

Waller Independent School District
Holleman Elementary
2022-2023 Goals/Performance Objectives/Strategies



Mission Statement

The district believes that all students can be successful learners and graduate with skills that will allow them to compete in the twenty- first century workplace. It is therefore the intent of the district to serve all students regardless of their ability, environment, or national origin. Student will be provided opportunities to develop intellectually, physically, and socially through a quality system of teaching and learning. Through these opportunities, students will become responsible and productive members of a constantly changing society and world.

Vision

At Holleman, we empower scholars to achieve their maximum potential through an engaging and supportive learning environment. We are a dedicated family that inspires a love of literacy and critical thinking. We embrace our diversity and are committed to developing a culture of compassion, innovation, and real world problem solving.

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



Goals

Goal 1: WISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 1: To increase Math Academic Achievement at the Meets category on STAAR for all students in grades 3-5 by 10% from the 21-22 school year.

Evaluation Data Sources: 2022 STAAR Math results for students in grades 3-5.
 Unit Assessments
 Benchmark Data

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: All K-5 Math teachers will implement the district-provided daily Math framework as part of their curriculum including supplemental resources. Identify and use supplemental materials to best meet the needs of students. Including resources such as: Origo, DreamBox, and Zearn.</p> <p>Strategy's Expected Result/Impact: 1) Implementation: The Daily Math Framework will guide Math teacher's lessons and be included in weekly lesson plans and teacher discussion/observation.</p> <p>2) Impact: The Daily Math Framework will help strengthen students' math skills and mastery of Math TEKS as measured by Unit Assessments and benchmark tests.</p> <p>Staff Responsible for Monitoring: Administrative Team, Math Instructional Coach, SpEd team</p> <p>Title I: 2.4, 2.5</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| <p>Strategy 2: Targeted Math intervention/enrichment activities and small groups will be provided for all students during regularly scheduled Bulldog University with Title 1 Support.</p> <p>Strategy's Expected Result/Impact: 1) Implementation: Results of Math Universal Screeners, Dreambox data, end of unit assessments, benchmarks, and state assessments will be analyzed and used to verify success.</p> <p>2) Impact: Summative Math assessment results will be used to group students in appropriate Math intervention groups.</p> <p>Staff Responsible for Monitoring: Administrative Team, Math Instructional Coach, math interventionist</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Conduct weekly grade level instructional meetings and professional learning communities to analyze data, monitor student progress, identify needed interventions, and plan targeted tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Implementation: Instructional meeting notes/agendas will be used as documentation.</p> <p>Impact: Instructional Facilitator and Math teachers will evaluate math progress to effectively plan future instruction, enrichment, and remediation.</p> <p>Staff Responsible for Monitoring: Administrative Team, Math Instructional Coach, Math Interventionist</p> <p>Title I: 2.4, 2.5, 2.6</p> | Formative | | |
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Goal 1: WISD will ensure academic performance and achievement levels reflect excellence in learning and attainment of both high expectations and high standards for all students. (Student Achievement)

Performance Objective 2: To increase Reading Academic Achievement at the Meets category on STAAR for all students in grades 3-5.

Evaluation Data Sources: STAAR Assessment Data
 Unit Assessments
 District Benchmarks

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: All K-5 ELAR teachers will implement the district-provided daily literacy framework as part of their curriculum including supplemental resources. Identify and use supplemental materials to best meet the needs of students. Including resources such as: IStation, BookNook, Sirius, and district provided resources.</p> <p>Strategy's Expected Result/Impact: Implementation: The daily ELAR framework will guide ELAR teacher's lessons and be included in weekly lesson plans and teacher discussion/observation.</p> <p>Impact: Expected increase in reading/writing assessment scores and BAS instructional reading levels.</p> <p>Staff Responsible for Monitoring: Instructional Facilitator Classroom Teachers Reading Interventionist Reading Coach District ELAR Coordinator</p> <p>Title I: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 2: Targeted ELAR intervention/enrichment activities and small groups will be provided for all students during regularly scheduled Bulldog University with Title 1 Support.</p> <p>Strategy's Expected Result/Impact: Implementation: Instructional meeting notes/agendas will be used as documentation.</p> <p>Impact: Summative ELAR assessment results will be used to group students in appropriate ELAR intervention groups.</p> <p>Staff Responsible for Monitoring: Instructional Facilitator Classroom Teachers SpEd Teachers Interventionists</p> <p>Title I: 2.4, 2.6</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Provide professional development in reading and writing through PLC meetings and weekly planning meetings with a reading coach and/or ELAR coordinator that focuses on implementation of research-based strategies that promote reading achievement.</p> <p>Strategy's Expected Result/Impact: As teacher capacity increases, student achievement and overall scores on assessments should also increase.</p> <p>Staff Responsible for Monitoring: Instructional Facilitator, Reading Coach, Reading Interventionist</p> | Formative | | |
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Goal 2: WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 1: PK-5th grade teachers will provide a challenging curriculum which will include comprehensive instruction in the Texas Essential Knowledge and be implemented using the district identified scope and sequence.

Evaluation Data Sources: Coverage of TEKS and district scope and sequence compliance will be reflected through weekly lesson plans.

| Strategy 1 Details | Formative Reviews | | |
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| <p>Strategy 1: Teachers will provide research-based instruction, including best teaching practices with appropriate depth, rigor, and complexity. Strategies will include consistent student-centered opportunities, such as, collaboration, active engagement, multi sensory learning, reteaching, hands-on, real-world application and exposure to new content in a variety of learning styles.</p> <p>Strategy's Expected Result/Impact: Impact: Teachers show proficiency and knowledge in curriculum, instruction, and assessment and will be monitored through formal and informal observations.</p> <p>Staff Responsible for Monitoring: Administrative Team, Instructional Coaches</p> <p>Title I: 2.4, 2.5</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Provide instruction, interventions and resources that will meet the needs of all students, including special areas such as Bilingual/ESL education, Special Education, Dyslexia instruction, Title I services, and Gifted/Talented education through supplemental staff.</p> <p>Strategy's Expected Result/Impact: Impact: School schedules and lesson plans will demonstrate all students are receiving appropriate instruction in the least restricted environment.</p> <p>Staff Responsible for Monitoring: Administrative Team, Bilingual Department, Special Education staff, Interventionists, GT teacher, teachers</p> <p>Title I: 2.4, 2.6</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| <p>Strategy 3: All teachers will use instructional and intervention programs including: Reader's/Writer's Workshop, Handwriting Without Tears, Fountas and Pinnell Guided Reading, Patterns of Power, Haggerty Phonemic Awareness, Istation, Mindplay, Book Nook, Research-Based Math Practices, Dreambox, ZEARN, Graham Flecher's Fact Fluency Kits (Addition, Subtraction, Multiplication, and Division) StemScopes, Legends of Learning, Mentoring Minds, Studies Weekly.</p> <p>Strategy's Expected Result/Impact: Lesson plans and small group plans will reflect rigorous activities needed to ensure critical thinking is attained.</p> <p>Staff Responsible for Monitoring: Instructional Facilitator Math & Reading Coach Principal Assistant Principal</p> <p>Title I: 2.4, 2.5</p> | Formative | | |
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Goal 2: WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 2: Address the academic needs of all students in the school and of the target subpopulations including special education and LEP students.

Evaluation Data Sources: Student achievement on STAAR Assessment
 Unit Assessments
 Benchmark Assessments

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Data obtained from Universal Screeners, Istation assessments, F&P assessments, and benchmarks will be used to create intervention groups and plan instruction.</p> <p>Strategy's Expected Result/Impact: Implementation: Data obtained from assessments will be analyzed during weekly instructional meetings and used to form intervention groups.</p> <p>Impact: Teachers will have access to student data to make informed decisions concerning interventions, enrichment, and tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Lead: Instructional Facilitator, teachers</p> <p>Others involved: Administrative Team, Interventionists</p> <p>Title I: 2.5, 2.6</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: All content area teachers, specials teachers, and Special Education teachers will participate in weekly instructional meetings and biweekly professional learning committees to plan and adjust instruction and interventions.</p> <p>Strategy's Expected Result/Impact: Instructional Meeting agendas/notes will indicate 100% teacher participation.</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| <p>Strategy 3: Teachers will meet with small groups of students during class time and Bulldog University on a weekly basis to target instruction for the needs of all learners.</p> <p>Strategy's Expected Result/Impact: There will be an overall increase in student achievement levels.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Assistant Principal Principal Instructional Facilitator Math & Reading Coaches</p> | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Intentional walkthroughs with all content area teachers to ensure the use of the 7 Steps to a Language Rich Interactive Classroom are being utilized for maximum LEP student achievement.</p> <p>Strategy's Expected Result/Impact: There will be an increase in all student achievement levels and LEP student achievement as evidenced by state assessments including STAAR and TELPAS.</p> <p>Staff Responsible for Monitoring: Administrative Team Instructional Facilitator Classroom Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Reading and Math Interventionists will pull small groups from targeted student populations and use research-based interventions, programs, and assessments such as: LLI, Mindplay, Book Nook, Blast, Boost, Countdown, Reading by Design, Metacognitive, Soluciones, Esperanza, Dreambox and Bridges Math Intervention System.</p> <p>Strategy's Expected Result/Impact: Implementation: Interventions will occur daily and groups will be adjusted based on data sources.</p> <p>Impact: Students in target populations will increase academic achievement comparable to all HES students.</p> <p>Staff Responsible for Monitoring: Leaders: Reading Interventionist, Math Interventionist, Dyslexia teachers, Instructional Facilitator</p> <p>Others involved: Administrative Team, teachers</p> <p>Title I: 2.4, 2.6</p> | Formative | | |
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No Progress



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Goal 2: WISD will continue to develop and support systems, programs, instructional standards, professionals, paraprofessionals and volunteers to enhance students' knowledge, skills, and performance in every adopted curriculum area. (Curriculum)

Performance Objective 3: All staff members will attend quality research-based professional development opportunities to improve instruction, management, assessment, and overall job performance.

Evaluation Data Sources: Implementation of strategies learned will be evident in lesson plans, classroom walk-throughs, observations, and improvement in student achievement.





| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: All teaching staff and paraprofessionals will attend in-district professional development training sessions relevant to their content area throughout the 2022-23 school year.</p> <p>Strategy's Expected Result/Impact: Implementation: Teachers will meet horizontally throughout the year for district-led planning and professional development.</p> <p>Impact: Horizontal meetings will allow teachers to share ideas, resources, and best instructional practices.</p> <p>Staff Responsible for Monitoring: Lead: District Coordinators, Instructional Coaches</p> <p>Others Involved: Teachers, Administrative Team</p> <p>Title I: 2.5</p> | Formative | | |
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Goal 3: WISD will provide a safe, secure and respectful learning environment for students and staff. (Safety)

Performance Objective 1: Provide staffing and procedure trainings that guarantee physical safety for all HES students.

Evaluation Data Sources: 100% staff participation in safety and emergency trainings and drills.
Safety audit

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 1: Provide updated training for faculty and staff on crisis management and provide each classroom with an emergency care kit.</p> <p>Strategy's Expected Result/Impact: Implementation: 100% active participation from all staff members with HES's crisis management plan.</p> <p>Impact: Staff is prepared to handle a crisis incident or emergency to ensure safety of students.</p> <p>Staff Responsible for Monitoring: Leaders: Administrative Team, Behavior Threat Assessment Team</p> <p>Others involved: All teachers and staff members, Executive Director of Safety</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: All staff will participate in the required yearly emergency drills including: fire, lockout, lock down, evacuation, shelter in place, and severe weather drills using the Standard Response Protocol (SRP).</p> <p>Students will participate in a presentation on fire safety from the Waller County Fire Department.</p> <p>Strategy's Expected Result/Impact: Implementation: 100% participation from all HES staff and students during all drills conducted.</p> <p>Impact: Student and staff awareness and preparedness of how to handle and react in an emergency situation.</p> <p>Staff Responsible for Monitoring: Leader: Administrative Team</p> <p>Others Involved Coach Horton, Teachers, Staff Members</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| <p>Strategy 3: Using Title I funds, we will monitor and provide support to homeless students identified at HES.</p> <p>Strategy's Expected Result/Impact: Implementation: Identify students who are enrolled with the homeless status.</p> <p>Impact: Provide the support these identified students need in order to be successful at school and remain safe.</p> <p>Staff Responsible for Monitoring: Leaders: Counselors, Registrar</p> <p>Others involved: Administrative Team, Nurse, Teachers</p> | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: All HES staff will complete the Region 10 Compliance Training courses including training related to bullying, including causes, preventions, and appropriate responses.</p> <p>Strategy's Expected Result/Impact: Implementation: Courses will be completed by August 22, 2022. Certificates will be kept documenting staff completion.</p> <p>Impact: Staff will be knowledgeable to make professional and safe decisions for themselves and all HES students.</p> <p>Staff Responsible for Monitoring: Administrative Team</p> | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Anonymous Alerts/CrisisGo will be implemented allowing parents and students to report concerns to administration.</p> <p>Strategy's Expected Result/Impact: Implementation: The district and campus will inform parents and students of the Anonymous Alert/CrisisGo system. Reports will be addressed with high priority.</p> <p>Impact: Increased communication regarding safety concerns on campus so solutions can be addressed quickly.</p> <p>Staff Responsible for Monitoring: Implementation: Administrative Team</p> <p>Others involved: School Resource Officers, HES staff and students</p> | Formative | | |
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Goal 3: WISD will provide a safe, secure and respectful learning environment for students and staff. (Safety)





Performance Objective 2: 100% of staff will provide staffing and procedures that guarantee emotional safety for all HES students.

Evaluation Data Sources: Documented drills, discipline referrals, school-wide programs

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Provide counseling services to identified students and groups in areas such as: divorce, bullying, anger, and social skills.</p> <p>Strategy's Expected Result/Impact: Implementation: Students who are dealing with struggles beyond academics will be given the opportunity to receive counseling services .</p> <p>Impact: Counseling will provide emotional safety for children, as well as, coping techniques.</p> <p>Staff Responsible for Monitoring: Leader: Counselors</p> <p>Other involved: Administrative Team, Teachers, Nurse</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Students will participate in Red Ribbon Week, Kindness Week, and Social Emotional learning through curriculum and materials.</p> <p>Strategy's Expected Result/Impact: Implementation: During Red Ribbon Week, students and staff will engage in a variety of activities focusing on the dangers of illegal drug use and the benefits of living a "drug free" life. Students will participate in a social emotional learning curriculum intended to address their social and emotional development. During Kindness Week students and staff will engage in a variety of activities focusing on friendship, conflict resolution, and celebrating our differences.</p> <p>Impact: Students will develop an increased awareness of the importance of alcohol and drug prevention, as well as, social emotional wellness.</p> <p>Staff Responsible for Monitoring: Lead: Counselors</p> <p>Others involved: Administrative Team, All HES teachers and students</p> <p>Title I: 2.6</p> <p>Funding Sources: Red Ribbon Week, Kindness Week, Etc. - Title IV (289) - 289.E.11.6399.00.102.3.30.000 - \$1,000</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| <p>Strategy 3: Campus counselor to attend professional development trainings and events which further promote the health and safety needs of all students.</p> <p>Strategy's Expected Result/Impact: Implementation: Campus counselor will attend professional development trainings throughout the year.</p> <p>Impact: Counselors will be better equipped to support the physical, social, and emotional needs of HES students.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Funding Sources: Counselor Professional Development Travel - Title IV (289) - 289.E.31.6411.00.102.3.30.000 - \$625</p> | Formative | | |
| | Nov | Jan | Mar |
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| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: The Core Essentials Curriculum will be implemented as part of a school-wide character education curriculum. The counselor and a core team will attend the Character Strong professional development training for successful implementation.</p> <p>Strategy's Expected Result/Impact: Implementation: Each month a different positive character trait will be highlighted and students will be recognized for exemplifying these character traits. Counselors post a virtual bulletin board in the office highlighting core values and social skills for the month. Counselor and core team will attend Character Strong training for successful implementation.</p> <p>Impact: Students will become more aware of positive character traits, improving their interpersonal skills. This impact will result in a reduction in discipline referrals.</p> <p>Staff Responsible for Monitoring: Implementation: Counselors, Specials teachers</p> <p>Others Involved: Administrative Team, HES Teachers</p> <p>Funding Sources: Character Strong Curriculum - Title IV (289) - 289.E.11.6398.00.102.3.30.000 - \$699, Character Strong Training - Title IV (289) - 289.E.13.6299.00.102.3.30.000 - \$2,500</p> | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| <p>Strategy 5: Restorative Practice morning circles will be held daily in each classroom. Social Emotional Learning lessons will be implemented once a week for 45 minutes in all homeroom classes.</p> <p>Strategy's Expected Result/Impact: Implementation: Time for morning circles and social emotional learning is built into each grade level's daily schedule. A Restorative Practice monthly calendar is created by HES counselors to provide teachers will lesson ideas.</p> <p>Impact: Students will learn how to communicate effectively during conflict, express their feelings, and build interpersonal skills. This will increase attendance, classroom engagement, and decrease discipline.</p> <p>Staff Responsible for Monitoring: Leads: Counselors, Classroom Teachers</p> <p>Others Involved: Restorative Practice committee, PBIS committee, Administrative Team</p> | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: New staff members will attend a mental health training from the Mental Health America of Houston.</p> <p>Strategy's Expected Result/Impact: Implementation: Staff members will be better equipped to support the physical, social, and emotional needs of HES students.</p> <p>Impact: HES students will experience improved morale and engagement in school.</p> <p>Staff Responsible for Monitoring: Lead: Counselors</p> <p>Others involved: New HES staff members</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
| | Nov | Jan | Mar |
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| Strategy 7 Details | Formative Reviews | | |
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| <p>Strategy 7: Counselor conducts grade-level specific counseling lessons each month with every class. (i.e. bullying) Counselor has a mailbox set up in the office for students to submit a request to speak with the counselor.</p> <p>Strategy's Expected Result/Impact: Implementation: Grade-level counselor talks, as needed, during the specials rotation. Counselors individually speak with students who have submitted a request in the counselor mailbox.</p> <p>Impact: An awareness of the importance of not being bullied and help addressing other social issues. Students will also have an increased confidence in knowing how to report bullying.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Funding Sources: Credit by Exam - Title IV (289) - 289.E.31.6339.00.102.3.30.000 - \$220</p> | Formative | | |
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| <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: WISD will provide a safe, secure and respectful learning environment for students and staff. (Safety)

Performance Objective 3: 100% of staff members and students will participate in a school-wide PBIS (Positive Behavior Interventions and Support) program.

Evaluation Data Sources: HES students and staff will be knowledgeable of the goals of PBIS and actively engage in the campus-wide PBIS program.





| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 1: The PBIS committee will meet regularly to plan staff development, analyze behavior related data, and communicate the goal of all HES students to show their Bulldog BEST:</p> <p>BEST: Bravery Effort Safety Teamwork</p> <p>Strategy's Expected Result/Impact: Implementation: PBIS Committee Meetings Everyday during morning announcements, the morning affirmation of showing BEST behavior will be highlighted.</p> <p>Impact: A campus-wide vision and goal of PBIS will result in improved student behavior.</p> | Formative | | |
| | Nov | Jan | Mar |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: All HES students will earn Bulldog Bucks for showing BEST behavior. Students will be given the opportunity to to redeem their Bulldog Bucks for prizes every week with their classroom reward menu or with the campus-wide BEST store.</p> <p>Strategy's Expected Result/Impact: Implementation: Classroom schedules will reflect time allotted for students to redeem Bulldog Bucks. A fish tank is located in the office for classes to put their redeemed Bulldog Bucks in.</p> <p>Impact: Bulldog Bucks will serve as an incentive for students to make good choices and exhibit BEST behavior.</p> <p>Staff Responsible for Monitoring: Leaders: PBIS Committee</p> <p>Others Involved: All HES teachers and staff, Administrative Team</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| <p>Strategy 3: PBIS matrices will be posted throughout the building and reviewed in class regularly, outlining expectations for appropriate BEST behavior. BEST behavior and matrices will be incorporated into Restorative Circles once a week.</p> <p>Strategy's Expected Result/Impact: Implementation: Poster-sized matrices will be posted in the cafeteria, classrooms, special's rooms, playground, restrooms, and hallways. Classroom teachers will be provided with a copy of all matrices attached to a ring to review with students as needed. Matrices will be developed and translated as needed .</p> <p>Impact: Students will have visible reminders throughout the building outlining appropriate behavior.</p> <p>Staff Responsible for Monitoring: Leads: PBIS committee</p> <p>Others involved: Administrative Team, Classroom teachers, Specials teachers</p> | Formative | | |
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Goal 4: WISD will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (Human Resources)

Performance Objective 1: 100% of HES teachers and paraprofessionals will be highly qualified and in compliance with state and federal law.





Evaluation Data Sources: Personnel records, Highly Qualified Annual Compliance Report, ESSA requirements

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 1: Compose interview team to conduct interviews, review on-line applications, and check references and certifications.</p> <p>Strategy's Expected Result/Impact: Implementation:</p> <ul style="list-style-type: none"> 1) Interview team established 2) SBEC certifications checked and meet compliance 3) References checked and on file <p>Impact: Hiring highly qualified staff will increase the academic productivity and help establish a positive campus culture at HES.</p> <p>Staff Responsible for Monitoring: Lead: Administrative Team</p> <p>Other involved: Human Resources, Interview team</p> | Formative | | |
| | Nov | Jan | Mar |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Professional development will be provided throughout the year for teachers to obtain staff development hours in order to maintain certifications.</p> <p>Strategy's Expected Result/Impact: Impact: 100% of staff are highly qualified.</p> <p>Staff Responsible for Monitoring: Leads: Principal, District Content Coordinators</p> | Formative | | |
| | Nov | Jan | Mar |
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| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: All kindergarten through 3rd grade teachers, including special education teachers, and principals are required to complete the HB3 Reading Academies.</p> <p>Strategy's Expected Result/Impact: Increase teacher and principal knowledge and implementation of evidence-based practices to positively impact student literacy achievement.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> | Formative | | |
| | Nov | Jan | Mar |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: WISD will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (Human Resources)

Performance Objective 2: First year teachers will be assigned a mentor teacher and all new teachers and staff to HES will meet regularly with our Ohana Club and New Teacher Talks with the principal.





Evaluation Data Sources: Agendas and notes from Ohana Club and Mentor Teacher meetings and New Teacher Talks

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: First year teachers will be assigned a mentor and will meet a minimum of twice a semester.</p> <p>Strategy's Expected Result/Impact: Implementation: New teachers and mentor teachers will follow the district provided mentor schedule and objectives.</p> <p>Impact: Teacher retention</p> <p>Staff Responsible for Monitoring: Leads: Principal, Mentor teachers</p> | Formative | | |
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| <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 4: WISD will continue to retain, recruit, and acknowledge effective student-centered, highly qualified employees. (Human Resources)

Performance Objective 3: Provide quarterly morale boosting activities to retain and acknowledge highly effective teachers and positively impact campus culture.

Evaluation Data Sources: Calendar of morale boosting activities and staff feedback.





| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 1: Evaluate strengths and weaknesses from climate surveys and staff feedback and mitigate negative trends. Strategy's Expected Result/Impact: Improved results from climate survey and feedback from meetings with team leaders, teams, and new teachers to inform learning organization activities. Staff Responsible for Monitoring: Administration</p> | Formative | | |
| | Nov | Jan | Mar |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Implement morale-boosting activities monthly and identify ways to mitigate social-emotional deficits related to the pandemic and the resulting trends in teacher retention. Strategy's Expected Result/Impact: Activities implemented to increase staff sense of belonging and appreciation including: PAWS - Praising, Amazing, Wonderful, Staff events and staff appreciation treats and meals. Staff Responsible for Monitoring: Administration Sunshine Committee PTO</p> | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: WISD will provide a supportive, professional teaching environment that encourages teaching excellence. (Environment)

Performance Objective 1: 100% of HES teachers will perform in the Proficient to Distinguished range on their T-TESS evaluation.

Evaluation Data Sources: T-TESS rubric

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 1: Campus administrators will conduct walk-throughs along with Pre and Post conferences in conjunction with 45-minute formal observations based on TEA guidelines and the board approved T-TESS appraisal calendar.</p> <p>Strategy's Expected Result/Impact: Implementation: Walk-throughs, announced and unannounced observations, summatives compared year-to-year</p> <p>Impact: 100% of HES teachers will remain highly qualified.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Teachers will continue to incorporate researched-based strategies throughout Tier I instruction using methods from various research based methods such as: Seidlitz's 7 Steps to a Language Rich Interactive Classroom training.</p> <p>Strategy's Expected Result/Impact: Implementation: Strategies observed and materials displayed in classrooms during walk-throughs and observations.</p> <p>Impact: Quality, campus-wide Tier I instruction</p> <p>Staff Responsible for Monitoring: Leader: Instructional Facilitator, EL Coordinator, and Bilingual Coaches</p> <p>Others involved: Bilingual Department, Administrative Team, Instructional Coaches</p> <p>Title I: 2.5</p> | Formative | | |
| | Nov | Jan | Mar |
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| Strategy 3 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 3: Teachers will meet weekly with instructional coaches to plan, share resources, and ask questions about curriculum.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity, increased student achievement</p> <p>Staff Responsible for Monitoring: Instructional Team</p> <p>Title I: 2.5</p> | Formative | | |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Goal 6: WISD will continue state and national leadership in the use of technology in all phases of the educational process. (Technology)

Performance Objective 1: 100% of HES students will use technology on a daily basis to enhance their learning.

Evaluation Data Sources: Canvas, Feedback from Campus Technology Leaders





| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Teachers will incorporate the use of technology in their every day lesson plans to enhance the quality of the 21st century learners' educational experience.</p> <p>Strategy's Expected Result/Impact: Implementation: Student activity will be evidenced through each teacher's grade level Personal Learning Community (PLC).</p> <p>Impact: Students will have opportunities on a regular basis to use technology to create, learn, and share.</p> <p>Staff Responsible for Monitoring: Leads: Administrative Team</p> <p>Others Involved: Instructional Coaches, Technology committee</p> <p>Title I: 2.5</p> | Formative | | |
| | Nov | Jan | Mar |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Teachers will receive technology training throughout the year on tools such as Canvas, Skyward, Clever, etc.</p> <p>Strategy's Expected Result/Impact: Implementation: The district Technology Department will provide tech trainings throughout the year, as well as, videos and help guides in the Google Drive. The HES Technology Committee will create a tech site that highlights each month ways to incorporate technology into instruction.</p> <p>Impacts: Teachers will understand how to use all technology platforms and tools used in the district and will gain knowledge on how to incorporate technology into lesson planning.</p> <p>Staff Responsible for Monitoring: Technology Department</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 3: All HES students will have access on-campus and at home to various types of technology programs such as: Clever, Istation, Canvas, Dreambox, Seesaw, PebbleGo, and MindPlay.</p> <p>Strategy's Expected Result/Impact: Implementation: Monitoring student usage of technology programs</p> <p>Impact: Students increasing academic achievement through the use of technology.</p> <p>Staff Responsible for Monitoring: Leads: Classroom teachers, Instructional Facilitator</p> <p>Others Involved: Librarian, STEAM Lab teacher, Interventionists</p> <p>Title I: 2.5, 2.6</p> | Formative | | |
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| <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 6: WISD will continue state and national leadership in the use of technology in all phases of the educational process. (Technology)

Performance Objective 2: To increase parent communication and involvement through the use of technology and social media platforms.

Evaluation Data Sources: Impact:
Parents using HES communication tools to gain information.





| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 1: Parent communication regarding school events and information will be increased through the use of Skyward Message, Peachjar, Facebook, the HES webpage, Twitter, and Class Dojo.</p> <p>Strategy's Expected Result/Impact: Implementation: All technology platforms listed will be used to distribute communication to parents.</p> <p>Impact: Increased success rate on parent communication</p> <p>Staff Responsible for Monitoring: Administrative Team, Homeroom Teachers</p> | Formative | | |
| | Nov | Jan | Mar |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Blackboard will be used to notify parents and staff on important updates concerning Holleman and Waller ISD.</p> <p>Strategy's Expected Result/Impact: Impact: Increased success rate on delivery of messages</p> <p>Staff Responsible for Monitoring: HES Administrative Team District Administration</p> | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 7: WISD will continue to prioritize two-way communication between Waller ISD and all patrons through all sources available and encourage relationships of trust and mutual support. (Public Relations)

Performance Objective 1: Build the capacity for parents and school staff to interact and collaborate.

Evaluation Data Sources: District communication survey, parental attendance

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Conduct an annual Title I parent meeting and routinely involve parents in planning, reviewing, and improving the Title I program.</p> <p>Strategy's Expected Result/Impact: Implementation: Meeting notes and sign-in sheets will be used to document parent participation.</p> <p>Impact: Parents will receive information in regards to our Title I program.</p> <p>Staff Responsible for Monitoring: Lead: Administrative Team</p> <p>Others Involved: Interventionists</p> <p>Title I: 4.2</p> | Formative | | |
| | Nov | Jan | Mar |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Parent-teacher conferences will be conducted in October.</p> <p>Strategy's Expected Result/Impact: Implementation: Parent-teacher conferences scheduled with homeroom teachers.</p> <p>Impact: Parents will receive information outlining the progress of their child.</p> <p>Staff Responsible for Monitoring: Lead: Homeroom teachers</p> <p>Others Involved: Administrative Team, Receptionist</p> | Formative | | |
| | Nov | Jan | Mar |
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| Strategy 3 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 3: Ensure that all communication with parents, including the weekly newsletter and monthly calendar, is provided in the appropriate language.</p> <p>Strategy's Expected Result/Impact: Implementation: Copies of all communication on file in both English and Spanish. Pocket Talk devices available to use for translating a conversation.</p> <p>Impact: The increase of parental communication and involvement.</p> <p>Staff Responsible for Monitoring: Lead: Administrative Team</p> <p>Others Involved: Receptionist, District Bilingual translators, Bilingual teachers</p> <p>Title I: 4.2</p> | Formative | | |
| | Nov | Jan | Mar |
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| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Encourage parent involvement and participation through our Holleman Dudes, Community Readers, and Volunteer programs.</p> <p>Strategy's Expected Result/Impact: Implementation: Admin team sends out Class Dojos asking for volunteers to sign-up through Sign-Up Genius for various events throughout the year.</p> <p>Impact: Increased parent involvement and participation.</p> <p>Staff Responsible for Monitoring: Administrative Team</p> | Formative | | |
| | Nov | Jan | Mar |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |





Goal 8: WISD will provide the necessary financial resources for the support of the instructional program through prudent management and fiscal responsibility. (Fiscal and Resource Management)

Performance Objective 1: Supplement local funding with federal (Title) funding and discretionary grant funding

Evaluation Data Sources: All funds are expended in a compliant manner

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Local funding will be used to support curriculum, staffing, and foundations programs.</p> <p>Strategy's Expected Result/Impact: Implementation: All regular classes will be staffed and supported with local funds.</p> <p>Impact: 100% compliance with funding requirements so we can better support our staff and students.</p> <p>Staff Responsible for Monitoring: Lead: Principal</p> <p>Others Involved: Business Office and Campus Bookkeeper</p> <p>Title I: 2.5</p> | Formative | | |
| | Nov | Jan | Mar |
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| Strategy 2 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 2: Holleman Elementary will utilize supplemental funding to provide additional instructional and/or coaching staff, resources, supplies (including technology and software), specialized training, and parent resources to ensure programs and activities on campus are focused on the improvement of curriculum; enhancement in parent engagement, and extended learning time for students who need extra help with a focus on raising student achievement.</p> <p>Strategy's Expected Result/Impact: Individual student growth in test scores</p> <p>Staff Responsible for Monitoring: Principal, Director of Federal Programs</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Math Link \$7,000 / D. Wells (\$4,940) - Title One (211) - \$11,940, Site Licenses for programs such as Dreambox, SS Weekly, SeeSaw, PebbleGO, and Sirius - Title One (211) - \$26,845, Supplemental Instructional Supplies - Title One (211) - 211 E 11 6399 00 102 3 30 000 - \$2,413, Salaries for Supplemental Staff to support Instruction (6100) - Title One (211) - \$82,678, Region IV PFE Training (6239) - Title One (211) - \$250, Family Engagement/Reading Materials for Events and Parent Classes - Title One (211) - 211.E.61.6329.00.102.3.30.000 - \$1,500, Family Engagement Licenses / Smore (\$150) - Title One (211) - 211.E.61.6398.00.102.3.30.000 - \$600</p> | Formative | | |
| | Nov | Jan | Mar |
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| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Holleman Elementary will utilize supplemental funds to support the English Learner population by providing supplemental staff (Professional and/or paraprofessional), Sheltered instruction training, and instructional supplies to focus on the four language domains-- listening, speaking, reading, and writing, while also incorporating parent engagement strategies and initiatives.</p> <p>Strategy's Expected Result/Impact: Individual improvement is student TELPAS scoring focused on listening, speaking, reading, and writing</p> <p>Staff Responsible for Monitoring: Principal, Director of Federal Programs, Bilingual/ESL Director</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: 7 steps books (\$306), Pathway Books (\$173), Oxford Dictionary (\$252), Velaquez (\$59), 7 steps poster (\$160), Heggerty Curriculum, and additional supplemental materials - Title III (263) - \$1,550, Bilingual Interventionist Paraprofessional - Title III (263) - \$28,524, 7 Steps training for new staff (\$400), 7 Steps refresher (\$640), Pathways to greatness (\$400) - Title III (263) - \$1,440</p> | Formative | | |
| | Nov | Jan | Mar |
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| Strategy 4 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 4: Use supplemental funding to provide supplemental services to struggling and at risk students.</p> <p>Strategy's Expected Result/Impact: Implementation: Budget decisions will be made on student need, research based curriculum, and alignment with district curriculum.</p> <p>Impact: Student achievement data will increase.</p> <p>Staff Responsible for Monitoring: Lead: Principal</p> <p>Others Involved: Content Director and Curriculum Director</p> <p>Title I: 2.5, 2.6</p> <p>Funding Sources: Extra Duty Pay for Tutorials - SCE (199.30) - 199.E.11.6116.00.102.0.30.000 - \$15,195, Supplemental Supplies for Interventions - SCE (199.30) - 199.E.11.6399.00.102.0.30.503 - \$11,396</p> | Formative | | |
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| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 8: WISD will provide the necessary financial resources for the support of the instructional program through prudent management and fiscal responsibility. (Fiscal and Resource Management)

Performance Objective 2: Local funding will be fully utilized.





Evaluation Data Sources: All funds are expended in a compliant manner.

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 1: Follow WISD District Budgeting process.</p> <p>Strategy's Expected Result/Impact: Implementation: Budgets for all fund sources are developed according to federal, state, and district guidelines.</p> <p>Impact: Funding will be utilized appropriately to provide the best education for Holleman students.</p> <p>Staff Responsible for Monitoring: Lead: Superintendent</p> <p>Others Involved: Assistant Superintendent, Curriculum Director and Principal</p> | Formative | | |
| | Nov | Jan | Mar |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: A Comprehensive Needs Assessment will occur during the spring semester to determine campus needs and identify possible expenditures to be included in next year's Campus Improvement Plan.</p> <p>Strategy's Expected Result/Impact: Implementation: Notes, agendas, and sign-in sheets from CNA and CIP meetings.</p> <p>Staff Responsible for Monitoring: Lead: Administrative Team</p> <p>Others Involved: CNA committee members</p> | Formative | | |
| | Nov | Jan | Mar |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 9: WISD will provide co-curricular and extracurricular opportunities and programs for students as a means of preparing them for the future. (Enrichment Programs)

Performance Objective 1: HES will address the additional needs of all students in helping prepare for future learning.





Evaluation Data Sources: Student will participate in college and career activities.

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 1: All students will be able to participate in College & Career Week highlighting universities and the importance of attending college.</p> <p>Strategy's Expected Result/Impact: Implementation: College Week activities, Highlight universities and careers during morning announcements and morning circles.</p> <p>Impact: Students will have an increased awareness so they can set goals for their future.</p> <p>Staff Responsible for Monitoring: Lead: Counselors</p> <p>Others Involved: Administrative Team, Teachers</p> <p>Title I: 2.5</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Students in grades 2-5 will participate in a variety of academic district events including UIL, Spelling Bee, and Name that Book.</p> <p>Strategy's Expected Result/Impact: District-wide competitions</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Librarian, event sponsors</p> | Formative | | |
| | Nov | Jan | Mar |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 10: WISD will continue to emphasize the educational advantages for students, staff and community in a diverse environment. (Diversity)

Performance Objective 1: With the help of our Culture Club, HES will celebrate and highlight diversity among our students, staff, and community.





Evaluation Data Sources: Hispanic Heritage, Black History, Kindness Week, Cultural Awareness wreaths, pinatas, and Multicultural Day

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: Participation in Hispanic Heritage month , Black History month activities, Multicultural Day, Career Day, and Community Readers program.</p> <p>Strategy's Expected Result/Impact: Implementation: Office Team agendas/notes, Schedules of activities, Lessons provided for teachers</p> <p>Impact: Increased respect for diversity and parent/community involvement</p> <p>Staff Responsible for Monitoring: Lead: Principal, Counselors</p> <p>Others Involved: Administration and Staff</p> <p>Title I: 2.5</p> | Formative | | |
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| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 10: WISD will continue to emphasize the educational advantages for students, staff and community in a diverse environment. (Diversity)

Performance Objective 2: Parents and other community members will have the opportunity to attend adult/parent education classes and specific programs to assist their children.

Evaluation Data Sources: Sign-in sheets

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Provide Canvas Parent Virtual Trainings for all families.</p> <p>Strategy's Expected Result/Impact: To build the capacity of parents on how to stay connected to their child's learning through Canvas, our learning management system. Family engagement is a vital role in the academic lives of children and their overall success. Obtaining the appropriate tools is crucial to help families be involved by supporting their child in being successful and to build confidence by being able to check their grades, view assignment due dates, read instructions, follow their calendars and communicate easily with their teachers. The overall goal is to provide increased family engagement opportunities to ALL families within the district by building their capacity for increased student achievement.</p> <p>Staff Responsible for Monitoring: Chief Academic Officer, Family Engagement Specialist, Campus Administration, Communications Dept.</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Family Engagement Workshops will be hosted. (Grab-and-Go PK-5 Grade Packs).</p> <p>Strategy's Expected Result/Impact: (1) Implementation will be measured with parent attendance by the sign-in sheets (2) Impact will be to build parent and family capacity for increased student achievement; build connections/relationships with families and parents feeling more comfortable and willing to be partners in education; support the TEA Strategic Priority of building a strong foundation of reading</p> <p>Staff Responsible for Monitoring: Chief Academic Officer, PK-5 ELAR Curriculum Coordinator, Family Engagement Specialist</p> | Formative | | |
| | Nov | Jan | Mar |
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| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |