

**Waller Independent School District
Holleman Elementary
2021-2022 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

At Holleman, we empower scholars to achieve their maximum potential through an engaging and supportive learning environment. We are a dedicated family that inspires a love of literacy and critical thinking. We embrace our diversity and are committed to developing a culture of compassion, innovation, and real world problem solving.

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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: 20-21 enrollment data on snapshot, campus at-risk indicators and numbers on campus, 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 19-20 and 20-21, 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: 9.3% African American, 30.93% White, 1% Asian, 56.76% Hispanic, 0% Native American, 2.25% Two or More Races, 0% Pacific Islander, 49.25% Male, 50.75% Female, 63.10% 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 88.32%. The percent of students with disciplinary placement is 10%.

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.

Holleman has 54.12% free lunches and 6.93 reduced lunches.

Within special programs in Holleman Elementary School, we serve a number of students.

The number of students served are:

At Risk students: 415

Bilingual students: 179, ESL students: 53

Gifted and Talented students: 24

504 students: 46

Special Educations students: 91

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.
- Highly qualified teachers and paraprofessionals

Problem Statements Identifying Demographics Needs

Problem Statement 1: With an increase in the number of Special Education students, as well as, the addition of the RESET and ISET programs, it is important we have an adequate amount of staff to meet the needs of our students. **Root Cause:** We will need to ensure Special Education students' service minutes are being met, minutes are being made up when staff is out, and scheduling is consistent and correct.

Student Achievement

Student Achievement Summary

Holleman Elementary School had 94% of eligible students participate in the 2020-2021 STAAR state assessments. We received the following scores for Math, Reading, Writing, and Science.

Math:

3rd grade - 56.86% of students met standard or scored above

4th grade - 54.74% of students met standard or above in English

50% of students met standard or above in Spanish

5th grade - 77.19% of students met standard or above in English

80% of students met standard or above in Spanish

Reading:

3rd grade - 63.73% of students met standard or above

4th grade - 52.13% of students met standard or above in English

71.43% of students met standard or above in Spanish

5th grade - 65.79% of students met standard or above in English

60% of students met standard or above in Spanish

Writing (4th): 44.21% of students met standard or above in English

57.14% of students met standard or above in Spanish

Science (5th): 60.53% of students met standard or above in English

70% of students met standard or above in Spanish

The 2020-2021 school year was not rated by the state, and the 2019-2020 state testing did not take place due to the COVID-19 epidemic.

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:

- Integration of technology
- Targeted Tier I instruction
- Prescriptive and targeted intervention groups
- 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: We need collaboration between our general education teachers and In-class support teachers/paraprofessionals. **Root Cause:** We want to put an increased focus on the co-teach/co-support model during our professional development and highlight when staff is using this model effectively.

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.
- Collaboration is encouraged and practiced.

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.

Data plays a major role in decision making and takes 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. Pre-Kindergarten through CLI and IStation data. Kindergarten through fifth grade focus upon Universal Screeners, Fountas and Pinnell Assessment, End of Unit assessments, and benchmarks assessments, Istation, DreamBox, and STAAR in grades 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 needs.

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 Instructional coaches weekly to help with lesson planning and implementing new curriculum. Science teachers meet with the Science coach regularly to plan lessons or for her to model lessons as needed. Pre-Kindergarten teachers also meeting weekly with Instructional coaches to help implement the new CLI curriculum and meet the Pre-Kindergarten 30-hour coaching requirement.

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.
- Upper grade students are showing more success working with testing on-line.
- Classrooms are provided with the needed manipulatives and resources.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: We need a solid Math curriculum that is not so faced paced and provides opportunities for spiraling and spending a longer amount of time on a concept. **Root Cause:** Meet with the Math coach to build in opportunities for re-teaching and spiraling.

Problem Statement 2: We need to spend more time building targeted intervention groups for both Math and Reading that meet the needs of ALL students. **Root Cause:** The use of data meetings to focus on data driven intervention groups.

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 and have strived to continue our events during COVID by hosting events virtually.
- A monthly calendar goes home with students.
- We implemented activities such as Watch Dog Dads
- School wide events included: 50th day of school sock hop, 100th day of school, Dot Day, Fire Prevention Week, Turkey Trot, and Go Western Day

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 through our volunteer programs.

Problem Statement 2: Due to COVID, innovative ways of reaching out to families and community partners will be needed during the 2021-22 school year. **Root Cause:** Parents limited in the campus and building protocols in place will make it more difficult to maintain a sense of family and community involvement.

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 individualized interventions as needed for all students during Bulldog University.
- 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 during data meetings.
- Immediate communication with staff by utilizing Remind and weekly Holleman Bulldog Growl News.
- STREAM time implemented weekly; grades 3rd-5th based on student choice.
- Consistent PBIS implementation and schedule of events
- Restorative discipline is being used to build school climate and address student behavior
- Campus-wide lesson plans for daily Restorative Circles and Social Emotional Learning time.
- 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.

Problem Statement 2: We need a MOY parent conference to address student's academic needs. **Root Cause:** Parents need to be communicated with throughout the year on student's academic needs.

Technology

Technology Summary

Every classroom has one SmartBoard/Promethean, 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 Canvas as the learning platform to reach learners at all grade levels.

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.
- Instructional technology coaching and modeling led by staff leaders.

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.

Problem Statement 2: The need for additional support for the new district-implemented online learning platform, Canvas. **Root Cause:** Canvas as proved challenging for teachers and students. Teachers are having a difficult time create assignments in the program and using it as an online platform compared to Google Classroom.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

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

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- 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)
- Student failure and/or retention rates
- 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

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: To increase Math Academic Achievement at the Approaches category on STAAR for 4th grade from 56% to 66%-68%.

Evaluation Data Sources: 2022 STAAR results for students in grades 3-5.



Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All K-5 Math teachers will implement the district-provided daily Math framework as part of their curriculum including supplemental resources. Identify and use supplemental materials to best meet the needs of students. Including resources such as: Cosenza and Associates - Mission Math.</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: Administrative Team, Math Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - Comprehensive Support Strategy</p>	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<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: Administrative Team, Math Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p>	Formative		
	Nov	Jan	Mar
			






Strategy 3 Details	Formative Reviews		
<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: Math Interventionist, Instructional Facilitator</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p>	Formative		
	Nov	Jan	Mar
			
Strategy 4 Details	Formative Reviews		
<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: Administrative Team, Math Instructional Coach, Math Interventionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Formative		
	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: To increase the Science Academic Achievement at the Approaches performance category for 5th grade bilingual students from 66% to 70%-75% on STAAR.

Evaluation Data Sources: 2022 STAAR Science data



Strategy 1 Details	Formative Reviews		
<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: Science Teachers, Instructional Facilitator</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - Comprehensive Support Strategy</p>	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<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, Science Vertical Team</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p>	Formative		
	Nov	Jan	Mar
			






Strategy 3 Details	Formative Reviews		
<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: Instructional Facilitator, Science teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p>	Formative		
	Nov	Jan	Mar
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 the end of the 2021-2022 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 2022 STAAR and EOY assessments.







Strategy 1 Details	Formative Reviews		
<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: Instructional Facilitator, Grade level Science Teachers</p> <p>Title I Schoolwide Elements: 2.6 - Comprehensive Support Strategy</p>	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<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: Administrative Team, Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p>	Formative		
	Nov	Jan	Mar
			

Strategy 3 Details	Formative Reviews		
<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: Reading Interventionist, Math Interventionist</p>	Formative		
	Nov	Jan	Mar
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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: To grow Reading Academic Achievement for SPED students in the Approaches category on STAAR from 12% to 17%-22%.



Evaluation Data Sources: STAAR Assessment Data
District Benchmarks
IEP goals

Strategy 1 Details	Formative Reviews		
<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: Special Education teachers, General Education teachers, Special Education paraprofessionals</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p>	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<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: Special Education teachers, Special Education paraprofessionals, Grade level teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p>	Formative		
	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 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.

Strategy 1 Details	Formative Reviews		
<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: Administrative Team, Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - Comprehensive Support Strategy</p>	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<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. Countdown, Blast, Boost materials</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		
	Nov	Jan	Mar
			
Strategy 3 Details	Formative Reviews		
<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, Mindplay, Book Nook, Garland Math, Dreambox, StemScopes, Legends of Learning, Mentoring Minds, Studies Weekly.</p>	Formative		
	Nov	Jan	Mar

Strategy's Expected Result/Impact: Lesson plans and small group plans will reflect rigorous activities needed to ensure critical thinking is attained.

Staff Responsible for Monitoring: Administrative Team, Teachers

Title I Schoolwide Elements: 2.4, 2.5



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.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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		
	Nov	Jan	Mar
			
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Goal 2: WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 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.

Strategy 1 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<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		
	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 4: 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.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: District Coordinators and Instructional Coaches will provide in-district professional development training sessions throughout the 2021-22 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		
	Nov	Jan	Mar
			

Strategy 2 Details	Formative Reviews		
Strategy 2: Strategy 2: All coordinators, coaches, teaching staff and paraprofessionals will attend professional development related to their content area.	Formative		
	Nov	Jan	Mar



1. All teaching staff and paraprofessionals will attend Curriculum Project *The DBQ Project *Stetson and Associates *Guided Reading *Neuhaus *Rice University Elementary Science Lab *Region IV Service Center Training *Region VI Service Center Training *SDE Math Training *Reader's & Writer's Workshop, *Patterns of Power, *Handwriting without Tears, Sistema de evaluacion de la lectura, grados K-2. PreK New Teacher Academy training, PD provided by Houghton Mifflin for Everyday Calendar Math for PreK along with training materials needed for PD. and classroom materials for implementation of new Texas Prekindergarten Guidelines updated 2015. Mathlink Consulting professional development for Pre-K through 5th grade math teachers, along with materials needed for PD (\$6800). Debbie Well Consultant for PK - 2 Math (\$4680-Title I) . Origo Education for Garland and Debbie Wells Summer PD (\$176.00) HWOT. Training materials and professional books to support balanced literacy. Reader's and Writer's Workshop Training. Layered Comprehension Analysis Pyramid training, Professional reading for Instructional Coach, Units of Study Phonics with Carla Michalka, Heggerty Phonemic Awareness Curriculum and supplemental materials for implementation.

2. Training for grades 3-12 teachers. Presenter, Laurel Frank from Region 4, District PD Campus cost: \$130
 b. Teachers in attendance will receive "Escape Room Games in the Classroom Kit - by SMARTpath EDUCATION". Amazon is the vendor for the purchased kits. District PD, Campus cost is \$445.

3) Instructional Coaching Group - Coaching for Positive Classrooms - a virtual training for instructional coordinators and coaches to be held on April 23, 2021. The total cost for the training is \$553. The training also includes the book "The Impact Cycle" by Jim Knight. The cost for the books is \$83.34. Title II Funding Source

4) With 2021-2022 Title III funds J.Siedlitz Education will offer several days of PD trainings (7 STEPS & BOOSTING ACHEIV for NAC) for new, and current teachers. New teachers will receive 7 Steps books. (\$1449..00).

Reading & Writing Project, LLC pd for literacy coaches and ELAR coordinator campus cost is \$360

Strategy's Expected Result/Impact: Implementation:

Completion of the agenda, notes, and sign-in sheets from professional development trainings.

Impact:

The use of observations, walk-throughs, and Wonder Walks to monitor the specific skills and knowledge acquired in trainings has been implemented.

Staff Responsible for Monitoring: Leads:

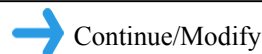
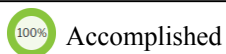
District Coordinators, Instructional Coaches, Administrative Team

Others Involved:

Teachers, Support Staff

Title I Schoolwide Elements: 2.4, 2.5 - Comprehensive Support Strategy



Funding Sources: - Title Two (255) - \$636.34, Title I - Mathlink & Debbie Wells - Title One (211) - \$11,480









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: 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





Strategy 1 Details	Formative Reviews		
<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, Mindplay, Book Nook, 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		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			



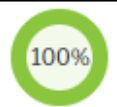


Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Special education teachers will provide accelerated , specific instruction to special education students according to their IEP and will provide in-class support for identified students.</p> <p>Strategy's Expected Result/Impact: Implementation: Special 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		
	Nov	Jan	Mar
			
Strategy 4 Details	Formative Reviews		
<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		
	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

Strategy 1 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			
Strategy 2 Details	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		
	Nov	Jan	Mar
			



Strategy 3 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			
Strategy 4 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			
Strategy 5 Details	Formative Reviews		
<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, 2021. 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: Administrative Team</p>	Formative		
	Nov	Jan	Mar
			



Strategy 6 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			
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



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

Performance Objective 2: 100% of staff will provide staffing and procedures that guarantee emotional safety for all HES students.

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

Strategy 1 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Through Title IV funding, students will participate in Red Ribbon Week, Kindness Week, and Social Emotional learning through curriculum and materials. Amazon (\$791.86) Oriental Trading (\$1,191.17)</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: Red Ribbon Week materials - Title IV (289) - \$793.52, Kindness Week materials - Title IV (289) - \$397.65, Social Emotional Learning/Restorative Circle materials - Title IV (289) - \$791.86</p>	Formative		
	Nov	Jan	Mar
			




Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Title IV funds will allow the campus counselor 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 counselor will attend professional development sessions throughout the 2021-22 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: Counselor</p>	Formative		
	Nov	Jan	Mar
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The Core Essentials Curriculum will be implemented as part of a school-wide character education curriculum. Funded with Title IV funds: \$1,999.20 (Character Strong)</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> <p>Funding Sources: SEL Program for Counselors from Character Strong - Title IV (289) - \$1,999.20</p>	Formative		
	Nov	Jan	Mar
			






Strategy 5 Details	Formative Reviews		
<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 will 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>	Formative		
	Nov	Jan	Mar
			
Strategy 6 Details	Formative Reviews		
<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>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	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



Strategy 1 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			
Strategy 2 Details	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>	Formative		
	Nov	Jan	Mar









Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Counselor conducts grade-level specific counseling lessons each month with every class. (i.e. bullying) Counselor has 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: Counselor</p>	Formative		
	Nov	Jan	Mar
			
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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.









Strategy 1 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			

Strategy 3 Details	Formative Reviews		
<p>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.</p> <p>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 .</p> <p>Impact: Students will have visible reminders throughout the building outlining appropriate behavior.</p> <p>Staff Responsible for Monitoring: Leads: PBIS committee</p> <p>Others involved: Administrative Team, Classroom teachers, Specials teachers</p>	Formative		
	Nov	Jan	Mar
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Through Title IV funds, four staff member on the PBIS committee will attend the 2021-22 PBIS Rewards Conference. (\$50 per person; Total \$200)</p> <p>Strategy's Expected Result/Impact: Implementation will be noted with a certification of attendance.</p> <p>Impact will be demonstrated with presenting information to campus administrators and the rest of the PBIS committee to build their knowledge and skills in social-emotional learning in order to create a strong foundation for students to thrive and meet GROWL behavior at HES.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor</p> <p>Funding Sources: - Title IV (289) - \$200</p>	Formative		
	Nov	Jan	Mar
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Strategy 1 Details	Formative Reviews		
<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:</p> <ul style="list-style-type: none"> 1) Interview team established 2) SBEC certifications checked and meet compliance 3) References checked and on file <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		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<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		
	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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: First year teachers will be assigned a mentor and will meet a minimum of twice a semester.</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		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<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		
	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 2022-2023 school year.


Evaluation Data Sources: Staff roster for the 2022-23 school year







Strategy 1 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<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 2022-23 school year will indicate a faculty return rate of 95% or higher.</p> <p>Staff Responsible for Monitoring: Administrative Team, Team Leaders</p>	Formative		
	Nov	Jan	Mar
			
Strategy 3 Details	Formative Reviews		
<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		
	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



Strategy 1 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			








Strategy 2 Details	Formative Reviews		
<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. -Through Title III Funds BIL Dept will purchase posters for all EL Classroom Teachers from J. Siedlitz Ed. (\$) per campus. -Title III- dictionaries for NAC Students from B/N Booksellers . (\$). -Booksource will provide Summer school read aloud books for Bilingual Kinder and 1st gr. classrooms (\$) funded with Title III. -Pre-k Spanish books Libraries from Booksource for all Elementary Campuses will be provided for Bilingual Students using Yr. 1 T3 funds. (\$). -Math GPS will provide 3rd, 4th & 5th gr. Readiness Spanish Kits using (\$) Yr 1 Title III Funds . -Using T3 funds Yr. 1 w/ approved vendor ORIGO Education will purchase Math materials for 4th and 5th gr. NAC students.(). -With 2021-2022 Title III funds J.Siedlitz Education will offer several days of PD trainings (7 Steps, Boosting Achievement) for new, and current teachers (\$). -New teachers will receive 7 Steps books. (\$). -Barnes & Noble Booksellers Oxford American Dictionary for learners of English will be purchased with Title III funds in the 2021-2022 school years. 12qty/\$252.00 total.</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, EL Coordinator, and Bilingual Coaches</p> <p>Others involved: Bilingual Department, Administrative Team, Instructional Coaches</p> <p>Title I Schoolwide Elements: 2.5 - Comprehensive Support Strategy Funding Sources: B&N Dictionaries - Title III (263) - Year 2 - \$252</p>	Formative		
	Nov	Jan	Mar
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: TIP (Target Improvement Plan) Instructional team will conduct weekly TIP observations. Strategy's Expected Result/Impact: Implementation: TIP observations and Wonder Walks will be discussed at weekly TIP meetings. Grows and glows from weekly TIP observation 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		
	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: Canvas, Feedback from Campus Technology Leaders

Strategy 1 Details	Formative Reviews		
<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 grade level Personal Learning Community (PLC).</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		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will receive technology training throughout the year on tools such as Canvas, 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: Technology Department</p>	Formative		
	Nov	Jan	Mar
			







Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All HES students will have access on-campus and at home to various types of technology programs such as: Clever, Istation, Canvas, Dreambox, Seesaw, PebbleGo, and MindPlay.</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		
	Nov	Jan	Mar
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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.






Strategy 1 Details	Formative Reviews		
<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 Class Dojo.</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: Administrative Team, Homeroom Teachers</p>	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			
<p style="text-align: center;">  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 1: Build the capacity for parents and school staff to interact and collaborate.

Evaluation Data Sources: District communication survey, parental attendance

Strategy 1 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<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 1, 2021.</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		
	Nov	Jan	Mar
			



Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Holleman will provide at least 2 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: S'More Reading Night Math/Science/P.E. Night</p> <p>Impact: These events will strengthen the school/home connection.</p> <p>Staff Responsible for Monitoring: Administrative Team, Classroom Teachers</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative		
	Nov	Jan	Mar
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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		
	Nov	Jan	Mar
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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		
	Nov	Jan	Mar
			

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Encourage parent involvement and participation through our Holleman Dudes, Community Readers, and Volunteer programs.</p> <p>Strategy's Expected Result/Impact: Implementation: Admin team sends out Class Dojos asking for volunteers to sign-up through Sign-Up Genius for various events throughout the year.</p> <p>Impact: Increased parent involvement and participation.</p> <p>Staff Responsible for Monitoring: Administrative Team</p>	Formative		
	Nov	Jan	Mar
			
<p style="text-align: center;">  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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Publish and distribute a monthly calendar 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		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: School events and important information will be communicated to families through Class Dojo, Sign-up Genius and paper flyers.</p> <p>Strategy's Expected Result/Impact: Implementation: Admin team send out Class Dojos to families regarding campus-wide information and events. Teachers post important information and links on their Homeroom Canvas page.</p> <p>Impact: Increased parent and student involvement and participation.</p> <p>Staff Responsible for Monitoring: Administrative Team, Homeroom Teachers</p>	Formative		
	Nov	Jan	Mar
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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:</p>	Formative		
	Nov	Jan	Mar

Teachers will respond to parent communication within 24 hours.

Impact:

Increased communication between parents and teachers.


Staff Responsible for Monitoring: Leads:


Teachers, Instructional Facilitator


Others involved:

Administrative team



 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

Strategy 1 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			
Strategy 2 Details	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 be 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		
	Nov	Jan	Mar
			








Strategy 3 Details	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		
	Nov	Jan	Mar
			
Strategy 4 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			
Strategy 5 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			

Strategy 6 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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.

Strategy 1 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<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		
	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.






Strategy 1 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<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		
	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 2021-22 school year.

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






Strategy 1 Details	Formative Reviews		
<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		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<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		
	Nov	Jan	Mar

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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		
	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, and Multicultural Day

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Participation in Hispanic Heritage month , Black History month activities, Multicultural Day, Career Day, and Community Readers program.</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 and parent/community involvement</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		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: For the 2021-2022 Title III will fund brochures from Woodburn Press for Language Learners rack cards to support the parents of EL's (\$37.42).</p> <p>Strategy's Expected Result/Impact: Implantation will be noted by mailing this resource to families for an EL family orientation night. Families will be provided with expert tips and advice with resources that show parents how they can help and support their EL students</p> <p>Staff Responsible for Monitoring: Parent Family Engagement Liaison Principals, Bilingual ESL Director, and Chief Academic Officer</p> <p>Funding Sources: Family Engagement Materials - Title III (263) - \$37.42</p>	Formative		
	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 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide Canvas Parent Virtual Trainings for all families funded through Title I with Instructure INC. (\$1,250)</p> <p>Strategy's Expected Result/Impact: To build the capacity of parents on how to stay connected to their child's learning through Canvas, our learning management system. Family engagement is a vital role in the academic lives of children and their overall success. Obtaining the appropriate tools is crucial to help families be involved by supporting their child in being successful and to build confidence by being able to check their grades, view assignment due dates, read instructions, follow their calendars and communicate easily with their teachers. The overall goal is to provide increased family engagement opportunities to ALL families within the district by building their capacity for increased student achievement.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer, Family Engagement Specialist, Campus Administration, Communications Dept.</p> <p>Funding Sources: - Title One (211) - \$1,250</p>	Formative		
	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	

Campus Funding Summary

Title One (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	2	Title I - Mathlink & Debbie Wells		\$11,480.00
10	2	1			\$1,250.00
Sub-Total					\$12,730.00
Title Two (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	2			\$636.34
Sub-Total					\$636.34
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2	B&N Dictionaries	Year 2	\$252.00
10	1	2	Family Engagement Materials		\$37.42
Sub-Total					\$289.42
Title IV (289)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2	Red Ribbon Week materials		\$793.52
3	2	2	Kindness Week materials		\$397.65
3	2	2	Social Emotional Learning/Restorative Circle materials		\$791.86
3	2	4	SEL Program for Counselors from Character Strong		\$1,999.20
3	4	4			\$200.00
Sub-Total					\$4,182.23
Grand Total					\$17,837.99