

Hallsville Independent School District
East Elementary
2021-2022 Campus Improvement Plan



Mission Statement

East Elementary promotes excellence by building a culture that believes in the work that we do and in the importance of being a family, designing instruction that provides an equitable and world-class education for each and every child, and developing and deepening relationships with our students and our communities.

Vision

East Elementary is a campus that pursues excellence in education.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

East Elementary is a 10 year old Pre-K -3rd grade Title 1 campus in Hallsville ISD. We also house our ECSE program for the district. The following information is based on the 2019-2020 Fall Collection of PEIMS Student Data submitted in the fall of 2020. Student enrollment at East Elementary for the Fall of 2020 shows that 770 students are enrolled in grade Pre-k through 3rd grade. East has a diverse student group that make up our total enrollment in grades PK-3rd grades: 17.5% Hispanic, 69.1% White, 7.4% African American, 0.3% American Indian, 0.5% Asian, and 5.2% are two or more races. East Elementary has a mobility rate of 14.4%

Attendance rate for the 2019-2020 school year was 94.9 % for grades PK-3rd grade. East Elementary also has a student population of the following: 7% English Language Learners (ELL), 2.5% Gifted and Talented, and 10.1% Special Education. Additionally, 48.2% Economically Disadvantaged, and 42.2% were considered At Risk.

Demographics Strengths

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

- Hallsville ISD is a growing district with a strong reputation for excellence in academics. Many families move to this area or pay out-of-district transfer fees to attend.
- We have a strong community-wide support network that continues to embrace the diverse needs of our community.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Economically Disadvantaged students/At Risk Learners are scoring much lower than their peers in the areas of reading and math. A significant drop was noted in their performance from the 2018 to the 2021 school year **Root Cause:** Students struggle with vocabulary and applying reading skills to be able to respond to questions that require higher level thinking. Students struggle to apply basic math skills to solving problems.

Priority Problem Statements

Goals

Goal 1: HISD will prepare every student for a competitive and successful future beyond K-12 education. (Student Achievement)

Performance Objective 1: Reading Improvement -

Grade 3 : 46% of Grade 3 students will score on grade level or above (Meets or Masters) on the STAAR. (Five year goal is 50%)

All Grades: 100% of students will show growth in the area of reading and Meets/Masters will rise from 43% to 45% for all students.

Evaluation Data Sources: STAAR

Local Common Formative Assessments

RtI and Intervention Data

Circle

TX-KEA





TPRI









K-5 use F&P BAS

NWEA (for TVAH)

4-English II use STAAR and/or ISIP

EL students use TELPAS and Summit K-12 in addition to those above

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All students will receive balanced literacy instruction/guided reading and writing workshop, intentional phonics/phonemic awareness instruction, and intervention when identified as in need/at risk in the area of reading.</p> <p>Strategy's Expected Result/Impact: All students will show growth and meet their EOY reading goal as measured by BAS.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Administrators, Reading Interventionists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All teachers will utilize district created curriculum documents and TEKS Resource System during common planning to improve Tier I Instruction in the classroom.</p> <p>Strategy's Expected Result/Impact: All students will show growth and meet their EOY reading goal as measured by BAS.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Administrators, Reading Interventionists, HISD Curriculum and Instruction Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	Apr
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: District will provide professional development for teachers in the area of reading - State Required Reading Academies and Campus Based Support - that will included professional development sessions, on campus coaching, and modeling.</p> <p>Strategy's Expected Result/Impact: Teachers will implement a sequenced phonics based scope and sequence. Instruction across classrooms will become more equitable and aligned with district expectations (research based). All students will show growth and meet their EOY reading goal as measured by BAS.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Administrators, Reading Interventionists, HISD Curriculum and Instruction Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	Apr
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: In the spring, 3rd grade students will be served through a shared intervention/enrichment model to meet their individual needs and focus on thinking needed to apply the reading skills they have learned.</p> <p>Strategy's Expected Result/Impact: Growth on STAAR performance in the area of reading for all learners.</p> <p>Staff Responsible for Monitoring: Third Grade Teachers, Interventionists, Campus Administration, Special Educations Staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
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Goal 1: HISD will prepare every student for a competitive and successful future beyond K-12 education. (Student Achievement)

Performance Objective 2: Math Improvement:





Grade 3: 54% of Grade 3 students will score on grade level or above (Meets or Masters) on the STAAR. (Five year goal is 58%)









All Grades: 100% of students will show growth in the area of math and Meets/Masters will rise from 33% to 35% for all students. .

Evaluation Data Sources: STAAR

Local Formative Assessments

RtI and Intervention Data









Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All students will receive mathematics instruction that includes hands on experiences, guided mathematics and small group instruction, and intentional problem solving. Students in grades PreK - 1st receive needed intervention at the small group table as part of classroom instruction. Students in grades 2-3 receive intervention when identified as in need/at risk in the area of mathematics as part of our RtI process.</p> <p>Strategy's Expected Result/Impact: Students will show growth in their mathematics skills as evidenced by common assessment grades and district benchmarks. Third grade students will also show evidence of proficiency as evidenced by STAAR assessment in May 2022.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Administrators, Math Interventionist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
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Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All teachers will utilize district created curriculum documents and TEKS Resource System during common planning to improve Tier I Instruction in the classroom.</p> <p>Strategy's Expected Result/Impact: Students will show growth in their mathematics skills as evidenced by common assessment grades and district benchmarks. Third grade students will also show evidence of proficiency as evidenced by STAAR assessment in May 2022.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Administrators, Math Interventionist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	Apr
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: District will provide professional development for teachers in the area of mathematics - Campus Based Support - that will include professional development during common planning and support with assessment design.</p> <p>Strategy's Expected Result/Impact: Students will show growth in their mathematics skills as evidenced by common assessment grades and district benchmarks. Third grade students will also show evidence of proficiency as evidenced by STAAR assessment in May 2022.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Administrators, Math Interventionist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
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Strategy 4 Details	Formative Reviews		
<p>Strategy 4: In the spring, 3rd grade students will be served through a shared intervention/enrichment model to meet their individual needs and focus on thinking needed to apply the reading skills they have learned.</p> <p>Strategy's Expected Result/Impact: Students will show growth in their mathematics skills as evidenced by common assessment grades and district benchmarks. Third grade students will also show evidence of proficiency as evidenced by STAAR assessment in May 2022.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Administrators, Math Interventionist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
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Goal 1: HISD will prepare every student for a competitive and successful future beyond K-12 education. (Student Achievement)

Performance Objective 3: College, Career, and Military Readiness will increase from 38% in 2021 to 63% (state results) in 2022 (five year goal is 90%) through meeting one of the TSDS PEIMS indicators.











Evaluation Data Sources: CCMR reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Kindergarten Students will attend Ecoland at Region 7 and will participate in hands-on learning aligned to their grade level standards.</p> <p>Strategy's Expected Result/Impact: Students will participate in experienced-based learning and be exposed to possible career paths. They will connect to and apply this knowledge in multiple ways through out the school year.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students and Staff are encouraged to participate in College Day every month. Staff members are recognized and their career path/additional education is recognized. Journal questions are posed and discussed with students in the classroom.</p> <p>Strategy's Expected Result/Impact: Students will focus on a discussion topic related to Post-Secondary Education to enhance their awareness for CCMR.</p> <p>Staff Responsible for Monitoring: Campus Administrations, Staff Members, and Counselors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: HISD will prepare every student for a competitive and successful future beyond K-12 education. (Student Achievement)

Performance Objective 4: Provide services for those students that meet At-Risk criteria that result in them graduating high school.







Evaluation Data Sources: School records of students At-Risk
Graduation Rates

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All students will receive balanced literacy instruction/guided reading and writing workshop, intentional phonics/phonemic awareness instruction, and intervention when identified as in need/at risk in the area of reading.</p> <p>Strategy's Expected Result/Impact: All students will show growth and meet their EOY reading goal as measured by BAS.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Administrators, Reading Interventionists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
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Strategy 2 Details	Formative Reviews		
<p>Strategy 2: In the spring, 3rd grade students will be served through a shared intervention/enrichment model to meet their individual needs and focus on thinking needed to apply the reading and math skills they have learned.</p> <p>Strategy's Expected Result/Impact: Growth on STAAR performance for all learners.</p> <p>Staff Responsible for Monitoring: Third Grade Teachers, Interventionists, Campus Administration, Special Educations Staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
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Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All students will receive mathematics instruction that includes hands on experiences, guided mathematics and small group instruction, and intentional problem solving. Students in grades PreK - 1st receive needed intervention at the small group table as part of classroom instruction. Students in grades 2-3 receive intervention when identified as in need/at risk in the area of mathematics as part of our RtI process.</p> <p>Strategy's Expected Result/Impact: Students will show growth in their mathematics skills as evidenced by common assessment grades and district benchmarks. Third grade students will also show evidence of proficiency as evidenced by STAAR assessment in May 2022</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Campus Administrators, Math Interventionist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
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 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: HISD will prepare every student for a competitive and successful future beyond K-12 education. (Student Achievement)

Performance Objective 5: Implement systems that promote the ability of HISD to students who score in the highest tiers on AP, PSAT, SAT, ACT, and qualify as National Merit Scholars.











Evaluation Data Sources: National Merit Designation
 PSAT/SAT scores
 ACT scores
 AP test scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students identified as Gifted and Talented will be served in their classrooms by a certified GT teacher in grades K-12. Additionally, they will receive additional GT time with the GT coordinator in grades K-5 and GT campus specialists grades 6-8. Focus will be on expanding learning opportunities and deeper thinking.</p> <p>Strategy's Expected Result/Impact: GT students will collaborate with one another and expand their learning Growth in assessment Top tier PSAT scores in 8th grade</p> <p>Staff Responsible for Monitoring: Director of Federal/Special Programs GT coordinator</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	Formative		
	Oct	Jan	Apr
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: HISD will prepare every student for a competitive and successful future beyond K-12 education. (Student Achievement)

Performance Objective 6: Students that are Emergent Bilingual that take TELPAS will meet growth indicators towards English Language Proficiency. Rate will increase from 32% to 37%.

Evaluation Data Sources: TELPAS
Local assessment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Identified students will work with campus ESL teacher. They will monitor the progress of all students that are in need of additional intervention. Students will be served using an identified intervention (guided reading instruction across grade level(s), etc.</p> <p>Strategy's Expected Result/Impact: All students will meet individual goals set in reading for benchmark performance and growth measures.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, ESL Teachers, Intervention Lab Paras, RtI Committee</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: SIOP PD is provided for all classroom teachers and all teachers are expected to be ESL certified in the next 3 years.</p> <p>Strategy's Expected Result/Impact: SIOP strategies will be evident in walkthrough and evaluation data. Student performance will grow for ESL population on common assessment and benchmark data.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, ESL Teachers, Interventionists, Campus Administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: In 3rd Grade, students are placed in focused interventions and Enrichment groups to model higher level thinking and to incorporate SIOP strategies.</p> <p>Strategy's Expected Result/Impact: Students will meet individual goals for TELPAS and other growth measures.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, ESL Teachers, Interventionists</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: HISD will prepare every student for a competitive and successful future beyond K-12 education. (Student Achievement)

Performance Objective 7: Provide academic and non-academic services for those students that meet poverty criteria .







Evaluation Data Sources: STAAR scores







local assessment data

stakeholder survey

Intervention data

Technology data









Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will be identified based on Free/Reduced Lunch criteria for campus/district based programs such as Backpack Club, Angel Tree, etc.</p> <p>Strategy's Expected Result/Impact: Students will receive a free meal weekly to take home in their backpacks. They will also have their name added to the Angel Tree list for gifts at Christmas. Students basic needs being met will support learning in the classroom.</p> <p>Staff Responsible for Monitoring: Counselor, East Staff, Department of Special Services</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will be identified for these services at registration (or as family circumstances change throughout the year) via the New Student Registration Form. At Risk form will be generated and sent to Special Programs department.</p> <p>Strategy's Expected Result/Impact: Students will receive appropriate services based on on their needs.</p> <p>Staff Responsible for Monitoring: Classroom teachers, campus counselor, Dept of Special Programs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students are identified as needing intervention through the RtI process and placed in appropriate interventions based on being at-risk for failure/current performance. Students then receive research based intervention and support and progress is closely monitored.</p> <p>Strategy's Expected Result/Impact: Students will show growth utilizing common assessment and benchmark data.</p> <p>Staff Responsible for Monitoring: Classroom teachers, interventionists, campus administrators, counselor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	Apr
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Campus is in the planning stage to being Leader in Me training and continue goal of becoming a Lighthouse School.</p> <p>Strategy's Expected Result/Impact: Students will learn and exhibit essential leadership habits to assist in overcoming hardship to be successful in their future endeavors.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus staff, District Curriculum Department</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
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Goal 2: HISD will provide quality choices to our employees that can help improve their quality of life and their financial wellbeing. (Staff Benefits and Wellness)

Performance Objective 1: Provide continuing education and options for staff that anticipate changing times and needs of individuals and their families.







Evaluation Data Sources: Survey results
PD sign in/evaluations

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Participate in and support staff as they participate in on-going, quality professional development for teachers, campus administrators, and district administrators that align with priority areas identified through the comprehensive needs assessment and data review. Including participation in training offered by ESC 7 co-ops and other professional organizations that align with identified needs</p> <p>Strategy's Expected Result/Impact: Students growth and success in academic areas.</p> <p>Staff Responsible for Monitoring: Campus Principals. Campus Staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Participate and implement learning from PD focusing on identified areas of need for 2021-2022 (virtual learning, PLC processes, ELA and math evidenced based practices, Dyslexia assessment and instruction, 504 law, classroom management, reducing severe behaviors, social emotional learning, new teacher mentors, and administrator evaluation practices (power walks), etc.)</p> <p>Strategy's Expected Result/Impact: Staff learning will impact student performance and teacher/staff evaluation/growth All staff training in district/campus initiatives</p> <p>Staff Responsible for Monitoring: District Administration, Campus Principals. Campus Staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: HISD will provide quality choices to our employees that can help improve their quality of life and their financial wellbeing. (Staff Benefits and Wellness)

Performance Objective 2: Continue monitoring ways to increase staff salary and compensation plans; work to provide numerous selections for employees that can reduce health care costs, save money and plan for the future.








Evaluation Data Sources: Salary schedules
Benefit trends

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Support district staff and assist in communicating opportunities to staff members of what options are available in terms of benefits beyond health care.</p> <p>Strategy's Expected Result/Impact: Staff awareness of benefits and utilization of those resources</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative		
	Oct	Jan	Apr
	 35%	 50%	
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Goal 2: HISD will provide quality choices to our employees that can help improve their quality of life and their financial wellbeing. (Staff Benefits and Wellness)

Performance Objective 3: Seek methods to encourage and assist staff in improving their physical and mental health by developing partnerships and fitness/health opportunities inside and outside the district.





Evaluation Data Sources: HR wellness records







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Coordinate efforts with campus nurse to offer incentives for healthy living such as "The Biggest Loser".</p> <p>Strategy's Expected Result/Impact: Staff awareness and focus on healthy habits</p> <p>Staff Responsible for Monitoring: Campus Nurse</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative		
	Oct	Jan	Apr
			
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Goal 2: HISD will provide quality choices to our employees that can help improve their quality of life and their financial wellbeing. (Staff Benefits and Wellness)

Performance Objective 4: HISD will maintain 100% qualified staff, through state certification or district of innovation qualifications.

Evaluation Data Sources: HR records
TEA records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Uncertified hires will complete certification requirements within the first school year. Strategy's Expected Result/Impact: All staff will be certified by the end of the school year. All students will be taught by a highly qualified teacher. Staff Responsible for Monitoring: Director of Human Resources Campus Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All ELA teachers will be ESL certified within 3 years of being hired, or within 1 year of campus principal notification. Strategy's Expected Result/Impact: Improved performance of bilingual students. Staff Responsible for Monitoring: Campus ESL Teachers Campus Principals Director of Federal/Special Programs Director of Human Resources</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative		
	Oct	Jan	Apr
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: ALL K-5 core teachers and 6-12 advanced teachers will be GT certified within 3 years of being hired, or within 1 year of campus principal notification.</p> <p>Strategy's Expected Result/Impact: Higher level, differentiated instruction in all classrooms.</p> <p>Staff Responsible for Monitoring: GT coordinator Campus principals Director of Federal/Special Programs Director of Human Resources</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative		
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Goal 3: HISD will strengthen our comprehensive programs related to safety, discipline and culture on all campuses, while engaging and addressing our stakeholders' concerns. (Safety, Discipline, and Culture)

Performance Objective 1: Improve campus climate and culture related to student discipline across the district; discipline referrals will decrease.










Evaluation Data Sources: Discipline reports through Skyward

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Consistent and daily implementation of character education curriculum through Morning Meetings (Social Emotional Learning and Leadership Habits).</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals Student growth and social/emotional areas</p> <p>Staff Responsible for Monitoring: Campus Principals and Counselor Classroom Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Oct	Jan	Apr
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Clearly defined and communicated Positive Behavioral Interventions and Supports (PBIS) at each campus.</p> <p>Strategy's Expected Result/Impact: CPI Trained Team Classroom teachers are supported and student behavior is improved</p> <p>Staff Responsible for Monitoring: Campus Principals LSSP CPI Team/Behavior Committee</p>	Formative		
	Oct	Jan	Apr
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Consistent implementation of campus behavior system and student code of conduct.</p> <p>Strategy's Expected Result/Impact: Data reviews at the campus level to evaluate trends and interventions will demonstrate growth. Decrease behavior referrals.</p> <p>Staff Responsible for Monitoring: Campus Principals and Counselor Classroom Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Oct	Jan	Apr
No Progress Accomplished Continue/Modify Discontinue			

Goal 3: HISD will strengthen our comprehensive programs related to safety, discipline and culture on all campuses, while engaging and addressing our stakeholders' concerns. (Safety, Discipline, and Culture)

Performance Objective 2: Make a concerted effort to improve student awareness of the danger of drugs and alcohol, while simultaneously implementing systematic methods to mitigate these substances on or near any HISD campus.

Evaluation Data Sources: Skyward discipline reports
SEL curriculum

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Red Ribbon Week Activities - Focus on drug prevention during the school year to teach lessons on awareness and prevention.</p> <p>Strategy's Expected Result/Impact: List of lessons provided, documentation of delivery of lessons during the school year. Increased awareness of issues related to drug prevention through Red Ribbon Week campaign.</p> <p>Staff Responsible for Monitoring: Campus Administration, Student Services Coordinator, SRO</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Proactively address social, emotional, and behavioral concerns as we utilize the RtI process to discuss strategies for behavior every 5-6 weeks.</p> <p>Strategy's Expected Result/Impact: Students will feel comfortable in their learning environment and make adequate progress.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: HISD will continue to operate with a fiscally conservative budgeting approach while also consistently monitoring all budget expenditures. Priority focus and maximum effort will always be given to address the needs of our students and staff. (Financial Management)

Performance Objective 1: Provide accurate and timely forecasting for the board to make financial analysis decisions related to all bond and non-bond related expenditures.

Evaluation Data Sources: Financials
Monthly reports

Goal 4: HISD will continue to operate with a fiscally conservative budgeting approach while also consistently monitoring all budget expenditures. Priority focus and maximum effort will always be given to address the needs of our students and staff. (Financial Management)

Performance Objective 2: Provide accurate and timely staffing needs district wide including the opening of the new West Elementary campus.

Evaluation Data Sources: Budget

HR reports

Board reports

Goal 4: HISD will continue to operate with a fiscally conservative budgeting approach while also consistently monitoring all budget expenditures. Priority focus and maximum effort will always be given to address the needs of our students and staff. (Financial Management)

Performance Objective 3: Provide close monitoring and budgetary feedback for the board for all TVAH related revenues and expenditures.

Evaluation Data Sources: Budget reports
Board reports

Goal 5: HISD will foster and create safe, efficient and sustainable learning environments for all students and staff. (Facility and Infrastructure Improvements)










Performance Objective 1: Update and better align planning for prioritized future facilities projects, based on an updated long range facility plan.

Evaluation Data Sources: Long range plan

Goal 5: HISD will foster and create safe, efficient and sustainable learning environments for all students and staff. (Facility and Infrastructure Improvements)

Performance Objective 2: Ensure all facilities are safe, efficient and operational.









Evaluation Data Sources: Surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Emergency Operations Plan was established to ensure the safety of all students and staff.</p> <p>Strategy's Expected Result/Impact: All students and staff will feel safe while utilizing an efficient and sustainable learning environment.</p> <p>Staff Responsible for Monitoring: Campus SRO, Campus Administrators, CERT Team, Campus Staff</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Practice monthly safety drills on campus (fire, tornado, shelter in place, etc.). CERT Team will meet periodically to address campus safety procedures.</p> <p>Strategy's Expected Result/Impact: Students and staff will be aware of the expectations and protocols in the event of an emergency.</p> <p>Staff Responsible for Monitoring: Campus SRO, Campus Administrators, Campus Staff</p>	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: HISD will develop innovative and sustainable infrastructure and network solutions that will serve the needs of our students and staff in a 21st Century learning environment. (Technology)

Performance Objective 1: Work to provide adequate training and instructional technology support so that all staff and students are highly proficient in the use of technology in the classroom and at home.









Evaluation Data Sources: HISD PD schedule
 Data use on google classroom
 Classroom walkthrough data
 Outcomes that align with TEKS

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PD will be provided district-wide to support blended learning (3,5,7), digital media specialists (librarians), Google Classroom/LMS, and technology integration; including conferences both virtually and in person.</p> <p>Strategy's Expected Result/Impact: Students will be introduced to Google Classroom and online resources from day 1 of instruction.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Director of Technology Director of Innovation Campus Principals Assessment Coordinator</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Librarians will be trained to provide opportunities for digital literacy skills to students that improve academic achievement and support teachers in the classroom. Librarian attends weekly common planning.</p> <p>Strategy's Expected Result/Impact: Librarians will be digital media specialists Improved academic achievement on STAAR and local assessments Support of the blended classroom model</p> <p>Staff Responsible for Monitoring: Assistant Superintendent Director of Innovation Campus Principals Campus Librarians</p>	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 7: HISD will strive to connect and engage with all community stakeholders and foster a culture of transparency and accessibility with all patrons.

Performance Objective 1: Stakeholders will be communicated about regarding student progress, financial transparency, ways to participate in their student's learning.








- Evaluation Data Sources:** Newsletters
 Websites
 Open Meetings
 Event Flyers
 Agendas







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Weekly post on at least 1 social media platform highlighting a positive/current event on campus.</p> <p>Strategy's Expected Result/Impact: Increased social media presence Positive image of school from stakeholders</p> <p>Staff Responsible for Monitoring: Campus Principals Campus Librarian</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus newsletter is sent to stakeholders once a month to communicate campus events/student achievement. Grade level teachers send bi-weekly newsletter communicating campus events/student achievement.</p> <p>Strategy's Expected Result/Impact: Stakeholder involvement Positive perception of schools</p> <p>Staff Responsible for Monitoring: Campus Principals Classroom Teachers</p>	Formative		
	Oct	Jan	Apr
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 7: HISD will strive to connect and engage with all community stakeholders and foster a culture of transparency and accessibility with all patrons.

Performance Objective 2: 90% of all students' parents/guardians/family will participate in at least one school sponsored academic activity for/with their children

Evaluation Data Sources: Sign-In sheets
 Parent Survey
 Signed Parent Compact

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Communication about campus events will be communicated in both English and Spanish. Translators are provided at campus events to encourage communication between parents and staff.</p> <p>Strategy's Expected Result/Impact: Increase parental engagement</p> <p>Staff Responsible for Monitoring: Campus Principals</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1 - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Oct	Jan	Apr
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Communicate Title I parent information night in the fall of 2021, including the distribution of Parent Engagement Policy and the School-Parent Compact.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement</p> <p>Staff Responsible for Monitoring: Director of Federal/Special Programs Campus Principals Classroom Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2</p>	Formative		
	Oct	Jan	Apr
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Hold at least 3 parent engagement activities in partnership with PTA during the 2021-2022 school year (Fall Reading, Outdoor Movie, Spring Carnival)</p> <p>Strategy's Expected Result/Impact: Increased parental engagement</p> <p>Staff Responsible for Monitoring: Campus Principals Campus Staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2</p>	Formative		
	Oct	Jan	Apr
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Offer parent meetings to every East student to discuss academic progress, enrichment/invervention plans, and social/emotional growth at least twice per school year.</p> <p>Strategy's Expected Result/Impact: Increased parental engagement Student growth</p> <p>Staff Responsible for Monitoring: Campus Principals Campus Staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p>	Formative		
	Oct	Jan	Apr
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 427 659 472">  No Progress </div> <div data-bbox="762 427 978 472">  Accomplished </div> <div data-bbox="1079 427 1331 472">  Continue/Modify </div> <div data-bbox="1434 427 1629 472">  Discontinue </div> </div>			