible for Monitoring: Lead: Counselors</p> <p>Others Involved: Administrative Team, Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 2: All Kindergarten through 5th grade students will be exposed to future career opportunities through a campus-wide Career Expo.</p> <p>Strategy's Expected Result/Impact: Implementation: Community members with various careers will highlight their jobs and experiences with students.</p> <p>Impact: Students will have an increased awareness of future career opportunities.</p> <p>Staff Responsible for Monitoring: Lead: Counselors</p> <p>Others involved: Administrative Team, Specials teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  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 2: Students will participate in numerous co-curricular and extracurricular activities during the 2020-21 school year.

Evaluation Data Sources: Student participation in co-curricular activities available on campus.






<p>Strategy 1: STREAM time will be implemented to provide advanced academics and enrichment time for all HES students.</p> <p>Strategy's Expected Result/Impact: Implementation: Students will be able to choose from of a variety of classroom activities and clubs to increase their interest in school.</p> <p>Impact: Increase in student attendance and advanced academics scores. Decrease in number of early checkout students.</p> <p>Staff Responsible for Monitoring: Leads: Administrative Team</p> <p>Others involved: Teachers, Paraprofessionals</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 2: Students in grades 2nd-5th will participate in various academic UIL events.</p> <p>Strategy's Expected Result/Impact: Implementation: District-wide competition</p> <p>Impact: Promotes positive competition and teamwork.</p> <p>Staff Responsible for Monitoring: Lead: Counselors</p> <p>Others Involved: UIL chairs</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative Reviews		
	Nov	Jan	Mar

<p>Strategy 3: All HES students will participate in a virtual Veteran's Day program on November 11, 2020.</p> <p>Strategy's Expected Result/Impact: Implementation: Veteran's Program via Zoom. Students will create pictures to hold up at the Veteran's Day program during S.T.E.A.M Lab. Students will submit pictures and posters to honor a veteran who is special to them.</p> <p>Impact: Students become more involved in extracurricular activities. Increased awareness of the importance of our veterans.</p> <p>Staff Responsible for Monitoring: Leads: Administrative Team</p> <p>Others Involved: S.T.E.A.M. Lab teacher, Classroom teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative Reviews		
	Nov	Jan	Mar
			
<p>Strategy 4: Students in grades 2-5 will participate in a campus Spelling Bee.</p> <p>Strategy's Expected Result/Impact: Implementation: Winners of campus Spelling Bee will advance to the district level competition.</p> <p>Impact: Students become more involved in co-curricular activities.</p> <p>Staff Responsible for Monitoring: Spelling Bee Coordinator</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative Reviews		
	Nov	Jan	Mar
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: HES will celebrate and highlight diversity among our students, staff and community.

Evaluation Data Sources: Hispanic Heritage, Black History, Kindness Week, Cultural Awareness wreaths, Cinco de Mayo pinatas


<p>Strategy 1: Participation in Hispanic Heritage month and Black History month activities.</p> <p>Strategy's Expected Result/Impact: Implementation: Office Team agendas/notes, Schedules of activities, Lessons provided for teachers</p> <p>Impact: Increased respect for diversity.</p> <p>Staff Responsible for Monitoring: Lead: Principal, Counselors</p> <p>Others Involved: Administration and Staff</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative Reviews		
	Nov	Jan	Mar
	 30%		
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Parents and other community members will have the opportunity to attend adult/parent education classes and specific programs to assist their children.

Evaluation Data Sources: Sign-in sheets

<p>Strategy 1: Attend the Parent and Family Engagement Liaison Training provided by Region IV. Region IV (35.00)</p> <p>Strategy's Expected Result/Impact: Implementation will be noted with a certificate of attendance.</p> <p>Impact will be demonstrated with presenting information about the updated PFE Engagement Liaison Handbook to campuses. Provide increased parent, family, and community engagement opportunities on campuses and within the district.</p> <p>Staff Responsible for Monitoring: Lead: Chief Academic Officer, Family Engagement Specialist</p> <p>Others Involved: Counselors</p> <p>Title I Schoolwide Elements: 3.1</p> <p>Funding Sources: - Title One (211) - \$35</p>	Formative Reviews		
	Nov	Jan	Mar

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Belinda Salazar	Bilingual Coach	Bilingual Department	
Guillermina Guerrero	Math Coach	Math Department	
Kendra Parker	Instructional Facilitator	Curriculum	
Nicole Donaldson	Reading Coach	Reading Department	