

Kaufman Independent School District
Helen Edwards Early Childhood Center
2021-2022



Mission Statement

At Helen Edwards, we strive to build a community that provides a safe, collaborative and supportive environment to foster a passion in everyone to become lifelong learners.

Vision

We learn.....whatever it takes!

Core Beliefs

1. We will make our classrooms a safe place.
2. We will welcome every student.
3. We will challenge our students to their fullest potential.
4. We will commit to having a servant's heart and positive attitude with our students, community and staff.
 5. We will help our students and staff feel loved and encouraged daily.
 6. We will commit to being flexible and open minded.
 7. We will be 100% immersed in learning with our students.
 8. We will be purposeful and intentional with planning our instruction.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Helen Edwards Early Childhood Center provides a unique learning experience for Pre-K and Kindergarten students that will enable them to establish a solid educational foundation and support their social-emotional needs. We are located in the rural area of Kaufman, Texas which is about 35 miles southeast of Dallas. Enrollment has increased and we currently serve 453 students (273 Kindergarten, 6 ECSE Kindergarten, 169 Pre-K, and 11 ECSE Pre-K) with 14 sections of Kindergarten, 9 sections of Pre-K and 3 sections of Early Childhood Special Education (ECSE). We are a Title 1 campus that houses 4 sections of bilingual students (2 Kinder, 2 Pre-K), 3 ECSE units, and a Pre-K program. According to last year's data, we have 83% Economically Disadvantaged children. Our demographic breakdown includes; 57% Hispanic, a 2% increase, 33% white which is a 3% decrease, 5% African American, a 1% increase, .5% Asian with a .2% decrease compared to last years data and 5% with two or more races. Based on the Pre Las Assessment that is driven by the Home Language Survey forms, 26% of our students are Emergent Bilingual (EB), which is a 2% increase from last year. Our students that are identified at-risk has decreased to 16%. Our students with disabilities are served either in our Inclusion, Resource or ECSE classrooms.

Student Demographics 2021-2022 as of September 21, 2020

- 431 Students; 258 in Kindergarten, 153 in Pre-K, and 20 in ECSE
- 236 Hispanic (55%), 153 White (36%), 18 African American (4%), 3 Asian (.7%), 21 Two or More Race (5%)
- 220 males (51%) and 211 females (49%) students
- 53 SPED (38 male, 14 female), 33 Speech, 3 OHI, 6 Autism, 2 OI, 1 ED, 5 noncategorical, 2 VI, 1 DHH

Staff Demographics 2021-2022 as of September 20, 2021

- 66 staff members
- 31 Certified Teachers (15 Kindergarten, 9 Pre-K, 3 ECSE, 4 other capacities)
- 2 Administration, 1 Diagnostician, 1 Speech Pathologist, 1 School Nurse, 29 Support Staff, 1 counselor
- 17 Hispanic and 48 White, 1 African American
- 1 males and 65 females

Demographics Strengths

- Enrollment numbers have gradually increased over the past 5 years; however, our enrollment slightly decreased last year due to COVID. This year, our enrollment numbers are back up to an average range.
- Kindergarten bilingual class has a modified schedule with a certified ESL teacher for targeted reading instruction, with small groups.
- We have 4 certified bilingual teachers (2 Kindergarten, 2 Pre-K) to serve the high percentage of bilingual students.
- For the 2021-2022 school year 84% of our certified teachers are ESL certified.
- We have 3 certified ECSE teachers that serve our students who qualify with special needs and services.
- Campus Diagnostician is housed on campus.
- Through our Pre-K program, we are able to enroll at-risk 4 year old students to better prepare them for Kindergarten.

- Our campus has added a kindergarten ECSE classroom to help serve the increasing needs of our 5 & 6 year old students who qualify for this program.
- We have restructured our 3 year old ECSE program so that students stay for 4 hours per day.
- We have an additional BAU aide to target behaviors in the general education classrooms.

Student Learning

Student Learning Summary

Texas Public Education Information Resource (Tpeir) helps track Kindergarten Programs and Kindergarten Readiness for Texas public schools. The following percentages indicate Kindergarten Readiness derived from data used from Texas Primary Reading Inventory (TPRI).

Texas Public Kindergarten Readiness	2016-2017	2017-2018	2018-2019	2019-2020
Total Number of Students Tested	193	252	282	273
Total Number of Students Kindergarten Ready	98 (50.8%)	126 (50%)	151 (53.5 %)	174 (63.7%)

According to the EOY 2021 Fountas and Pinnell Benchmark Assessment.

- Kindergarten; 83% of students were reading on grade level (D) This is an 7% decrease from the 2018-2019 school year.
- Kindergarten; 69% of students were reading above grade level (E+) This is a 11% decrease from the 2018-2019 school year.
- Kindergarten Bilingual; 81% of students were reading on grade level (D) This is a 7% increase from the 2018-2019 school year.
- Kindergarten Bilingual; 70% of students were reading above grade level (E+) This is a 11% increase from the 2018-2019 school year.

Student Learning Strengths

- Provide high-quality, balanced literacy programs for all students
- Implementing Guided Reading with every child daily
- Supplement curriculum with Saxon Phonics direct instruction and Learning Witout Tears for correct letter formation
- Data driven small groups based off TX-KEA/CIRCLE, Lexia, OLSAT
- Writer's Workshop with supplemental
- Lexia web based program to target Reading Skills and Intervention
- Texas Go Math & Science Fusion online resources
- IXL on-line math program
- Weekly PLC meetings and individual teacher Data Meetings
- Purposeful and strategic RTI program for struggling learners
- ABC Boot camp for Kindergarten and Pre-K program

- Shared Reading in all classrooms
- Increased attendance and experiential learning experiences in Bilingual Summer Reading program

School Processes & Programs

School Processes & Programs Summary

Helen Edwards has 2 administrators, 1 Diagnostician, 1 counselor, 26 homeroom teachers, 1 special education teacher, 1 Art/Music aide, 1 PE teacher, 1 Science/Social Studies teacher, 1 Dyslexia/RTI teacher, 1 nurse and 29 paraprofessionals/clerical. We have 11 new staff members this year. The average years experience spent with Kaufman ISD as a district is 7.7, Helen Edwards teachers average 6.2 years experience with Kaufman ISD.

The past six summers, teachers have revised and updated our ELAR scope and sequence curriculum for Pre-K and Kindergarten. The kindergarten Math Planning Team also updated and organize their scope and sequence along with academic vocabulary and suggested resources. We are entering the third year with our ELAR adoption, Fountas and Pinnell. The kindergarten department unanomously agreed to incorporate Saxon Phonics to deliver explicit phonics instruction for the 2021-2022 school year. Our ELAR planning team developed a writing rubric to show growth based on the TEKs that are reflected each quarter on their reportcard.

Our campus will continue to learn and grow true Professional Learning Communities for each pod. Following the Plan for Learning process, our teachers will continue to gain a better understanding of their standards (clarity, specificity, and depth of knowledge) along with disaggregating their own data and manipulating the campus data board. Establishing a campus PLC is a process and will take several years to grow.

We are excited to grow our New Teacher Academy for all teachers new to Helen Edwards. This two day training program focused on our district and campus vision, mission and goals. Our new teachers learn about programs that are specific to Helen Edwards (SST, Counseling), daily procedures and operations of our campus and specific curriculum and instructional programs for their grade level. As the year continues, our assistant principal will continue to meet with our mentors and mentees as a way to support, grow and develop our staff as instructional leaders.

Our campus is utilizing the Sanford Harmony ESL curriculum daily in each classroom. Each morning, our campus administrator introduces the topic of discussion and encourages teachers to share pictures or short video clips as appropriate. As a tier 3 intervention, our school counselor and BAU aide leads a social-emotional learning group to help support social skills, compliance and learn self-regulation strategies.

Our campus has several new programs that we are using to support the changing requirements from both state and local agencies. Such programs include: Title 1 Crate for compliance of Title 1 schools, Data Suit from Region 10 to help analyze and disaggregate student data, Edgenuity for both RTI and LEP compliance, Scooter Skunk for internet and cyber student training, Sanford Harmony for social-emotional curriculum, Multi-Tier System Support for RTI, and Pre Las Assessment for student identification of LEP program.

School Processes & Programs Strengths

- Established system for staff recruitment through on-line postings from Frontline and LEA intranet site.
- Campus and district level committees for staff feedback and recommendations.
- Curriculum Audit feedback system from teachers to gauge effectiveness and fidelity of curriculum.
- Established process (identifying, submitting, collaboration, and documentation) for MTSS program.
- Use of data from Lexia, TX-KEA/CIRCLE, and F&P Benchmark Assessment kit to drive MTSS and Data meetings.
- Continually keep technology update and purchase of new teacher and student computers, instructional programs, and 21st Century Learning through STEAM Lab.
- Staff book studies that improve leadership skills, relevant classroom practices and supports personal growth.
- Establish a visionary teams to update campus mission and vision statement along with collective commitment statements

Perceptions

Perceptions Summary

Helen Edwards has an overall positive school climate for staff, students, parents and community stakeholders. Customer service is a top priority, especially in the front office, as we welcome and greet our students and visitors. Our campus grounds and exterior building area is well kept and groomed for a welcoming curb-side appeal. Our campus mission statement has been updated and will be prominently displayed. We have well established community partnerships and work close with these agencies through-out the year for various projects and parent meetings. Prior to COVID, we established a committee of local childcare facilities to partner with as a local community out-reach program.

Our campus values building character, teaching morals, and leading by example for our students. We want to help build family relations both between and within our school. We believe that children learn through play, communicating, and building trusting relationships. Our students are the most important resources we have for the future of our community.

Our campus has worked closely with the KISD Police Department and the KISD Transportation department to make drop-off and pick-up easier, safer and faster for our parents and community members. We have received an enormous amount of positive feedback with this adjustment as dismissal takes approximately 15 minutes. We have also partnered with the KISD Police Department so that they are present and on campus with our students. Police officers enjoy reading to our students and creating a positive relationship on campus.

Perceptions Strengths

- Several parents have commented that they like how we welcome our students and make them feel welcomed
- Morning greeters and music playing as staff and students enter the building
- Multiple forms of communication through social media (Remind, FB, Quarterly Parent Letters, etc)
- Annual art show and book fair
- Latino Literacy Program
- A campus based Parent Center with resources and opportunities for parents to help at school
- Family Engagement activities and workshops
- Parent conference per semester
- Bilingual home visits
- Community outreach projects with McTeacher and Family Fun Night with the City of Kaufman

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Support Systems and Other Data

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

Goals

Goal 1: Improve Student Achievement

Performance Objective 1: STATE ASSESSMENT Reading, Math, Science, and Social Studies scores will meet or exceed Recognized standards for all student groups. All student groups in Pre-K will be Kindergarten Ready based on BOY TX-KEA scores. All student groups in Kindergarten will read on grade level based on EOY Fountas and Pinnell Reading Benchmark Assessment.





Evaluation Data Sources: Final STAAR data analysis, EOY TX-KEA and CIRCLE data analysis, Fountas and Pinnell Reading Benchmark Assessment, Lexia progress reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Kindergarten teachers will measure students' reading levels and reading behaviors three times a year using the Fountas and Pinnell Reading Benchmark Assessment and use data to target instruction.</p> <p>Strategy's Expected Result/Impact: Student reading levels will increase throughout the year. Goal is to reach level E for kindergarten.</p> <p>Staff Responsible for Monitoring: Administration Classroom Teachers Reading Instructional Facilitator</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will meet the recommended time and units on Lexia according to their progress report.</p> <p>Strategy's Expected Result/Impact: Student reading skills will improve each month resulting in increase Lexia scores and increase TX-KEA scores. With improved reading skills, reading levels should also increase.</p> <p>Staff Responsible for Monitoring: Administration Classroom Teacher Computer Lab aide</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July

Strategy 3 Details	Reviews			
<p>Strategy 3: All pre-k teachers will attend curriculum trainings that support the understanding and implementation of their new pre-k curriculum and programs.</p> <p>Strategy's Expected Result/Impact: Students will receive high quality lessons that follow the curriculum and support student student learning and growth.</p> <p>Staff Responsible for Monitoring: Administrators Planning Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 4 Details	Reviews			
<p>Strategy 4: Targeted MTSS instructional block for all students, especially our EB students through Spanish support. Continue to offer opportunities for non-linguistic representations, use different learning modalities and ELPS strategies.</p> <p>Strategy's Expected Result/Impact: Students should show growth on their progress monitoring data in our MTSS meetings, which would result in growth of Lexia data, TX-KEA scores, and overall reading level with the English language.</p> <p>Staff Responsible for Monitoring: Administration Classroom Teachers Reading Coach/MTSS teacher MTSS bilingual aide</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 5 Details	Reviews			
<p>Strategy 5: Combine Zoophonics with ABC Boot Camp in our Pre-K program with an estimated 4 rotations per school year.</p> <p>Strategy's Expected Result/Impact: Increase knowledge of letter identification and letter sounds by the end of the school year to meet Pre-K standards.</p> <p>Staff Responsible for Monitoring: Administration Pre-K Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide high-quality targeted instruction for special education students in their Resource classroom who qualify for additional support in ELAR and writing.</p> <p>Strategy's Expected Result/Impact: Students pre-reading skills, phonemic awareness and print awareness will strengthen to support the process of reading and comprehension while staying healthy and safe.</p> <p>Staff Responsible for Monitoring: Administration Resource teacher</p> <p>Title I Schoolwide 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 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 7 Details	Reviews			
<p>Strategy 7: Successfully implement the entire Saxon Phonics program (explicit instruction and consumables) with our newly adopted ELAR curriculum (Fountas and Pinnell) with fidelity in the kindergarten classrooms.</p> <p>Strategy's Expected Result/Impact: Students will gain a better working knowledge of phonological awareness that will support their decoding and encoding skills in reading and writing.</p> <p>Staff Responsible for Monitoring: Principal ELAR Planning team ELAR Instructional Facilitator Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 8 Details	Reviews			
<p>Strategy 8: Intentional focus in the area of writing with strategic support from Empowering Writers, training and implementing the student rubric that was designed last year to help combat learning loss.</p> <p>Strategy's Expected Result/Impact: Authentic writing with independent ideas, age appropriate grammar and sentence structure so that student progress and growth can be measured quarterly.</p> <p>Staff Responsible for Monitoring: Administrator ELAR Instructional Facilitator Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July

Strategy 9 Details	Reviews			
<p>Strategy 9: Support our bilingual students who lack connectivity or electronic devices by providing students with a Onetab learning device that support K-2 learning in reading, writing and math while supporting the development of the English language.</p> <p>Strategy's Expected Result/Impact: Increased learning time for our bilingual students at home so that we can see an overall increase in learning based on EOY TX-KEA, report card testing and reading levels.</p> <p>Staff Responsible for Monitoring: Administration District Bilingual Coordinator Bilingual Teachers</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levels: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 10 Details	Reviews			
<p>Strategy 10: Establish a strong on-line presence through Google Meets to serve our students who are temporarily quarantined with synchronized, engaging lessons. Students will have access to face to face lessons and instruction.</p> <p>Strategy's Expected Result/Impact: Students will attend class daily and participate in the same level of instruction as in-school learners. Their academic progression will be closely monitored.</p> <p>Staff Responsible for Monitoring: Central Office Administrators Campus Administrators On-line teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levels: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 11 Details	Reviews			
<p>Strategy 11: To help close the COVID-19 learning gap, students will meet in their guided reading groups everyday, no matter their instructional reading level.</p> <p>Strategy's Expected Result/Impact: 90% of our students will reach an instructional reading level of "D". 80% of our students will reach an instructional reading level of "E".</p> <p>Staff Responsible for Monitoring: Administrators Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levels: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July





Strategy 12 Details	Reviews			
<p>Strategy 12: Implement Learning Without Tears Handwriting program campus wide to emphasize correct pencil grip, letter formation and handwriting skills.</p> <p>Strategy's Expected Result/Impact: Student's fine motor skills will improve along with handwriting and forming letters correctly.</p> <p>Staff Responsible for Monitoring: Administrators, instructional facilitators, teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 13 Details	Reviews			
<p>Strategy 13: Provide targeted instruction with common language vocabulary for all bilingual students through Little Sponges on-line learning. Progress monitoring system will help guide usage and student progress.</p> <p>Strategy's Expected Result/Impact: Increase social vocabulary and basic understanding of the English language. This will translate over into improved reading and writing skills for our students.</p> <p>Staff Responsible for Monitoring: Bilingual Coordinator Bilingual Teachers Administrator</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 1: Improve Student Achievement

Performance Objective 2: State Accountability Level III Advanced performance standards will be met in Reading, Math, Science, and Social Studies for all student groups. Students at Helen Edwards will have opportunities to participate in activities/projects that support advanced performance standards.

Evaluation Data Sources: Final STAAR data analysis, EOY TX-KEA and CIRCLE data analysis, Lexia progress Reports, IXL progress reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Through strategic scheduling, organize an accelerated reading program to advance and challenge higher readers through project-based learning.</p> <p>Strategy's Expected Result/Impact: This will provide more students an opportunity to participate in project-based learning and increase academic exposure, expectations and learning experiences outside the classroom.</p> <p>Staff Responsible for Monitoring: Administration Counselor Classroom teacher</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Principal-Student Book Club to create a positive shared experience of reading and to help build student's personal libraries at home.</p> <p>Strategy's Expected Result/Impact: Positive feedback from students and parents. Increased number of personal books for students to read at home.</p> <p>Staff Responsible for Monitoring: Administrator Librarian</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will receive a book on their birthday to help increase the number of personal books at home and exposure to various genera of text.</p> <p>Strategy's Expected Result/Impact: Positive feedback from students and parents. Increased number of personal books for students to read at home.</p> <p>Staff Responsible for Monitoring: Administrator Librarian</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July





Strategy 4 Details	Reviews			
<p>Strategy 4: Implement IXL program to support and supplement math skills in the classroom.</p> <p>Strategy's Expected Result/Impact: Students will gain a broader depth of knowledge in the taught math skills.</p> <p>Staff Responsible for Monitoring: Administration Teachers Computer Lab Aide</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Improve Student Career and College Readiness

Performance Objective 1: Completion rates, attendance rates, and dropout rates will meet or exceed state standards. Helen Edwards will encourage and motivate high attendance rates.

Evaluation Data Sources: PEIMS reports for attendance and at risk along with SST data

Strategy 1 Details	Reviews			
<p>Strategy 1: Maintain a minimum of 96% campus wide attendance rate (in-school and at-home) using rewards for perfect attendance.</p> <p>Strategy's Expected Result/Impact: More exposure to literacy, writing and math skills for better understanding and development.</p> <p>Staff Responsible for Monitoring: Administration Attendance Clerk Classroom teacher</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement and maintain district truancy standards for our campus.</p> <p>Strategy's Expected Result/Impact: Decreased absences and tardies to maintain a minimum of 96% attendance rate.</p> <p>Staff Responsible for Monitoring: Administration Attendance Clerk Counselor</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase parental awareness between academic success and student attendance/tardies through Title 1 parent video, quarterly newsletters, and visual signs in the front of our campus.</p> <p>Strategy's Expected Result/Impact: With increase awareness, we should see less absences and tardies on Skyward and Raptor reports.</p> <p>Staff Responsible for Monitoring: Administration Front office staff</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July





Strategy 4 Details	Reviews			
<p>Strategy 4: Provide and promote various opportunities for students to explore college and career ideas beyond high school graduation such as College Day and Job Day through community helpers with Kidsville Teacher.</p> <p>Strategy's Expected Result/Impact: Exposure and interactions with local community helpers as they learn about their role within our community.</p> <p>Staff Responsible for Monitoring: Administrator Classroom teacher</p> <p>Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 5 Details	Reviews			
<p>Strategy 5: Establish that all staff to make phone calls home once students are absent for two consecutive days, especially with such a heightened awareness of COVID-19 symptoms.</p> <p>Strategy's Expected Result/Impact: Increase attendance rate, increase in academic scores</p> <p>Staff Responsible for Monitoring: Nurse Teachers Attendance Clerk</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 6 Details	Reviews			
<p>Strategy 6: Combine Parent Information Night with Meet the Teacher Night to inform the school community of policies and procedures with videos in both English and Spanish.</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Improve Student Programs & Services

Performance Objective 1: Technology will be integrated throughout the district. Helen Edwards will maintain and integrate technology throughout the campus to allow exposure to various devices and programs.

Evaluation Data Sources: Campus Needs Assessment, Technology inventories

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to find ways to utilize new Chrome books that were provided by the district for at-home and in-school learning.</p> <p>Strategy's Expected Result/Impact: All quarantined students will have access to internet connectivity will have a device to use for on-line learning. In-school learners will have increased access to Lexia, IXL and Raz Kids for extended learning.</p> <p>Staff Responsible for Monitoring: Administration Campus Technology Coordinator</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Bilingual students will have access to a portable learning device called Onetab that will allow them access to k-2 curriculum at home but without internet access.</p> <p>Strategy's Expected Result/Impact: Increase exposure to grade-level curriculum to enhance at-home learning that supports acquiring the English language for our bilingual students.</p> <p>Staff Responsible for Monitoring: Administration Campus technology coordinator Bilingual teachers</p> <p>Title I Schoolwide 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 - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July

Strategy 3 Details	Reviews			
<p>Strategy 3: Continuous staff technology/on-line program training that supports campus programs, Google suite and on-line learning.</p> <p>Strategy's Expected Result/Impact: Increased use of technology by staff and students that supports on-line student learning.</p> <p>Staff Responsible for Monitoring: Administration Campus Technology Coordinator On-line and Classroom teachers</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF</p> <p>Levers: Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide specialized training for all classroom teachers over Recordex Panels for classroom instructional use.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to access and utilize all components of the Recordex Panels to enhance their classroom instruction.</p> <p>Staff Responsible for Monitoring: Administrator, District Technology Department, Teachers</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF</p> <p>Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 3: Improve Student Programs & Services

Performance Objective 2: Students in need of specialized programs and services are properly identified and served. Helen Edwards is dedicated to properly identifying and serving students who qualify for specialized programs.

Evaluation Data Sources: SPED records, student performance on IEP, PEIMS

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify and serve students with social/emotional needs in appropriate setting and through the use of compliance training, practice academies, and/or applied behavior analysis strategies.</p> <p>Strategy's Expected Result/Impact: Through specific training, students will learn appropriate social behavior and responses. This will decrease referrals and increase social development and instructional learning.</p> <p>Staff Responsible for Monitoring: Administration District Behavior Specialist Special Education Teacher Counselor BAU aide</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Students who are identified as Emergent Bilingual students will have the opportunity to attend our Summer Bilingual Reading Program, have access to transportation and attend local field trips (if approved by the district) during the summer.</p> <p>Strategy's Expected Result/Impact: Our bilingual students will have an extended opportunity to build vocabulary, understand syntax and acquire language acquisition of the English language.</p> <p>Staff Responsible for Monitoring: Administration District Bilingual Coordinator Bilingual teachers and staff</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July





Strategy 3 Details	Reviews			
<p>Strategy 3: Support and train new staff that works with students in specialized programs such as ECSE, Sped and LPAC.</p> <p>Strategy's Expected Result/Impact: Program organization and management is efficient, effective and personnel feels supported.</p> <p>Staff Responsible for Monitoring: District level personnel with Sped and Bilingual Campus Administration</p> <p>Title I Schoolwide Elements: 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 - Additional Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 4 Details	Reviews			
<p>Strategy 4: Establish a kindergarten ECSE classroom that supports grade-level academics while incorporating social-emotional support and compliance training.</p> <p>Strategy's Expected Result/Impact: Students will comply with teacher requests and self-regulate their emotions/behaviors which will then allow them to focus on grade-level academic learning.</p> <p>Staff Responsible for Monitoring: Administrator Special Education Director ECSE teacher</p> <p>Title I Schoolwide 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			Summative
	Dec	Mar	July	July
Strategy 5 Details	Reviews			
<p>Strategy 5: Incorporate a small motor lab area in our 3 year-old ECSE classroom to allow for more opportunities of gross motor movement, sensory input opportunities and self-calming techniques.</p> <p>Strategy's Expected Result/Impact: Students will receive appropriate sensory needs that will allow for calming, learning and social skills development.</p> <p>Staff Responsible for Monitoring: Administrator Special Education Director ECSE Teacher</p>	Formative			Summative
	Dec	Mar	July	July

Strategy 6 Details	Reviews			
<p>Strategy 6: Adjust our ECSE program so that we gradually incorporate a 1/2 day 3 year-old program. Students will attend 4 hours (full-day funding) to include 3 hours of academics, 30 minutes of recess and a 30 minute lunch.</p> <p>Strategy's Expected Result/Impact: Language development, social skills, personal care, academic learning and emotional growth.</p> <p>Staff Responsible for Monitoring: Administrator Special Education Director PEIMS Coordinator</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Improve Student Programs & Services

Performance Objective 3: Parental and community involvement will be encouraged. Parents and community stakeholders are encouraged and invited to be actively involved on campus.

Evaluation Data Sources: Parent surveys/feedback, Raptor reports





Strategy 1 Details	Reviews			
<p>Strategy 1: Updated a Parent Engagement Plan that supports the 6 dimension of the High Quality Pre-K program that is also in compliance with our district's COVID guidelines.</p> <p>Strategy's Expected Result/Impact: See increase parent participation each month with programs and activities.</p> <p>Staff Responsible for Monitoring: Administration Teachers/Staff Parents</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Meet with campus level decision making committee on ways to involve parents within our school but that also follows our district COVID-19 guidelines.</p> <p>Strategy's Expected Result/Impact: Parents will feel more informed, included and safe to participate in campus events as appropriate.</p> <p>Staff Responsible for Monitoring: Administrator CEIC</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Host optional after-school activities and events to reengage parent activities, support groups and campus event. Examples: Family Fun Run, Family Fun Night, Christmas Play, Circus, etc.</p> <p>Strategy's Expected Result/Impact: See increased parent participation with after school events and activities.</p> <p>Staff Responsible for Monitoring: Administrator, CEIC</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Improve Student Programs & Services

Performance Objective 4: District will maintain compliance with state and federal laws and regulations. Helen Edwards will maintain compliance with state and federal laws and regulations.

Evaluation Data Sources: PBMAS reporting, safeguards, CIP formative review, Campus Needs Assessment review,

Strategy 1 Details	Reviews			
<p>Strategy 1: Keep accurate SPED records and comply with time lines to assess, evaluate, and notify parents. Strategy's Expected Result/Impact: PBMAS reports will reflect accurate information so administration can use data with fidelity.</p> <p>Students with special needs will receive proper and timely services as stated in their IEP. Staff Responsible for Monitoring: Administration Special Education Department Special Education teacher</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide all educational providers with current IEP documentation and ensure compliance, including applicable modifications. Strategy's Expected Result/Impact: Staff will have copies of their student's IEP and implement their modifications as specified. This will improve learning for students and progression towards their IEP goals. Staff Responsible for Monitoring: Administration Special Education Department Special Education teacher</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Bilingual and Translating Training to ensure accurate and reliable interpretation. Strategy's Expected Result/Impact: Parents will feel more comfortable during ARDs and confident that information is being translated correctly.</p> <p>ARD paperwork will be accurate and reliable. Staff Responsible for Monitoring: Administration Bilingual / ELL Department Bilingual interpreters</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Mar	July	July





Strategy 4 Details	Reviews			
<p>Strategy 4: Complete yearly Campus Needs Assessment.</p> <p>Strategy's Expected Result/Impact: Identify areas/programs on our campus that we could improve.</p> <p>All staff members feel heard and apart of the campus improvement process.</p> <p>Staff Responsible for Monitoring: Administration CNA committee All staff</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 5 Details	Reviews			
<p>Strategy 5: Evaluate and Monitor Campus Improvement Plan.</p> <p>Strategy's Expected Result/Impact: See continued improvement and results around our campus.</p> <p>Continue to stay focused on campus goals.</p> <p>Staff Responsible for Monitoring: Administration CEIC committee / CIP committee</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 6 Details	Reviews			
<p>Strategy 6: Comply with new state MTSS requirements for our students.</p> <p>Strategy's Expected Result/Impact: Increase student achievement with phonemic awareness, pre-reading skills and reading levels.</p> <p>Staff Responsible for Monitoring: Administrator Counselor Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 7 Details	Reviews			
<p>Strategy 7: Update and manage Title 1 Crate to help store and document Title 1 Compliance.</p> <p>Strategy's Expected Result/Impact: Campus and district will maintain compliance as a Title 1 campus.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Dec	Mar	July	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff

Performance Objective 1: The district will provide high quality staff development. Helen Edwards will provide high quality staff development.

Evaluation Data Sources: Region 10 PD surveys, staff feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: Expand our New Teacher Academy so that it extends through out the course of the school year to support the needs of both new teachers and their mentors.</p> <p>Strategy's Expected Result/Impact: New teachers will have designated times through out the school year to learn about the campus, curriculum and academic expectations for students while gaining administrative support.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Select seasoned support staff in our pre-k program for them to attend a Region 10 training through the Early Childhood Program for specific pre-k aide training.</p> <p>Strategy's Expected Result/Impact: Invest in our committed, season staff for enriching and applicable training.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Restructure our after school staff meetings so that we "flip" our staff information meetings to a video session that can be viewed by staff members during the course of a specified week so that we can utilize designated time after school for mini professional development opportunities based on the needs of the campus and staff.</p> <p>Strategy's Expected Result/Impact: Increase staff training, knowledge and support through after school "mini" PD sessions.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July





Strategy 4 Details	Reviews			
<p>Strategy 4: Establish campus "Learning Walks" for classrooms teachers. Teachers will observe at least one teacher/class per semester to gain ideas, learn new techniques and observe model lessons.</p> <p>Strategy's Expected Result/Impact: Increase opportunities for continued professional growth and staff leadership.</p> <p>Staff Responsible for Monitoring: 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, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Recruit, Retain, & Train Fully Certified and Highly Qualified Principals, Teachers, and Staff

Performance Objective 2: The district will recruit, retain, and train fully certified and highly qualified administrators, teachers, and staff. Helen Edwards will provide staff with training, materials and instructional resources to help recruit and retain fully certified and highly qualified staff.

Evaluation Data Sources: T-TESS, T-PESS, retention rates

Strategy 1 Details	Reviews			
<p>Strategy 1: Structure meaningful opportunities for staff to have a voice in campus instructional and/or operational decisions through service of committees of choice, curriculum and assessment input, and other campus related leadership opportunities. Focus will be on our new campus visionary team.</p> <p>Strategy's Expected Result/Impact: Improved campus moral, increase opportunity for staff input and leveraging leadership from within.</p> <p>Staff Responsible for Monitoring: Administration All staff</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Promote higher education and provide specialized scheduling for certification, masters, and doctorate level courses.</p> <p>Strategy's Expected Result/Impact: Staff confidence continues to rise as they progress and graduate with higher degrees of education.</p> <p>Positive campus morale and support for each others success.</p> <p>Staff Responsible for Monitoring: Administration All staff</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Offer to pay for teachers to pass their Special Ed certification.</p> <p>Strategy's Expected Result/Impact: Increase certified staff for ESL and Sped to better serve students.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Dec	Mar	July	July

Strategy 4 Details	Reviews			
<p>Strategy 4: Targeted training and support for our Early Childhood Special Education teachers with a focus in Autism training and Emotionally Disturbed training.</p> <p>Strategy's Expected Result/Impact: Retention of teachers in our ECSE program.</p> <p>Staff Responsible for Monitoring: Administrators Special Education Director</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 5: Provides a Safe and Orderly Learning Environment

Performance Objective 1: Provide programs and structures that promote safety and security.

Evaluation Data Sources: PEIMs

Student discipline records





Student, teacher, parent feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: In preparation for online learning, schools must be knowledgeable and prepared for human-caused cyber threats. The state is requiring that all staff members complete the TX DIR Security Awareness Course. Staff will complete this training.</p> <p>Strategy's Expected Result/Impact: Better understanding of cyber threats for on-line learning.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Address cyber-bullying and internet safety in a child-friendly approach with Scooter Skunk from the AMHA of Dallas.</p> <p>Strategy's Expected Result/Impact: Basic understanding for students to treat each other respectfully on the computer and when to report if something happens happens.</p> <p>Staff Responsible for Monitoring: Counselor Computer aide</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Provides a Safe and Orderly Learning Environment

Performance Objective 2: Provide programs and structures that promote an orderly learning environment.

Evaluation Data Sources: Walk-through data
Teacher feedback





Strategy 1 Details	Reviews			
<p>Strategy 1: Establish campus wide schedules, procedures, transitions and expectations that ensure staff and student safety using state and district requirements for COVID-19.</p> <p>Strategy's Expected Result/Impact: Decreased cases of COVID-19 resulting in higher attendance rate of in-school learning</p> <p>Staff Responsible for Monitoring: Administrators Teachers Paraprofessionals</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Establish an after school synchronized learning time for students who are temporarily quarantined to continue to receive high-quality instruction and daily lessons with a certified teacher.</p> <p>Strategy's Expected Result/Impact: Students will return back to in-class learning on track and on pace with non-quarantined peers.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Dec	Mar	July	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Provides a Safe and Orderly Learning Environment

Performance Objective 3: Provide programs and structures that provide social and emotional well-being.

Evaluation Data Sources: Discipline records
Counselor, teacher, student, parent feedback

Strategy 1 Details	Reviews			
<p>Strategy 1: Daily implementation of Sanford Harmony curriculum to support social skills and emotional development through daily "buddy up" and then Friday class "meet ups."</p> <p>Strategy's Expected Result/Impact: Increase socialization amongst peers, receptive and expressive language acquisition, application of problem solving skills</p> <p>Staff Responsible for Monitoring: Administrators Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Monthly guidance lessons utilizing the W.H.O. program (We Help Others) that teaches about strangers, hurts, secrets and touches in a child friendly approach.</p> <p>Strategy's Expected Result/Impact: Decrease behavioral referrals. Students will have a better understanding of appropriate and inappropriate behaviors.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus participates in the Character Traits program from our district Comprehensive Counseling program. We focus on a character trait each month and discuss the character trait along with examples each morning through our daily video announcements.</p> <p>Strategy's Expected Result/Impact: Increase behavior and students making good decisions.</p> <p>Staff Responsible for Monitoring: Counselor Administrator Teacher</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July

Strategy 4 Details	Reviews			
<p>Strategy 4: Monthly small group meetings with campus counselor to help students with any of the normal dysfunctions of divorce, at-risk, trauma, death, etc.</p> <p>Strategy's Expected Result/Impact: Students build a trusting, healthy relationship with campus counselor to aide in their emotional health</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Dec	Mar	July	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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Campus Funding Summary

Addendums