

Hallsville Independent School District
East Elementary
2018-2019 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.

Comprehensive Needs Assessment

Revised/Approved: September 24, 2018

Demographics

Demographics Summary

East Elementary is an 8 year old, PreK-3rd grade Title 1 campus in Hallsville ISD. We also house our PPCD program for the district. The following demographic information is based on the 2017-2018 Fall Collection of PEIMS Student Data submitted in the fall of 2017. Student enrollment at East Elementary continues to steadily grow. Fall 2017 enrollment data shows that 777 students were enrolled in grades K-3. There were 134 students enrolled on the primary campus.

The campus has multiple student groups that make up our total enrollment in grades K-3: 18.3% are Hispanic, 67.7% are White, 7.1% are African American, 5.6% are Two or More races, and the remaining students are Asian (1.0%) or American Indian/Alaskan (0.3%). On the primary campus, 28.4% are Hispanic, 56.7% are White, 7.5% are African American, 6% are Two or More races, and the remaining students are Asian (0.8%) and American Indian/Alaskan (0.8%). East Elementary has a mobility rate of 19.5% in grades K-3 and 25.8% in PreK for the 2017-2018 school year. This is the highest mobility rate in the district and is significantly higher than the district mobility average.

Attendance rate for the 2017-2018 school year was 95.4% for grades K-3 and 93.6% for PreK. East Elementary's student groups in grades K-3 include 7.3% English Language Learners (ELLs), 4.38% Gifted and Talented, and 8.62% Special Education. Additionally, 52% are economically disadvantaged and 33.59% are at-risk. For the primary campus (PreK), student groups include 14.9% English Language Learners (ELLs) and 4.5% Special Education. Additionally, 91.8% are economically disadvantaged and 23.9% are 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 HISD.
- Data from our 2017-2018 teacher survey results describes strong growth in our PLC belief system and in our practices for lesson design and assessment.

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in three accountability areas. For the 2017-2018 school year, East Elementary met these targets: Student Achievement (85 out of 100), School Progress (84 out of 100), and Closing the Gaps (80 out of 100).

These scores result in East Elementary receiving a 2018 Texas Accountability Met Standard rating and a Letter B

Grade. The campus also earned the following distinctions: Academic Achievement in ELA/Reading and Top 25%: Comparative Closing the Gaps.

On the 2018 STAAR assessment, the following scores for 3rd grade show the percentage of students that scored at the Approaching Level or Above:

All Subjects - 83% (African American - 77%; Hispanic - 71%; White - 85%; Special Education 45%; Econ Disadvantaged - 75%; ELL - 75%) Reading -

83% (African American - 74%; Hispanic - 79%; White - 85%; Special Education 40%; Econ Disadvantaged - 75%; ELL - 83%) Mathematics -

82% (African American - 79%; Hispanic - 64%; White - 85%; Special Education 50%; Econ Disadvantaged - 74%; ELL - 67%)

Our Reading scores increased from the previous year. Our Math scores remained steady. We are encouraged in the gains we saw in reading for many of our student groups. Our mobility rate is the highest in the district and continues to increase at a steady rate over the past several years.

East Elementary utilizes the DRA to assess student reading levels 3 times per year. For the most part our data remains consistent for the last 2 years when examining the percentage of students leaving reading on grade level. The results are listed below: Kindergarten: BOY - 58%; MOY - 79%; EOY - 64% First Grade: BOY - 65%; MOY - 84%; EOY - 69% Second Grade: BOY - 58%; MOY - 72%; EOY - 70% Third Grade: BOY - 63%; MOY - 73%; EOY - 71%

Student Achievement Strengths

East Elementary works hard to provide an equitable and excellent education for every student. We celebrate the growth of our students and share responsibility for their successes and their struggles. Our campus is very proud of the academic accomplishments of our students. Our campus accomplishments include:

- Earning a Distinction for ELA/Reading Achievement
- Earning a Distinction for Top 25%: Comparative Closing the Gaps
- The percentage of students reading on grade level increased from the BOY testing to the EOY testing in Kindergarten, First, Second, and Third Grades.

School Culture and Climate

School Culture and Climate Summary

At East Elementary, we work together to build a culture of excellence that believes in the work that we do and in the importance of being a family, in designing instruction that provides an equitable and world-class education for each and every child, and in developing and deepening relationships with our students and our communities (Campus, District, Parents, Stakeholders). We value growth in our students and as individuals. We work together to create an environment where our students love to learn and our employees love to work.

In addition to academics, our staff is committed to teaching the whole child. We have adopted the 7 habits from *The Leader in Me* and will be working over the course of the next several years to role out a committed partnership with our families where we will intentionally model, teach, and incorporate the 7 habits into our daily world. Teachers are also committed to collaboration and to common planning. As part of planning, teams incorporate effective, research based instructional strategies such as cooperative learning strategies and have quality conversations around the meaning of their standards, how to meet the needs of every student, and how to utilize the district resources to accomplish their goals.

School Culture and Climate Strengths

- East Elementary celebrates these strengths:
 - Our online teacher surveys for BOY, MOY, and EOY demonstrated that staff perception about their abilities to operate as a Professional Learning Community increased significantly by the EOY.
- Our family and student surveys demonstrated that over 90% of our students/families feel safe at East and that their student's needs are being met.
- Our district teacher surveys indicate that over 90% of our staff believe that we treat students with respect and are focused on the success of all students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All staff members at East Elementary met the federal and state highly qualified requirements resulting in students being surrounded by staff that hold high expectations for learning.

New teachers hired on campus were supported by the district human resources office through monthly new teacher meetings and in feedback received from district administration as they conducted new teacher walkthroughs. Professional development and feedback all centered on research-based needs of typical new classroom teachers.

Weekly common planning meetings are designed around our PLC philosophy and focus on what students are learning, lesson design, and classroom instruction. Monthly faculty learning meetings also focus on campus needs and incorporate professional development focused on ongoing teacher needs.

Staff Quality, Recruitment, and Retention Strengths

Data from the 2016-2017 school year staff and teacher surveys reveal the following strengths:

- East Elementary staff values professional development and seeks opportunities to participate in staff development outside of what the district requires.
- East Elementary staff made decisions for use of district flex days based on needs they felt they had to serve the needs of our students.
- 100% of faculty are Highly Qualified.
- 100% of faculty have participated in multiple professional development opportunities during the past school year.
- Each grade level team is staffed with GT trained and ESL certified staff members.
- Campus retreats and curriculum writing involvement is valued and utilized to strengthen the knowledge of our faculty/staff and relationships among teams and campuses.
- Weekly grade level common planning meetings strengthen instruction and assessment through the alignment of the curriculum and lesson design.
- The technology staff provides weekly support during common planning which assists staff to become more competent and effective with the use of technology in the classroom.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Hallsville ISD locally develops and implements a state-aligned curriculum. Research in curriculum design, best practices in instruction, and student performance data are the base of embedded professional development and horizontal and vertical alignment sessions. Hallsville ISD teachers work in collaborative teams to study current performance data and learn the most current practices in their content area. Based on that collaborative work, teacher teams continuously update and improve upon curriculum documents. Classroom walk-throughs are conducted to collect data on instructional trends. The trends identified are utilized to determine short and long-term goals for curriculum, instruction, and assessment.

Professional development in HISD is designed around data collected from student and teacher performance results as well as updates from the Texas Education Agency (TEA) and best practices in educational research. Professional development that is required through regulatory measures through TEA or federal requirements is also provided within the district or through the Region 7 service center.

Curriculum, Instruction, and Assessment Strengths

East Elementary has identified the following strengths:

- A commitment to common planning using district created curriculum documents
- RtI meetings are consistent
- A commitment to operating as a professional learning community
- The ability to interpret and use assessment data to drive instructional decisions

Parent and Community Engagement

Parent and Community Engagement Summary

East Elementary believes in the importance of building relationships with our families and our community. We strive to provide a responsive, customer service oriented environment for parents and community. We utilize multiple ways of communicating with our families to help them stay informed about campus happenings, goals, etc. As a part of communication we utilize campus and classroom newsletters, Skylert phone calls and emails, Campus Website, Facebook, Remind, and See-Saw. We have a growing percentage of Spanish speaking families so communication that is sent home is translated in Spanish and we provide an interpreter for all family events and conferences. We utilize consistent routines such as Thursday Take Home folders to help communicate regularly with our families.

Parent and Community Engagement Strengths

East Elementary works hard to maintain these strengths:

- Use of multiple forms of communication to meet the needs of our East families.
- Percentage of families that attended family focused functions continued to increase during the 2017-2018 school year.
- Use of district provided parent conference days to make several intentional parent contacts with each family each year.
- Use of combined meetings (such as book fair and parent night) to increase involvement in academic meetings.
- Parents responded positively in our district survey about the campus providing 2-way communication, providing a safe learning environment, and feeling comfortable contacting staff at the school if they had a question or concern.

School Context and Organization

School Context and Organization Summary

Parents, community members, teachers, staff members, and students at East Elementary take pride in their school and in the school's reputation for success. The campus is committed to make decisions based on what is best for all students. All decisions are made through that lens. There is a high standard for behavior, academics, instructional strategies, and building of relationships. When we do not feel like our students are successful, we make changes in support for behavior, instructional strategies, and campus organization. Teachers value the planning time they are given to be able to incorporate ideas from their peers and collaborate around district expectations and curriculum to ensure we are meeting the needs of every student.

New teachers to East Elementary are assigned a mentor teacher or buddy teacher to aid in learning the expectations for behavior and instruction. The master schedule is created to give teachers common planning weekly by grade level. The master calendar for the year is created prior to the beginning of the school year with data meetings and RtI scheduled. Intervention teachers and specific paraprofessionals are on duty each morning to provide consistency with dropoff and breakfast. PPCD/Structured Learning teachers are assigned daily afternoon pick-up duty to have consistency with procedures. Lead teachers meet monthly with administrators to make decisions for the campus and to support their assigned teams.

Ready to Lead expectations are communicated to staff and upheld as the campus standard for managing behavior. The behavior and attendance committee works to design three week based awards for students that achieve the goal of a certain number of stars. These rewards are designed to minimize loss of instructional time.

School Context and Organization Strengths

East Elementary is proud of the following strengths:

- Teachers understand the importance of reflecting on student growth and progress and intentionally pause to review data to make instructional decisions.
- The campus master schedule and calendar assist in maximizing instructional time and to ensure small group instruction is part of lesson design.
- Interruptions to the instructional day are kept to a minimum.
- Behavior rewards and system development at the campus level.

Technology

Technology Summary

Technology plays an important role in terms of what and how student learning takes place. In the Hallsville ISD, teachers are encouraged and supported in the use of technology to facilitate methods of teaching that are far more engaging, effective, and efficient than past practices and resources allowed.

Throughout the District, students are not only learning with technology, they are learning about technology. All indications point to our students achieving academic success and becoming skilled digital users in the process. The instructional program is infused with technology in the delivery of curriculum content and instructional practice. District expectations regarding technology are outlined in the Hallsville ISD Technology Plan.

The District Technology plan is aligned to the District Strategic Plan. The plan identifies strategies to meeting local, state, and national technology standards including 21st Century Skills. Instructional facilitators are part of a curriculum and instruction team that identify student expectations, write curriculum, and assists in the assessment of the curriculum. A major emphasis is placed on increasing the levels of student engagement using various technology tools and a collaborative learning environment.

Hallsville ISD strives to integrate technology into all aspects of classroom instruction and staff collaboration. The district has a team of technology experts in both the area of technology equipment and instruction. Technology team members are readily available to provide support to students and teachers as well as administrators. Staff members routinely utilize software and online tools and resources to communicate and collaborate. Instructional materials are available in digital formats. Professional development is provided on-site and at the district technology center based on campus and individual staff members' needs.

Connectivity and availability of devices has been reported as a concern over time. In the summer of 2016, the district server/wiring/what's the word is being updated to improve connectivity in classrooms and office spaces. And, any available funding is being utilized to increase access to devices in the classrooms. Students are also encouraged to utilize personal devices for learning purposes as approved by teachers. Though internet access is not needed to access instructional materials purchased by the district, the issue of students having devices at home remains an issue.

In staff surveys, time, training, and lack of equipment were listed as the top three barriers to integrating technology in the classroom.

Technology Strengths

As part of our technology use, East Elementary has identified these strengths:

- Teachers are growing in their skill level and use of technology in the classroom.
- Classrooms are equipped with teacher workstations, media computers, interactive whiteboards, ceiling mounted projectors, document cameras, sound reinforcement, student workstations and student access to various technologies.
- Two computer labs are equipped with current technology - one of the two labs was completely updated for the 2016-2017 school year.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio

- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals









Revised/Approved: September 13, 2018

Goal 1: Hallsville ISD will recruit, support, and retain staff to optimize student engagement and learning.

Performance Objective 1: HISD will maintain 100% certified staff.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>1) East elementary will utilize an interview process that aligns with the goals and objectives of the campus using a team approach and candidates will be rated using a rubric.</p>		Campus Administration, Design Leads	High Quality candidates will be selected to fill open positions at East Elementary			
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Campus teachers will participate in weekly common planning opportunities and ongoing professional development to support them with lesson design, classroom management, and assessment practices.</p>	2.5	Campus administration, Design Leads	Campus staff will receive the professional development needed to help them be successful in their classrooms and feel supported with the district and campus expectations.			
<p>Critical Success Factors CSF 7</p> <p>3) Campus leadership will build relationships with local universities to assist in recruiting high quality applicants by working with student teachers, participating in local principal panels, and partnering with nearby university supervisors.</p>		Campus administration	There will be an increased pool of applicants from local universities.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Hallsville ISD will recruit, support, and retain staff to optimize student engagement and learning.

Performance Objective 2: Provide quality professional development for teachers, campus administrators, and district administrators that align with priority areas identified through the comprehensive needs assessment and data review.

Evaluation Data Source(s) 2: Survey Data, Principal feedback, Student Achievement data

Summative Evaluation 2:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Identify areas of need based on campus data and design campus calendar for professional development based on campus needs (Instructional Strategies such as small group purposeful talk and critical writing, Guided Reading, Writing Workshop, Math Problem Solving).</p>		HISD Curriculum and Instruction, Campus Administration	There will be an ongoing professional development model included with common planning calendar that will provide teachers with support in the identified areas.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Work with Janice Baker to support implementation of Writing Workshop and Kathy Newsom to assist new/struggling teachers with Guided Reading. Use of a coaching model with identified teachers to assist with their professional growth.</p>	2.4, 2.5, 2.6	HISD Curriculum and Instruction, Campus Administration	Classroom teachers will demonstrate professional growth in the identified curriculum areas. T-TESS Growth Measures will align to show growth for reading and writing.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Teachers will be assessed using the adopted T-TESS system and will develop professional goals based on identified areas of need.</p>	2.4, 2.5	Campus Administration	Teachers will achieve their professional goals and see growth in their identified areas ultimately impacting student performance.			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 2: Hallsville ISD will build a foundation of ELA-R and Math.

Performance Objective 1: 85% students will read on grade level by the end of second grade as measured by the Developmental Reading Assessment II (DRA II).

Evaluation Data Source(s) 1: DRA II

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) All students will receive balanced literacy instruction/guided reading and writing workshop, intentional phonics instruction, and intervention utilizing LLI when identified as being in need.</p>	2.4, 2.5, 2.6	Reading Interventionists, Classroom Teachers, Campus Administrators	All students will meet their EOY reading goal measured by DRA II.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) All teachers will utilize district created curriculum documents and TEKS Resources during common planning to improve Tier I instruction in all content areas.</p>	2.5, 2.6	Design Lead teachers, Campus Administration, HISD Curriculum and Instruction	All students will meet individual goals set in reading for benchmark performance and growth measures.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Campus RtI teams will monitor the progress of all students on campus and identify students that are in need of additional intervention. Students will be served using an identified intervention (guided reading instruction across grade level(s), LLI, Fast Forward, Read Naturally, MTA, etc.).</p>	2.5, 2.6	Classroom Teachers, Reading Interventionists, Intervention Lab Paras, RtI Committee	All students will meet individual goals set in reading for benchmark performance and growth measures.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						







Goal 2: Hallsville ISD will build a foundation of ELA-R and Math.

Performance Objective 2: 57% of all students met grade level or above in Reading as measured by the State of Texas Assessment of Academic Readiness (STAAR) test in grades 3-English II in 2017-2018. 65% of all students will meet grade level or above in 2018-2019.

Evaluation Data Source(s) 2: Percentage in "Meets" performance level on STAAR

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) All students will receive balanced literacy instruction/guided reading and writing workshop, intentional phonics instruction, and intervention utilizing LLI when identified as being in need.</p>	2.4, 2.5, 2.6	Reading Interventionists, Classroom Teachers, Campus Administrators	All students will meet their EOY reading goal measured by DRA II.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) All teachers will utilize district created curriculum documents and TEKS Resources during common planning to improve Tier I instruction in all content areas.</p>	2.5, 2.6	Design Lead teachers, Campus Administration, HISD Curriculum and Instruction	All students will meet individual goals set in reading for benchmark performance and growth measures.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Campus RtI teams will monitor the progress of all students on campus and identify students that are in need of additional intervention. Students will be served using an identified intervention (guided reading instruction across grade level(s), LLI, Fast Forward, Read Naturally, MTA, etc.).</p>	2.5, 2.6	Classroom Teachers, Reading Interventionists, Intervention Lab Paras, RtI Committee	All students will meet individual goals set in reading for benchmark performance and growth measures.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) In the spring, 3rd grade students are served through a shared intervention/enrichment model to meet their individual needs and focus on thinking needed to apply the skills they have learned.</p>	2.4, 2.5, 2.6	Third Grade Teachers, Interventionists, Campus Administration, Special Education Staff	Move students from one scoring group to the next and improve their ability to apply the skills they've learned on a standardized assessment.			










<p>Critical Success Factors CSF 1 CSF 2</p> <p>5) Students will set goals for themselves on upcoming benchmarks, common assessments, and with their DRA performance to celebrate growth and progress.</p>	<p>2.4, 2.6</p>	<p>Classroom Teachers</p>	<p>Students will celebrate growth and progress as they work to achieve their academic goals.</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Hallsville ISD will build a foundation of ELA-R and Math.

Performance Objective 3: 100% of students will show growth in the area of Reading as measured by I-Station's Indicators of Progress (ISIP) and DRA II for grades K-2 and I-Station's Indicators of Progress (ISIP) and STAAR in grades 3-English II.

Evaluation Data Source(s) 3: ISIP BOY, MOY & EOY Data, DRA II and STAAR "Meets" Performance Category Percentages

Summative Evaluation 3:










Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) All students will receive balanced literacy instruction/guided reading and writing workshop, intentional phonics instruction, and intervention utilizing LLI when identified as being in need.</p>	2.4, 2.5, 2.6	Reading Interventionists, Classroom Teachers, Campus Administrators	All students will meet their EOY reading goal measured by DRA II.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) All teachers will utilize district created curriculum documents and TEKS Resources during common planning to improve Tier I instruction in all content areas.</p>	2.5, 2.6	Design Lead teachers, Campus Administration, HISD Curriculum and Instruction	All students will meet individual goals set in reading for benchmark performance and growth measures.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Campus RtI teams will monitor the progress of all students on campus and identify students that are in need of additional intervention. Students will be served using an identified intervention (guided reading instruction across grade level(s), LLI, Fast Forward, Read Naturally, MTA, etc.).</p>	2.5, 2.6	Classroom Teachers, Reading Interventionists, Intervention Lab Paras, RtI Committee	All students will meet individual goals set in reading for benchmark performance and growth measures.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) All students will complete one ISIP lesson each week. Students identified with ISIP as Tier II will complete 60 minutes per week and students identified as Tier III will complete 90 minutes per week.</p>	2.5, 2.6	Classroom Teachers, Intervention Lab Paras, RtI Committee	Students will make progress in I-Station from BOY to MOY to EOY.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Hallsville ISD will build a foundation of ELA-R and Math.

Performance Objective 4: 70% of all students will be on grade level in Math as measured by I-Stations Indicators of Progress (ISIP) and the State of Texas Assessment of Academic Readiness (STAAR) tests in grades 3-Algebra I.

Evaluation Data Source(s) 4: ISIP BOY, MOY & EOY Data & Percentage of students in "Meets" Performance Level category on STAAR

Summative Evaluation 4:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) All students will receive guided math instruction and intervention when identified as being in need.</p>	2.4, 2.5, 2.6	Math Interventionist, Classroom Teachers, Campus Administrators	All students will meet individual goals set in math for benchmark performance and growth measures.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) All teachers will utilize district created curriculum documents and TEKS Resources during common planning to improve Tier I instruction in all content areas.</p>	2.5, 2.6	Design Lead teachers, Campus Administration, HISD Curriculum and Instruction	All students will meet individual goals set in math for benchmark performance and growth measures.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Campus RtI teams will monitor the progress of all students on campus and identify students that are in need of additional intervention. Students will be served using an identified intervention (guided math instruction across grade level(s), math intervention, ISIP, etc.).</p>	2.5, 2.6	Classroom Teachers, Math Interventionist, Intervention Lab Paras, RtI Committee	All students will meet individual goals set in math for benchmark performance and growth measures.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) All students will complete one ISIP lesson each week. Students identified with ISIP as Tier II will complete 60 minutes per week and students identified as Tier III will complete 90 minutes per week.</p>	2.5, 2.6	Classroom Teachers, Intervention Lab Paras, RtI Committee	Students will make progress in I-Station from BOY to MOY to EOY.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Hallsville ISD will build a foundation of ELA-R and Math.

Performance Objective 5: The number of students achieving "Masters" Level in Reading will increase by 5% in all tested grade levels as measured by the State of Texas Assessment of Academic Readiness (STAAR) test.

Evaluation Data Source(s) 5: Percentage of students in "Masters" Performance Level category on STAAR

Summative Evaluation 5:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) In the spring, 3rd grade students are served through a shared intervention/enrichment model to meet their individual needs and focus on thinking needed to apply the skills they have learned.</p>	2.4, 2.5, 2.6	Third Grade Teachers, Interventionists, Campus Administration, Special Education Staff	Move students from one scoring group to the next and improve their ability to apply the skills they've learned on a standardized assessment.			
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Students will set goals for themselves on upcoming benchmarks, common assessments, and with their performance on identified objectives to celebrate growth and progress.</p>	2.4, 2.6	Classroom Teachers	Students will celebrate growth and progress as they work to achieve their academic goals.			
<p>Critical Success Factors CSF 1</p> <p>3) Students will be able to communicate the expectation for each lesson using the stated "I can" statement.</p>	2.4, 2.5, 2.6	Classroom Teachers, Campus Administration	Students will demonstrate a common understanding of the grade level standards they are learning and applying.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Hallsville ISD will build a foundation of ELA-R and Math.

Performance Objective 6: The number of students achieving "Masters" Level in Math will increase by 5% in all tested grade levels as measured by the State of Texas Assessment of Academic Readiness (STAAR) test.

Evaluation Data Source(s) 6: Percentage of students in "Masters" Performance Level category

Summative Evaluation 6:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) In the spring, 3rd grade students are served through a shared intervention/enrichment model to meet their individual needs and focus on thinking needed to apply the skills they have learned.</p>	2.4, 2.5, 2.6	Third Grade Teachers, Interventionists, Campus Administration, Special Education Staff	Move students from one scoring group to the next and improve their ability to apply the skills they've learned on a standardized assessment.			
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Students will set goals for themselves on upcoming benchmarks, common assessments, and with their DRA performance to celebrate growth and progress.</p>	2.4, 2.6	Classroom Teachers	Students will celebrate growth and progress as they work to achieve their academic goals.			
<p>Critical Success Factors CSF 1</p> <p>3) Students will be able to communicate the expectation for each lesson using the stated "I can" statement.</p>	2.4, 2.5, 2.6	Classroom Teachers, Campus Administration	Students will demonstrate a common understanding of the grade level standards they are learning and applying.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Hallsville ISD will build a foundation of ELA-R and Math.

Performance Objective 7: All students will show growth in their writing based on writing samples and rubrics collected at the Beginning of the Year and the End of the Year.

Evaluation Data Source(s) 7: BOY and EOY writing samples

Summative Evaluation 7:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Writers workshop is a part of our balanced literacy model. Teachers model and conference with students as a part of their daily routine.</p>	2.4, 2.5, 2.6	Classroom Teachers, Campus Administration	Students will show growth from BOY to the EOY on identified standards in writing.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Janice Baker will provide professional development to grade level teachers in the area of writing and utilize a coaching model to assist teachers in applying their learning in the classroom.</p>	2.5, 2.6	Campus Administration, HISD Curriculum and Instruction	Students will show growth from BOY to the EOY on identified standards in writing.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Hallsville ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and postsecondary college, career, and military success.

Performance Objective 1: Evidence of technology integration in the classroom will increase by 10% from the first T-TESS Window to the last as evidenced by T-TESS data.

Evaluation Data Source(s) 1: T-TESS data

Summative Evaluation 1:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 4 CSF 7</p> <p>1) Campus funds from our fundraiser will be utilized to add additional needed technology in our classrooms.</p>	2.4, 2.5	Campus Administration	Students will have additional access to technology to utilize as a part of instruction.			
<p>Critical Success Factors CSF 4 CSF 7</p> <p>2) Staff will receive professional development in common planning on possible uses of current technology. Technology ideas will be integrated into lesson plans.</p>	2.4, 2.5	Classroom Teachers	Students will have additional access to technology to use as part of instruction.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Hallsville ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and postsecondary college, career, and military success.

Performance Objective 2: Science, Technology, Engineering & Math (STEM) Instruction will be evident in 100% of science classrooms in 1st-8th grade through the implementation of Stemscores resources as measured by common planning documents, lesson plan documents, and Power Walk and T-TESS Observation Data.

Evaluation Data Source(s) 2: Common planning documents, lesson plans, Power Walk Data, TTESS Observation Data, student products

Summative Evaluation 2:









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Science curriculum writers spent time learning more about STEMscopes and grade level teams spent time organizing science supplies to help with ease of use.</p>	2.4, 2.5, 2.6	Design Lead Teachers, Classroom Teachers, Science Curriculum Writer	Students will have access to hands-on, inquiry based learning in science and will be able to apply this knowledge in multiple ways.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) PreK and Kindergarten Students will attend Ecoland at Region 7 and will participate in hands-on learning aligned to their grade level science standards.</p>	2.4, 2.5, 2.6	Classroom Teachers	Students will have access to hands-on, inquiry based learning in science and will be able to apply this knowledge in multiple ways.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Hallsville ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and postsecondary college, career, and military success.

Performance Objective 3: Average daily attendance will be 97% or higher each six weeks according to the PEIMS submission timeline.

Evaluation Data Source(s) 3: PEIMS Attendance Data

Summative Evaluation 3:








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 4</p> <p>1) Utilize star-based behavior/attendance incentives where students will earn stars based on achieving the goals they set for themselves. Students must be present to earn their stars.</p>	2.4, 2.5	Classroom Teachers, Campus Administration	Teacher/student relationships will strengthen and attendance will be impacted.			
<p>Critical Success Factors CSF 4</p> <p>2) Each day a grade level achieves 98.5% attendance, students in that grade level are allowed a special reward the following school day - pajamas, hats, or crazy hair.</p>	2.4, 2.5	Classroom Teachers, Campus Administration	Teacher/student relationships will strengthen and attendance will be impacted.			
<p>Critical Success Factors CSF 4</p> <p>3) Students with perfect attendance for the year will be awarded a perfect attendance spirit stick at the end of the school year.</p>	2.4, 2.5	Classroom Teachers, Campus Administration, PEIMS Secretary	Teacher/student relationships will strengthen and attendance will be impacted.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: Hallsville ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and postsecondary college, career, and military success.

Performance Objective 4: Teacher attendance will be at least 3% higher each six weeks as compared to 2017-2018 using 2017-2018 and 2018-2019 PEIMS submission data.

Evaluation Data Source(s) 4: PEIMS Data

Summative Evaluation 4:











Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 1) Staff with perfect attendance at the end of each nine weeks will be put in for a drawing for various incentives/gift cards.	2.5	Campus Administration, Principal's Secretary	Increased staff attendance			
Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7 2) Staff with perfect attendance each nine weeks will receive a jeans day the following nine weeks.	2.5	Campus Administration, Principal's Secretary	Increased staff attendance			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Student achievement and campus and district outcomes will improve in identified areas.

Performance Objective 1: The number of students classified as exhibiting persistent misbehavior will decrease by 10%.

Evaluation Data Source(s) 1: Number of students with more than five office referrals as compared to 2017-2018

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 3 CSF 4 CSF 6</p> <p>1) Campus utilizes locally developed Ready to Lead behavior system as a campus wide expectation (Tier I). Students receive identified rewards each week for meeting their behavior and attendance goals.</p>	2.4, 2.5, 2.6	All East Staff	Continue to impact student behavior and decrease number of office referrals each year.			
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>2) All staff trained on District Behavior RtI system and provided with an appropriate level of support for identified students.</p>	2.5, 2.6	All East Staff, RtI Teams	Continue to impact student behavior and decrease number of office referrals each year. Provide greater level of support for identified Tier II and III students.			
<p>Critical Success Factors CSF 3 CSF 4 CSF 6</p> <p>3) Teachers and students will participate in weekly character/leadership lessons during an intentional mentoring time (D.E.A.L.).</p>	2.4, 2.6	All East Staff	Students will learn about having a growth-mindset and the 7 leadership habits. Students will apply what they learn to their own lives.			
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>4) WATCH Dogs will be present on campus and participate in mentoring students with identified needs.</p>	2.5, 2.6, 3.2	Student Services Coordinator in partnership with PTA	Impact student behavior and increase home/school relationships.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>5) Work closely with CIS representative to identify students in need of assistance and support efforts designed by CIS representative.</p>	2.5, 2.6	Campus Principal and Student Services Coordinator	Increased student support with academic, behavior, social/emotional, and basic needs Increased student achievement; progress noted with identified goals			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						



Goal 4: Student achievement and campus and district outcomes will improve in identified areas.

Performance Objective 2: The number of EL students achieving "Meets" Level in Reading will increase by 5% in all tested grade levels as measured by the State of Texas Assessment of Academic Readiness (STAAR) test.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) All students will receive balanced literacy instruction/guided reading and writing workshop, intentional phonics instruction, and intervention utilizing LLI when identified as being in need.</p>	2.4, 2.5, 2.6	Reading Interventionists, Classroom Teachers, Campus Administrators	All students will meet their EOY reading goal measured by DRA II.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) All students will receive guided math instruction and intervention when identified as being in need.</p>	2.4, 2.5, 2.6	Math Interventionist, Classroom Teachers, Campus Administrators	All students will meet individual goals set in math for benchmark performance and growth measures.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Campus RtI teams will monitor the progress of all students on campus and identify students that are in need of additional intervention. Students will be served using an identified intervention (guided reading instruction across grade level(s), LLI, Fast Forward, Read Naturally, MTA, etc.).</p>	2.5, 2.6	Classroom Teachers, Reading Interventionists, Intervention Lab Paras, RtI Committee	All students will meet individual goals set in reading for benchmark performance and growth measures.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Campus RtI teams will monitor the progress of all students on campus and identify students that are in need of additional intervention. Students will be served using an identified intervention (guided math instruction across grade level(s), math intervention, ISIP, etc.).</p>	2.5, 2.6	Classroom Teachers, Math Interventionist, Intervention Lab Paras, RtI Committee	All students will meet individual goals set in math for benchmark performance and growth measures.			

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) In the spring, 3rd grade students are served through a shared intervention/enrichment model to meet their individual needs and focus on thinking needed to apply the skills they have learned.</p>	2.4, 2.5, 2.6	Third Grade Teachers, Interventionists, Campus Administration, Special Education Staff	Move students from one scoring group to the next and improve their ability to apply the skills they've learned on a standardized assessment.			
<p>Critical Success Factors CSF 1 CSF 2</p> <p>6) Students will set goals for themselves on upcoming benchmarks, common assessments, and with their DRA performance to celebrate growth and progress.</p>	2.4, 2.6	Classroom Teachers	Students will celebrate growth and progress as they work to achieve their academic goals.			





 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue







Goal 4: Student achievement and campus and district outcomes will improve in identified areas.

Performance Objective 3: Increase performance of students receiving special education services by 10% in reading and math as measured by the STAAR and STAAR EOC.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) All students will receive balanced literacy instruction/guided reading and writing workshop, intentional phonics instruction, and intervention utilizing LLI when identified as being in need.</p>	2.4, 2.5, 2.6	Reading Interventionists, Classroom Teachers, Campus Administrators	All students will meet their EOY reading goal measured by DRA II.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) All students will receive guided math instruction and intervention when identified as being in need.</p>	2.4, 2.5, 2.6	Math Interventionist, Classroom Teachers, Campus Administrators	All students will meet individual goals set in math for benchmark performance and growth measures.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Campus RtI teams will monitor the progress of all students on campus and identify students that are in need of additional intervention. Students will be served using an identified intervention (guided reading instruction across grade level(s), LLI, Fast Forward, Read Naturally, MTA, etc.).</p>	2.5, 2.6	Classroom Teachers, Reading Interventionists, Intervention Lab Paras, RtI Committee	All students will meet individual goals set in reading for benchmark performance and growth measures.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Campus RtI teams will monitor the progress of all students on campus and identify students that are in need of additional intervention. Students will be served using an identified intervention (guided math instruction across grade level(s), math intervention, ISIP, etc.).</p>	2.5, 2.6	Classroom Teachers, Math Interventionist, Intervention Lab Paras, RtI Committee	All students will meet individual goals set in math for benchmark performance and growth measures.			









<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Students identified with a specific disability will work on goals created to meet their individual learning needs. An appropriate combination of on grade level instruction and specific strategies related to their own needs will be determined and carried out.</p>	<p>2.4, 2.5, 2.6</p>	<p>Classroom Teachers, Special Education Teachers, Diagnostician, LSSP, Campus Administration</p>	<p>All students will meet their individual goals set during their annual ARD meeting.</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: Student achievement and campus and district outcomes will improve in identified areas.

Performance Objective 4: East Elementary will focus on student leadership in the classroom and in the school. 100% of students will have the opportunity to serve in a leadership role by the end of the school year.

Evaluation Data Source(s) 4: Synopsis of student leadership roles in classroom and on the campus and implementation of 7 habits into instruction.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6</p> <p>1) Utilize individual student leadership binders to set goals for academic performance, behavior, and leadership. Binders will be used in parent conferences and to track and monitor individual student progress towards their goals.</p>	2.4, 2.6	Campus Administration, Classroom Teachers, Grade Level Leads	Students will achieve their individual goals and will contribute to the achievement of campus-wide goals. Students will participate in parent/teacher conferences and assume leadership roles on the campus and in their classrooms.			
<p>Critical Success Factors CSF 3 CSF 4 CSF 6</p> <p>2) Teachers and students will participate in weekly character/leadership lessons during an intentional mentoring time (D.E.A.L.).</p>	2.4, 2.6	All East Staff	Students will learn about having a growth-mindset and the 7 leadership habits. Students will apply what they learn to their own lives.			
<p>Critical Success Factors CSF 3 CSF 4 CSF 6</p> <p>3) East staff is utilizing a school-wide behavior model that focuses on reflection and goal setting. Students are rewarded for earning stars based on their behavior/attendance and their ability to achieve the goals they set for themselves.</p>	2.5, 2.6	All East Staff	Students will set goals for their behavior and the number of students achieving their goals will increase during the year. Number of discipline referrals will decrease.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Student achievement and campus and district outcomes will improve in identified areas.

Performance Objective 5: A Communities in Schools representative will work closely with campus administration to impact student behavior, achievement, and family relationships.

Evaluation Data Source(s) 5: Students identified to be served by CIS will be monitored and growth will be shown with academic and behavior goals using evidence from RtI Spreadsheet.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) CIS representative interviewed and hired to work full time at East Elementary.</p>	2.5, 2.6	Campus Administration	Increased student support with academic, behavior, social/emotional, and basic needs			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>2) Work closely with CIS representative to identify students in need of assistance and support efforts designed by CIS representative.</p>	2.5, 2.6	Campus Principal and Student Services Coordinator	Increased student support with academic, behavior, social/emotional, and basic needs Increased student achievement; progress noted with identified goals			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						







Goal 4: Student achievement and campus and district outcomes will improve in identified areas.

Performance Objective 6: At least 70% of East Elementary parents will be actively involved in their child's education.

Evaluation Data Source(s) 6: Average percentage of parents involved in school events/conferences for the 2018-2019 school year.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Positive parent phone calls will be made to personally invite parents to school-wide events in the fall and in the spring.</p>	2.6, 3.1, 3.2	Campus administration, classroom teachers	Call logs of parent contacts			
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>2) Fall and spring parent conferences will be held during parent conference days. Students will be involved in conferences and will utilize their leadership binders to communicate their goals and progress.</p>	3.1, 3.2	Campus administration, classroom teachers	Parent Conference notes and schedule			
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>3) Utilize parent volunteers to support and meet campus needs. Continue with support of Campus-based PTA.</p>	3.1, 3.2	Campus Administration, Classroom Teachers, Office Staff	Documentation of Teacher Use of Volunteers; PTA Involvement			
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>4) Create campus and classroom newsletters posted through Skylert and on Facebook for each month in addition to weekly folders being sent home with graded papers and necessary information.</p>	3.1, 3.2	Campus Administration, Classroom Teachers	Ongoing communication and improved relationships between home and school			





<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>5) Monitor and communicate student growth and assessment data to parents in a way that is meaningful, easily understood, and respectful of their knowledge and role.</p>	<p>3.1, 3.2</p>	<p>Campus Administration, Classroom Teachers, Interventionists</p>	<p>Ongoing communication and improved relationships between home and school</p>			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						


Goal 5: Hallsville ISD will comply with all local, state, and federal guidelines, rules and laws.

Performance Objective 1: 100% of parent activities will intentionally be designed to meet the needs of a diverse, non-traditional population with a minimum of two per year at each campus designated as Title I. (Parent Involvement Compacts will be reviewed during the first parent involvement meeting)

Evaluation Data Source(s) 1: Agendas from Parent Nights, SBDM meetings that assess and adjust Parent Involvement Plans, DEIC agendas, etc.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) A Fall and a Spring parent event are offered where parents receive needed information about academics and behavior expectations, the Title I parent compact, and the mission and vision of the campus. The fall event focuses on an overview of the child's year and the spring event focuses on ways to support their child specifically with reading and math. Kindergarten Orientation is also offered in the spring to support new to East families.</p>	3.1, 3.2	Campus Administration, Classroom Teachers	Increased awareness and partnerships between home and school.			
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>2) Partner with PTA to offer new experiences to our students and opportunities for families to volunteer and serve at East.</p>	3.1, 3.2	Campus administration	Increased awareness and partnerships between home and school. Student experiences that are unique and provide rich background experiences such as Dinosaur George, Polar Express Night, etc.			
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>3) Additional opportunities offered for parents to be involved and participate at the campus level - music programs for all grade levels, STAAR Lock-In for 3rd Grade, Reading Initiative with Polar Express Night, Dinosaur George Museum, etc.</p>	3.1, 3.2	Campus Administration, Music Teacher, Classroom Teachers	Increased awareness and partnerships between home and school. Student experiences that are unique and provide rich background experiences such as Dinosaur George, Polar Express Night, etc.			
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>4) Partner with PTA and Watch Dogs to provide assistance in our classrooms and mentorship opportunities.</p>	3.1, 3.2	Student Services Coordinator in partnership with PTA	Increased awareness and partnerships between home and school. Student experiences that are unique and provide rich background experiences. Intervention in the classroom.			





 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue









Goal 5: Hallsville ISD will comply with all local, state, and federal guidelines, rules and laws.

Performance Objective 2: Utilize data, interventionist, supplies and materials needed for intervention, etc. to reduce the disparity in performance gaps between sub populations, at risk, etc. students by targeted interventions to increase student performance and reduce the risk of these identified (at risk) students from dropping out of school.

Evaluation Data Source(s) 2: BOY, MOY, EOY diagnostics information to assess growth, etc.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) All students will receive balanced literacy instruction/guided reading and writing workshop, intentional phonics instruction, and intervention utilizing LLI when identified as being in need.</p>	2.4, 2.5, 2.6	Reading Interventionists, Classroom Teachers, Campus Administrators	All students will meet their EOY reading goal measured by DRA II.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) All students will receive guided math instruction and intervention when identified as being in need.</p>	2.4, 2.5, 2.6	Math Interventionist, Classroom Teachers, Campus Administrators	All students will meet individual goals set in math for benchmark performance and growth measures.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Campus RtI teams will monitor the progress of all students on campus and identify students that are in need of additional intervention. Students will be served using an identified intervention (guided reading instruction across grade level(s), LLI, Fast Forward, Read Naturally, MTA, etc.).</p>	2.5, 2.6	Classroom Teachers, Reading Interventionists, Intervention Lab Paras, RtI Committee	All students will meet individual goals set in reading for benchmark performance and growth measures.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Campus RtI teams will monitor the progress of all students on campus and identify students that are in need of additional intervention. Students will be served using an identified intervention (guided math instruction across grade level(s), math intervention, ISIP, etc.).</p>	2.5, 2.6	Classroom Teachers, Math Interventionist, Intervention Lab Paras, RtI Committee	All students will meet individual goals set in math for benchmark performance and growth measures.			

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) In the spring, 3rd grade students are served through a shared intervention/enrichment model to meet their individual needs and focus on thinking needed to apply the skills they have learned.</p>	2.4, 2.5, 2.6	Third Grade Teachers, Interventionists, Campus Administration, Special Education Staff	Move students from one scoring group to the next and improve their ability to apply the skills they've learned on a standardized assessment.			
<p>Critical Success Factors CSF 1 CSF 2</p> <p>6) Students will set goals for themselves on upcoming benchmarks, common assessments, and with their DRA performance to celebrate growth and progress.</p>	2.4, 2.6	Classroom Teachers	Students will celebrate growth and progress as they work to achieve their academic goals.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>7) Work closely with CIS representative to identify students in need of assistance and support efforts designed by CIS representative.</p>	2.5, 2.6	Campus Principal and Student Services Coordinator	Increased student support with academic, behavior, social/emotional, and basic needs Increased student achievement; progress noted with identified goals			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: Hallsville ISD will comply with all local, state, and federal guidelines, rules and laws.

Performance Objective 3: At least 90% of students and staff will report feeling safe at school through survey data.

Evaluation Data Source(s) 3: Annual staff and student survey.

Summative Evaluation 3:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
<p>Critical Success Factors CSF 6</p> <p>1) Red Ribbon Week Activities - Focus on drug prevention during the school year to teach lessons on awareness and prevention.</p>	2.6	Campus Administration, Student Services Coordinator, SRO	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>Critical Success Factors CSF 3 CSF 6</p> <p>2) Provide transitional services to students as they move from East to Intermediate. We will also focus on transitions from grade level to grade level to facilitate continued academic success and adaptation to new learning environments.</p>	2.6	Campus Administration - East and Intermediate, Counselor, Grade Level Teachers	Students will feel comfortable and know what to expect as they transition from one grade level to the next.			
<p>Critical Success Factors CSF 3 CSF 4 CSF 6</p> <p>3) Proactively address social, emotional, and behavioral concerns as we utilize the RtI process to discuss strategies for behavior every 3-4 weeks.</p>	2.6	Campus Administration, Student Services Coordinator, Classroom Teachers, Behavior Interventionists	Students will feel comfortable in their learning environment and make adequate progress.			
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>4) Partner with PTA and Watch Dogs to provide assistance in our classrooms and mentorship opportunities.</p>	3.1, 3.2	Student Services Coordinator in partnership with PTA	Increased awareness and partnerships between home and school. Student experiences that are unique and provide rich background experiences. Intervention in the classroom.			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue</p>						

Goal 5: Hallsville ISD will comply with all local, state, and federal guidelines, rules and laws.

Performance Objective 4: Comply with 100% of Special Education timeline requirements.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	Apr
1) Work closely with campus designated diagnostician and LSSP to meet timelines for paperwork and meetings.	2.6	Campus Assistant Principals, Diagnostician, LSSP	Compliance with Special Education timelines			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: Hallsville ISD will comply with all local, state, and federal guidelines, rules and laws.

Performance Objective 5: 100% of Homeless , Foster Care, and Pregnancy Related service students will receive appropriate services based on requirements and needs.

Evaluation Data Source(s) 5: Homeless Policies and Procedures

Foster Care Policies and Procedures

Pregnancy Related Services Policies and procedures

Summative Evaluation 5:

2018-2019 Site Based Decision Making Team

Committee Role	Name	Position
Community Representative	Terrance Turner	SRO
Business Representative	Suzanne Blakeley	Business Owner
Business Representative	Stephanie Salmon	Business Owner and Parent
Parent	Christi Tatman	Parent
Parent	Kristen Phillips	Parent

Addendums

SCE Information - East Campus 2017-2018

Staff Member		Position	Payroll Type	% funded SCE	Split Funded prog.	Responsibilities	SCE Salary	Benefits	Stipends	Totals	
Lewis	Sabrenda	Instructional Para		48	23/30	SPED/ At Risk Para	\$11,260.37	788.23		\$12,048.60	
Perry	Dierdre	Instructional Para		48	23/30	SPED/ At Risk Para	\$11,015.92	771.11		\$11,787.04	
Rogers	Annie Ruth	Instructional Para		33	99/30	At Risk Para (ISS and Literacy Lab 2x week all day) Tue/Thur	\$6,993.38	489.54		\$7,482.92	
Jones	Cathy	Teacher-Elementary		90		MTA	\$14,989.86	1049.29		\$16,039.15	
								0		\$ -	
								0		\$ -	
								0		\$ -	
						Tentative totals:	\$44,260	\$ -	\$3,098	0	\$47,358
Professional & Contracted Services					Budgeted			Actual Expenditures	Remaining Bal.		
										0	
										0	
										0	
						Tentative totals:			0	0	
Supplies and Materials					Budgeted						
										0	
										0	
						Tentative totals:			0	0	
Travel and Subsistence					Budgeted						
										0	
										0	
										0	
						Tentative totals:			0	0	
						Tentative SCE Total:			\$47,358		