

**Waller Independent School District
Holleman Elementary
2023-2024 Campus Improvement Plan**



Mission Statement

Holleman Elementary strives for academic, social, and emotional success for ALL.

Vision

Growing Lifelong Learners

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics - The following demographics represent the composition of the students and staff for the previous school year (2022-2023 Fall PEIMS) associated with the student performance measures used in the data analysis.

School Population		
	Count	Percent
Student Total	688	100%
Early Childhood	0	0
Pre-Kindergarten	64	9.30%
Kindergarten	101	14.68%
1st Grade	92	13.37%
2nd Grade	91	13.23%
3rd Grade	116	16.86%
4th Grade	107	15.55%
5th Grade	117	17.01%
Student Demographics		
	Count	Percent
Gender		
Female	349	50.73%
Male	339	49.27%
Ethnicity		

School Population		
American Indian-Alaskan Native	1	.15%
Asian	5	.73%
Black - African American	68	9.88%
Hispanic-Latino	390	56.69%
Native Hawaiian - Pacific Islander	0	0
White	206	29.94%
Two or More	18	2.62%
Student Program		
	Count	Percent
Emergent Bilingual	247	35.90%
Bilingual	177	25.73%
English as a Second Language	65	9.45%
Gifted and Talented	25	3.36%
Special Education (SPED)	76	11.05%
Dyslexia	36	5.23%
Economic Disadvantage		
Economic Disadvantage Total	480	69.77%
Free/Reduced Meals	471	68.46%
Other Eco Dis	9	1.31%
Homeless Statuses		
Homeless Status Total	7	1.02%
Other Student Information		
	Count	Percent

School Population		
At-Risk	377	54.80%
Military Connected	9	1.31%
Foster Care	2	.29%
Transfer In Students	28	4.07%

HES Staff Demographics

	22-23 Count	22-23 %
1st Year	15	32.4%
1-5 Years	8	17.4%
6-10 Years	6	13.0%
11-20 Years	15	33%
Over 20 Years	2	4.3%

	22-23 Count	22-23%
Asian	1	1%
Black or African American	8	8%
Hispanic/Latino	38	40%
American Indian or Alaska Native	1	1%
Native Hawaiian or Pacific Islander	0	0%
Two or More Races	1	1%

	22-23 Count	22-23%
White	47	49%
Male	9	9%
Female	87	91%

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 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.

Demographics Strengths

- Support for our bilingual population including highly qualified teachers and Bilingual Counselor
- Targeted small group intervention to help with SpEd and LEP populations
- RTI process to identify student needs early
- Parent involvement opportunities
- Campus Improvement Committee consisting of all stakeholders
- Academic Tutors

Problem Statements Identifying Demographics Needs

Problem Statement 1: Low attendance rates and chronic absenteeism

Problem Statement 2: Inadequate staff **Root Cause:** Unable to fill high-need staff vacancies.

Problem Statement 3: Social worker availability **Root Cause:** We currently share a social worker with the other elementary schools.

Problem Statement 4: Our bilingual students and families hdo not have access to the same mental health services as their English speaking peers. **Root Cause:** We do not have a bilingual counselor.

Student Achievement

Student Achievement Summary

Holleman Elementary received a 2022 - 2023 Texas Accountability Rating C. We received the following scores for Math, Reading Language Arts, and Science.

Math:

3rd grade - 71.43% of students met the approaches standard or above in English
37.50% of students met the approaches standard or above in Spanish

4th grade - 60% of students met the approaches standard or above in English
44.4% of students met the approaches standard or above in Spanish

5th grade - 81.65% of students met the approaches standard or above in English
60% of students met the approaches standard or above in Spanish

Reading:

3rd grade - 61.95% of students met the approaches standard or above in English
28.57% of students met the approaches standard or above in Spanish

4th grade - 67.39% of students met the approaches standard or above in English
55.56% of students met the approaches standard or above in Spanish

5th grade - 77.27% of students met the approaches standard or above in English
40% of students met the approaches standard or above in Spanish

Science (5th): 73.39% of students met the approaches standard or above in English

30% of students met the approaches standard or above in Spanish

Student Achievement Strengths

- Progress among specific sub-populations
- Prescriptive and consistent intervention groups for math and reading
- Provided extra time for teachers to plan for small groups with PLCs
- Bilingual population has a high rate of achievement
- 5th grade students have high rates of achievement

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 3-5 students are underperforming on STAAR tests compared to the state. **Root Cause:** The lack of effective, engaging tier one instruction including implementation of best practices.

Problem Statement 2: Large class sizes in Pre-Kindergarten through 5th grade reduce student achievement and put a strain on teachers. **Root Cause:** Not enough funding available to hire necessary staff to keep class sizes small.

Problem Statement 3: Math scores and achievement rates across all grade levels. **Root Cause:** The lack of higher level instruction including spiraling and opportunities to develop conceptual understanding with hands on manipulatives.

Problem Statement 4: Negative behaviors among students inhibit learning of themselves and others in the classroom. **Root Cause:** Lack of a unified social-emotional curriculum and tiered PBIS training.

School Culture and Climate

School Culture and Climate Summary

Holleman Elementary School believes it is important to provide an engaging and safe learning environment for all learners. Our motto is, "A Great Place to Learn" and we use B.E.S.T. - Bravery, Effort, Safety, Teamwork as our PBIS expectations to foster self-discipline and a safe, fun, learning environment. Holleman is currently implementing the Character Strong Curriculum and Multi-Tiered System of Support (MTSS) Framework to provide research-based social and emotional learning curricula and consider aspects of the whole child in a proactive and preventative system. The Student Code of Conduct serves as a reference for student expectations and discipline. Holleman is fortunate enough to have a campus based School Resource Officer to help monitor visitors on campus.

Holleman

School Culture and Climate Strengths

- The new campus provides stakeholders with an increased sense of security and well-being
- Support and communication from administration
- High expectations for students
- PBIS protocols for expectations, lessons, and reinforcement are consistently provided
- Low turnover rate for staff
- Positive school environment

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Counselors are unable to meet with students as much because of their additional roles and responsibilities. **Root Cause:** Lack of a full-time 504/RTI coordinator

Problem Statement 2: The increased frequency and amount of students exhibiting negative behaviors in the general education classroom as well as in our ISET and RESET programs impedes student learning and burns teachers out. **Root Cause:** Lack of a full-time LSSP or campus-based behavior interventionist to address issues and design plans with teachers to be successful.

Problem Statement 3: Classrooms and facilities not cleaned well or maintained regularly resulting in a decreased sense of pride and respect for the environment. **Root Cause:** Our campus does not have enough custodians and the ones we do have have not received proper training for maintenance repairs.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Holleman Elementary strives to hire and retain highly qualified staff each year.

Staff Quality, Recruitment, and Retention Strengths

- Staff appreciation events and rewards
- Ohana Club for new staff members
- Surveys provided for feedback
- Hiring highly qualified teachers
- Teacher retention
- Support from administration and curriculum
- Competitive salary and stipends
- Hiring panels with lead teachers, school administrators, and curriculum coaches

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: New teachers feel inconsistently supported throughout the course of the year. **Root Cause:** Lack of a structured new teacher mentor system.

Problem Statement 2: Lack of professional development opportunities outside of campus. **Root Cause:** Paraprofessionals receive little professional development opportunities and most of the professional development provided to teachers is provided by district coaches instead of bringing in experts or sending teachers to trainings.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Holleman Elementary continues to focus on effective Tier 1 instruction in all classrooms in order to increase student achievement. Effective curriculum, instruction, and assessment are all key components of Tier 1 instruction and continual staff development must be provided to improve teaching practices.

Curriculum, Instruction, and Assessment Strengths

- Protected planning periods
- Instructional decisions within the classroom are based on data
- Individual student data is analyzed to determine placement in specific and targeted intervention groups
- Newcomer Emergent Bilingual students are provided services through our New Arrival Center program
- District curriculum coaches
- Professional Learning Communities (PLCs) provided on a rotating 2 week basis
- Instructional Facilitator providing reports and data on a regular basis

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Bilingual students and their teachers do not have access to the same amount of resources as their English speaking peers. **Root Cause:** The campus and district have not purchased ample instructional resources in Spanish and we do not have a full-time Bilingual coach to support.

Problem Statement 2: District created Reading Language Arts assessments are an inaccurate representation of student achievement. **Root Cause:** Reading Language Arts assessments are infrequent and not aligned with curriculum taught.

Problem Statement 3: Quality of Tier 1 instruction and implementation of small group instruction is not consistent across campus. **Root Cause:** Lack of training on effective small group instruction and how to effectively use data to drive instruction in both whole group and small group.

Parent and Community Engagement

Parent and Community Engagement Summary

Holleman Elementary believes that a strong relationship with families and community is important for student success. Holleman prioritizes two way communication with families by sending home documents in English and Spanish, allowing parent access to Skyward Parent Portal to monitor student progress, and sending out a monthly newsletter and calendar for families to stay up to date with current events at school such as our Night of Family Learning (NFL) and Parent Family Engagement events.

Parent and Community Engagement Strengths

- Parent Engagement Nights such as: Curriculum Night, Meet the Teacher, Sweetheart Dance, Pancakes with Pals, Grandparents' Lunch
- Partnerships with local food bank
- PTO support with family involvement
- Volunteers in Public Schools (VIPS)
- Information shared via social media, School Messenger, and the school website
- Parent surveys

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Students are not receiving as much counseling as parents would like. **Root Cause:** The counselor has too many roles to effectively counsel 700 students with 504, RTI, SpEd referrals, GT and placement testing, and family engagement.

Problem Statement 2: Increase parent, staff, and community involvement in school events. **Root Cause:** Many of our stakeholders are bilingual and underrepresented in our volunteer groups.

School Context and Organization

School Context and Organization Summary

Holleman Elementary recognizes the need to continually monitor the success and make improvements each year based on data from the previous year. This year we are continuing to place an importance on supporting staff and students with resources to positively impact student learning. We have bi-monthly Professional Learning Community (PLC) meetings for teams, as well as committees that focus on mental health and behavior and culture that allow collaboration across campus teams. As a result of this approach, our whole staff understands the mission and goals of the organization and can articulate and support what we are doing to support the whole student.

School Context and Organization Strengths

Student ratio, 22:1 (except 5th)

Collaborative teacher teams

Response to Intervention team to identify targeted reading and math intervention needs for students

Campus planning process that involves staff input

Master schedule that allows common planning periods for grade level teams and built in intervention time during Bulldog University



Priority Problem Statements







Goals

Goal 1: WISD will provide a well rounded program of instruction to ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 1: By June 2024, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

Evaluation Data Sources: STAAR scores for RLA, Math, and Science







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: RLA: Data from adaptive practice software, screeners, and unit assessments will be used to provide differentiated and targeted small group instruction during the school day.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Facilitator, Coaches, Interventionists, Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Math: Data from adaptive practice software, screeners, and unit assessments will be used to provide differentiated and targeted small group instruction during the school day.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Facilitator, Coaches, Interventionists, Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Jan	Mar
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science: Hands-on labs built into science class schedules in grades K-5.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Facilitator, Teachers</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Jan	Mar
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Close the learning gap and increase the amount of quality learning time: The campus will allot intervention time for all grade levels for targeted instruction each day that includes prescriptive small group instruction based on specific student needs.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Facilitator, Coaches, Teachers, Interventionists, Paraprofessionals</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</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: HES will implement a variety of systems and programs to maximize quality learning time and curriculum alignment.








Evaluation Data Sources: STAAR data, Local assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Tutoring: Academic Tutoring programs led by qualified employees to close gaps in learning in small group instruction based on student data.</p> <p>Strategy's Expected Result/Impact: Students participating in tutoring will increase their scores on their grade level math or reading unit assessments by 10 points from the first assessment given to an assessment given at the end of the next unit.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Facilitator</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: PLCs and Planning: The campus will implement a schedule for Professional Learning Communities and common planning times for teachers to meet and plan engaging tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Increased student learning at Tier 1</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Facilitator, Coaches</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</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: Student Safety: HES will provide staffing, tools, and procedure trainings to guarantee safety of all students and staff.








Evaluation Data Sources: Participation in emergency trainings and drills, safety programs and audits, weekly exterior door sweeps, participation in campus wide mental health events.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus Safety: Our PBIS leaders and Behavior and Social Emotional (BASE) committee will facilitate the implementation of multiple campus-wide activities that encourage positive behavior.</p> <p>Strategy's Expected Result/Impact: Decreased office referrals, students and staff will commit to focusing on positive behavior through the PBIS program.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, BASE Committee</p>	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lockdown, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.</p> <p>Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.</p> <p>Staff Responsible for Monitoring: Principal, EOP Representative (AP)</p>	Formative		
	Nov	Jan	Mar
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campus Safety: HES has a campus-based School Resource Officer and will implement the district's Campus Safety Volunteer program.</p> <p>Strategy's Expected Result/Impact: Increased security</p> <p>Staff Responsible for Monitoring: Principal, EOP Representative (AP)</p> <p>ESF Levers: 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 2: Restorative Practices: By the end of the 2023-24 school year, discipline referrals and exclusionary discipline actions will be decreased by 5%.







Evaluation Data Sources: Discipline referral data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Social-Emotional Learning: We will hold daily morning circles and weekly class meetings to teach and reinforce campus PBIS expectations, team build, and work through problems as a class. Character Strong lessons will be taught and reinforced.</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-24 school year, discipline referrals will decrease by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, BASE Committee, Teachers</p>	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In School Suspensions: We will work to reduce In School Suspensions for SPED African American students by 5% by continuing to actively teach and reinforce our PBIS matrix.</p> <p>Strategy's Expected Result/Impact: By the end of the 2023-24 school year, In School Suspensions for SPED African American students will decrease by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, BASE Committee</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Nov	Jan	Mar
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Restorative Discipline: The campus will provide training on Restorative Practices, natural consequences, and replacement behaviors for specific student needs particularly for physical aggression. Staff will continue to reinforce appropriate school behaviors and keep students in class and on our campus.</p> <p>Strategy's Expected Result/Impact: Reduced instances of physical aggression</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, BASE Committee</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: Student Attendance: By the end of the 2023-24 school year, student attendance will be at 95% or higher.






Evaluation Data Sources: ADA Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The school will communicate the importance of attendance and/or attendance facts/benefits at least once per nine weeks to the parents through various communication channels including the school newsletters, email, and social media.</p> <p>Strategy's Expected Result/Impact: Increased Student Attendance</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Registrar</p>	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The school will develop an attendance incentive plan that includes consumable and non-consumable rewards to encourage students to come to the school.</p> <p>Strategy's Expected Result/Impact: Increased Student Attendance</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Registrar</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 1: Staff Attendance: By the end of the 2023-24 school year, teacher/paraprofessional attendance will increase by 1%.







Evaluation Data Sources: Staff attendance reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: HES will acknowledge teachers and paraprofessionals with perfect attendance each month will earn perfect attendance certificate and a treat.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%.</p> <p>Staff Responsible for Monitoring: Administration, Secretary</p>	Formative		
	Nov	Jan	Mar
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 2: Acknowledge & Retain Talent: HES will build and maintain a positive culture among staff







Evaluation Data Sources: Results from climate survey, feedback from meetings with teachers, rate of staff retention

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: HES will implement morale-boosting activities monthly and identify ways to mitigate social-emotional deficits related to burn-out and decreased teacher motivation with staff appreciation events, treats, and meals.</p> <p>Strategy's Expected Result/Impact: Increased sense of belonging and appreciation among staff</p> <p>Staff Responsible for Monitoring: Administration Sunshine Committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - Local (199)</p>	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: HES staff will recognize fellow staff members via electronic "MVP Shoutouts" throughout the school year.</p> <p>Strategy's Expected Result/Impact: Increased sense of belonging and appreciation among staff</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</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: Professional Development: By the end of the 2023-24 school year, 100% of teachers will receive targeted professional development based on identified needs.







Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Professional staff members will participate in differentiated Get Better Faster coaching cycles with administration and coaches.</p>	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Send a team of teacher leaders and our instructional facilitator to attend the Lead4ward conference and take back the information gathered and teach to our staff on a professional development day.</p> <p>Strategy's Expected Result/Impact: Application should be seen in PLCs, lesson plans, and implementation in the classroom.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Facilitator</p>	Formative		
	Nov	Jan	Mar
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: New teachers are provided a campus mentor and are invited to be part of the "Ohana Club" for new to campus/district teachers for ongoing support throughout the year.</p> <p>Strategy's Expected Result/Impact: Reported feelings of support in surveys and New Teacher Talks</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</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: Technology Use: HES will increase student achievement by implementing teaching practices through the use of appropriate technology applications.



Evaluation Data Sources: Achievement scores as indicated by various software/applications






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will receive training throughout the year on relevant applications. Strategy's Expected Result/Impact: Increased use of technology Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will have access to relevant applications and programs on campus and at home. Strategy's Expected Result/Impact: Increased student engagement and achievement Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Facilitator, Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative		
	Nov	Jan	Mar
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Parent & Family Engagement: HES will build the capacity for parents and school staff to interact and collaborate with two-way communication to ensure effective engagement and create a strong partnership with all stakeholders.

Evaluation Data Sources: Increased student achievement



Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Events: HES will host a minimum of two Title 1 parent meetings to review program requirements with stakeholders, as well as curriculum night, parent conferences, and gather input at Coffee Chat with the Principals and a variety of other school events throughout the school year to involve parents in their student's education.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Parent communication regarding school events and information such as the Parent & Family Engagement Policy and School-Family Compact, will be shared via Class Dojo, the school website, Power School, Peachjar, Facebook, and Twitter where parents can all reach staff members as well.</p> <p>Strategy's Expected Result/Impact: Increased parent communication</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1</p>	Formative		
	Nov	Jan	Mar
			







Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Partnerships: HES will provide a variety of opportunities for parents to volunteer on the campus such as Campus Safety Volunteer, Holleman Dudes, community readers, and other VIPs events.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative		
	Nov	Jan	Mar
			
 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: Curriculum: HES will utilize supplemental funding to provide additional instructional coaching staff, resources, supplies (including technology and software), specialized training, and parent resources to ensure programs and activities on campus are focused on the improvement of curriculum.</p> <p>Strategy's Expected Result/Impact: Increased student achievement on local and state assessments</p> <p>Staff Responsible for Monitoring: Instructional Facilitator, Secretary, Principal, Director of Federal Programs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Lead4ward - MathMark Subscription, grades 2-5 - SCE (199.30) - \$1,300, Metric Weight Set, grades 3-5 - SCE (199.30) - \$269.91, Reading Strategies 2.0 - Instructional Resource - SCE (199.30) - \$322.91, Reading Intervention Materials - Countdown, Blast, Boost Subscriptions - SCE (199.30) - \$495, Reading Strategies 2.0 - Companion Charts - SCE (199.30) - \$160.80</p>	Formative		
	Nov	Jan	Mar
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Parent Engagement: HES will enhance parent engagement events with refreshments, door prizes, and activities to take home to do with their kids to incentivize participation on campus.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement</p> <p>Staff Responsible for Monitoring: Principal, Director of Federal Programs, Secretary</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative		
	Nov	Jan	Mar
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Extended learning time: HES will use supplemental funding to provide tutorial services for students who are struggling and at risk.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p> <p>Staff Responsible for Monitoring: Principal, content director, curriculum director</p>	Formative		
	Nov	Jan	Mar
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Emergent Bilingual Students: HES will utilize supplemental funds to support the English Learner population by providing supplemental staff (Professional and/or paraprofessional), Sheltered instruction training, and instructional supplies to focus on the four language domains - listening, speaking, reading, and writing, while also incorporating parent engagement and initiatives.</p> <p>Strategy's Expected Result/Impact: Improved TELPAS scores</p> <p>Staff Responsible for Monitoring: Principal, Director of Federal Programs, Bilingual/ESL Director</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: - Title III (263)</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: Funds are expended in a compliant manner

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 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: Identified needs and plan for budget</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative		
	Nov	Jan	Mar
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





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: Enrichment: HES will provide enrichment opportunities and expose and connect students to secondary and post-secondary career options.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Enrichment: Students and staff will participate in various events such as Red Ribbon Week and Kindness Week to promote safe and healthy students.</p> <p>Strategy's Expected Result/Impact: 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. During Kindness Week, students and staff will engage in a variety of activities focusing on friendship, conflict resolution, and celebrating our differences.</p> <p>Staff Responsible for Monitoring: Administration Counselor Community Youth Specialist</p> <p>Title I: 2.6</p> <p>Funding Sources: Red Ribbon Week Materials - Title IV (289) - \$130</p>	Formative		
	Nov	Jan	Mar
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: College & Career: HES will provide events such as a college & career week or a career fair and involve community stakeholders when possible.</p> <p>Strategy's Expected Result/Impact: Students explore career options</p> <p>Staff Responsible for Monitoring: Counselor Principal</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</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: Diversity: HES will establish practices and programs that promote culturally responsive teaching and highlight diversity among our students, staff, and community

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: HES Culture Committee will facilitate events such as Hispanic Heritage Month, Black History Month, Multicultural Day, etc.</p> <p>Strategy's Expected Result/Impact: Increased respect and awareness for diversity</p> <p>Staff Responsible for Monitoring: Principal Culture Committee</p> <p>Title I: 4.1</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Jan	Mar
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Campus Funding Summary

Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	4			\$0.00
Sub-Total					\$0.00
Title IV (289)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	1	1	Red Ribbon Week Materials		\$130.00
Sub-Total					\$130.00
SCE (199.30)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1	Lead4ward - MathMark Subscription, grades 2-5		\$1,300.00
8	1	1	Metric Weight Set, grades 3-5		\$269.91
8	1	1	Reading Intervention Materials - Countdown, Blast, Boost Subscriptions		\$495.00
8	1	1	Reading Strategies 2.0 - Instructional Resource		\$322.91
8	1	1	Reading Strategies 2.0 - Companion Charts		\$160.80
Sub-Total					\$2,548.62
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1			\$0.00
Sub-Total					\$0.00