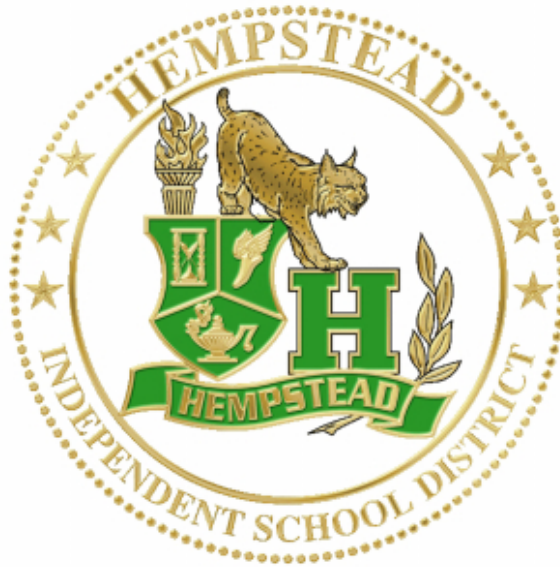


# **Hempstead Independent School District**

## **Hempstead Early Childhood Campus**

### **2022-2023 Campus Improvement Plan**



# Mission Statement

*Our mission is to prepare all students to be lifelong learners with academic, social, and emotional success by providing high-quality instruction.*

# Vision

*Building Learners of Tomorrow.*

# Value Statement

Hempstead ECC believes that quality education will provide the opportunity for students: to develop the ability to think logically, independently, and creatively, to develop effective communication skills, and to develop appreciation and respect for themselves, and other people.



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# Comprehensive Needs Assessment

Revised/Approved: June 16, 2022

## Demographics

### Demographics Summary

Demographics Summary

	2020-2021	2021-2022
Enrollment	135	153

Hempstead Early Childhood is located in Hempstead, TX, a small town approximately sixty miles north of Houston. It currently serves 183 students. The community has recently experienced an increase in new build homes which will impact growth and a higher enrollment.

Over the past few years, demographics at Hempstead Early Childhood Center have remained relatively unchanged. The following is a breakdown of the student population served:

### Student Demographics:

- African American - 37.31%
- Hispanic-Latino - 52.23%
- White - 8.21%
- Two or more races - 2.23%
- Male - 59.99%
- Female - 47.01%

### Student Programs:

- English Learners (EL) - 72.4%
- Special Education - 8.22%
- McKinney Vento - 4.79%

- Economically Disadvantaged - 93.2%
- Military-Connected - 2.05%

## **Staff**

Hempstead Early Childhood has approximately nine teachers to serve Early Childhood Special Education, Prekindergarten 3-year-old, and Prekindergarten 4-year-olds. Class size averages about 20 to 22 students per class. 11 Instructional Aides support the campus, 2 Special Education Aides, 1 Nurse, 1 Office Personnel, and 1 Principal.

## **Staff Demographics:**

- African American - 35%
- Hispanic-Latino - 45%
- White - 15%
- Two or more races - 5%
- Male - 0%
- Female - 100%

## **Demographics Strengths**

- Our campus serves the entire district's Pre-K population.
- Early Childhood Special Education (ECSE) program is offered all on one campus.
- Inclusion is provided with peers of the same age.
- EL (English Language Learner) students are supported with bilingual or ESL support in classrooms.
- Students on our campus qualify for free breakfast and lunch.
- Students are motivated to receive Paw-Riffic incentives for meeting their academic and behavior goals weekly.
- Students are recognized by the NEAT Club (Never ever absent or tardy) every 9 weeks.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Student attendance is problematic with numerous unexcused absences and late arrivals. **Root Cause:** Pre-K program is not mandatory in the

State of Texas.

**Problem Statement 2 (Prioritized):** Cultural acceptance between monolingual and bilingual classes. **Root Cause:** The playground area only supports one class at a time.

# Student Learning

## Student Learning Summary

### Student Achievement

Hempstead Early Childhood Center works to meet all students' needs at the level they enter Pre-K and help them progress towards Kindergarten readiness. Teachers implement different programs and effective strategies. Students' successes are celebrated and encouraged to be lifelong learners.

## **Hempstead ECC Data**

### **2021-2022**

	<b>English</b>	<b>Spanish</b>	<b>Combined</b>
Rapid Letter Naming	66	79	72.5
<b>Rapid Vocabulary</b>			
Rapid Vocabulary 3	59	82	70.5
Overall Measure	59	82	70.5
<b>Phonological Awareness</b>			
Syllabication	34	39	36.5
Onset-Rime	26		26
Alliteration	28	61	44.5
Rhyming I	26	68	47
Overall Measure	50	57	53.5
<b>Math</b>			
Rote Counting	46	75	60.5
Shape Naming	68	81	74.5
Number Discriminatio	69	88	78.5
Number Naming	31	81	56
Shape Discrimination	82	81	81.5
Counting Sets	68	75	71.5

Operations	48	81	64.5
Overall Measure	70	81	75.5

CIRCLE Progress Monitoring Pre-K 2021-2022				
Benchmark Report				
Measure		Wave 1	Wave 2	Wave 3
Rapid Letter Naming		60.5	61.5	74
Rapid Vocabulary		67.5	70.5	77
Phonological Awareness	Syllabication		41	35.5
	Onset-Rime		37.5	43.5
	Alliteration		41.5	46.5
	Rhyming		12.5	32.5
Math	Route Counting	22.5	45	57.5
	Shape Naming	48.5	69	79
	Number Discrimination	45	79	78.5
	Number Naming	34	64	72.5
	Shape Discrimination	64	79	83.5
	Counting Sets	35	53	64
	Operations	31.5	47.5	64.5



## **Curriculum, Instruction, and Assessment**

Hempstead Early Childhood Center believes in offering a rich and rigorous curriculum for our students. We strive to create a positive learning environment where students can reach their highest potential.

The ECC focus for implementation will include PK guidelines, student organizational tools, a positive and collaborative classroom environment, and authentic student reflection. English Language Arts curriculum is delivered through a model that incorporates a high rigor lesson frame, frequent small group purposeful talk, and hands-on activities. Math resources focus on developing problem-solving comprehension, higher-order thinking, and multiple strategies and tools to be successful. The Science curriculum is delivered with hands-on learning. ECC is committed to developing Social Emotional Learning (SEL) to address student self-management, self-awareness, responsible decision-making, relationship skills, and social awareness.

Student progress and interventions at HECC are implemented through the beginning, middle, and end of school year district reading, math, and social-emotional benchmarks. Classroom and RTI teachers monitor student progress from instructional interventions and visually represent color-coding in the data room for collaborative professional learning community (PLC) discussion and problem-solving. Staff development will continue to train teachers through weekly PLCs, summer training, and monthly campus meetings.

## **Technology**

Hempstead Early Childhood Center will continue to expose our students to various types of technology and software programs. ECC aims to create a blended learning environment that allows students to use differentiated and engaging instruction technology. ECC will have a complete Chromebook cart designated for ECC Campus.

## **Student Learning Strengths**

### **Student Achievement Strengths**

Tutoring is offered during the school day for students that are not meeting mastery in basic Pre-K Guidelines.

Groups (ART Lab, Computer Lab, and Sensory Room) are used to increase student involvement. Groups also enhance student social skills and learning opportunities.

HECC implements a Reading Log Program, which motivates at-home guided reading and parental involvement.

Enrichment activities are implemented throughout the school year by visiting numerous organizations to the campus, such as Animal Shelter, Librarians, Nurses, Fire Department, etc.

Summer School is offered to students in the Bilingual program.

Monthly Student recognition exemplifies student achievement.

RTI is provided to support Tier 2 and Tier 3 students.

### **Curriculum, Instruction, and Assessment Strengths**

Teachers plan and collaborate through planning meetings and separate PLC meetings. The PK guidelines are closely followed and monitored through 9-week assessments. Teachers also frequently assess students to evaluate tier levels for RTI placement. Teachers create instructional materials and assessments that follow the guidelines to strengthen academics. Students also get enrichment through guest speakers.

- Regular classroom walkthroughs by the administration have successfully ensured quality instruction and provided feedback through the Eduphoria and T-TESS systems.
- RTI meetings have been successful, with teachers and RTI staff providing documentation of steps taken for identified RTI students.
- Vertical teams have successfully ensured that all grade levels develop content area expertise, promote collaboration, and promote consistency and aligned rigor among all grade levels.
- The backward planning model is being used to start the planning process by focusing on the end in mind.
- Vertical teams are established every school year, with one teacher per grade level becoming a representative for each content area.
- Use a digital assessment program.
- We will implement and purchase dramatic play and gross motor activities and materials to support the PK Guidelines.

### **Technology Strengths**

Our students have access to some computers as well as iPads. Students use internet-based software programs at home and school: Imagine Learning, Imagine Learning Español, Starfall, Lakeshore Interactive Games, Brainpop, Reading A to Z, Vooks, Epic, ABC Mouse, ABCYA, and Google classroom, to deepen their understanding and expand their education.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Utilize PLC Meetings to analyze data to be reviewed, and findings used to implement RTI. **Root Cause:** Data has been collected and sent home but has not been analyzed by the team of teachers to look for common threads.

**Problem Statement 2 (Prioritized):** Recognize students for achievements and growth in the different content areas. **Root Cause:** Students are not recognized academically from a campus standpoint.

**Problem Statement 3 (Prioritized):** Guiding Reading is not occurring for students who have mastered the pre-reading skills. **Root Cause:** The teachers do not have access to guided reading materials.

**Problem Statement 4 (Prioritized):** Students lack adequate academics, gross motor, and social-emotional skills. **Root Cause:** ECC does not have enough staff, materials, and equipment to facilitate the student's academic, gross motor skill growth and social-emotional learning.

**Problem Statement 5:** Additional Technology and technology application strategies should be implemented. **Root Cause:** ECC does not have adequate technology or technology application programs that need to be implemented.

**Problem Statement 6:** Families lack technology and knowledge of technology. **Root Cause:** More school encouragement and parent training on accessing and using these programs on their own devices are needed.

**Problem Statement 7:** Students need better quality headphones. **Root Cause:** Headphones that were purchased were not up to standards for school use.

**Problem Statement 8:** Teachers utilize software, websites, and Google applications. **Root Cause:** Teachers are not maximizing the programs to their fullest extent.

**Problem Statement 9 (Prioritized):** Cultural acceptance between monolingual and bilingual classes. **Root Cause:** The playground area only supports one class at a time.

# School Processes & Programs

## School Processes & Programs Summary

### Staff Quality, Recruitment, and Retention

The staff at Hempstead Early Childhood Center functions as a team. The turnover rate is low due to the collaborative atmosphere.

ECC will hire highly qualified teachers and paraprofessionals in academics and social-emotional behaviors. ECC staff members are supported with staff development throughout the school year. Staff development topics include Handwriting Without Tears, Frog Street, stations, and Social-Emotional Learning. A need to continue these staff development topics is identified through the student's academic success and continued growth, as seen in the CIRCLE data. Emphasis on Social Emotional Learning is needed to improve at-risk students' confidence and attitudes and develop improved skills in solving social problems with their peers.

## School Processes & Programs Strengths

### Staff Quality, Recruitment, and Retention Strengths

Staff plans together regularly, both in planning meetings and separately in PLCs.

They share ideas and encourage one another.

All staff members on our campus are highly qualified.

Professional Development is provided year-round by the campus, district, and region.

Teachers are involved during the interview process.

Staff members are recognized monthly and yearly for their achievements.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** The district will recruit, retain, and train fully certified and highly qualified teachers and staff. **Root Cause:** The time required to train and monitor new teachers, the pay scale is lower than neighboring districts, and we do not offer childcare services for staff members. It is hard to recruit bilingual teachers.

**Problem Statement 2 (Prioritized):** Continued growth through PD based on instruction as well as behavior. **Root Cause:** Seasoned teachers are excellent resources, however, newer teachers need additional training.

**Problem Statement 3:** Continue implementing PLC strategies to improve the planning of instruction. **Root Cause:** We have not had any training on how to run effective PLCs.

# Perceptions

## Perceptions Summary

### Family and Community Engagement

The ECC learning community understands the importance of building a strong partnership with families and the extended community to provide high-quality education and enrichment opportunities to all students. Campus parents are invited to attend monthly community family events. The administrator has an open-door policy and welcomes parents to visit the campus to discuss their child's individual needs. Partnerships with the community are critical for fund raising, student mentoring, and extracurricular activities.

### School Culture and Climate

The ECC school culture is nurtured by implementing Social Emotional Learning (SEL) and Positive Behavior Interventions and Supports (PBIS) systems. Also, ECC is focused on the student's growth and provides multiple opportunities to recognize their successes. School culture is monitored through the community, teacher, and student surveys to ensure that the learning community relations are aligned with the campus vision.

ECC will send out a parent survey twice a year.

### School Context and Organization

At Hempstead Early Childhood Center, we promote a caring, safe, and inclusive environment for students and staff. We strive for best practices both inside the classroom and across the school to provide learning opportunities and develop environments where students can flourish.

### Safety

Due to Covid-19, changes in safety will be executed with district safety personnel's support to ensure a safe campus and classroom environment that will minimize exposure risk. Social-Emotional learning training for all campus staff and students is an identified need that needs to be addressed to provide tools that will ultimately prevent serious incidents from occurring. ECC will purchase a social-emotional learning curriculum to deal with any social issues resulting from COVID.

ECC will install a buzzer or intercom system to have one-way communication to ensure safety and warn staff and students of any security issues.

Due to safety, ECC will put a fence around the front of the building that wraps around the gym to ensure that intruders do not enter the premises without permission. We will install a camera and bell outside on the new fence to safely monitor the entrance and exit of staff, students, and others onto our campus. ECC will cover the playground fence with a safety net so the students will not be visible to the outside public.

## Perceptions Strengths

### Family and Community Engagement Strengths

Campus-wide communication tools such as website, newsletter, monthly events, weekly all calls, and weekly handout routines have been successful in improving communication and will be continued. The campus encourages parent involvement through our Red-Ribbon Week, Career Day, Wellness Wednesdays, Earth Day Celebrations, Family Events, PTO, and our Parent Volunteer Program. ECC will continue working with community partnerships to provide the following celebrations and incentives for student accomplishments.

Weekly Paw-Riffic Awards

NEAT Club

Prekindergarten Orientation

PK Rodeo Round-Up

Classroom Parent

K.I.S.S. - Kids Inviting Someone Special

Watch D.O.G.S.

Take-Home Student Packs

Reading Log

Awards Ceremony

Volunteer Training

Night Family Projects

Fun Day

Field Trips

School Culture and Climate

The campus office staff greets all visitors at the front door. It follows district protocol to determine visitor's identification, the reason for the visit, and the appropriate access to students and designated areas of the campus. All students participate in district-aligned safety drills, including fire drills, evacuation, reverse evacuation, lock-down, and shelter in place. Through these practice drills and faculty meeting training, teachers are prepared to lead students in responding promptly and effectively. A safety committee is established with representatives from each grade level and supports staff departments to evaluate, discuss, and implement procedures for every emergency scenario deemed possible.

### **School Context and Organization Strengths**

Master Schedule

Ongoing Professional Development

PLCs are established

Leadership Meetings

Attendance Incentives

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Hempstead ECC will continue to invite parents to the campus to participate in activities. **Root Cause:** Participation of families is low.

**Problem Statement 2 (Prioritized):** HECC will continue to strive to educate parents in various areas. **Root Cause:** Parents' first exposure to school might be in PK and many parents do not know what is available.

**Problem Statement 3 (Prioritized):** HECC will continue to support our students learning through monthly family engagement projects. **Root Cause:** Students often do not have the supplies and materials they need to succeed.

**Problem Statement 4:** Lack of parental support manifests in poor student behavior. **Root Cause:** Behaviors stem from the lack of exposure to structured settings similar to that of the school setting.

**Problem Statement 5 (Prioritized):** Students come from home and lack the necessary self-regulation skills for school. **Root Cause:** ECC and parents do not share the collaboration of designing or practicing student self-regulation skills.

**Problem Statement 6 (Prioritized):** Hempstead ECC student's emotional, behavioral, and mental health needs are not being met because we do not have a counselor. **Root Cause:** The emotional, behavioral, and mental health needs are not being met because of the lack of a counselor.

**Problem Statement 7 (Prioritized):** Facilities are not ideal for the Early Childhood Campus. **Root Cause:** Funding only allows for yearly improvements, and the campus is not adequate for Pre-K students.

**Problem Statement 8 (Prioritized):** Facilities do not support Family Engagement Events/Activities. **Root Cause:** Repurpose gym to accommodate school events and functions to include families and the community.

**Problem Statement 9 (Prioritized):** Cultural acceptance between monolingual and bilingual classes. **Root Cause:** The playground area only supports one class at a time.



# Priority Problem Statements

**Problem Statement 1:** Student attendance is problematic with numerous unexcused absences and late arrivals.

**Root Cause 1:** Pre-K program is not mandatory in the State of Texas.

**Problem Statement 1 Areas:** Demographics - Demographics

**Problem Statement 10:** Recognize students for achievements and growth in the different content areas.

**Root Cause 10:** Students are not recognized academically from a campus standpoint.

**Problem Statement 10 Areas:** Student Achievement - Student Learning

**Problem Statement 5:** The district will recruit, retain, and train fully certified and highly qualified teachers and staff.

**Root Cause 5:** The time required to train and monitor new teachers, the pay scale is lower than neighboring districts, and we do not offer childcare services for staff members. It is hard to recruit bilingual teachers.

**Problem Statement 5 Areas:** Staff Quality, Recruitment, and Retention - School Processes & Programs

**Problem Statement 3:** Students lack adequate academics, gross motor, and social-emotional skills.

**Root Cause 3:** ECC does not have enough staff, materials, and equipment to facilitate the student's academic, gross motor skill growth and social-emotional learning.

**Problem Statement 3 Areas:** Curriculum, Instruction, and Assessment - Student Learning

**Problem Statement 14:** Hempstead ECC will continue to invite parents to the campus to participate in activities.

**Root Cause 14:** Participation of families is low.

**Problem Statement 14 Areas:** Parent and Community Engagement - Perceptions

**Problem Statement 8:** Hempstead ECC student's emotional, behavioral, and mental health needs are not being met because we do not have a counselor.

**Root Cause 8:** The emotional, behavioral, and mental health needs are not being met because of the lack of a counselor.

**Problem Statement 8 Areas:** School Context and Organization - Perceptions

**Problem Statement 13:** Cultural acceptance between monolingual and bilingual classes.

**Root Cause 13:** The playground area only supports one class at a time.

**Problem Statement 13 Areas:** Demographics - School Culture and Climate - Demographics - Student Learning - Perceptions

**Problem Statement 9:** Guiding Reading is not occurring for students who have mastered the pre-reading skills.

**Root Cause 9:** The teachers do not have access to guided reading materials.

**Problem Statement 9 Areas:** Student Achievement - Student Learning

**Problem Statement 7:** Continued growth through PD based on instruction as well as behavior.

**Root Cause 7:** Seasoned teachers are excellent resources, however, newer teachers need additional training.

**Problem Statement 7 Areas:** Staff Quality, Recruitment, and Retention - School Processes & Programs

**Problem Statement 15:** HECC will continue to strive to educate parents in various areas.

**Root Cause 15:** Parents' first exposure to school might be in PK and many parents do not know what is available.

**Problem Statement 15 Areas:** Parent and Community Engagement - Perceptions

**Problem Statement 11:** Facilities are not ideal for the Early Childhood Campus.

**Root Cause 11:** Funding only allows for yearly improvements, and the campus is not adequate for Pre-K students.

**Problem Statement 11 Areas:** School Context and Organization - Perceptions

**Problem Statement 12:** Facilities do not support Family Engagement Events/Activities.

**Root Cause 12:** Repurpose gym to accommodate school events and functions to include families and the community.

**Problem Statement 12 Areas:** Demographics - Parent and Community Engagement - School Context and Organization - Perceptions

**Problem Statement 16:** HECC will continue to support our students learning through monthly family engagement projects.

**Root Cause 16:** Students often do not have the supplies and materials they need to succeed.

**Problem Statement 16 Areas:** Parent and Community Engagement - Perceptions

**Problem Statement 4:** Students come from home and lack the necessary self-regulation skills for school.

**Root Cause 4:** ECC and parents do not share the collaboration of designing or practicing student self-regulation skills.

**Problem Statement 4 Areas:** Parent and Community Engagement - Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data

## **Student Data: Assessments**

- State and federally required assessment information
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

## **Student Data: Student Groups**

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

### **Support Systems and Other Data**

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

# Goals

**Goal 1:** Improve academic performance for all students.

**Performance Objective 1:** Improve academic performance of all students in English Language Arts/Spanish Language Arts, Math, Science, and Social Studies to meet or exceed the state average on assessments.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** BOY, MOY, and EOY CLI data

-Lesson plans

-Walk-throughs

-Increased CLI scores

Common Assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement research-based CLI / CIRCLE strategies in all classrooms. <b>Strategy's Expected Result/Impact:</b> Students will be appropriately served in the classroom and teachers will be able to use highly targeted data for child progress monitoring and goal-setting. <b>Staff Responsible for Monitoring:</b> Campus Administrator, District Instructional Coaches, Bilingual Instructional Coach, and Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b>	Formative			Summative
	Nov	Feb	May	June





Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Provide enriched language academic opportunities for the pre-kindergarten students to enhance their classroom curriculum, guest speakers, vocabulary building, classroom and campus word walls, and classroom supplies. <b>Strategy's Expected Result/Impact:</b> Teachers will have documented enrichment activities; student journal entries, active Word Walls, and enriched language in the classroom. <b>Staff Responsible for Monitoring:</b> Campus Administrator, District Instructional Coaches, Bilingual Instructional Coach, and All Staff  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers <b>- Targeted Support Strategy</b>		Formative			Summative
		Nov	Feb	May	June
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Purchase scientifically researched mathematical-based instructional materials needed to provide research strategies to increase student achievement on CLI. <b>Strategy's Expected Result/Impact:</b> With these support materials, teachers will be able to differentiate learning to meet student academic needs. <b>Staff Responsible for Monitoring:</b> Campus Administrator and Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 1 - Student Learning 2 <b>Funding Sources:</b> - 282 - ESSER III (CFDA 84.425D)		Formative			Summative
		Nov	Feb	May	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide intervention for students identified as academically at-risk based on CLI and teacher recommendations in a small group setting. <b>Strategy's Expected Result/Impact:</b> Targeted instruction can be given to students to reach academic goals. <b>Staff Responsible for Monitoring:</b> Campus Administrator and Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 4 - Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> - 282 - ESSER III (CFDA 84.425D)	Formative			Summative
	Nov	Feb	May	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide Social Emotional intervention for students identified as at-risk based on CLI and teacher recommendations in a small group setting. <b>Strategy's Expected Result/Impact:</b> With support staff, students will be appropriately served by their learning levels resulting in higher academic growth and performance. <b>Staff Responsible for Monitoring:</b> Campus Administrator  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> Demographics 1 - Demographics 1 - Student Learning 4 - Perceptions 6 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 <b>Funding Sources:</b> - 282 - ESSER III (CFDA 84.425D)	Formative			Summative
	Nov	Feb	May	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide Chromebooks, iPads, software, and in-district services for students and teachers. <b>Strategy's Expected Result/Impact:</b> Technology richly supports classroom learning experiences providing teachers with options in differentiation to best meet student learning needs. Also, through training, staff with be better equipped to utilize technology to enhance the students' learning experience in the classroom. <b>Staff Responsible for Monitoring:</b> Campus Administrator and Teachers  <b>Problem Statements:</b> Student Learning 4 - Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> - 282 - ESSER III (CFDA 84.425D)	Formative			Summative
	Nov	Feb	May	June

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide instructional materials, hands-on materials, gross motor materials, dramatic play, and resources. <b>Strategy's Expected Result/Impact:</b> With these support materials, teachers will be able to differentiate learning to meet all students' academic needs. <b>Staff Responsible for Monitoring:</b> Campus Administrator and Teachers  <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	May	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Provide memberships, registration fees, and out-of-district professional development based on needs identified from the CNA. <b>Strategy's Expected Result/Impact:</b> Professional development will provide opportunities to grow and retain effective teachers and they will be able to improve the effectiveness of classroom instruction. <b>Staff Responsible for Monitoring:</b> Campus Administrator	Formative			Summative
	Nov	Feb	May	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Provide research-based staff development for classroom teachers to increase CLI, English, and Spanish Language Arts and Math performance using Teaching Strategies and CLI Engage training modules. <b>Strategy's Expected Result/Impact:</b> With professional development, teachers will help close learning gaps for all students at all levels. <b>Staff Responsible for Monitoring:</b> Campus Administrator  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Feb	May	June
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Use research-based strategies and enriched academic opportunities to increase science achievement by providing hands-on activities while on field trips. <b>Strategy's Expected Result/Impact:</b> Increase student knowledge and improve the relationship between school and members of the community. <b>Staff Responsible for Monitoring:</b> Campus Administrator and Teachers  <b>Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Feb	May	June



Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Review vertical alignment of curriculum for Prekindergarten to kindergarten to align Prekindergarten guidelines/TEKS and instructional strategies to 9-week units and test all EL students on the preLAS. <b>Strategy's Expected Result/Impact:</b> Teachers will demonstrate an understanding of the guidelines in PLC and delivery of instruction. <b>Staff Responsible for Monitoring:</b> Campus Administrator, District Instructional Coaches, Bilingual Instructional Coach, and All Staff	Formative			Summative
	Nov	Feb	May	June
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Provide supplies and equipment that will increase all gross motor skills specific to cross-body coordination, jumping, climbing, balance, throwing, and shooting. <b>Strategy's Expected Result/Impact:</b> Students will increase gross motor development by using equipment to increase all coordination. <b>Staff Responsible for Monitoring:</b> Teachers  <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Nov	Feb	May	June
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> All students will have daily unstructured play. <b>Strategy's Expected Result/Impact:</b> Students will increase ability to interact in collaborative play. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers	Formative			Summative
	Nov	Feb	May	June
Strategy 14 Details	Reviews			
<b>Strategy 14:</b> Purchase scientifically researched literacy-based instructional materials and books for students to use in class and at home to increase student achievement on CLI testing. <b>Strategy's Expected Result/Impact:</b> With these support materials, teachers will be able to differentiate learning to meet student academic needs. <b>Staff Responsible for Monitoring:</b> Campus Administrator and Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Achievement 2 - Student Learning 3, 4 - Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> - 282 - ESSER III (CFDA 84.425D)	Formative			Summative
	Nov	Feb	May	June

Strategy 15 Details		Reviews			
<b>Strategy 15:</b> Provide instructional dramatic play materials and resources to improve the Social Emotional Learning of all students based on needs identified on the CLI test and teacher observation. This will improve social emotional learning and improve scores on the CLI test. <b>Strategy's Expected Result/Impact:</b> With these support materials, teachers will be able to differentiate learning to meet student academic needs. <b>Staff Responsible for Monitoring:</b> Campus Administrator and Teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Student Learning 4 - Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> - 282 - ESSER III (CFDA 84.425D)		Formative			Summative
		Nov	Feb	May	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					





### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Student attendance is problematic with numerous unexcused absences and late arrivals. <b>Root Cause:</b> Pre-K program is not mandatory in the State of Texas.
Student Learning
<b>Problem Statement 2:</b> Recognize students for achievements and growth in the different content areas. <b>Root Cause:</b> Students are not recognized academically from a campus standpoint.
<b>Problem Statement 3:</b> Guiding Reading is not occurring for students who have mastered the pre-reading skills. <b>Root Cause:</b> The teachers do not have access to guided reading materials.
<b>Problem Statement 4:</b> Students lack adequate academics, gross motor, and social-emotional skills. <b>Root Cause:</b> ECC does not have enough staff, materials, and equipment to facilitate the student's academic, gross motor skill growth and social-emotional learning.
Perceptions
<b>Problem Statement 6:</b> Hempstead ECC student's emotional, behavioral, and mental health needs are not being met because we do not have a counselor. <b>Root Cause:</b> The emotional, behavioral, and mental health needs are not being met because of the lack of a counselor.

**Goal 1:** Improve academic performance for all students.

**Performance Objective 2:** Increase enrichment activities for students mastering skills.

**HB3 Goal**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will be provided enrichment with Literacy activities during RTI time and throughout the curriculum. Needed materials will be purchased. <b>Strategy's Expected Result/Impact:</b> Focus will be able to be given to students that are performing at or above grade level. <b>Staff Responsible for Monitoring:</b> Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will be provided with Math enrichment activities during RTI time and throughout the curriculum. Needed materials will be purchased. <b>Strategy's Expected Result/Impact:</b> Focus will be able to be given to students that are performing at or above grade level <b>Staff Responsible for Monitoring:</b> Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will be provided with Social Emotional Learning enrichment activities during RTI time and throughout the curriculum. Needed materials will be purchased. <b>Strategy's Expected Result/Impact:</b> Focus will be able to be given to students that are performing at or above grade level <b>Staff Responsible for Monitoring:</b> Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>May</b>	<b>June</b>
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** Improve academic performance for all students.

**Performance Objective 3:** Students who are served through intervention programs will be monitored for progress and improvement of performance on 9-week assessments.

**HB3 Goal**

**Evaluation Data Sources:** BOY, MOY, and EOY CLI data  
Report Cards

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide intervention in Math, Language Arts, Gross Motor, and Social Emotional Learning as needed. Students will be identified from CLI, informal assessments, and classroom activities. <b>Strategy's Expected Result/Impact:</b> Increased student progress on CLI reports. <b>Staff Responsible for Monitoring:</b> Campus Administrator and Teachers  <b>Funding Sources:</b> - 199 - Local	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Materials will be purchased to assist teachers with students that are in intervention. <b>Strategy's Expected Result/Impact:</b> Providing extra intervention and materials will help students close gaps. <b>Staff Responsible for Monitoring:</b> Campus Administrator and Teachers  <b>Funding Sources:</b> - 199 - Local	Formative			Summative
	Nov	Feb	May	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Hire a teacher to provide intervention to Tier 2 and Tier 3 students. <b>Strategy's Expected Result/Impact:</b> Increased student progress on CLI reports. <b>Staff Responsible for Monitoring:</b> Campus Administrator , RTI Teacher, and Teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Funding Sources:</b> - 282 - ESSER III (CFDA 84.425D)	Formative			Summative
	Nov	Feb	May	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 1:** Improve academic performance for all students.





**Performance Objective 4:** Hire and retain highly qualified employees.

**HB3 Goal**

**Evaluation Data Sources:** Evaluation reports, Certifications, Increased teacher retention rate, Evaluation reports, EOY Surveys, EOY Evaluations, Recommendations, Monthly Observations, Eduphoria Reports, EOY Euphoria Report, T-TESS data, and professional development plan

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to dedicate funds for payroll costs to maintain the employment of highly effective personnel to help increase student academic performance. <b>Strategy's Expected Result/Impact:</b> With highly effective personnel, students will be appropriately served by their learning levels resulting in higher academic growth and performances. <b>Staff Responsible for Monitoring:</b> Campus Administrator  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Recognize staff for various accomplishments such as attendance, time lines followed, academic gains, employee of the month, etc. by awarding jean pass, letters of recognition, ABCD (Above and Beyond the Call of Duty) <b>Strategy's Expected Result/Impact:</b> Encourage, recognize, and praise desirable behaviors. <b>Staff Responsible for Monitoring:</b> Secretary, ECC Curriculum Team and Campus Administrator  <b>Funding Sources:</b> - 199 - Local	Formative			Summative
	Nov	Feb	May	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Train staff on implementation of the district professional development plan, data conferences, weekly curriculum team planning, and individualizing instruction. <b>Strategy's Expected Result/Impact:</b> Teachers will improve and increase their individual capabilities and competencies through access to learning and training opportunities in the workplace. <b>Staff Responsible for Monitoring:</b> ECC Curriculum Team  <b>Funding Sources:</b> - 199 - Local	Formative			Summative
	Nov	Feb	May	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement Team Building Activities, monthly meetings, and professionalism training for staff in the areas of cooperation, presentation, and school spirit in order to increase the communication and notification to staff. <b>Strategy's Expected Result/Impact:</b> Staff will enhance the communication and coordination among members to establish strong bonds. <b>Staff Responsible for Monitoring:</b> Campus Administrator  <b>Funding Sources:</b> - 199 - Local	Formative			Summative
	Nov	Feb	May	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide researched-based programs and staff development for classroom teachers on: PLCs, Forethought, Sheltered Instruction, Scholastic, Thinking maps, Building Academic Vocabulary, Instructional Strategies, Early Childhood Winter Conference, Smart board, Leveled Reading Library, Dual Language Training's, Behavioral training, and supplies. <b>Strategy's Expected Result/Impact:</b> Staff will continue to learn by participating in professional development in-services, webinars, and professional reading. <b>Staff Responsible for Monitoring:</b> ECC Curriculum Team and Campus Administrator  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Feb	May	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Utilize district staff development based on technology to provide students with a variety of learning opportunities. <b>Strategy's Expected Result/Impact:</b> Teachers will use technology strategies and data to appropriately adjust instruction to enhance student learning. <b>Staff Responsible for Monitoring:</b> Technology Team  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	May	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Identify individuals on the campus that can lead campus activities; Book Fair, parent training, lead meetings, support technology needs, and disperse information. <b>Strategy's Expected Result/Impact:</b> HECC will provide leadership opportunities that support and increase the academic and social success of all students. <b>Staff Responsible for Monitoring:</b> Campus Administrator	Formative			Summative
	Nov	Feb	May	June

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Stabilize class size and use research-based strategies in order to increase academic achievement on preLAS Links. <b>Strategy's Expected Result/Impact:</b> Documented in teacher lesson plans. <b>Staff Responsible for Monitoring:</b> Campus Administrator and Teachers	Formative			Summative
	Nov	Feb	May	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 1:** Improve academic performance for all students.





**Performance Objective 5:** Provide a safe and healthy learning and working environment for students, employees, and parents.

**Evaluation Data Sources:** Training records, Campus Raptor Records, List of Crisis Team Members, Training schedules and records, Discipline Data, Sign-In Sheets, Decrease drop-out rate, Increase completion rate, Sign-In sheets, Recommendation for Bilingual Summer School Program, LEP/Special Education Performance Data, PEIMS Data Report, Committee List, CLI and Imagine Learning.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Identify all eligible students to participate in the HISD PK LEP program as determined by the student's home language and their preLAS test. <b>Strategy's Expected Result/Impact:</b> The program shall use instructional approaches designed to meet the special needs of English language learners. <b>Staff Responsible for Monitoring:</b> Bilingual Clerk, Staff, and Campus Administrator  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement the district's Bilingual Program. Classroom support will be provided through Bilingual meetings with classroom bilingual language teachers, campus administrators, and the Bilingual Director. Secure bulletin boards, supplies, bulletin board supplies classroom supplies, and campus supplies and equipment for dual language word walls. <b>Strategy's Expected Result/Impact:</b> Students will develop high levels of language proficiency and literacy in both English and Spanish. <b>Staff Responsible for Monitoring:</b> Campus Administrator, Bilingual Teachers, Curriculum Coach and Bilingual Director	Formative			Summative
	Nov	Feb	May	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide enhanced support to the dual language program and preLAS testing through the use of iPads and chrome books. <b>Strategy's Expected Result/Impact:</b> Students accurately placed in the bilingual program and information dispersed more effectively. <b>Staff Responsible for Monitoring:</b> Campus Administrator	Formative			Summative
	Nov	Feb	May	June



Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Instruction for the bilingual program is enhanced both in the classroom and through interventions with the supplemental use of iPads, document cameras, Chrome books, and general intervention supplies. <b>Strategy's Expected Result/Impact:</b> Teachers will help students achieve grade-level academic performances in Spanish and English. <b>Staff Responsible for Monitoring:</b> Campus Administrator	Formative			Summative
	Nov	Feb	May	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> HECC will utilize the school counselor to provide individual counseling for students in need of services. <b>Strategy's Expected Result/Impact:</b> Students will receive counseling as needed. <b>Staff Responsible for Monitoring:</b> Campus Administrator and Counselor	Formative			Summative
	Nov	Feb	May	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> School counselors and behavior specialists will conduct individual or small group counseling sessions, in-home training, or social skills lessons outside of the classroom to respond to students' identified interests or needs. <b>Strategy's Expected Result/Impact:</b> Students will receive needed support <b>Staff Responsible for Monitoring:</b> School counselor, in-home trainers, LSSP, and Behavior Specialist	Formative			Summative
	Nov	Feb	May	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Encourage students by participating in the National Red Ribbon Week Drug-Free Campaign. Students will learn about dangers and the importance of notifying/asking trusted adults. <b>Strategy's Expected Result/Impact:</b> Students will be reminded to seek trusted adults. <b>Staff Responsible for Monitoring:</b> FACE Committee	Formative			Summative
	Nov	Feb	May	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Students will self-regulate through the use of campus classroom management systems. <b>Strategy's Expected Result/Impact:</b> Increased time on task for instruction. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	May	June

Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Students will utilize a sensory room or calm down area for additional support for Social-Emotional Learning, Occupational Therapy, and gross motor time. <b>Strategy's Expected Result/Impact:</b> Increased time on task, Decreased negative parental contact based on behavior, Increased self-esteem for students <b>Staff Responsible for Monitoring:</b> Campus Administrator, Teacher, RTI Teacher, School Counselor, and Behavioral Specialist  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>Problem Statements:</b> Student Learning 4 - Perceptions 6 - Curriculum, Instruction, and Assessment 1 - School Context and Organization 1 <b>Funding Sources:</b> - 282 - ESSER III (CFDA 84.425D)	Formative			Summative
	Nov	Feb	May	June
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> ECC will put a fence around the front of the building to ensure that intruders do not enter the premises without permission. ECC will cover the playground fence with a safety net so the students will not be visible to the outside public. <b>Strategy's Expected Result/Impact:</b> Keep all HECC stakeholders safe. <b>Staff Responsible for Monitoring:</b> Campus Administrator, School Police, Technology Team  <b>Problem Statements:</b> Perceptions 7 - School Context and Organization 2 <b>Funding Sources:</b> - 210 - Title I, School Improvement (CFDA 84010A)	Formative			Summative
	Nov	Feb	May	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





### Performance Objective 5 Problem Statements:

Student Learning
<b>Problem Statement 4:</b> Students lack adequate academics, gross motor, and social-emotional skills. <b>Root Cause:</b> ECC does not have enough staff, materials, and equipment to facilitate the student's academic, gross motor skill growth and social-emotional learning.
Perceptions
<b>Problem Statement 6:</b> Hempstead ECC student's emotional, behavioral, and mental health needs are not being met because we do not have a counselor. <b>Root Cause:</b> The emotional, behavioral, and mental health needs are not being met because of the lack of a counselor. <b>Problem Statement 7:</b> Facilities are not ideal for the Early Childhood Campus. <b>Root Cause:</b> Funding only allows for yearly improvements, and the campus is not adequate for Pre-K students.

**Goal 1:** Improve academic performance for all students.

**Performance Objective 6:** Implement and monitor State/Federal Program requirements to maintain district compliance.

**Evaluation Data Sources:** Campus Title I Documentation Checklist, EOY Program Evaluation Results/Recommendations, Plan4Learning EOY Assessment Results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide Title I parent conference Google document teachers. Check periodically for documented parent contacts. <b>Strategy's Expected Result/Impact:</b> Teachers will increase parent communication and parents will feel more informed, Usage of communication technologies such as the Remind App, notes, or class dojo in order to increase the frequency and speed of parent-teacher communication. <b>Staff Responsible for Monitoring:</b> Campus Administrator, Teachers	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize checklists to assure all documentation is collected and submitted in a timely manner <b>Strategy's Expected Result/Impact:</b> : Deadlines will be met and documentation will be organized. <b>Staff Responsible for Monitoring:</b> Campus Administrator	Formative			Summative
	Nov	Feb	May	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Assure all At-risk students are identified and proper assistance is given. <b>Strategy's Expected Result/Impact:</b> Students' needs will be met and academics and behavior will improve. <b>Staff Responsible for Monitoring:</b> Campus Administrator, Homeless Liaison, Bilingual Department, Teachers	Formative			Summative
	Nov	Feb	May	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Goal 2:** Hempstead ISD will expand and enhance its communication with the community in order to strengthen and develop partnerships.

**Performance Objective 1:** Continue to promote and develop opportunities to increase parental involvement, foster a strong home-school partnership resulting in increased student achievement.

**Evaluation Data Sources:** Student Performance Data, Improved Scores on Assessed CLI, Campus Visitation Forms Data, Teacher Walk-through Forms Data, End of Year Inventory/Evaluation Data, School and Community and Engagement Tool, CNA.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide access to school curriculum and resources through parent conferences. <b>Strategy's Expected Result/Impact:</b> Parental feedback will be used to increase and enhance student engagement and performance. <b>Staff Responsible for Monitoring:</b> -Campus Administrator - Teachers	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus will host an event, K.I.S.S. Kids Inviting Someone Special, where they are able to invite someone special with them to enjoy refreshments and learn about parent involvement opportunities. Parents will also be presented with information on our Watch D.O.G.S. program, Classroom Parent, and learn more about the district safety processes. <b>Strategy's Expected Result/Impact:</b> Increasing parent involvement on campus will impact student achievement and create stronger communication between home and school. <b>Staff Responsible for Monitoring:</b> FACE Committee and Campus Administrator  <b>Funding Sources:</b> - 199 - Local	Formative			Summative
	Nov	Feb	May	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Staff will make Take-Home Activity Packs and Monthly Family Engagement Projects to support the engagement of struggling and at-risk students. <b>Strategy's Expected Result/Impact:</b> School-home connection will be strengthened. Parents will be more equipped to help their children by having the supplies necessary and the activities readily available. <b>Staff Responsible for Monitoring:</b> Campus Administrator and Teachers  <b>Problem Statements:</b> Student Learning 4 - Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> - 210 - Title I, School Improvement (CFDA 84010A)	Formative			Summative
	Nov	Feb	May	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The campus will conduct Title I annual meetings, complete school/parent compacts, and have more activities at school to invite parents to the school. Current Events: Pre-K Orientation, Book Fairs, Thanksgiving, Halloween, Christmas, Easter Holiday, Cinco De Mayo, and Earth Day Activities, End of Year Program. Planned Activities: Family Nights, Open Lunches, Grandparents/Mom/Dad/Family, Celebrations, Book Fair, Parenting Classes <b>Strategy's Expected Result/Impact:</b> Parents will be encouraged to participate in informative meetings throughout the year. <b>Staff Responsible for Monitoring:</b> Teachers, FACE Committee and Campus Administrator  <b>Problem Statements:</b> Perceptions 1, 2 - Parent and Community Engagement 1, 2 <b>Funding Sources:</b> - 210 - Title I, School Improvement (CFDA 84010A)	Formative			Summative
	Nov	Feb	May	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Discuss curriculum, academic, and Title I expectations and opportunities with parents every nine weeks and document conferences. <b>Strategy's Expected Result/Impact:</b> Hempstead ECC will maintain, nourish, and encourage parent relationships that will encourage collaborative decision-making and provide information to help meet, the social, behavioral, and academic needs of the students. <b>Staff Responsible for Monitoring:</b> Teachers, FACE Committee and Campus Administrator  <b>Problem Statements:</b> Perceptions 1, 2 - Parent and Community Engagement 1, 2 <b>Funding Sources:</b> - 210 - Title I, School Improvement (CFDA 84010A)	Formative			Summative
	Nov	Feb	May	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Continue providing all Pre-kindergarten campus communication in both Spanish and English to our families. <b>Strategy's Expected Result/Impact:</b> By providing parents with engagement and learning opportunities, they will be better able to support continued learning at home, resulting in greater academic achievement for students. <b>Staff Responsible for Monitoring:</b> Campus Administrator and Secretary	Formative			Summative
	Nov	Feb	May	June

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide parent engagement activities in Spanish and English for our PK parents. Hold campus meetings to inform parents about Prekindergarten's Federal Nutrition Program, attendance, Bilingual/Dual Language Parent Meetings, and assisting in child's homework. <b>Strategy's Expected Result/Impact:</b> Parents will be encouraged to participate in informative meetings throughout the year. <b>Staff Responsible for Monitoring:</b> Teachers, FACE Committee and Campus Administrator  <b>Problem Statements:</b> Perceptions 2, 3 - Parent and Community Engagement 2, 3 <b>Funding Sources:</b> - 210 - Title I, School Improvement (CFDA 84010A)	Formative			Summative
	Nov	Feb	May	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Train staff on multiple types of communication and parent involvement implementation. Current: Notes Home, Phone Calls, Planned Communication, Parent Access through enotes, Home Access Phone Messaging System, HISD Website, Teacher Websites, Tardy Policy, Marque, Remind, Class Dojo, and SeeSaw. <b>Strategy's Expected Result/Impact:</b> By providing training on multiple types of communications, family members and school staff will work together to support and improve the learning, development, and health of students. <b>Staff Responsible for Monitoring:</b> Campus Administrator	Formative			Summative
	Nov	Feb	May	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Create and conduct parent surveys to determine the needs of families and for feedback after all campus activities. <b>Strategy's Expected Result/Impact:</b> Survey results reviewed <b>Staff Responsible for Monitoring:</b> FACE Committee and Campus Administrator	Formative			Summative
	Nov	Feb	May	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 4:</b> Students lack adequate academics, gross motor, and social-emotional skills. <b>Root Cause:</b> ECC does not have enough staff, materials, and equipment to facilitate the student's academic, gross motor skill growth and social-emotional learning.
Perceptions
<b>Problem Statement 1:</b> Hempstead ECC will continue to invite parents to the campus to participate in activities. <b>Root Cause:</b> Participation of families is low. <b>Problem Statement 2:</b> HECC will continue to strive to educate parents in various areas. <b>Root Cause:</b> Parents' first exposure to school might be in PK and many parents do not know what is available.





<b>Perceptions</b>
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<b>Problem Statement 3:</b> HECC will continue to support our students learning through monthly family engagement projects. <b>Root Cause:</b> Students often do not have the supplies and materials they need to succeed.
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**Goal 3:** Hempstead ISD will meet the safety and security needs of students and staff including the teaching and encouraging of positive school-wide behavior.

**Performance Objective 1:** 100% of faculty and staff will implement campus classroom management system.

**Evaluation Data Sources:** Walk-throughs, e-notes, weekly folders, District policy, student handbook, employee handbook

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will use the steps, learned in class, to self-regulate for behavior. <b>Strategy's Expected Result/Impact:</b> Students will have a safer school environment. <b>Staff Responsible for Monitoring:</b> Campus Administrator, Teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> ECC will hire a person that will work with students on SEL behaviors. <b>Strategy's Expected Result/Impact:</b> Students will have a safer school environment. <b>Staff Responsible for Monitoring:</b> Campus Administrator, Teachers  <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Nov	Feb	May	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				







**Goal 3:** Hempstead ISD will meet the safety and security needs of students and staff including the teaching and encouraging of positive school-wide behavior.

**Performance Objective 2:** A plan to promote healthy, positive behavior will be maintained.

**Evaluation Data Sources:** Counseling notes, PBIS training documents and sign in sheets, walkthrough notes regarding identification of PBIS indicators

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement periodic PBIS incentives known as the Pawrific Award. <b>Strategy's Expected Result/Impact:</b> Increase positive behaviors daily. <b>Staff Responsible for Monitoring:</b> Campus Administrator, Office Staff, Teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 - Demographics 1 - Student Achievement 1 - Student Learning 2 <b>Funding Sources:</b> - 199 - Local, - 270 - Title V, Part B, Rural/Low Income (CFDA 84.3)	Formative			Summative
	Nov	Feb	May	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Student attendance is problematic with numerous unexcused absences and late arrivals. <b>Root Cause:</b> Pre-K program is not mandatory in the State of Texas.
Student Learning
<b>Problem Statement 2:</b> Recognize students for achievements and growth in the different content areas. <b>Root Cause:</b> Students are not recognized academically from a campus standpoint.

**Goal 3:** Hempstead ISD will meet the safety and security needs of students and staff including the teaching and encouraging of positive school-wide behavior.

**Performance Objective 3:** Drug abuse awareness programs will be maintained at the ECC

**Evaluation Data Sources:** Agendas for Red Ribbon Week activities

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students, teachers and staff will participate in Safe and Drug-free programs. <b>Strategy's Expected Result/Impact:</b> Safe and civil campuses with more opportunities to learn. <b>Staff Responsible for Monitoring:</b> Campus Administrator, Office Staff	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will receive Red Ribbon Material throughout the week. <b>Strategy's Expected Result/Impact:</b> Safe and civil campuses with more opportunities to learn. <b>Staff Responsible for Monitoring:</b> Campus Administrator, Office Staff  <b>Funding Sources:</b> - 199 - Local	Formative			Summative
	Nov	Feb	May	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** Hempstead ISD will meet the safety and security needs of students and staff including the teaching and encouraging of positive school-wide behavior.

**Performance Objective 4:** Crisis teams will be developed at the campus level.





**Evaluation Data Sources:** Team rosters and team meeting sign-in sheets.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Specially selected staff members will participate in training on crisis team development and their individual roles on the crisis team. <b>Strategy's Expected Result/Impact:</b> Increased staff awareness of student needs and district/campus processes to address those needs. Increased safety. Increased response time to crisis events. <b>Staff Responsible for Monitoring:</b> Campus Administrator, Crisis Team, and Hempstead ISD Chief of Police	Formative			Summative
	Nov	Feb	May	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 4:** Hempstead ISD will employ strategies to improve attendance and eliminate dropouts.

**Performance Objective 1:** Policies and procedures for maintaining an exemplary attendance rate will be in place.





**Evaluation Data Sources:** PEIMS attendance reports, Daily Attendance Rate reports sent to the Superintendent

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> District wide students will be mailed letters at 3, 5 and 10 absences each semester. <b>Strategy's Expected Result/Impact:</b> Increased parental awareness of possible attendance issues. Increased attendance and thus improved academic achievement. <b>Staff Responsible for Monitoring:</b> Campus Administrator, PEIMS Clerk	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus will convene an attendance committee for excessive unexcused absenteeism and make recommendations for remediation up to and including administrative withdrawal. <b>Strategy's Expected Result/Impact:</b> Improve attendance <b>Staff Responsible for Monitoring:</b> Campus Administrator, PEIMS Clerk  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Nov	Feb	May	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> ECC will implement the NEAT Club (Never Ever Absent or Tardy) <b>Strategy's Expected Result/Impact:</b> Improve student Attendance <b>Staff Responsible for Monitoring:</b> Campus Administrator, PEIMS Clerk, NEAT Club Coordinator  <b>TEA Priorities:</b> Improve low-performing schools <b>Funding Sources:</b> - 199 - Local	Formative			Summative
	Nov	Feb	May	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 5:** Provide abundant, varying, and meaningful opportunities for the PK students of Hempstead ISD by offering opportunities through the Career and Technical Education Program.

**Performance Objective 1:** Increase career and college activities for all students that promote career awareness, exploration, and preparation.

**Evaluation Data Sources:** PBMAS, Stakeholder Feedback, Raptor Reports, Parent surveys, Academic growth reports of students and parents, Completed parent - school compacts on file from teacher/campus - wide meetings, Parent/Teacher feedback, parent volunteers.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All pre-kindergarten students will participate in a Community Helper/Career/Storybook parade. Secure supplies to support College and Career activities. <b>Strategy's Expected Result/Impact:</b> Provide students an up-close and personal view of a wide variety of jobs. <b>Staff Responsible for Monitoring:</b> Campus Administrator, Teachers and Campus Committees  <b>Problem Statements:</b> Perceptions 2 - Parent and Community Engagement 2 <b>Funding Sources:</b> - 199 - Local, - 210 - Title I, School Improvement (CFDA 84010A)	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All pre-kindergarten students will be introduced to community careers and colleges, including STEAM careers. We will invite community members to come and speak about their careers. <b>Strategy's Expected Result/Impact:</b> Expose students to a variety of careers and jobs through different activities. <b>Staff Responsible for Monitoring:</b> HECC Staff	Formative			Summative
	Nov	Feb	May	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Promote College and Career Awareness in PK through the implementation of college support days. <b>Strategy's Expected Result/Impact:</b> Students will be introduced to colleges and career awareness in their community. <b>Staff Responsible for Monitoring:</b> Campus Administrator and Teachers	Formative			Summative
	Nov	Feb	May	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 2:</b> HECC will continue to strive to educate parents in various areas. <b>Root Cause:</b> Parents' first exposure to school might be in PK and many parents do not know what is available.





**Goal 5:** Provide abundant, varying, and meaningful opportunities for the PK students of Hempstead ISD by offering opportunities through the Career and Technical Education Program.

**Performance Objective 2:** Continue to provide multiple proven pathways to graduation and credit recovery.

**Evaluation Data Sources:** PEIMS, Exposure to various career opportunities, end of year attendance rate

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will use differentiated instruction to teach students with different methods in order for students to master their pre-k guidelines and assure a successful transition to kindergarten. <b>Strategy's Expected Result/Impact:</b> Students will have multiple ways to access information causing the retention rate by students to increase. <b>Staff Responsible for Monitoring:</b> Campus Administrator	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Summer School will be provided to qualifying current Bilingual Pre-k students in order to address any skills not yet mastered as well as progressing students forward in kindergarten skills. <b>Strategy's Expected Result/Impact:</b> Students will gain an even deeper understanding of the Pre-K guidelines, thus being prepared to enter kindergarten and be successful. <b>Staff Responsible for Monitoring:</b> Campus Administrator and Bilingual Department  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy</b>	Formative			Summative
	Nov	Feb	May	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Summer Camp will be provided to all students in order to address any academic and social emotional skills not yet mastered as well as progressing students forward in kindergarten skills. <b>Strategy's Expected Result/Impact:</b> Students will gain an even deeper understanding of the Pre-K guidelines, thus being prepared to enter kindergarten and be successful. <b>Staff Responsible for Monitoring:</b> Campus Administrator and Staff Members  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1 - Student Learning 2, 4 - Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> - 282 - ESSER III (CFDA 84.425D)		Formative			Summative
		Nov	Feb	May	June





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

## Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> Recognize students for achievements and growth in the different content areas. <b>Root Cause:</b> Students are not recognized academically from a campus standpoint.
<b>Problem Statement 4:</b> Students lack adequate academics, gross motor, and social-emotional skills. <b>Root Cause:</b> ECC does not have enough staff, materials, and equipment to facilitate the student's academic, gross motor skill growth and social-emotional learning.

**Goal 6:** To provide 21st-century skills and opportunities for the students of Hempstead ISD by actively looking at instruction using technology.





**Performance Objective 1:** Provide infrastructure and network resources to support the effective use of technology.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Prekindergarten will continue to provide a secure environment through the use of the Raptor system. <b>Strategy's Expected Result/Impact:</b> All visitors scanned through Raptor given badge, students and staff identify protocol in an emergency. <b>Staff Responsible for Monitoring:</b> All staff	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide two-way communication devices such as radios, telephones, or intercom system to improve communication and safety throughout the building. <b>Strategy's Expected Result/Impact:</b> All communication with staff will enhance the communication and safety of the school. <b>Staff Responsible for Monitoring:</b> All staff	Formative			Summative
	Nov	Feb	May	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 6:** To provide 21st-century skills and opportunities for the students of Hempstead ISD by actively looking at instruction using technology.

**Performance Objective 2:** Integrate technology into teaching and learning.





Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Provide professional staff development on the use of new technology and equipment in the classrooms. <b>Strategy's Expected Result/Impact:</b> Provide professional development for teachers and staff on new technology and equipment for the classroom. <b>Staff Responsible for Monitoring:</b> Campus Administrator and Technology Team  <b>Funding Sources:</b> - 199 - Local		Formative			Summative
		Nov	Feb	May	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

**Goal 6:** To provide 21st-century skills and opportunities for the students of Hempstead ISD by actively looking at instruction using technology.

**Performance Objective 3:** Provide the necessary technology tools and software for effective teaching and learning at school and in the homes.

**Evaluation Data Sources:** Training agendas, Google training, CLI training, Imagine Learning, technology inventory.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide CLI web-based testing programs to deliver RTI checkpoint assessments and 9 weeks CBA assessments. Teachers will use the data to monitor student growth. <b>Strategy's Expected Result/Impact:</b> Data will assist teachers in moving students among Tiers, as well as provide data at the end of each 9 weeks to review with parents. <b>Staff Responsible for Monitoring:</b> Campus Administrator and Teachers	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide Imagine Learning, Starfall, ABC Mouse, Epic, Vooks, and ABCYA for English and Spanish Language Arts and math practice at school and at home. <b>Strategy's Expected Result/Impact:</b> Students will be able to practice math skills learned in class both in class and at home. <b>Staff Responsible for Monitoring:</b> Campus Administrator and Teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>Funding Sources:</b> - 199 - PIC 34 State PK Comp Ed, - 199 - Local	Formative			Summative
	Nov	Feb	May	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide Starfall and ABC Ya software for each PK classroom. <b>Strategy's Expected Result/Impact:</b> Teachers will use software to review reading and math skills. <b>Staff Responsible for Monitoring:</b> Campus Administrator and Teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>Funding Sources:</b> - 199 - PIC 34 State PK Comp Ed, - 199 - Local	Formative			Summative
	Nov	Feb	May	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide Brain Pop Jr. for teachers to use in Science instruction. <b>Strategy's Expected Result/Impact:</b> Teachers will be able to enhance their teaching of Science using this software which will impact student retention of the PK guidelines. <b>Staff Responsible for Monitoring:</b> Campus Administrator and Teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>Funding Sources:</b> - 199 - PIC 34 State PK Comp Ed, - 199 - Local	Formative			Summative
	Nov	Feb	May	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide computers, iPads, and headphones in each classroom. Students will have independent time throughout the day where they can work on technology. <b>Strategy's Expected Result/Impact:</b> Students will be able to advance at their own pace in the areas of language and mathematics. <b>Staff Responsible for Monitoring:</b> Campus Administrator and Teachers  <b>TEA Priorities:</b> Improve low-performing schools <b>Problem Statements:</b> Student Learning 4 - Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> - 270 - Title V, Part B, Rural/Low Income (CFDA 84.3, - 199 - Local	Formative			Summative
	Nov	Feb	May	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide PLC and Global PD for every teacher to continue the growth of the staff and the collaborative environment that fosters strong teaching. <b>Strategy's Expected Result/Impact:</b> Collaboration will be fostered, in turn, creating an environment of deeper teaching. <b>Staff Responsible for Monitoring:</b> Campus Administrator  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Funding Sources:</b> - 199 - Local	Formative			Summative
	Nov	Feb	May	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 3 Problem Statements:





### Student Learning

**Problem Statement 4:** Students lack adequate academics, gross motor, and social-emotional skills. **Root Cause:** ECC does not have enough staff, materials, and equipment to facilitate the student's academic, gross motor skill growth and social-emotional learning.

**Goal 6:** To provide 21st-century skills and opportunities for the students of Hempstead ISD by actively looking at instruction using technology.

**Performance Objective 4:** Support effective communication utilizing technology resources.

**Evaluation Data Sources:** The number of completed teacher web pages posted, Number of conferences each teacher turns in, the number of parents registered for enotes, and interactive social media.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All teachers will create and maintain a web page for their classroom on all classroom activities, and a current calendar of campus activities. <b>Strategy's Expected Result/Impact:</b> Teachers will connect with parents through positive communication to reinforce the right academic habits and classroom behaviors that will help students succeed. <b>Staff Responsible for Monitoring:</b> Teachers	Formative			Summative
	Nov	Feb	May	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Hempstead ECC will use social media (Twitter and Facebook) as well as notes and Paw Print (weekly newsletter) to keep parents informed of campus activities. <b>Strategy's Expected Result/Impact:</b> Parents will have more opportunities to be informed of campus activities. <b>Staff Responsible for Monitoring:</b> Campus Administrator  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	May	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

In the spring of 2022, then revised in the fall of 2022, an entire school comprehensive needs assessment was conducted that included the academic achievement of students, the needs of students who are at risk to meet State standards, and barriers for educators, students, and parents. See pages 4-17 for the complete Comprehensive Needs Assessment.

## 2. Campus Improvement Plan

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

A Campus Leadership Team (CLT) was developed that included regular and special education teachers, principals, central office staff, paraprofessionals, parents, and community members.

### 2.2: Regular monitoring and revision

The CLT meets periodically to revise and monitor the Campus Improvement Plan based on student's needs and to ensure that all students are provided opportunities to meet the challenging academic standards. The following dates are scheduled for the 2022-2023 school year. November 16, 2022; January 18, 2023; March 29, 2023; June 14, 2023.

### 2.3: Available to parents and community in an understandable format and language

The complete Hempstead Early Childhood Center Improvement plan will be available on the Campus Website.

### 2.6: Address needs of all students, particularly at-risk

At-risk students will be monitored utilizing the Response to Intervention process throughout the school year. Interventions will be provided to students based on data, and teacher input.

## 3. Annual Evaluation

### 3.1: Annually evaluate the schoolwide plan

All parents will be given a copy of the HECC compact detailing teachers, parents, and students' responsibilities in helping students accomplish their goals after the first grading cycle. Parent/Student signatures will be highly encouraged after reading the compact with their student.

## 4. Parent and Family Engagement (PFE)

## **4.2: Offer flexible number of parent involvement meetings**

Parent/Community outreach opportunities include Family Engagement Nights Nights, Meet the Bobcats, Meet the Teacher Night, Family Fun in the Sun, Monthly Birthday Celebrations, and End of Year Awards.

## **5. Targeted Assistance Schools Only**

# Campus Funding Summary

199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
1	3	2			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
2	1	2			\$0.00
3	2	1			\$0.00
3	3	2			\$0.00
4	1	3			\$0.00
5	1	1			\$0.00
6	2	1			\$0.00
6	3	2			\$0.00
6	3	3			\$0.00
6	3	4			\$0.00
6	3	5			\$0.00
6	3	6			\$0.00
Sub-Total					\$0.00
199 - PIC 34 State PK Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	3	2			\$0.00
6	3	3			\$0.00
6	3	4			\$0.00
Sub-Total					\$0.00
210 - Title I, School Improvement (CFDA 84010A)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	10			\$0.00
2	1	3			\$0.00



210 - Title I, School Improvement (CFDA 84010A)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$0.00
2	1	5			\$0.00
2	1	7			\$0.00
5	1	1			\$0.00
Sub-Total					\$0.00
270 - Title V, Part B, Rural/Low Income (CFDA 84.3					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1			\$0.00
6	3	5			\$0.00
Sub-Total					\$0.00
282 - ESSER III (CFDA 84.425D)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	14			\$0.00
1	1	15			\$0.00
1	3	3			\$0.00
1	5	9			\$0.00
5	2	3			\$0.00
Sub-Total					\$0.00