

Copperas Cove Independent School District
Hettie Halstead Elementary
2022-2023 Campus Improvement Plan



Mission Statement

The mission of Copperas Cove Independent School District is to provide exceptional opportunities for each student through exemplary instruction which inspires academic success, personal excellence, and responsible citizenship.

Hettie Halstead Elementary staff will work to remove barriers so that all students can become skilled readers as they begin their journey to become responsible citizens.

Vision

VISION

Copperas Cove ISD...

A Foundation of Excellence.

A Future of Success

Hettie Halstead Elementary...

At Hettie Halstead Elementary, staff will utilize research based instructional practices to ensure all students become skilled readers.

Value Statement

VALUE STATEMENT

In Copperas Cove ISD

WE BELIEVE:

that Copperas Cove ISD is the district of choice for Central Texas

all students can be successful

in preparing all students for post-secondary success

in fostering character development in students to produce good citizenship
in developing a culture of success for all
innovation fosters enthusiasm in students and staff
in embracing diversity
in being good stewards of the taxpayer's dollar
we are committed to delivering educational programs and services that focus on rigor and relevance for student success
our staff is dedicated to excellence
our students feel connected to school and are excited about learning
good board relations are critical to success
in being the educational center for the community
in providing safe and secure schools for students and staff
in taking pride in being a Copperas Cove Bulldawg.

Hettie Halstead Elementary School Believes;

We believe success is achieved by educating the whole student (academically, socially, emotionally, and physically).

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Based on the 2021-2022 PEIMS report:

Hettie Halstead Elementary is a Kinder through 5th grade Title I school with a staff consisting of twenty classroom teachers, two Special Education Classroom teachers, four interventionists, three specials teachers (PE, Music, and Library), two ESSER interventionists, three instructional paraprofessionals, five special education paraprofessionals, one ESSER paraprofessional, one ISS paraprofessional, one library paraprofessional, two full-time administrators, one instructional coach, and one counselor. Overall, Kindergarten through second grade have three-fourths of the team with traditional certifications. Fourth and Fifth Grade have two-thirds of their teachers with alternative certifications. Six teachers hold a master's degree in Education.

Hettie Halstead is a campus that serves a diverse group of students including a population that is 27.61% Hispanic, 0.28% American Indian Alaska Native, 1.13% Asian, 25.07% African American, 4.23% Native Hawaiian-Pacific Islander, 26.76% White, and 14.93% Two or More Races. Additionally, of the students, 47.6% were female and 52.39% were male.

Of the 355 students enrolled, 76.34% were Economically disadvantaged, 8.45% English Learners, 6.48% Dyslexia, 3.1% Gifted and Talented, and 21.97% Special Education students. Furthermore, 56.62% of the students were labeled at At-Risk and 2.25% Homeless.

The Campus has a mobility rate of 29.65% which is up from last year's 23.28%. The campus is a neighborhood school located in a community that is mostly residential, including emergency shelter housing, low-income housing, and a homeless shelter. The school is also in close proximity to a military installation - Fort Hood. Classroom teachers report high absence and tardy rates.

During the past year, forty-three fourth and fifth grade students received Intervention services due to House Bill 4545. At the time of this report, one hundred and twenty-eight students received Intervention services through RtI for either reading or math which was 36% of the student population.

The campus had a significant increase in referrals. 399 referrals were written this year compared with 143 last year. Many of the behaviors trends that lead to discipline referrals observed/documentated were due to physical, object, and verbal aggression; disruptive behaviors; development; and bullying/intimidation.

Demographics Strengths

- Our staff continues to be diversely-populated in both gender and ethnicity.
- HHE has a diverse and rapidly growing community.
- RTI - staffing of 4 interventionists, 2 ESSER interventionists, 3 instructional aides and 1 ESSER aide who all push in/work with small groups for intervention/small group instruction
- Communities in Schools continues to provide support to numerous families that are in need
- 6 Teachers with a Master's degree in Education

Problem Statements Identifying Demographics Needs

Problem Statement 1: Overcrowding (number of students, size of classrooms) is an obstacle to managing and instructing students in the classroom and small group settings. **Root Cause:** Increase in student population and building restraints.

Problem Statement 2: High discipline referrals related to social emotional issues. **Root Cause:** Teachers and students lack the skills, time, resources, and abilities to cope with students' social emotional problems preemptively and as they arise.

Problem Statement 3: Lack of educational opportunities due to low attendance and high number of tardies. **Root Cause:** Disconnect between parental and school value in school attendance; mobility issues in student housing.

Student Learning

Student Learning Summary

Upon review of the data, several findings were noted by the committee.

These findings include:

For the 21-22 school year, the 2nd and 3rd administration of STAAR was waived which could have increased the passing rates of Math and Reading scores for 5th Grade. Although Special Education students show academic growth in Reading and Math, they perform on average 2 grade levels below their peers. Based on data, SpEd students struggle with reading comprehension based on BAS and I-Ready data (see table below).

Staff conducts regular scheduled RTI meetings to examine student strengths and weaknesses based on diagnostic tests, grades, and class work, students may move/assign Rti levels based on data, and discuss support systems to implement for student success. Additional supports for students that are not successful are in place through weekly progress monitoring, Wilson Program for dyslexia, LLI, Imagine Learning for ELL students, and small group pull-out for T2 and T3 (Math and Reading) students.

The following tools are available to ensure that strategies are designed to improve student performances:

- iReady Reading and Math IReady is available online for students at school or at home. The iReady diagnostic program detects the individual learning levels and assigns lessons to fill learning gaps.
- On the Go (K-5) On the Go activity cards are placed by all classroom doors and areas where students may congregate. Teachers use these activities while walking in line and any other time students transition between classes to practice phonics and math skills.

- Heggerty (K-2) Heggerty is a phonemic awareness program that aids the ability to understand that spoken words are made up of individual sounds called phonemes. Our campus uses the program to promote reading success beginning in the early grades.
- Foundations (K-2) Research-based program using multisensory techniques. Foundations systematically and comprehensively instructs students in Phonemic Awareness Word Study and contribute greatly to Fluency, Vocabulary Development, and Strategies for Understanding Text. Additionally, Foundations sets the foundation for writing by Teaching handwriting, the study of English orthography for Spelling Basic Skills of Capitalization & Punctuation - F&P Literacy Program (K-5)

The Fountas and Pinnell is a literacy program with a Systems of Strategic Actions approach with simultaneous and coordinated thinking activities that occur in a reader's head: Thinking Within the Text: Readers efficiently and effectively understand what is on the page—the author's literal message. Thinking Beyond the Text: Readers make inferences and put text ideas together in different ways to construct the text's meaning. Thinking About the Text: Readers analyze and critique the author's craft.

MClass (K-2) is an assessment that measures the basic early literacy skills including phonemic awareness, alphabetic principle and phonics, accuracy and fluency in reading, reading comprehension, and spelling and vocabulary.

- BAS Testing (K-5) Fountas and Pinnell, a text-level gradient program, assess a child's reading ability and ranks them from A to Z.
- Workstations (K-5) Student practice skills previously taught working individually or with peers. Including phonemic awareness, phonics, word work, decodable reading, writing, library, and technology.
- LLI (Tier 2 & 3 Reading Intervention) Fountas and Pinnell Leveled Literacy Intervention is a short-term intervention, that provides daily, intensive, small group instruction, which supplements classroom literacy teaching. LLI is designed to turn struggling readers into successful readers with leveled books and fast-paced, systematically designed lessons.

- Weekly PLC – Lesson Planning (K-5) Grade level planning on Tuesdays with the campus Instructional Coach to align lesson plans with the district scope and sequence, ensure rigor, and create activities that follow the science of reading.
- ESL Students in the ESL program are provided classroom accommodations and designated supports through LPAC (depending on their language proficiency) to provide students the support they need to be successful in the classroom and on state assessments. Students are provided daily intervention in listening, speaking, reading and writing to improve language proficiency from year to year (based on TELPAS results). - RTi Intervention Grades K – 3 have a dedicated intervention slot. Grades 4 and 5 students were pulled from the classroom and serviced
- IXL Math was introduced this year and will be replaced next year with the MAP program.

M Class Data

Grade Level	Specific Domains 2020 – 2021	Specific Domains 2021 - 2022
Kinder	Phonemic Awareness: 76% below benchmark Word Reading: 74% below benchmark	Phonemic Awareness: 58% below benchmark Word Reading: 45% below benchmark
1 st Grade	Phonemic Awareness: 63% below benchmark Word Reading: 60% below benchmark	Phonemic Awareness: 37% below benchmark Word Reading: 40% below benchmark
2 nd Grade	Phonemic Awareness: 47% below benchmark Word Reading: 51% below benchmark	Phonemic Awareness: 42% below benchmark Word Reading: 46% below benchmark

3 Year Data Comparison of STAAR Assessments

3rd Grade Reading

Academic Year	19-20	20-21 APP	21-22 APP	20-21 MEETS	21-22 MEETS	Academic Year	19-20	20-21 APP
All	waiver	74%	70%	32%	45%	All	waiver	53%
Hispanic	waiver	80%	56%	33%	44%	Hispanic	waiver	38%
African American	waiver	54%	63%	8%	50%	African American	waiver	38%
NH/PI	waiver	N/A	100%	0%	50%	NH/PI	waiver	N/A
White	waiver	100%	76%	64%	35%	White	waiver	100%
American Indian	waiver	N/A	N/A	N/A	N/A	N/A	waiver	N/A
Asian	waiver	0%	N/A	0%	N/A		waiver	N/A
Two or More	waiver	83%	88%	50%	63%	Two or More	waiver	33%
Eco Dis	waiver	66%	68%	41%	38%	Eco Dis	waiver	52%
Non Eco Dis	waiver	89%	74%	17%	58%	Non Eco Dis	waiver	67%
ESL	waiver	N/A	100%	0%	50%	ESL	waiver	N/A
SPED	waiver	33%	40%	36%	20%	SPED	waiver	22%
Former SPED	waiver	N/A	N/A	N/A	N/A	Former SPED	waiver	N/A
At Risk	waiver	48%	56%	10%	24%	At Risk	waiver	38%
Non At Risk	waiver	96%	85%	50%	67%	Non At Risk	waiver	73%
Cont Enrolled	waiver	N/A	N/A	54%	N/A	Cont Enrolled	waiver	N/A
Non Cont Enrolled	waiver	N/A	N/A	44%	N/A	Non Cont Enrolled	waiver	N/A

3 Year Data Comparison of STAAR Assessments

4th Grade Reading

Academic Year	19-20	20-21 APP	21-22 APP	20-21 MEETS	21-22 MEETS	Academic Year	19-20	20-21 APP
All	waiver	52%	68%	35%	47%	All	waiver	67%
Hispanic	waiver	36%	82%	18%	53%	Hispanic	waiver	45%
African America	waiver	30%	53%	20%	29%	African American	waiver	60%
NH/PI	waiver	67%	0%	0%	0%	NH/PI	waiver	100%
White	waiver	79%	80%	64%	60%	White	waiver	86%
American Indian	waiver	N/A	N/A	N/A	N/A	American Indian	waiver	N/A
Asian	waiver	N/A	100%	N/A	100%	Asian	waiver	N/A
Two or More	waiver	50%	60%	38%	60%	Two or More	waiver	63%
Eco Dis	waiver	53%	65%	30%	45%	Eco Dis	waiver	63%
Non Eco Dis	waiver	50%	76%	44%	53%	Non Eco Dis	waiver	75%
ESL	waiver	33%	0%	33%	0%	ESL	waiver	33%
SPED	waiver	20%	18%	20%	18%	SPED	waiver	56%
Former SPED	waiver	N/A	N/A	N/A	N/A	Former SPED	waiver	N/A
At Risk	waiver	26%	42%	15%	19%	At Risk	waiver	48%
Non At Risk	waiver	89%	90%	63%	71%	Non At Risk	waiver	95%
Cont Enrolled	waiver	N/A	N/A	52%	N/A	Cont Enrolled	waiver	N/A
Non Cont Enrolled	waiver	N/A	N/A	32%	N/A	Non Cont Enrolled	waiver	N/A

3 Year Comparison of STAAR Assessments

5th Grade Reading

Academic Year	19-20	20-21 APP	21-22 APP	20-21 MEETS	21-22 MEETS	Academic Year	19-20	20-21 APP
All	waiver	67%	80%	43%	60%	All	waiver	83%
Hispanic	waiver	58%	75%	42%	58%	Hispanic	waiver	68%
African America	waiver	63%	80%	38%	30%	African American	waiver	81%
NH/PI	waiver	67%	75%	67%	75%	NH/PI	waiver	100%
White	waiver	67%	86%	52%	71%	White	waiver	86%
American Indian	waiver	N/A	N/A	N/A	N/A	American Indian	waiver	N/A%
Asian	waiver	N/A	N/A	N/A	N/A	Asian	waiver	N/A
Two or More	waiver	89%	80%	22%	70%	Two or More	waiver	100%
Eco Dis	waiver	58%	76%	33%	51%	Eco Dis	waiver	79%
Non Eco Dis	waiver	94%	92%	72%	85%	Non Eco Dis	waiver	94%
ESL	waiver	80%	25%	60%	25%	ESL	waiver	100%
SPED	waiver	27%	30%	13%	10%	SPED	waiver	53%
Former SPED	waiver	N/A	N/A	N/A	N/A	Former SPED	waiver	N/A
At Risk	waiver	50%	75%	28%	47%	At Risk	waiver	76%
Non At Risk	waiver	100%	89%	71%	83%	Non At Risk	waiver	96%
Cont Enrolled	waiver	N/A	N/A	47%	N/A	Cont Enrolled	waiver	N/A
Non Cont Enrolled	waiver	N/A	N/A	41%	N/A	Non Cont Enrolled	waiver	N/A

iReady/MClass Reading Progress (On or Above Grade Level)

Grade Level	BOY	EOY
Kinder – MClass – Composite	28%	55%
1 st Grade – MClass – Composite	40%	43%
2 nd Grade – MClass – Composite	36%	45%
3 rd Grade – iReady	28%	56%
4 th Grade – iReady	22%	51%
5 th Grade – iReady	23%	43%

IXL Math - Grade Level Standard

Grade Level	BOY	EOY
Kinder	N/A	N/A
1 st Grade	N/A	N/A
2 nd Grade	N/A	N/A
3 rd Grade	23%	35%
4 th Grade	17%	12%
5 th Grade	20%	8%

Student Group(s) Triggering 2022-23 Targeted Support

Student Groups	All Students	African American	Hispanic	White	American Indian	Asian	Two or More Races	SPED	Econ Disadv	ESL	SPED Former	Cont Enrolled	Non Cont Enrolled
Met Closing the Gaps Performance Academic Achievement in Reading	YES	NO	YES	NO	N/A	YES	YES	NO	YES	NO	N/A	N/A	N/A
Growth in Reading (3 Years)	YES	YES	YES	NO	N/A	N/A	YES	NO	YES	NO	N/A	N/A	N/A
Met Closing the Gaps Performance Academic Achievement in Math	NO	NO	NO	NO	N/A	YES	NO	NO	NO	NO	N/A	N/A	N/A
Growth in Math (3Years)	YES	YES	YES	YES	N/A	N/A	YES	NO	YES	NO	N/A	N/A	N/A
ESL Proficiency	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	NO	N/A	N/A	N/A
Targeted Support: (Student Group Missed the Same 3 More Targets for 3 Consecutive Years	N/A	SUPPORT NEEDED	N/A	SUPPORT NEEDED	N/A	N/A	N/A	N/A	N/A	SUPPORT NEEDED	N/A	N/A	N/A

Met Academic Achievement - 2021 -Reading	NO	NO	NO	YES	N/A	N/A	NO	YES	YES	YES	N/A	NO	NO
Met Academic Achievement - 2021 - Math	YES	NO	NO	YES	N/A	N/A	YES	YES	YES	YES	N/A	YES	YES

Student Learning Strengths

- Students in grades 3 - 5 are showing growth in reading (data from STAAR), especially the African American, Hispanic, Two or More Races, and Economically Disadvantaged populations which have been low in the past years.
- Both reading and math campus STAAR scores have a slight upward rise showing growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 4th-grade math scores are significantly lower than in previous years. **Root Cause:** This group of students is part of the COVID pandemic group that missed several months of school which has created gaps in their mathematical foundations.

Problem Statement 2: The white demographic group is struggling with reading at the 3rd-grade level. Third-grade STAAR reading scores declined from 64% to a 35%. 2022 third grade BAS results show many students below the P EOY goal. **Root Cause:** Due to the COVID pandemic, students missed phonics and decoding skill practice along with comprehension-building activities

School Processes & Programs

School Processes & Programs Summary

- Open positions are posted on the district website and principals receive candidates from submissions to the district. Principals also attend job fairs.
- Novice teachers automatically have a mentor for 2 years. A teacher new to the district also received a mentor for their first year, with the opportunity to be dismissed from the program after the first semester. Rookie teachers will have observations from admin the first 2 weeks of school daily. This is to check-in on the teacher, to show support, and to
- give tips if desired by the teacher. Admin has an open-door policy, so that teachers feel welcomed to ask any questions or get guidance to better teach or manage students. Paraprofessionals go through a similar process, but are not assigned a mentor or observed. New hires must go through orientation and pre-service trainings. Reading teachers must be certified in ESL.
- Teachers are evaluated using TTESS. Goals are set early in the year. A minimum of 12 walk-through observations are conducted throughout the year to give feedback on lesson planning, lesson delivery, and behavior management. One formal observation is scheduled each year of a minimum of 45 minutes. A goal reflection and summative conference is held towards the end of the year.
- Multiple training opportunities are provided throughout the school year in form of PLCs, staff development orange days and trainings offered to specific groups. Employees may request to attend a training or be asked to attend a specific professional development by administration. Staff placement is decided by employee strengths and student needs. Teachers meet weekly with the campus instructional coordinator to work on curriculum and lesson planning. The instructional coordinator is available for additional assistance as needed. Teachers can join in instructional rounds at other campuses to observe other classrooms. They can also do longer observations of other teachers on our campus or other campuses for ideas on classroom management or teaching strategies.
- Most of the professional development in our district is steered by the C&I department due to state requirements (Reading Academies) or the implementation of new products (F&P Classroom) or new testing (mClass). Campus after school specials and staffing are based on specific campus needs - action plans on walk-throughs etc... (Stations, Technology incorporation, Small Group Instruction).
- Implementation is our evidence thereof.
- Teachers and other staff have input into district and campus decisions through surveys, peer collaboration, grade level meetings, participation in committees, and data gathering and assessment.
- Results are analyzed to find weaknesses in an entire grade level, one whole class, or individual students. Teachers and grade level teams look at vertical alignment to identify skills that need reteaches. Students are grouped for small group instruction based on need. Students receive small group tiered instruction if the RtI committee sees the need. Absences, tardies, moves from other campuses, districts, or states are considered. Referrals to counselor and/or CIS are considered if there are other factors affecting progress. Referrals for further evaluation, such as for dyslexia or other learning disabilities are considered if necessary.

- A three-tiered approach is used to support student learning. The classroom teacher provides leveled small group instruction for students within the classroom. This is considered tier 1 support. Students who struggle receive tier 2 support which is focused on the gaps that student is showing and provided by an interventionist. These students may receive support in the classroom or be brought to another location with less distractions. For the more severely struggling student, tier 3 intervention is provided. These students will be served by an interventionist in a smaller group and/or for more time. Different methods of instruction will be tried to find a way to reach that student. RtI meetings are held each grading period to review data and classroom performance and ensure each student has the correct placement to meet his or her needs.
- Our campus goal is to show student growth. Growth is measured by BOY/MOY/EOY testing in iReady, mClass, BAS, IXL and STAAR released tests. Our implementation of programs and procedures, such as the On the Go Activities show our sense of urgency. The uninterrupted blocks for reading and math show our commitment. We are mindful of the academics taking place when scheduling campus activities with the goal being to keep our reading and math blocks uninterrupted and always minimize loss of instructional time.
- Curriculum and Instruction follows district scope and sequence that is designed to teach students all new skills prior to state testing and allows time to review and revisit areas where students struggled. While the focus is on reading and math, students do receive instruction in science, social studies, music, library skills, and PE. There are several programs to help at-risk students, including tiered intervention, dyslexia services, ESL services, communities in schools, tutoring, and counseling services. Students are taught strategies to help them meet standards and rewarded for using those strategies. GT and high achieving students are provided time for extra enrichment.
- Small group lessons are planned using PA and phonics data from mClass and report card assessments for K-2nd grade. iReady reading, BAS, and checkpoint data is used to determine what skills to reteach or reinforce in small groups in 3rd-5th grade. Student progress is monitored and tracked by classroom teachers to determine when a group is ready to move on to a new skill.
- Currently, Kindergarten students receive 195 minutes of reading/phonics/language arts instruction and 60 minutes of math instruction daily; 1st grade students receive 195 minutes reading/phonics/language arts instruction and 45 minutes of math instruction daily; 2nd grade students receive 180 minutes of ELA instructions and 90 minutes of math instruction, 3-5 grade students receive 150 minutes of ELA and 90 minutes of math instruction. All grade levels have a dedicated time for intervention, enrichment, and acceleration, which is 60 minutes daily.
- Enrollment in special programs that are available for students:

Program	Total	K	1	2	3	4	5
ESL	19	5	2	2	3	2	5
GT	17	0	2	3	1	4	7
DYS	30	0	1	5	9	7	8
504	38	1	0	4	9	7	13
Speech	43	10	8	4	11	4	6
Sped resource	46	2	5	7	8	12	12
Sped life skills	19	4	2	1	7	2	3
RtI (reading/math)	121	17	21	18	24	23	18
RtI (behavior)	16	6	1	6	0	1	2

- Tutorials are offered after school on Tuesday's and Thursdays in subjects Math and Reading.
- Students' needs are met through one-on-one or small group pull out instruction and additional teachers and aides pushing into classrooms. Modifications and accommodations are provided as appropriate for classroom instruction and testing. Other programs that impact student success are tutoring, CIS (Communities in School), TCHAT (counseling provided by a licensed psychiatrist), counseling services through School Counselor, ES2S, and restorative lunch circles.
- CIS provides school supplies, clothing, food, vision vouchers, and hygiene products to students in need. CIS also provides extra positive attention and reinforcement from a caring adult, help with homework, organization, social skills and attendance.
- We offer several after school extra-curricular programs:

step team – 25 students practicing twice per week

- student council – 9 active members meeting twice per month

Monday clubs – once per week

Club:	K	1	2	3	4	5
Art	19	12	13	N/A	N/A	N/A
Running	12	17	17	N/A	N/A	N/A
Gardening	18	24	5	N/A	N/A	N/A
Football				9	4	6
Science				9	9	1
Robotics				9	9	6
Book				9	4	5
Coding				4	11	5
Total	49	53	35	40	37	23

- In order to help students, plan for their future career, a Career Day was held virtually this school year. Students were introduced to various careers and technical fields.
- Communities in Schools (CIS) also provides a college and career readiness program. The campus site coordinator for CIS helps create relationships with local companies, community organizations, and volunteers who can help with knowledge and career preparedness programs.
- We provide a campus tour in the spring for pre-k students transitioning to kindergarten. Incoming kindergarteners are able to meet their child's teacher, tour the campus and ask questions in August as well.
- 5th grade students take a field trip to SC Lee Junior High to tour the school and meet the administrators. They also have an opportunity to try out instruments if they choose to take band as an elective in 6th grade.
- All students, K-5, have a laptop to use throughout the school day. Classrooms also have iPads available.
- Technology programs such as Nearpod, IXL, and Play posits were utilized and incorporated into district's LMS, Schoology, to provide virtual as well as on campus learners with diverse learning opportunities. Furthermore, each classroom has a ceiling mounted projector, document camera, and software to create interactive white board activities. Technology training for teachers is provided through DTAC campus representative and technology department.
- Teachers utilize CHAMPS as well as the restorative circles built into the master schedule. Teachers at the beginning of the year were required to upload CHAMPS management plans into Schoology. The campus uses restorative circles to reduce discipline. The classroom management and disciple plan both outline guidelines for success and include posted rules, potential attention signals in the classroom, positive praise procedures, and CHAMPS with expectations for four areas in each teacher's classroom. Teachers also include information on classroom procedures, misbehavior treatment methods, and instructional strategies and behaviors that they aim to emphasize on during the year. Overall, the data indicates that classroom management and procedures are effective in the classroom. Furthermore, a minute percentage of pupils have gotten referrals from both the classroom and the office. Students are evaluated holistically in order to grasp the underlying issue that is causing the student's behavior.
- The counselor serves as a facilitator to target whole group, small group, and individuals for intervention. So far this school year, fifteen bullying investigations have been completed, with four cases confirmed. T-CHAT is an additional resource for students that provides free telehealth services. The approach to school safety is proactive and preventative, for example students participate in activities such as Antibullying Month and Red Ribbon week. The campus employs proximity control, increased student monitoring, and stay-away agreements.

Each report received is addressed and handled in a timely manner. Each incident is assessed on its own merits, and district policies are followed. A decision is determined to use a punitive or restorative approach based on each circumstance. To date, there have been no reports of specified data in terms of physical and verbal aggressiveness. The threat assessment committee on campus has completed threat assessments on students, and select students have been closely monitored to determine if they constitute a threat. Stay-away agreements are also used on campus as needed, and bullying investigations are conducted according to the district's guidelines.

- Suicide (self-harm) is address through Start with Hello week. Students can be referred to TCHAT (Texas Child Health Access Through Telemedicine) where students have an opportunity to talk to a psychiatry/psychologist.
- We have adopted the “I Love U Guys” Foundation’s programs for crisis response and post-crisis reunification.
- We conduct monthly fire drills, and two of those fire drills are monitored by the local Fire Marshall and his team. They ensure we are evacuating within the allotted time and inspect things like the building exterior, housekeeping, appliances, exit ways, electrical, hazard storage, Fire system, occupancy load, etc. We also conduct semester drills, i.e., evacuation, lockout, lockdown, severe weather, hazmat, hold, etc., to ensure we are prepared to respond to all emergencies. An after-action review is conducted following each safety drill to report deficiencies and make improvements.
- EOP Training is provided twice per year for all Faculty and Staff members to ensure the information is fresh in their minds and provide them with the latest updates.

School Processes & Programs Strengths

- Training and mentors for new teachers, daily observations with feedback for new teachers during the first 2 weeks
- We use daily intervention, dyslexia and ESL programs, tutoring, on the go activities, and a variety of programs to reach student growth goals.
- After assessment last year, an intervention block for all grade levels was put in place to eliminate loss of regular classroom instruction.
- We use data to drive instruction and grouping of students
- We use research-based phonics and phonemic awareness programs
- There are plans to adopt The Writing Revolution for next year to address the lack of writing direct teaching and practice we noticed this year.
- ratio for laptops allow for the possibility of more technology integration into lessons.
- Campus safety is a priority and all emergency drills are practiced and performed successfully. Safety training is provided at the beginning of the school year and again after the first semester. After action reports are provided after all emergency drills.
- A variety of clubs were provided for students to develop in ways other than just academic.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teacher morale and retention is low. **Root Cause:** 1. Student behavior interferes with teaching and learning. -inconsistent consequences for students
2. Teachers do not feel valued as competent professionals. - scripted programs do not allow creativity and innovation, use of teacher experience, or differentiation of teaching styles and individual class dynamics.

Problem Statement 2: Technology is not able to be used creatively or in a student-centered manner that supports future real-world needs. **Root Cause:** 1. Technology use is not included in the curriculum or scope and sequence. 2. We do not teach basic computer skills, internet safety, and use of programs that will be most likely used throughout life. 3. We have a variety of teacher centered programs but lack programs that are student centered and align with our curriculum and student growth goals

Perceptions

Perceptions Summary

Surveys were conducted anonymous by teachers to evaluate the safety and climate of the school itself.

Support, safety, relationship building, and overall connections to the campus were evaluated.

Survey participation was not reflective of 100% of the staff, but the surveys do reflect the participants perception of the campus as a positive atmosphere. The climate and culture of the school were described as "family like and friendly."

Campus administration has an open-door policy.

Monthly fire drills, and occasional lockdown, lock down, and severe weather drills are conducted throughout the year to maintain a safe learning environment.

Retention varies from year to year. Educators move due to affiliation to the military community. However, we also do not retain teachers long term in order to have experienced teachers on campus. Halstead has a higher percentage of beginning teachers and teachers with 1-5 years of experience than the district and state.

Inexperienced teachers are supported through - New Teacher Orientation, In-Service, professional development sessions, campus IC, instructional rounds, observations, walk-through, and our district Mentor Program.

The district recently implemented the new STOP-it program, an online reporting tool designed to deter and mitigate bullying, cyber abuse, and other inappropriate behaviors. Our campus also investigates bullying incidents and creates official reports that contain statements from the parties involved.

Parent Engagement Surveys show that since we have had a change in personnel, COVID restrictions, and campus remodeling projects, parents do not feel they are welcome on campus as much as they have in the past years.

Perceptions Strengths

Data shows that attendance rates were 90% or above for all grading periods.

There was only one placement for DAEP from our campus.

There are many supports for students who struggle with behavior. Support is given through Restorative Circles, Positive Intervention Behavioral Supports (CHAMP's), Leadership Lunch Circles, the campus counselor's mentor-ship program, and buddy rooms.

There are safety procedures in place and drills are regularly conducted for student safety.

Multiple supports are in place for inexperienced teachers. Beginning teachers are provided in-service training, professional development sessions, the campus IC, instructional rounds, walk-throughs, and our district Mentor program.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student behavior and accountability. **Root Cause:** Survey responses indicate inconsistency through the campus.

Problem Statement 2: Parents and Staff feel there is a lack of communication. **Root Cause:** Changes in personnel, COVID restrictions, and an overload of information seem to be contributing factors in the lack of communication.

Problem Statement 3: Parents do not feel that they are welcome on campus. **Root Cause:** Changes in personnel, COVID restrictions, and remodeling on campus seem to be the probable cause of this perceptions.

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision-making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification Data
- Accountability Distinction Designations
- RDA data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee 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
 Parent engagement rate
 Community surveys and/or other feedback

Support Systems and Other Data

Organizational structure data
 Processes and procedures for teaching and learning, including program implementation
 Communications data
 Budgets/entitlements and expenditures data

Goals

Goal 1: Actively engage both teachers and students in comprehensive and consistent educational experiences that foster meaningful learning.

Performance Objective 1: Provide K-2 students with rigorous phonemic awareness and phonics instruction to promote and accelerate foundational reading skills.

Evaluation Data Sources: mClass data (DIBELS components)

MAP data

PA and Phonics Screener data

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Review
1	<p>Closely monitor K-2 students to ensure they reach or exceed goals and or benchmarks: Data will be reviewed after each benchmark and progress monitoring point to check progress.</p> <p>Strategy's Expected Result/Impact: Improved foundational reading skills as noted on mClass benchmark</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Classroom Teachers</p> <p>-TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>-ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>				

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Review
2	<p>Improve our RtI practices by specifically targeting student needs. An intervention hour has been built into the schedule to allow for more flexible Tier groupings.</p> <p>Strategy's Expected Result/Impact: Students will be served in Tier II and III according to their specific targeted need.</p> <p>Staff Responsible for Monitoring: Administrators Intervention Teachers Classroom Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>				

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Review
3	<p>Reading Interventionists will attend a Dyslexia Conference to look critically at how we serve our intervention students. Sessions include morphology study that allows us to incorporate vocabulary, fluency, and comprehension alongside reading and spelling instruction.</p> <p>Strategy's Expected Result/Impact: Sessions include morphology study that allows us to incorporate vocabulary, fluency, and comprehension alongside reading and spelling instruction. Increased achievement in the areas of phonics, vocabulary, fluency, and comprehension.</p> <p>Staff Responsible for Monitoring: Dyslexia Interventionists Principal Assistant Principal Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Dyslexia Reading Conference - 211 - Title I-A - \$2,000</p>				

Campus's will be rated as: No Progress, Accomplished, Continue/Modify and Discontinue

Goal 1: Actively engage both teachers and students in comprehensive and consistent educational experiences that foster meaningful learning.

Performance Objective 2: Provide students with rigorous instruction to close gaps for Hispanic and African American subpops.

Evaluation Data Sources: MAP data, mClass, PA and Phonics Screener, CFAs as well as individualized discussions with teachers about student work and data.

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Review
1	<p>Closely monitor the following focus groups to ensure they reach or exceed expected growth on STAAR testing: *Hispanic-Math African American-RLA</p> <p>Groups will be reviewed after each six weeks grading period to check progress. Strategy's Expected Result/Impact: Meet or exceed expected growth: Student achievement and student growth as indicated by school report card/TAPR reports MAP data Released STAAR data Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Lead Interventionist Classroom Teachers</p> <p>-TEA Priorities: Build a foundation of reading and math, Improve low-performing schools -ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction -Additional Targeted Support Strategy</p>				

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
2	<p>Program Implementation (such as Education Galaxy and Imagine Learning), small group instruction, tutorials, part-time Interventionist (math).</p> <p>Strategy's Expected Result/Impact: Increase in student achievement and growth measures.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Classroom Teachers Interventionists</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>-Additional Targeted Support Strategy</p> <p>Funding Sources: Part Time Interventionist- Math - 211 - Title I-A - E11612100102030000 - \$12,000, Interventionist- Reading - 211 - Title I-A - \$64,000, Intervention Aide - 211 - Title I-A - \$23,318</p>				

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
3	<p>Improve our RtI practices by specifically targeting student needs. An intervention hour has been built into the schedule to allow for more flexible Tier groupings.</p> <p>Strategy's Expected Result/Impact: Students will be served in Tier II and III according to their specific targeted need.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Instructional Coach Intervention Teachers Classroom Teachers</p> <p>-TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>-ESF Levers: Lever 5: Effective Instruction</p>				

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
4	<p>Increase consistent writing instruction by incorporating The Writing Revolution lessons into science and social studies in grade 2-5.</p> <p>Strategy's Expected Result/Impact: Strengthen writing skills and competence across grade levels</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coach Classroom Teachers</p> <p>- ESF Levers: Lever 4: High-Quality Curriculum</p>				

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
5	<p>Provide additional resources to work with students: CIS, volunteers, Adopt-a-Unit, Imagine Learning for EB students, MSTC, ES2S.</p> <p>Strategy's Expected Result/Impact: Increase student connections which will result in increased achievement</p> <p>Staff Responsible for Monitoring: Administrators Counselor Parent Liaison Classroom Teachers ESL Interventionist</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Parent Community Outreach Coordinator - 211 - Title I-A - \$23,500, Parent Involvement Supplies - 211 - Title I-A - \$2,000</p>				

Campus's will be rated as: No Progress, Accomplished, Continue/Modify and Discontinue

Goal 1: Actively engage both teachers and students in comprehensive and consistent educational experiences that foster meaningful learning.

Performance Objective 3: Decrease the amount of behavior instances occurring on the campus.

High Priority

Evaluation Data Sources: PEIMS

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	<p>Teachers will conduct daily circles with students. SEL curriculum will be built into the Science/Social Studies scope and sequence. Campus counselor facilitates lunch circles (restorative discipline) to provide students with social skills lessons.</p> <p>Strategy's Expected Result/Impact: Students will learn important social-emotional learning skills Healthy, respectful classroom cultures. Prevent behavior responses. Decrease in behavior responses Increase in self-regulation Increased cooperation among students</p> <p>Staff Responsible for Monitoring: Administrators Counselor DAEP Teacher Behavioral Aid Classroom Teachers</p> <p>-TEA Priorities: Improve low-performing schools -ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p>				

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
2	<p>Consistent CHAMPS/PBIS implementation.</p> <p>Strategy's Expected Result/Impact: Decreased behavior occurrences from 21-22. Increase in students' awareness of expectations.</p> <p>Staff Responsible for Monitoring: ALL</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>				

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
3	<p>Counselor will present social skills and guidance lessons (both individual and small groups) proactively to target and prevent behavior difficulties.</p> <p>Strategy's Expected Result/Impact: Decreased behavior occurrences from 21-22. Increase in students' awareness of expectations and to better foster social skills.</p> <p>Staff Responsible for Monitoring: Counselor Administrators Teachers</p> <p>- TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>				

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
4	<p>Provide new staff members with Restorative Discipline training and training on the use of Circles. Counselor will conduct monthly behavior support training/classes with staff.</p> <p>Strategy's Expected Result/Impact: Decreased number of office referrals, and lower incidences of students being assigned ISS. Improve students' ability to verbally mediate situation with each other. Improve teachers' confidence and ability to identify and successfully manage student behavior.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>				

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
5	<p>Provide all staff members with Emotional Poverty training.</p> <p>Strategy's Expected Result/Impact: Staff will be better equipped to recognize and respond to student behavior issues more appropriately and proactively.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coach Counselor Teachers</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>				

Campus's will be rated as: No Progress, Accomplished, Continue/Modify and Discontinue

Goal 1: Actively engage both teachers and students in comprehensive and consistent educational experiences that foster meaningful learning.

Performance Objective 4: Behavior incentives will be in place to award positive behavior.

Evaluation Data Sources: Skyward Referral data

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	<p>Each semester accolades will be given during the award assemblies for positive behavior.</p> <p>Strategy's Expected Result/Impact: Increased time on task</p> <p>Staff Responsible for Monitoring: Administrators Counselor Teachers</p> <p>TEA Priorities: Improve low-performing schools</p> <p>ESF Levers: Lever 3: Positive School Culture</p>				

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
2	<p>Students will earn Bulldawg Bucks, which can be spent at the mobile Bulldawg Buck store, or at special events.</p> <p>Strategy's Expected Result/Impact: Improved behavior and a decrease in office referrals.</p> <p>Staff Responsible for Monitoring: Admin Counselor Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>				

Campus's will be rated as: No Progress, Accomplished, Continue/Modify and Discontinue

Goal 1: Actively engage both teachers and students in comprehensive and consistent educational experiences that foster meaningful learning.

Performance Objective 5: Increase the attendance rate on the campus with a target rate of 98%

Evaluation Data Sources: PEIMS reports

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	Incentives for target rate attendance each grading period. Pizza Bikes Strategy's Expected Result/Impact: Increased student performance through attendance Staff Responsible for Monitoring: Administrators Counselor Parent Liaison Classroom teacher PEIMS				

Campus's will be rated as: No Progress, Accomplished, Continue/Modify and Discontinue

Goal 1: Actively engage both teachers and students in comprehensive and consistent educational experiences that foster meaningful learning.

Performance Objective 6: Provide appropriate support to our homeless students.

Evaluation Data Sources: Homeless survey

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	<p>Provide appropriate support to our homeless students, to include food and clothing needs.</p> <p>Strategy's Expected Result/Impact: Students will feel safe and secure in the school environment.</p> <p>Staff Responsible for Monitoring: Administrators Counselor Parent Liaison</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Homeless supplies - 211 - Title I-A - E32639900102030102 - \$1,400</p>				

Campus's will be rated as: No Progress, Accomplished, Continue/Modify and Discontinue

Goal 2: CCISD will recruit, support and retain a high quality and diverse staff.

Performance Objective 1: Enhance our recruitment plan to attract a highly effective and diverse staff.

Evaluation Data Sources: The hiring process for 2021-2022.
Teacher certifications

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	<p>Recruit and retain highly effective teachers through: Mentoring program; Peer Observations; Teacher handbook; District Job Fair; Online Application (TalentEd Recruit & Hire); Interview by campus committees.</p> <p>Strategy's Expected Result/Impact: Consistency in the Programs and school community</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Mentor Advisor</p> <p>-TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>-ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>				

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
2	<p>Improve communication within grade levels, grade chairs and administrators through: Monthly grade chair meetings (3rd Thursdays) Weekly Bulletins Bulletin Board in Teacher's Lounge Staff meetings every 1st & 3rd Wednesday Team building meetings 2nd Wednesday</p> <p>Strategy's Expected Result/Impact: Increased communication on all school focused events and academic success.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Grade Chairs</p> <p>-TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>-ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>				

Campus's will be rated as: No Progress, Accomplished, Continue/Modify and Discontinue

Goal 2: CCISD will recruit, support and retain a high quality and diverse staff.

Performance Objective 2: Establish a comprehensive district support system to develop and retain employees.

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	<p>Specialized and individualized training opportunities. PLC time Regularly scheduled meetings with Campus IC District Orange days for staff PD Online opportunities in Schoology Mentor/Mentee Meetings Counselor Support trainings monthly based on teacher input</p> <p>Strategy's Expected Result/Impact: Better support and retain staff. Impact on student growth and learning in a positive direction.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Mentor Advisor</p> <p>-TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>-ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>				

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
2	<p>Behavior Support- Lunch bunch groups held by counselor. PBIS Bulldawg Buck store and teacher incentives.</p> <p>Strategy's Expected Result/Impact: Increase support and training will benefit the social response and positively affect the learning environment.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Classroom Teachers</p> <p>-TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>-ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>				

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
3	<p>Build school climate by offering opportunities for the campus to bond.</p> <p>Staff social events Team Building every 2nd Wednesday Staff meetings Staff rewards/recognition Zen Room</p> <p>Strategy's Expected Result/Impact: Retention of staff through climate and culture Staff Responsible for Monitoring: Principal Assistant Principal Counselor Social Committee</p> <p>-TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools -ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>				

Campus's will be rated as: No Progress, Accomplished, Continue/Modify and Discontinue

Goal 3: All stakeholders will optimize resources to enhance student success.

Performance Objective 1: Optimize resources to enhance student success.

Evaluation Data Sources: Yearly budget

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	<p>Purchases will involve finding competitive pricing and the highest quality product or bidder.</p> <p>Strategy's Expected Result/Impact: Access to resources needed to increase student achievement.</p> <p>Staff Responsible for Monitoring: Principal Principal's Secretary Instructional Coach</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum</p>				

Campus’s will be rated as: No Progress, Accomplished, Continue/Modify and Discontinue

Goal 3: All stakeholders will optimize resources to enhance student success.

Performance Objective 2: Meet with budget office to ensure appropriate funding for campus needs.

Evaluation Data Sources: Yearly budget review.

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	<p>Hettie Halstead Elementary will participate in fund raising efforts which yield a high percentage of revenue to be kept by the campus.</p> <p>Strategy's Expected Result/Impact: Increase in funds in the student awards account which will be used to fund field trips and other student incentives.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Principal's Secretary</p> <p>ESF Levers: Lever 3: Positive School Culture</p>				

Campus's will be rated as: No Progress, Accomplished, Continue/Modify and Discontinue

Goal 4: Facilities will support innovation, equity, student performance, and community partnerships.

Performance Objective 1: Evaluate current facilities to ensure they meet the emerging needs of the 21st century learner.

Evaluation Data Sources: Work Orders
Monthly Safety Audit Walks

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	<p>Campus principals will report facility needs to the deputy superintendent of operations in a timely manner to maintain longevity of the campus and its surroundings.</p> <p>Strategy's Expected Result/Impact: Facility reports</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p>				

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
2	<p>Maintain and conduct improvements to the campus facilities to present an environment that is conducive to learning, such as: Maintain a Clean / Neat Building, Outside Lighting, Security Cameras, Landscaping, Secure Entrances, Fencing</p> <p>Strategy's Expected Result/Impact: Parent / Community Comments, Maintenance Records on File</p> <p>Staff Responsible for Monitoring: Administrators, Lead Custodian, Custodians, Maintenance Department, All staff on campus</p> <p>ESF Levers: Lever 3: Positive School Culture</p>				

Campus's will be rated as: No Progress, Accomplished, Continue/Modify and Discontinue

Goal 4: Facilities will support innovation, equity, student performance, and community partnerships.

Performance Objective 2: Provide a safe and secure school environment for all employees and students.

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	<p>Students and staff will participate in 10 safety drills and 10 fire drills during the school year including fire, hold, secure, lockdown, evacuate, and shelter in place. Each semester the Fire Department will monitor one fire drill totaling two for the school year.</p> <p>Strategy's Expected Result/Impact: Records of drills, after action documentation Campus will be prepared to respond to an emergency</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Teachers, paraprofessionals, custodians, cafeteria workers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>				

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
2	<p>Maintain a fully functioning Emergency Operations Team that is trained in the latest drills and procedures. Provide annual training and professional development on security issues and the campus Emergency Operating Procedures.</p> <p>Strategy's Expected Result/Impact: Emergency Operations Plan, Records of training during pre-service week, sign in sheets</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Teachers, Paraprofessionals, Custodians, Cafeteria Workers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>				

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
3	<p>Support student safety, suicide prevention, bullying awareness & prevention programs, cyber bullying awareness as well as implementation of safe school's practices. Provide Stopit Training to students and staff.</p> <p>Strategy's Expected Result/Impact: Sign in sheets from trainings, reduction in discipline reports, reduction in bullying incidents</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Teachers, Paraprofessionals</p> <p>ESF Levers: Lever 3: Positive School Culture</p>				

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
4	<p>Provide a safe, orderly, and disciplined environment through review/revision/implementation of programs such as: Positive Behavior Support (PBIS team); Safe & Civil Schools Training; SEL curriculum; Behavioral RtI; CIS (Communities in Schools); ISS (In School Suspension); Home/School Compact; Restorative Discipline and daily Circle implementation.</p> <p>Strategy's Expected Result/Impact: Reduction in Office Referrals, Sign-In Sheets, social skill development.</p> <p>Staff Responsible for Monitoring: Administrators, Other professionals involved may include: Counselors, Classroom Teachers, CIS, ISS aide, PBIS Team</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>				

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
5	<p>Promote an encouraging environment through activities such as: Positive Behavior Support (PBIS team); Bulldawg Buck System; Safe & Civil Schools Training; School-Wide Celebration for Academic Awards and Attendance; Communities in Schools; Teacher and Paraprofessional of the Month; Exchange Teacher of the Quarter; Volunteer Recognition; Field Day; Positive Behavior Field Trips, STAAR Strategy Incentives.</p> <p>Strategy's Expected Result/Impact: Wall Displays, Monthly Assemblies, Sign-In Sheets, Student Rosters, Students will display social/emotional competencies and be better able to focus on school.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Classroom teachers, PE Teachers, CIS, Librarians, PBIS Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>				

Campus's will be rated as: No Progress, Accomplished, Continue/Modify and Discontinue

Goal 5: Expand opportunities for stakeholders' involvement in activities that foster academic success, personal excellence, and responsible citizenship in our students while recognizing community partners.

Performance Objective 1: Build capacity for family involvement.

Evaluation Data Sources: Sign in sheets from family events

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	Supplement Schoology with fliers to go home. Utilize the marque and campus website. Strategy's Expected Result/Impact: Increase communication with parents in order to increase parent attendance at school activities. Staff Responsible for Monitoring: Administrators Office Manager Parent Liaison - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Campus’s will be rated as: No Progress, Accomplished, Continue/Modify and Discontinue

Goal 5: Expand opportunities for stakeholders' involvement in activities that foster academic success, personal excellence, and responsible citizenship in our students while recognizing community partners.

Performance Objective 2: Strengthen partnerships between the school and community.

Evaluation Data Sources: Sign-in sheets in regards to raptor, conferences, events

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	<p>Provide a conference night for parents twice per year.</p> <p>Strategy's Expected Result/Impact: Increased communication equating to increased student performance and success.</p> <p>Staff Responsible for Monitoring: Principals Parent Community Outreach Coordinator Teachers</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>				

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
2	<p>Partner with Strong Fathers Organization to schedule events (combining events, schedule different nights of other events within the district, have at least two-family nights per semester, one of which will be a Bring Your Dad (or special person) to School Day.</p> <p>Strategy's Expected Result/Impact: Increase parent involvement in activities.</p> <p>Staff Responsible for Monitoring: Administrators Counselor Parent Liaison</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>				

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
3	<p>Involve parents within school activities and after school activities (such as Meet the Teacher, Career Day, Multicultural Night, Trunk or Treat, family conference nights, etc.)</p> <p>Strategy's Expected Result/Impact: Increase parent involvement in activities.</p> <p>Staff Responsible for Monitoring: Administrators Counselor Parent Liaison Classroom Teachers</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>				

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
4	<p>Provide parents with access to information (such as Schoology, campus website, mobile billboards by pick up lane, weekly calendars in student folders, availability of internet access, information of skills being taught to students, etc.)</p> <p>Strategy's Expected Result/Impact: Increase parent involvement in activities</p> <p>Staff Responsible for Monitoring: Administrators Counselor Parent Liaison Classroom Teachers</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>				

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
5	<p>Provide parents/guardians with after school parent trainings.</p> <p>Strategy's Expected Result/Impact: Improved partnerships between the school and community. Increase parent knowledge and comfort with social-emotional learning.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>				

Campus's will be rated as: No Progress, Accomplished, Continue/Modify and Discontinue

Goal 5: Expand opportunities for stakeholders' involvement in activities that foster academic success, personal excellence, and responsible citizenship in our students while recognizing community partners.

Performance Objective 3: After School clubs will incorporate learning opportunities that benefit academics and enhance interests.

Evaluation Data Sources: Evaluation of implementation and success will include: participation numbers, retention, increase of numbers, math and science grades increase, interests are peaked in conjunction with learning.

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	<p>After School clubs will incorporate learning opportunities that benefit academics and enhance interests. Clubs will include: Robotics, Step Team, and Student Council, Honor Choir, & ES2S.</p> <p>Strategy's Expected Result/Impact: Improved student achievement. Decreased Behavior concerns. Broaden student interest.</p> <p>Staff Responsible for Monitoring: Administrators Counselor Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>				

Campus's will be rated as: No Progress, Accomplished, Continue/Modify and Discontinue

Goal 5: Expand opportunities for stakeholders' involvement in activities that foster academic success, personal excellence, and responsible citizenship in our students while recognizing community partners.

Performance Objective 4: Highlight and share campus successes, effective learning strategies, and student accomplishments with the community.

Evaluation Data Sources: Newspaper articles and Facebook posts.

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
1	<p>Turn in weekly articles and pictures from campus showing students engaged in learning and a variety of activities.</p> <p>Strategy's Expected Result/Impact: Strengthened perception of the campus and increased communication with the community.</p> <p>Staff Responsible for Monitoring: Parent Liaison Principal Assistant Principal Grade Chairs</p> <p>ESF Levers: Lever 3: Positive School Culture</p>				

Strategy	Details	November Formative Reviews	January Formative Reviews	March Formative Reviews	June Summative Reviews
2	<p>Partnership with Bubba's 33 to recognize students and teachers of the month. Awarding them with prizes to include a free meal at Bubba's 33.</p> <p>Strategy's Expected Result/Impact: Spotlight good behavior in order to encourage others to follow suite.</p> <p>Staff Responsible for Monitoring: Parent Liaison Principal Assistant Principal Grade Chairs</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>				

Campus's will be rated as: No Progress, Accomplished, Continue/Modify and Discontinue

State Compensatory

Budget for Hettie Halstead Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs:

Personnel for Hettie Halstead Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Melvin Johnson	DAEP Teacher	1
Michelle Crabtree	Interventionist	1
Sarah Schoonover	Dyslexia Interventionist	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>FTE</u>	
Christina Newberry	Interventionist-Teacher	Intervention	1
Coleen Timmons	PT Tutor	Intervention	.5
Kendall Penton	Aide	Parent & Community Outreach Coordinator	1
Vacant	Instructional Aide	Intervention	1
Vacant	PT Intervention	Intervention	.5

Campus Funding Summary

211 – Title I – A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Dyslexia Reading Conference	N/A	\$2,000.00
1	2	2	Interventionist- Reading	N/A	\$64,000.00
1	2	2	Intervention Aide	N/A	\$23,318.00
1	2	2	Part Time Interventionist- Math	E11612100102030000	\$12,000.00
1	2	5	Parent Community Outreach Coordinator	N/A	\$23,500.00
1	2	5	Parent Involvement Supplies	N/A	\$2,000.00
1	6	1	Homeless supplies	E32639900102030102	\$1,400.00
Sub - Total					\$128,218.00