

**Kaufman Independent School District  
Helen Edwards Early Education Center  
2023-2024 Campus Improvement Plan**



# Mission Statement

At HEECC, we provide a safe, collaborative and supportive environment that fosters a love for learning and continuous improvement.

## Vision

We learn.....whatever it takes!

Students come FIRST!

## Core Beliefs

1. We will make our school a safe and loving place.
2. We will welcome every student.
3. We will challenge our students.
4. We will commit to finding the joy with our students, community and staff.
5. We will love and encourage our students.
6. We will commit to being flexible and open minded.
7. We will be 100% engaged in learning with our students.
8. We will be purposeful and intentional with planning our instruction.

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# Comprehensive Needs Assessment

Revised/Approved: October 2, 2023

## 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 463 students (283 Kindergarten, 9 ECSE Kindergarten, 180 Pre-K, and 10 ECSE Pre-K) with 16 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 (3 Kinder, 2 Pre-K), 3 ECSE units, and a Pre-K program. According to last year's data, we have 85% Economically Disadvantaged children. Our demographic breakdown includes; 61% Hispanic, 30% white, 3.6% African American, .21% Asian with a .3% decrease compared to past years data and 3.7% with two or more races. Based on the Pre Las Assessment that is driven by the Home Language Survey forms, 30% of our students are Emergent Bilingual (EB). Our students that are identified at-risk has increased from 16% to 32%. Our students with disabilities are served either in our Inclusion, Resource or ECSE classrooms.

### Student Demographics 2021-2022 as of January 4, 2022:

- 468 Students; 279 in Kindergarten, 180 in Pre-K, 20 in ECSE
- 265 Hispanic (56.6%), 154 White (32.9%), 24 African American (5%), 3 Asian (.21%), 22 Two or More Race (4.7%)
- 246 males (52%) and 222 females (47%) students
- 50 SPED: 24 Speech, 2 OHI, 18 Autism, 4 non categorical, 1 VI, 1 AI

### Staff Demographics 2023 as of September, 2023

- 67 staff members
- 33 Certified Teachers (17 Kindergarten, 9 Pre-K, 3 ECSE, 5 other capacities)
- 2 Administration, 1 Diagnostician, 1 Speech Pathologist, 1 School Nurse, 28 Support Staff, 1 Counselor
- 2 males and 65 females

### Demographics Strengths

- Enrollment numbers have gradually increased over the past 5 years. This year, our enrollment numbers have surpassed last years enrollment numbers.
- Kindergarten bilingual class has a modified schedule with a certified ESL teacher for targeted reading instruction, with small groups and 1 bilingual aides.
- 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 a behavior aide (BAU) to target behaviors in the general education classrooms. This aide works with the counselor and principals to integrate social emotional

learning and behavior regulation.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Difficult to recruit and maintain Special Ed. certified ECSE teachers and staff. **Root Cause:** Position is both physically and emotionally demanding with limited training.

**Problem Statement 2 (Prioritized):** All classroom teachers, especially our ECSE teachers, need specific training in autism, emotional disturbances, social skills and compliance strategies. **Root Cause:** Quality trainings are expensive and hard to find. These trainings are usually out of town and require travel and hotel expenses. Extensive funding would be required.

# 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%)

Texas Public Kindergarten Readiness	2020-2021	2021-2022	2022-2023
Total Number of Students Tested	263	274	Awaiting TPEIR Info
Total Numbers of Students Kindergarten Ready	231	223	Awaiting TPEIR Info
Total Number of Students that were in PK 80 days or more & % Kindergarten Ready	84 students 90.5% Kinder Ready	109 students 93.6% Kinder Ready	Awaiting TPEIR Info

### According to the EOY 2023 Fountas and Pinnell Benchmark Assessment.

- Kindergarten; 82% of students were reading on grade level (D).
- Kindergarten; 71% of students were reading above grade level (E+)
- Kindergarten Bilingual; 79% of students were reading on an independent D or above.
- Kindergarten Bilingual; 70% of students were reading above grade level (E+)

### According to the EOY 2022 Fountas and Pinnell Benchmark Assessment.

- Kindergarten; 86% of students were reading on grade level (D) This is an 3% increase from previous year.
- Kindergarten; 75% of students were reading above grade level (E+) This is a 6% increase from previous year.
- Kindergarten Bilingual; 83.5% of students were reading on grade level (D).

- Kindergarten Bilingual; 74.5% of students were reading above grade level (E+).

#### **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 using Fountas and Pinnell.
- Implementing Benchmark Decodable Readers.
- Supplement curriculum with Saxon Phonics & Heggerty direct instruction for Kindergarten. Pre-Kindergarten utilizes Heggerty, ABC Boot camp & Frog Street..
- Data driven small groups based off TX-KEA/CIRCLE, Happy Numbers, Lexia, OLSAT.
- Data driven small groups based off MAP RIT scores for Reading and Math.
- Implementation of Empowering Writer's Kindergarten and Writer's Workshop Pre Kindergarten.
- Lexia web based program to target Reading Skills and Intervention.
- Texas Go Math & Science Fusion online resources.
- Weekly PLC meetings and individual teacher Data Meetings.
- Purposeful and strategic RTI program for struggling learners.
- Shared Reading in all classrooms.
- Attendance Incentives
- Happy Numbers, Math Number talks and Lone Star additions to boost math knowledge.
- Heggerty implementation to assist with phonemic and phonological awareness.
- Master Schedule change: Designated blocks of time for RTI; Designated block of PLC time.
- Increased attendance and experiential learning experiences in Bilingual Summer Reading program.

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

**Problem Statement 1 (Prioritized):** Target higher readers (level E and above) to reach 80%. **Root Cause:** A large percentage of our kindergarten students were not exposed or attended an academically based pre-k program. In addition, may 3 and 4 year old children did not attend any type of formal childcare or pre-k program.

**Problem Statement 2 (Prioritized):** Academic vocabulary continues to be a struggle with all students; especially bilingual, thus keeping their reading level below the campus average. **Root Cause:** English language learners (ELL) lack the exposure to the English language from an early start and experiential learning opportunities. In addition, many Hispanic families were affected by COVID 19 which either delayed or kept them from attending a formal childcare or pre-k program.

# School Processes & Programs

## School Processes & Programs Summary

Helen Edwards has 2 administrators, 1 Diagnostician, 1 Speech Pathologist, 1 counselor, 1 full time Police Officer, 29 homeroom teachers, 4 special education teachers, 1 Art/Music aide, 1 PE teacher, 1 PE aide, 1 Science/Social Studies teacher, 1 Dyslexia/RTI teacher, 1 RTI teacher, 1 nurse and 27 paraprofessionals/clerical. We have 3 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 seven 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 unanimously 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 report card.

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 wall. Establishing a campus PLC is a process and will take several years to grow.

We are in the process of growing 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. The Campus Leadership Team was established over the summer. This team is comprised of teachers and aides.

Our campus, along with the district, is implementing Capturing Kid's Hearts campus wide. The district has and will continue to provide strategic professional development, not only to the teacher but the paraprofessionals as well.

Our campus is utilizing Capturing Kid's Hearts 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, SPED teacher 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 desegregate student data, Edgugence for both RTI and LEP compliance, Scooter Skunk for internet and cyber student training, Sanford Harmony for social-emotional curriculum, Capturing Kid's Hearts, 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.
- Implementation of google surveys for fast and efficient feedback. (Both Staff & Parent)
- 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 MAP, DRA, 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.



### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Increased number of students that exhibit extreme behaviors that include but are not limited to physical aggression. **Root Cause:** Lack of opportunities and exposure to parenting classes and support groups for parents who struggle with poverty, mental health and/or addictions.

**Problem Statement 2:** Lack of staff training for basic understanding and practical strategies to address extreme behavior in the classroom. **Root Cause:** All staff needs training. Trainings that address extreme social and emotional behaviors are expensive and typically require travel expenses. There is a financial need in this area.

# 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, Helen Edwards 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. At this time, Helen Edwards currently has a Police Officer stationed on campus. Our Police officer enjoys reading to our students and creating a positive relationship on campus. Our Police Officer has implemented a positive behavior system in the cafeteria. Each classroom will have one student selected for positive behavior. That student will get to each lunch with the officer on Fridays of the corresponding week.

## Perceptions Strengths

- Morning greeters and music playing as staff and students enter the building
- Providing more opportunities for community/parent involvement: Coffee with the Principal (1x a 9weeks), Cookies with Grands, ETC.
- Partnering with Region 10 to provide a ECSE Parent information night.
- Multiple forms of communication through social media (Remind, FB, Monthly Parent Letters, etc).
- Annual art show and book fair.
- Latino Literacy Program.
- Family Engagement activities and workshops.
- Parent conference per semester.
- Community outreach projects with McTeacher and Family Fun Night with the City of Kaufman.
- Growing a strong parent support group through out Helen Edwards Facebook page.
- Parent/School Remind 101 for parents to stay up to date with all activities at Helen Edwards.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Lack of PTO organization on our campus. **Root Cause:** Majority of our students attend Helen Edwards for only one year before they leave, which causes our parent organizations to keep "rebuilding" each year with new parent members.

# Priority Problem Statements

**Problem Statement 1:** All classroom teachers, especially our ECSE teachers, need specific training in autism, emotional disturbances, social skills and compliance strategies.

**Root Cause 1:** Quality trainings are expensive and hard to find. These trainings are usually out of town and require travel and hotel expenses. Extensive funding would be required.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Target higher readers (level E and above) to reach 80%.

**Root Cause 2:** A large percentage of our kindergarten students were not exposed or attended an academically based pre-k program. In addition, may 3 and 4 year old children did not attend any type of formal childcare or pre-k program.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Increased number of students that exhibit extreme behaviors that include but are not limited to physical aggression.

**Root Cause 3:** Lack of opportunities and exposure to parenting classes and support groups for parents who struggle with poverty, mental health and/or addictions.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Academic vocabulary continues to be a struggle with all students; especially bilingual, thus keeping their reading level below the campus average.

**Root Cause 4:** English language learners (ELL) lack the exposure to the English language from an early start and experiential learning opportunities. In addition, many Hispanic families were affected by COVID 19 which either delayed or kept them from attending a formal childcare or pre-k program.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Difficult to recruit and maintain Special Ed. certified ECSE teachers and staff.

**Root Cause 5:** Position is both physically and emotionally demanding with limited training.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** Lack of PTO organization on our campus.

**Root Cause 6:** Majority of our students attend Helen Edwards for only one year before they leave, which causes our parent organizations to keep "rebuilding" each year with new parent members.

**Problem Statement 6 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- 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

## **Accountability Data**

- Texas Academic Performance Report (TAPR) 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 rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- 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

**Support Systems and Other Data**

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

# Goals

Revised/Approved: October 2, 2023


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 CIRCLE, MAP, & TX-KEA scores. All student groups in Kindergarten will read on grade level based on EOY Fountas and Pinnell Reading Benchmark Assessment.



High Priority

HB3 Goal



**Evaluation Data Sources:** Final STAAR data analysis, EOY TX-KEA and CIRCLE data analysis, Fountas and Pinnell Reading Benchmark Assessment, MAP Benchmarks, Happy Numbers progress reports & Lexia progress reports



Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Mar	July	July
<p><b>Strategy 1:</b> Kindergarten teachers will measure students' reading levels and reading behaviors three times a year using the DRA Reading Benchmark Assessment and use data to target instruction. In addition, Kindergarten teachers will be able to use MAP data to inform guided reading groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Student reading levels will increase throughout the year. Goal is to reach Level D-Independently and Level E instructional for kindergarten. (DRA 6-8)</p> <p><b>Staff Responsible for Monitoring:</b> Administration Classroom Teachers Reading Instructional Facilitator</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>				






Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Students will meet the recommended time and units on Lexia according to their progress report. <b>Strategy's Expected Result/Impact:</b> Student reading skills will improve each month resulting in increase Lexia scores and increase TX-KEA scores/MAP benchmarks. With improved reading skills, reading levels should also increase. <b>Staff Responsible for Monitoring:</b> Administration Classroom Teacher Computer Lab aide  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Dec	Mar	July	July
					
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> All pre-k teachers will attend curriculum trainings that support the understanding and implementation of their new pre-k curriculum and programs (Frog Street Press Curriculum & NOW4EVER). <b>Strategy's Expected Result/Impact:</b> Students will receive high quality lessons that follow the curriculum and support student student learning and growth. Teachers will utilize and implement the high quality professional development they received from the staff at Frog Street Press. <b>Staff Responsible for Monitoring:</b> Administrators Planning Team  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Dec	Mar	July	July
					

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> Students should show growth on their progress monitoring data in our MTSS meetings, which would result in growth of Lexia data, TX-KEA scores, MAP scores and overall reading level with the English language. <b>Staff Responsible for Monitoring:</b> Administration Classroom Teachers Reading Coach/MTSS teacher MTSS bilingual aide  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b> <b>Funding Sources:</b> Bilingual aide - Title III Funds, Intervention teachers - Title I Funds, Intervention teacher - State Comp Ed		Formative			Summative
		Dec	Mar	July	July
					
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> PK students will participate in 4 rotations of ABC boot camp throughout the year. In addition, teachers will implement Heggerty curriculum to boost phonological and phonemic awareness. <b>Strategy's Expected Result/Impact:</b> Increase knowledge of letter identification and letter sounds by the end of the school year to meet Pre-K standards. <b>Staff Responsible for Monitoring:</b> Administration Pre-K Classroom Teachers  <b>Title I:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Heggerty supplemental phonics - Title I Funds		Formative			Summative
		Dec	Mar	July	July
					



Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide high-quality targeted instruction for special education students in their Resource classroom who qualify for additional support in ELAR and writing. <b>Strategy's Expected Result/Impact:</b> Students pre-reading skills, phonemic awareness and print awareness will strengthen to support the process of reading and comprehension while staying healthy and safe. <b>Staff Responsible for Monitoring:</b> Administration Resource teacher  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> 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. In addition, teachers will assist with the implementation of Heggerty to increase student's ability in the area of phonemic and phonological awareness. <b>Strategy's Expected Result/Impact:</b> Students will gain a better working knowledge of phonological awareness that will support their decoding and encoding skills in reading and writing. <b>Staff Responsible for Monitoring:</b> Principal ELAR Planning team ELAR Instructional Facilitator Teachers  <b>Title I:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				



Strategy 8 Details	Reviews			
<b>Strategy 8:</b> 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. <b>Strategy's Expected Result/Impact:</b> Teachers will implement the "Sentence of the Day" with fidelity in the classroom. As a result, students will be able to gain the fundamental skills to produce authentic writings. Authentic writing with independent ideas, age appropriate grammar and sentence structure so that student progress and growth can be measured quarterly. <b>Staff Responsible for Monitoring:</b> Administrator ELAR Instructional Facilitator Teachers  <b>Title I:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Support our bilingual students who lack connectivity or electronic devices by providing students with a One-tab learning device that support K-2 learning in reading, writing and math while supporting the development of the English language. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Administration District Bilingual Coordinator Bilingual Teachers  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b> <b>Funding Sources:</b> OneTab learning devices - Title III Funds	Formative			Summative
	Dec	Mar	July	July
				



Strategy 10 Details	Reviews			
<b>Strategy 10:</b> To help close the COVID-19 learning gap, students will meet in their guided reading groups everyday, no matter their instructional reading level. <b>Strategy's Expected Result/Impact:</b> 90% of our students will reach an Independent reading level of "D". 80% of our students will reach an instructional reading level of "E". <b>Staff Responsible for Monitoring:</b> Administrators Teachers  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Decodable readers - Title I Funds	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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			
<b>Strategy 1:</b> Through strategic scheduling, Kindergarten students will have the opportunity to participate in CUB CLUBS to promote reading, math and science instruction through project-based learning. <b>Strategy's Expected Result/Impact:</b> This will provide more students an opportunity to participate in project-based learning and increase academic exposure, expectations and learning experiences outside the classroom. <b>Staff Responsible for Monitoring:</b> Administration Counselor Classroom teacher  <b>Title I:</b> 2.5 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Principal-Student Book Club to create a positive shared experience of reading and to help build student's personal libraries at home. <b>Strategy's Expected Result/Impact:</b> Positive feedback from students and parents. Increased number of personal books for students to read at home. <b>Staff Responsible for Monitoring:</b> Administrator Librarian  <b>Title I:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Students will receive a book on their birthday to help increase the number of personal books at home and exposure to various genre of text. <b>Strategy's Expected Result/Impact:</b> Positive feedback from students and parents. Increased number of personal books for students to read at home. <b>Staff Responsible for Monitoring:</b> Administrator Librarian  <b>Title I:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement Happy Numbers program and Lonestar Learning to support and supplement math skills in the classroom in Kindergarten. Implementation of Happy Numbers, Number Blocks and Celebrate SEL math curriculum for PK. <b>Strategy's Expected Result/Impact:</b> Students will gain a broader depth of knowledge in the taught math skills. <b>Staff Responsible for Monitoring:</b> Administration Teachers Computer Lab Aide  <b>Title I:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Number blocks kits - Title I Funds	Formative			Summative
	Dec	Mar	July	July
				




Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Increasing the amount of time scheduled for Math to implement Guided Math Stations effectively. <b>Strategy's Expected Result/Impact:</b> Students will gain a broader depth of knowledge in the area of Math. <b>Staff Responsible for Monitoring:</b> Administrator PK Teachers K Teachers  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction		Formative			Summative
		Dec	Mar	July	July
					
Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Implementation of Lead4ward strategic academic vocabulary words in the morning announcements as a replacement of WOW words. The vocabulary words will be Math, Reading and Science Terms. <b>Strategy's Expected Result/Impact:</b> Student use of academic vocabulary words with meaning/use of the word correctly. <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Dec	Mar	July	July
					
<div>  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			
<b>Strategy 1:</b> Maintain a minimum of 96% campus wide attendance rate (in-school) using rewards for perfect attendance. <b>Strategy's Expected Result/Impact:</b> More exposure to literacy, writing and math skills for better understanding and development. <b>Staff Responsible for Monitoring:</b> Administration Attendance Clerk Classroom teacher  <b>Title I:</b> 2.5 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement and maintain district truancy standards for our campus. <b>Strategy's Expected Result/Impact:</b> Decreased absences and tardies to maintain a minimum of 96% attendance rate. <b>Staff Responsible for Monitoring:</b> Administration Attendance Clerk Counselor  <b>Title I:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	July	July
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Increase parental awareness between academic success and student attendance/tardies through Title 1 parent video, monthly newsletters, and visual signs in the front of our campus. <b>Strategy's Expected Result/Impact:</b> With increase awareness, we should see less absences and tardies on Skyward and Raptor reports. <b>Staff Responsible for Monitoring:</b> Administration Front office staff  <b>Title I:</b> 4.1, 4.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide and promote various opportunities for students to explore college and career ideas beyond high school graduation such as College and Career Day or implementation of College Shirt Day through community helpers with Kidsville Teacher. <b>Strategy's Expected Result/Impact:</b> Exposure and interactions with local community helpers as they learn about their role within our community. <b>Staff Responsible for Monitoring:</b> Administrator Classroom teacher  <b>Title I:</b> 2.4 - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Establish that all staff to make phone calls home once students are absent for two consecutive days. <b>Strategy's Expected Result/Impact:</b> Increase attendance rate, increase in academic scores <b>Staff Responsible for Monitoring:</b> Nurse Teachers Attendance Clerk  <b>Title I:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				











Strategy 6 Details		Reviews			
<b>Strategy 6:</b> 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. Provide opportunities for parents to interact with staff/faculty. <b>Strategy's Expected Result/Impact:</b> Parent Conferences Coffee with the Principals ECSE Family Night <b>Staff Responsible for Monitoring:</b> Teachers Administration  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Dec	Mar	July	July
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

### Goal 3: 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 through google surveys



Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> 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. In addition, New teachers will be provided with scheduled times to watch exemplar lessons in different classrooms. <b>Staff Responsible for Monitoring:</b> Administration  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Invest in our committed, season staff for enriching and applicable training. <b>Staff Responsible for Monitoring:</b> Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals -	Formative			Summative
	Dec	Mar	July	July
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increase opportunities for continued professional growth and staff leadership. <b>Staff Responsible for Monitoring:</b> Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				






Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Invest in our Early Childhood Special Education Teachers by providing them high quality training via Region 10.  <b>Strategy's Expected Result/Impact:</b> ECSE teachers will attend PD sessions provided by Region 10. In addition, administration will setup onsite trainings during the school day to assist with needs in the ECSE classrooms. <b>Staff Responsible for Monitoring:</b> Administration SPED Department.  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Dec	Mar	July	July
					
		<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

### Goal 3: 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			
<b>Strategy 1:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Improved campus moral, increase opportunity for staff input and leveraging leadership from within. Use of Google Surveys 2x a 9 weeks. Provide opportunities to grow teacher leaders-providing after school professional development to staff. The use of PLCs on a weekly basis. <b>Staff Responsible for Monitoring:</b> Administration All staff  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Promote higher education and provide specialized scheduling for certification, masters, and doctorate level courses.  <b>Strategy's Expected Result/Impact:</b> Staff confidence continues to rise as they progress and graduate with higher degrees of education.  Positive campus morale and support for each others success. <b>Staff Responsible for Monitoring:</b> Administration All staff  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				







Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Targeted training and support for our Early Childhood Special Education teachers with a focus in Autism training and Emotionally Disturbed training. <b>Strategy's Expected Result/Impact:</b> Retention of teachers in our ECSE program. <b>Staff Responsible for Monitoring:</b> Administrators Special Education Director  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals -	Formative			Summative
	Dec	Mar	July	July
	 50%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

#### Goal 4: 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  
Happy Numbers, LEXIA, MAP, MAP Fluency



Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to find ways to utilize new Chrome books that were provided by the district for in-school learning. <b>Strategy's Expected Result/Impact:</b> All students will have access to Lexia, Happy Numbers and Raz Kids for extended learning. Students will have access to chrome books in the classroom and a rotation into the campus computer lab. <b>Staff Responsible for Monitoring:</b> Administration Campus Technology Coordinator  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math -	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Bilingual students will have access to a portable learning device called One-tab that will allow them access to k-2 curriculum at home but without internet access. <b>Strategy's Expected Result/Impact:</b> Increase exposure to grade-level curriculum to enhance at-home learning that supports acquiring the English language for our bilingual students. <b>Staff Responsible for Monitoring:</b> Administration Campus technology coordinator Bilingual teachers  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Dec	Mar	July	July
				

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Continuous staff technology/on-line program training that supports campus programs, Lexia, Raz Kids, Google Classroom, MAP, Happy Numbers and Reading A-Z. <b>Strategy's Expected Result/Impact:</b> Increased use of technology by staff and students that supports on-line student learning. <b>Staff Responsible for Monitoring:</b> Administration Campus Technology Coordinator On-line and Classroom teachers  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals -		Formative			Summative
		Dec	Mar	July	July
					
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Provide specialized training for all classroom teachers over Recordex Panels for classroom instructional use. <b>Strategy's Expected Result/Impact:</b> Teachers will be able to access and utilize all components of the Recordex Panels to enhance their classroom instruction. Teachers will also have access to teacher led professional development. <b>Staff Responsible for Monitoring:</b> Administrator, District Technology Department, Teachers  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Dec	Mar	July	July
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					




#### Goal 4: 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			
<b>Strategy 1:</b> 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. Implementation campus wide of Capturing Kid's Hearts.  <b>Strategy's Expected Result/Impact:</b> Through specific training, students will learn appropriate social behavior and responses. This will decrease referrals and increase social development and instructional learning. <b>Staff Responsible for Monitoring:</b> Administration District Behavior Specialist Special Education Teacher Counselor BAU aide  <b>Title I:</b> 2.6 - - <b>Additional Targeted Support Strategy</b>	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Our bilingual students will have an extended opportunity to build vocabulary, understand syntax and acquire language acquisition of the English language. <b>Staff Responsible for Monitoring:</b> Administration District Bilingual Coordinator Bilingual teachers and staff  <b>Title I:</b> 2.5 - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Support and train new staff that works with students in specialized programs such as ECSE, Sped and LPAC. <b>Strategy's Expected Result/Impact:</b> Program organization and management is efficient, effective and personnel feels supported. <b>Staff Responsible for Monitoring:</b> District level personnel with Sped and Bilingual Campus Administration  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>- Additional Targeted Support Strategy</b> <b>Funding Sources:</b> Bilingual aide - Title III Funds	Formative			Summative
	Dec	Mar	July	July
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Utilize the kindergarten ECSE classroom that supports grade-level academics while incorporating social-emotional support and compliance training. <b>Strategy's Expected Result/Impact:</b> Students will comply with teacher requests and self-regulate their emotions/ behaviors which will then allow them to focus on grade-level academic learning. <b>Staff Responsible for Monitoring:</b> Administrator Special Education Director ECSE teacher  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Dec	Mar	July	July
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Incorporate a small motor lab area in our 3, 4, &5 year-old ECSE classrooms to allow for more opportunities of gross motor movement, sensory input opportunities and self-calming techniques. <b>Strategy's Expected Result/Impact:</b> Students will receive appropriate sensory needs that will allow for calming, learning and social skills development. <b>Staff Responsible for Monitoring:</b> Administrator Special Education Director ECSE Teacher	Formative			Summative
	Dec	Mar	July	July
				






Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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, 30+ minutes of PE/MUSIC/ART and general education socialization and a 30 minute lunch.</p> <p><b>Strategy's Expected Result/Impact:</b> Language development, social skills, personal care, academic learning and emotional growth.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator Special Education Director PEIMS Coordinator</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

#### Goal 4: 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			
<b>Strategy 1:</b> Update a Parent Engagement Plan that supports the 6 dimension of the High Quality Pre-K program. <b>Strategy's Expected Result/Impact:</b> See increase parent participation each month with programs and activities. <b>Staff Responsible for Monitoring:</b> Administration Teachers/Staff Parents  <b>Title I:</b> 4.1, 4.2 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Meet with campus level decision making committee on ways to involve parents within our school. <b>Strategy's Expected Result/Impact:</b> Parents will feel more informed, included and safe to participate in campus events as appropriate. Utilize google surveys for faster feedback. <b>Staff Responsible for Monitoring:</b> Administrator CEIC  <b>Title I:</b> 4.2 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				




Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Host optional during and after-school activities and events to reengage parent activities, support groups and campus event. Examples: Cookies with Grands, Family Fun Run, Family Fun Night, Christmas Play, Circus, Reading/Math Family Night, Mystery Readers, Math-O-Ween, Gobble Wobble, Field Days, Coffee with the Principals, ECSE Family Night, etc. <b>Strategy's Expected Result/Impact:</b> See increased parent participation with after school events and activities. <b>Staff Responsible for Monitoring:</b> Administrator, CEIC  <b>Title I:</b> 4.1, 4.2 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				







#### Goal 4: 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			
<b>Strategy 1:</b> Keep accurate SPED records and comply with time lines to assess, evaluate, and notify parents. <b>Strategy's Expected Result/Impact:</b> PBMAS reports will reflect accurate information so administration can use data with fidelity.  Students with special needs will receive proper and timely services as stated in their IEP. <b>Staff Responsible for Monitoring:</b> Administration Special Education Department Special Education teacher  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide all educational providers with current IEP documentation and ensure compliance, including applicable modifications. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Administration Special Education Department Special Education teacher  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	July	July
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Bilingual and Translating Training to ensure accurate and reliable interpretation through Region 10 support services.  <b>Strategy's Expected Result/Impact:</b> Parents will feel more comfortable during ARDs and confident that information is being translated correctly.  ARD paperwork will be accurate and reliable. <b>Staff Responsible for Monitoring:</b> Administration Bilingual / ELL Department Bilingual interpreters SPED Department  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	July	July
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Complete yearly Campus Needs Assessment.  <b>Strategy's Expected Result/Impact:</b> Identify areas/programs on our campus that we could improve.  All staff members feel heard and apart of the campus improvement process. <b>Staff Responsible for Monitoring:</b> Administration CNA committee All staff  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	July	July
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Evaluate and Monitor Campus Improvement Plan.  <b>Strategy's Expected Result/Impact:</b> See continued improvement and results around our campus.  Continue to stay focused on campus goals. <b>Staff Responsible for Monitoring:</b> Administration CEIC committee / CIP committee  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	July	July
				

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Comply with new state MTSS requirements for our students. <b>Strategy's Expected Result/Impact:</b> Increase student achievement with phonemic awareness, pre-reading skills and reading levels. <b>Staff Responsible for Monitoring:</b> Administrator Counselor Classroom Teachers  <b>Title I:</b> 2.4, 2.6 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	July	July
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Update and manage Title 1 Crate to help store and document Title 1 Compliance. <b>Strategy's Expected Result/Impact:</b> Campus and district will maintain compliance as a Title 1 campus. <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Mar	July	July
				
<div>  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			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Better understanding of cyber threats for on-line learning. <b>Staff Responsible for Monitoring:</b> Administrators Counselor Librarian	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Address cyber-bullying and internet safety in a child-friendly approach with Scooter Skunk from the AMHA of Dallas. <b>Strategy's Expected Result/Impact:</b> Basic understanding for students to treat each other respectfully on the computer and when to report if something happens happens. <b>Staff Responsible for Monitoring:</b> Counselor Computer aide Librarian Administration  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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			
<b>Strategy 1:</b> Implement Capturing Kid's Hearts with fidelity. Use the behave in and behave out discipline/consequence ladder that is provided with program to assist with challenging classroom behaviors.  <b>Strategy's Expected Result/Impact:</b> Assist teachers with implementing the CKH model. Students will be able to answer the 4 questions with corrected behavior. Teachers will have access to classroom behavior support. Teachers will utilize Pawsative Office Referrals to acknowledge desired behaviors.  <b>Staff Responsible for Monitoring:</b> Teachers Administration Counselor Campus Officer	Formative			Summative
	Dec	Mar	July	July
	<div><div></div><div>50%</div></div>			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

**Goal 5:** Provides a Safe and Orderly Learning Environment

**Performance Objective 3:** Provide programs and structures that provide social and emotional well being. Implement Capturing Kid's Hearts with fidelity at Helen Edwards.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implementation of Capturing Kid's Hearts: EXCEL Model: Greeting, Good things, and Launching each day. <b>Strategy's Expected Result/Impact:</b> Increase socialization amongst peers, receptive and expressive language acquisition, application of problem solving skills. Implementation of hand signals and 4 questions. <b>Staff Responsible for Monitoring:</b> Administrators Classroom Teachers  <b>Title I:</b> 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Strategy's Expected Result/Impact:</b> Decrease behavioral referrals. Students will have a better understanding of appropriate and inappropriate behaviors. <b>Staff Responsible for Monitoring:</b> Counselor  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Campus participates in the Character Traits program from our district Comprehensive Counseling program. We focus on a character train each month and discuss the character trait along with examples each morning through our daily video announcements. <b>Strategy's Expected Result/Impact:</b> Increase behavior and students making good decisions. <b>Staff Responsible for Monitoring:</b> Counselor Administrator Teacher  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Monthly small group meetings with campus counselor to help students with any of the normal dysfunctions of divorce, at-risk, trauma, death, etc. <b>Strategy's Expected Result/Impact:</b> Students build a trusting, healthy relationship with campus counselor to aide in their emotional health <b>Staff Responsible for Monitoring:</b> Counselor  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Mar	July	July
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

# 2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Taylor Bernhagen	Principal
Administrator	Miranda Jungman	Assistant Principal
Classroom Teacher	Jennifer Higgins	Kindergarten Teacher
Classroom Teacher	Hannah Burkham	Pre-k Teacher
Paraprofessional	Whitney Tijerina	Art/Music
Parent	Myra Pina	Parent
Community Representative	Ashley Smith	Community Representative
Classroom Teacher	Alexandra Haigis	RTI Teacher

# Campus Funding Summary

Title I Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Intervention teachers		\$0.00
1	1	5	Heggerty supplemental phonics		\$0.00
1	1	10	Decodable readers		\$0.00
1	2	4	Number blocks kits		\$0.00
Sub-Total					\$0.00
Title III Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Bilingual aide		\$0.00
1	1	9	OneTab learning devices		\$0.00
4	2	3	Bilingual aide		\$0.00
Sub-Total					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Intervention teacher		\$0.00
Sub-Total					\$0.00