

Dickinson Independent School District
Hughes Road Elementary School
2024-2025 Campus Improvement Plan



Mission Statement

The mission of HRES is to ensure high levels of learning for **ALL** in a safe learning community.

Vision

Together we will shape the future by inspiring and empowering lifelong learners.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hughes Road is a Title I campus that serves approximately 611 students in grades Early Childhood to 3rd.

Our student population comprises 47% Hispanic, 26% White, 21% African American, 1% Asian, and 4% Two or more races. 72% of our students are Free/Reduced lunch, and 39% of our population is At-risk. Our staff is composed of 53% White, 16% African American, and 29% Hispanic.

Our average daily attendance rate is 93.4%.

Hughes Road Elementary services 76 English Language Learner students, 33 students in the Gifted and Talented program, 4 students identified for 504 services, and 94 students are currently served through special education services.

Demographics Strengths

- * HRES serves a diverse population and staff is diversified
- * Diversity of the student body and community enrich students experiences at HRES
- * Majority of teachers are ESL and GT Certified

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance rates are low - a yearly average of 93.4%. **Root Cause:** Many families are struggling, and school is not a priority.

Student Achievement

Student Achievement Summary

Hughes Road is a campus that services the needs of a diverse population of students, parents, and staff. Hughes Road Elementary has high expectations for all staff, students, and parents. We have school-wide expectations and programs in place that contribute to the positive school climate. We continue to strengthen our school organization by continuing to implement initiatives and policies.

Throughout the school year a variety of assessments play a key role in campus academic performance. Below are the end of year assessments for the 2023-2024 school year:

Kindergarten and 1st Grade End of Year MCLASS

Math

| School | <div><div></div> Intensive</div> | <div><div></div> Strategic</div> | <div><div></div> Benchmark</div> | Total Students |
|---------------------------------------------------------------------|------------------------------------------|----------------------------------------------|----------------------------------|----------------|
| Dickinson IND School District Current as of 09/22/2024 | | | | |
| Grade K | Reference Data Reference Point: District | | | |
| | 23-24 EOY | <div><div></div><div></div><div></div></div> | | 777 |
| | | 113(15%)283(36%)381(49%) | | |
| Hughes Road Elementary School | 23-24 EOY | <div><div></div><div></div><div></div></div> | | 92 |
| | | 14(15%)41(45%)37(40%) | | |
| Grade 1 | Reference Data Reference Point: District | | | |
| | 23-24 EOY | <div><div></div><div></div><div></div></div> | | 820 |
| | | 135(16%)311(38%)374(46%) | | |
| Hughes Road Elementary School | 23-24 EOY | <div><div></div><div></div><div></div></div> | | 130 |
| | | 32(25%)56(43%)42(32%) | | |

Reading

| School | <div><div></div> Well Below Benchmark</div> | <div><div></div> Below Benchmark</div> | <div><div></div> At Benchmark</div> | <div><div></div> Above Benchmark</div> | Total Students |
|-------------------------------|---------------------------------------------|----------------------------------------|-------------------------------------|----------------------------------------|----------------|
| Dickinson IND School District | | | | | |
| Grade K | | | | | |
| | | | | | |
| Hughes Road Elementary School | | | | | |
| | | | | | |
| Grade 1 | | | | | |
| | | | | | |
| Hughes Road Elementary School | | | | | |
| | | | | | |

| Dickinson IND School District | | Current as of 09/22/2024 | | | | |
|-------------------------------|------------------------------------------|---------------------------------------------------------|----------|----------|----------|-----|
| Grade K | Reference Data Reference Point: District | | | | | |
| | 23-24 EOY | <div><div></div><div></div><div></div><div></div></div> | | | | 639 |
| | | 140(22%) | 82(13%) | 248(39%) | 169(26%) | |
| Hughes Road Elementary School | 23-24 EOY | <div><div></div><div></div><div></div><div></div></div> | | | | 111 |
| | | 28(25%) | 22(20%) | 45(41%) | 16(14%) | |
| Grade 1 | Reference Data Reference Point: District | | | | | |
| | 23-24 EOY | <div><div></div><div></div><div></div><div></div></div> | | | | 691 |
| | | 145(21%) | 114(16%) | 227(33%) | 205(30%) | |
| Hughes Road Elementary School | 23-24 EOY | <div><div></div><div></div><div></div><div></div></div> | | | | 136 |
| | | 31(23%) | 24(18%) | 49(35%) | 32(24%) | |

2nd Grade End of Year MAP

| <div>School Profile</div> <div>Achievement Overview</div> <div>Hughes Road Elementary School Math K-12</div> | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Grade | Achievement Spring 2023-2024 Median and Distribution | Number of Students |
| All Grades | <div> <div>40th</div> <div>25%</div> <div>25%</div> <div>18%</div> <div>23%</div> <div>9%</div> </div> | 254 |
| <div>Percentiles Key</div> <div> <div>1st - 20th</div> <div>21st - 40th</div> <div>41st - 60th</div> <div>61st - 80th</div> <div>>80th</div> </div> | | <div>Rostered Spring 2023-2024</div> <div>Tested Spring 2023-2024</div> |
| More information about this chart. | | |

Math

Hughes Road Elementary School

| <div>School Profile</div> <div>Achievement Overview</div> <div>Hughes Road Elementary School Reading</div> | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Grade | Achievement Spring 2023-2024 Median and Distribution | Number of Students |
| All Grades | <div> <div>45th</div> <div>23%</div> <div>22%</div> <div>21%</div> <div>19%</div> <div>15%</div> </div> | 263 |
| <div>Percentiles Key</div> <div> <div>1st - 20th</div> <div>21st - 40th</div> <div>41st - 60th</div> <div>61st - 80th</div> <div>>80th</div> </div> | | <div>Rostered Spring 2023-2024</div> <div>Tested Spring 2023-2024</div> |
| More information about this chart. | | |

Reading

3rd Grade STAAR Math

| | May 2024 STAAR Mathematics, Grade 3 | | | | | | | | | | | | | |
|------------------------------|-------------------------------------|-----------|-------------|---------------|-----------------------------|------------------------|--------------------------|-----------------------------|------------------|-------------------|----------------|-----------------|--------|---------|
| | Total Students | Raw Score | Scale Score | Percent Score | Approaches Grade Level (TX) | Meets Grade Level (TX) | Masters Grade Level (TX) | Performance Level Indicator | | | | | | |
| | | | | | | | | Excluded | Did Not Meet Low | Did Not Meet High | Approaches Low | Approaches High | Meets | Masters |
| HUGHES ROAD ELEMENTARY | 133 | 17 | 1407 | 46.66% | 60.9% | 26.32% | 6.02% | 0% | 14.29% | 24.81% | 15.04% | 19.55% | 20.3% | 6.02% |
| Economic Disadvantage | 89 | 16 | 1384 | 42.91% | 52.81% | 17.98% | 4.49% | 0% | 19.1% | 28.09% | 15.73% | 19.1% | 13.48% | 4.49% |
| Black/African American | 31 | 15 | 1370 | 41.06% | 54.84% | 9.68% | 0% | 0% | 12.9% | 32.26% | 19.35% | 25.81% | 9.68% | 0% |
| Hispanic | 61 | 17 | 1397 | 45.46% | 59.02% | 26.23% | 4.92% | 0% | 14.75% | 26.23% | 9.84% | 22.95% | 21.31% | 4.92% |
| Two or More Races | 3 | 21 | 1472 | 56.76% | 100% | 33.33% | 0% | 0% | 0% | 0% | 33.33% | 33.33% | 33.33% | 0% |
| White | 38 | 19 | 1449 | 52.35% | 65.79% | 39.47% | 13.16% | 0% | 15.79% | 18.42% | 18.42% | 7.89% | 26.32% | 13.16% |
| Currently Emergent Bilingual | 11 | 13 | 1334 | 35.38% | 27.27% | 18.18% | 0% | 0% | 36.36% | 36.36% | 9.09% | 0% | 18.18% | 0% |
| Special Ed Indicator | 28 | 13 | 1324 | 33.88% | 32.14% | 3.57% | 0% | 0% | 32.14% | 35.71% | 21.43% | 7.14% | 3.57% | 0% |

3rd Grade STAAR Reading

| | May 2024 STAAR Reading Language Arts, Grade 3 | | | | | | | | | | | | | | |
|------------------------------|-----------------------------------------------|-----------|-------------|---------------|-----------------------------|------------------------|--------------------------|------------|-----------------------------|------------------|-------------------|----------------|-----------------|--------|---------|
| | Total Students | Raw Score | Scale Score | Percent Score | Approaches Grade Level (TX) | Meets Grade Level (TX) | Masters Grade Level (TX) | Date Taken | Performance Level Indicator | | | | | | |
| | | | | | | | | | Excluded | Did Not Meet Low | Did Not Meet High | Approaches Low | Approaches High | Meets | Masters |
| HUGHES ROAD ELEMENTARY | 133 | 25 | 1434 | 48.06% | 70.68% | 42.86% | 12.03% | 05/01/24 | 0% | 15.04% | 14.29% | 12.03% | 15.79% | 30.83% | 12.03% |
| Economic Disadvantage | 89 | 23 | 1411 | 44.81% | 66.29% | 34.83% | 11.24% | 05/01/24 | 0% | 17.98% | 15.73% | 14.61% | 16.85% | 23.6% | 11.24% |
| Black/African American | 31 | 21 | 1383 | 40.76% | 54.84% | 32.26% | 6.45% | 05/01/24 | 0% | 19.35% | 25.81% | 9.68% | 12.9% | 25.81% | 6.45% |
| Hispanic | 61 | 25 | 1434 | 48.30% | 73.77% | 42.62% | 11.48% | 05/01/24 | 0% | 18.03% | 8.2% | 13.11% | 18.03% | 31.15% | 11.48% |
| Two or More Races | 3 | 25 | 1441 | 48.72% | 66.67% | 33.33% | 0% | 05/01/24 | 0% | 0% | 33.33% | 0% | 33.33% | 33.33% | 0% |
| White | 38 | 28 | 1474 | 53.59% | 78.95% | 52.63% | 18.42% | 05/01/24 | 0% | 7.89% | 13.16% | 13.16% | 13.16% | 34.21% | 18.42% |
| Currently Emergent Bilingual | 11 | 18 | 1336 | 33.74% | 45.45% | 0% | 0% | 05/01/24 | 0% | 36.36% | 18.18% | 18.18% | 27.27% | 0% | 0% |
| Special Ed Indicator | 27 | 16 | 1319 | 31.62% | 33.33% | 3.7% | 3.7% | 05/01/24 | 0% | 37.04% | 29.63% | 11.11% | 18.52% | 0% | 3.7% |

Student Achievement Strengths

Our strengths are:

- Access to multiple forms of curriculum - textbooks, LLI, multiple online resources, leveled literacy materials, and mentor texts
- Support for Special Education students, as well as students who struggle with behavior
- Academic Coaches in the classrooms with teachers to model and coach
- Instructional Support - Certified teachers as well as instructional paraprofessionals working with students within the classroom
- Celebrations for student work
- RTI, 504
- Weekly Collaborative Team Time for all grade levels - 60 minutes

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Classroom instruction and intervention are not meeting the needs of all students in achieving a full years growth in reading and math **Root Cause:** Instruction and intervention focus on students meeting standards not on depth of understanding.

Problem Statement 2 (Prioritized): Large number of students in Tier I are not successful which results in an increased amount of students who are placed in tier 2/3 **Root Cause:** Tier 1 instruction is not successful and must be a focus of leadership/grade level teams.

School Culture and Climate

School Culture and Climate Summary

HRE is a safe, welcoming, and friendly place to learn. Our campus offers a well-maintained and clean environment. Our students enjoy coming to school. They are greeted daily with words of encouragement and a genuine sense of caring by all staff and volunteers. All students are provided with free breakfast.

School safety is a priority on the campus. Students and staff participate in safety drills to ensure adequate preparation in case of an emergency. HRES teachers and counselor provide students with character education classes and anti-bullying presentations.

Our campus focus is on high expectations in regard to academics as well as building relationships with our students and their families. Although we are building relationships between families and staff, student attendance is below the district goal of 95%. Motivational incentives will be utilized every nine weeks. Through our campus initiative, we continued to reduce the percentage of students lacking social skills, displaying appropriate behavior in the learning environment, and responding appropriately to adult requests. We will continue to use Restorative Practices to build relationships with our students and their families and incorporate PBIS.

We offer extra academic support, small group work after direct instruction, tutorials, instructional support and paras for small groups, and one-on-one Behavioral support to our students. Professional Learning Communities allow teachers to collaborate on all matters related to student learning. Sharing each other's talents and thinking while focusing on the right work keeps team members doing whatever it takes to improve student performance.

School Culture and Climate Strengths

- Students & Staff feel safe
- Career presentation focus and planning
- Anti-bullying presentations
- Common planning time for grade levels
- Campus Wide Discipline plan in place (Vision Management/Restorative Practices/PBIS)
- 2024-2025 Communities In Schools assists in supporting students and their families

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Hughes Road strives to interview and employ highly qualified teachers and instructional paraprofessionals and to work closely with district Educational Services and Human Resources departments to provide training and assistance to those who might need support. Open instructional positions are posted on our district website, with ample time to recruit certified and effective individuals prior to the beginning of the school year.

Teachers, academic coaches, and administrators are involved in the interviews. Retention of highly qualified teachers is supported by the mentoring program provided by the district and at the campus level.

At this time, We have twelve new staff members, including a new principal, assistant principal and math coach.

Staff members have attended professional development in research-based strategies such as Navigating the ELPs and 7 Steps to a Language-Rich Interactive Classroom, reading training, math training, Lead4Ward, and Special Education training provided by the District. Implementation will be monitored by administrative walk-throughs and ongoing campus staff development.

To share the strengths of the most effective teachers, academic coaches will provide novice teachers opportunities for coaching sessions and time to observe expert teachers.

Staff Quality, Recruitment, and Retention Strengths

- Utilize the Human Resource Department, online application resources to find qualified applicants
- Campus interview committee involved in hiring
- Continuous professional development for best practices in academics to assure students are receiving sound Tier 1 instruction.
- District and campus mentoring programs promote the development of new teachers
- Professional development programs provided by district & campus, focused on specific needs/multiple opportunities throughout summer as well

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Ongoing training is needed to provide effective delivery of instruction. **Root Cause:** Lack of time during the school year and coverage for training during the day.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The campus will meet state and federal accountability standards for 2024-2025, and all performance indicators at each tested area will be at or above the state average. Curriculum, instruction, and assessment must all be in alignment for students to be successful. Our student's academic performance and achievement level will reflect excellence in learning and attainment of high expectations and high standards.

Each grade level has a common planning time where they collaborate with each other and the academic coaches each week to determine and discuss research-based best practices for implementing meaningful activities designed to meet the needs of all students through a balanced literacy and math program. In addition to whole-group instruction, remediation, and differentiation occur in small groups informed by data analysis. Assessment, both formative and summative, is ongoing to guide instruction.

During the school day, students receive targeted interventions that are data-driven by student academic needs. All grade levels are expected to work with a specific group of students on documented identified needs provided by teachers, paraprofessionals, and academic coaches.

Campus administrators, curriculum specialists, and academic coaches will actively monitor classroom teaching and provide additional support to each team through aligned curriculum documents, lesson planning assistance, peer coaching, data disaggregation, and mentoring.

As part of the states LASO grant program, Hughes Road is in the 2nd year of schoolwide implementation of Eureka math. The campus participates in all aspects of the grant including district training, additional walkthroughs and learning walks for teachers, coaches and administrator.

Curriculum, Instruction, and Assessment Strengths

- Comprehensive district scope and sequence/Placemats and planned units that are aligned with the TEKS
- M-Class testing three times a year
- Collaborative Team Time meetings weekly with embedded professional development
- On-going training provided to teachers regarding literacy, curriculum knowledge, and small group instruction in math
- Continue with targeted intervention
- Instructional coaches provide coaching to teachers in order to improve the quality of tiered instruction
- Dyslexia services are provided to identified students
- ST Math is used as an intervention/reinforcement in math for grades 1st - 3rd
- Data is analyzed in a timely manner to improve instruction

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: As a campus, Tier 1 instruction is not effective **Root Cause:** Lack of consistent planning time, feedback and monitoring

Problem Statement 2 (Prioritized): All students need to be reading at or above grade level at the end of second grade. **Root Cause:** High quality instruction is not consistent across all grade levels

Problem Statement 3: Tiered Interventions are not effective. **Root Cause:** Previous administrators did not consistently use intervention staff for quality intervention time.

Parent and Community Engagement

Parent and Community Engagement Summary

Hughes Road strives to maintain a strong partnership with the parents and guardians of our students. There is a strong PTO which supports students and staff members. They are continuing to grow and recruit more and more members.

We offer a wide variety of parent nights, Title I meetings, curriculum nights, and other events to continue building parent and family involvement. We utilize various tools to communicate to ensure families stay informed about the campus and the district, including social media (Twitter, Facebook), campus website, newsletters, calendars, call-outs, etc..

Parents have access to their child's grades/attendance through Skyward Family and Student Access. a weekly parent message is sent home each Sunday evening. Campus survey provided for parental input.

We have translation services available at each campus for Spanish-speaking parents. We also offer translation services in other languages if a community member requests a district document to be translated.

Parent and Community Engagement Strengths

- Opportunity to participate in site based decision making process (CIC)
- Increased communication between parents and school
- Family support services provided by counselor, district social worker
- On-going parent conferences
- Meet the Teacher
- Open House
- Title I Mtgs
- Family Night
- Instructional Nights
- Career Days

School Context and Organization

School Context and Organization Summary

Hughes Road Elem is a PK through 3rd grade campus. We offer Life Skills classes, Dyslexia, and a wide option of Special Education programs including behavior support. All grade levels have a common planning time to collaborate and design engaging lessons. Teachers meet one day each week with academic coaches and administrators to design lessons and determine necessary resources. Academic coaches are assigned content areas and are responsible for facilitating planning, coaching, modeling, and mentoring the teachers to ensure best practices are implemented in all classrooms.

Teachers meet weekly for Collaborative Team Time (CTT) to engage in professional development, work on lesson design, examine research-based instructional strategies, analyze student data and collaborate on instructional delivery. Extended collaboration times are held to engage in desegregating data and determining the needs of students in order to further drive instruction. We meet as a faculty for staff recognition additional professional development. The administrative team, which is made up of the principal, assistant principal, counselor and academic coaches, meets weekly to collaborate and discuss students, academics, initiatives and implementation items as well as the overall functioning of the facility.

School Context and Organization Strengths

- Campus schedule is structured to maximize instructional time
- CTTs are designed to increase dialog, depth of knowledge regarding TEKS, and analysis of data, before lesson design and then allow for individual teacher autonomy to make adjustments to meet the needs of their students.
- Academic coaches are utilized to support teachers' instruction
- Schoolwide implementation of Character Strong
- Utilization of district curriculum
- Implementation of research based instructional strategies

Technology

Technology Summary

HRES is aware that instructional technology is a critical component to ensuring students are prepared for success in college and the workforce. HRES uses technology to support the diverse learning needs of our students. Every content area classroom has a computer, a document camera and a projector. Hughes Road has a Chromebook cart for each classroom. The campus benefits from a technology specialist on our campus twice a month to train, model, and answer questions regarding the implementation of technology integration.

HRES will utilize MCLASS/MAP to access what students in grades K-3 are ready to learn. By dynamically adjusting to each student's performance, MAP Growth creates a personalized assessment experience that accurately measures whether a student performs on, above, or below grade level. Timely, easy-to-use reports help teachers teach, students learn, and administrators lead.

Technology Strengths

- Students utilize the computer lab, and chrome carts are used to immerse students in the internet and technology
- On-line resources for students & staff
- Campus-wide instructional technology: ST Math, Amplify Boost, Typing.com, Bean Stack, Epic, Pebble Go as well as other district provided resources
- Students use MCLASS, MAP, and Cambium for testing
- Students attended technology classes weekly.

Priority Problem Statements

Problem Statement 1: Student attendance rates are low - a yearly average of 93.4%.

Root Cause 1: Many families are struggling, and school is not a priority.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Classroom instruction and intervention are not meeting the needs of all students in achieving a full years growth in reading and math

Root Cause 2: Instruction and intervention focus on students meeting standards not on depth of understanding.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Large number of students in Tier I are not successful which results in an increased amount of students who are placed in tier 2/3

Root Cause 3: Tier 1 instruction is not successful and must be a focus of leadership/grade level teams.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: All students need to be reading at or above grade level at the end of second grade.

Root Cause 4: High quality instruction is not consistent across all grade levels

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: Ongoing training is needed to provide effective delivery of instruction.

Root Cause 5: Lack of time during the school year and coverage for training during the day.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention





Goals

Goal 1: HRES will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 1: Improve the rigor of Tier I instruction across all grade levels to ensure student growth and success for all students

Evaluation Data Sources: Improved STAAR results, TELPAS, CBA's, CA's, MAP, MClass, IEP progress monitoring, reading schools, teacher data

| Strategy 1 Details | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| Strategy 1: Teachers will follow the district literacy plan in order to provide targeted instruction in the classroom through the use of district resources and attend professional development designed to increase student reading comprehension and fluency. Strategy's Expected Result/Impact: MCLASS ,CBAs, MAP, TELPAS, STAAR results Staff Responsible for Monitoring: Administrators Curriculum Specialist Academic Coach Teachers Additional Targeted Support Strategy Funding Sources: Curriculum Specialist for training - Local Funding, Professional development - 211-Title IA - \$3,000, Provide PD materials - 255-Title IIA - \$1,000 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: The academic coaches will support in planning and professional development, and interventionists will assist in providing research-based interventions for all students. Strategy's Expected Result/Impact: In small group instruction and classroom environment, all students will make one year of growth as indicated on MAP, MClass, Reading level, and STAAR. Staff Responsible for Monitoring: Academic coaches, instructional interventionists, administrators TEA Priorities: Recruit, support, retain teachers and principals | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| Strategy 3: Response to intervention (RtI) meetings will be held once a month or as needed to address students struggling and falling behind in class. Strategy's Expected Result/Impact: MCLASS, CBA, common assessments, MAP, STAAR, teacher data Staff Responsible for Monitoring: Administrators, academic coaches, interventionist and teachers TEA Priorities: Build a foundation of reading and math | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 4 Details | Reviews | | | |
| Strategy 4: GT curriculum will be provided to identified students during the school day. Strategy's Expected Result/Impact: MCLASS, CBA, common assessments, MAP, STAAR Staff Responsible for Monitoring: Academic Coach (GT Coordinator), Teachers | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 1: HRES will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 2: Increase the performance of students in our High Focus groups to Meets and Masters by 10%





High Priority
Evaluation Data Sources: STAAR, TELPAS

| Strategy 1 Details | Reviews | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| Strategy 1: Provide differentiated classroom instruction to foster language acquisition through discussions from teacher to student, student to student, and student to teacher utilizing district resources such as HMH EL support and 7 Steps to Language Acquisition. Strategy's Expected Result/Impact: Evidence of student growth on CA's, CFA's, CBA's, TELPAS, Woodcock Munoz and STAAR. Staff Responsible for Monitoring: Academic coaches, administrators | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Teachers will post language objectives on the board and incorporate them in their lessons Strategy's Expected Result/Impact: Evidence of student growth on CA's, CFA's, CBA's, TELPAS, Woodcock Munoz and STAAR. Staff Responsible for Monitoring: Academic coaches and administrators | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div><div><div><div></div></div><div>0%</div><div>No Progress</div></div><div><div><div></div></div><div>100%</div><div>Accomplished</div></div><div><div><div></div></div><div></div><div>Continue/Modify</div></div><div><div><div></div></div><div></div><div>Discontinue</div></div></div> | | | | |

Goal 1: HRES will provide effective teaching and learning experiences for all students resulting in continuous success.

Performance Objective 3: Provide enrichment activities for all students to build capacity and accelerate learning





Evaluation Data Sources: STAAR, mCLASS, MAP testing, common assessments, teacher formative assessments

| Strategy 1 Details | Reviews | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| Strategy 1: All students will have weekly access to Brain Boost activities once a week as well as multiple opportunities in the classrooms and library. Strategy's Expected Result/Impact: Improved STAAR scores Staff Responsible for Monitoring: Administrators | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Recess will be provided to all students every day. Strategy's Expected Result/Impact: Promote healthy living through daily exercise Staff Responsible for Monitoring: Teachers | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Students will music and art classes as part of their specials rotation. Strategy's Expected Result/Impact: To encourage student interest in and promote awareness of the fine arts. Staff Responsible for Monitoring: Fine Arts Teachers | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 2: HRES will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 1: Create safe and secure learning environments which promote social emotional learning, physical safety and academic success

Evaluation Data Sources: Discipline referrals, attendance data, SEL lesson documentation

| Strategy 1 Details | Reviews | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| Strategy 1: Provide weekly guidance lessons with the campus counselor Strategy's Expected Result/Impact: Reduction in discipline referrals, increase in student attendance, increase in positive behavior and self-regulation Staff Responsible for Monitoring: Counselor | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Use of school wide discipline plan to provide a positive, safe learning environment. Strategy's Expected Result/Impact: Decrease office referrals Staff Responsible for Monitoring: Administrators, Cafeteria staff, Custodial staff, Teachers, Academic Coaches, Counselor, Librarian | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Provide counseling, materials, clothing and transportation to identified homeless students so they are able to attend school on a daily basis. Strategy's Expected Result/Impact: Documented services and materials supplied to students, increase in student attendance Staff Responsible for Monitoring: Counselor, District Social Worker, Homeless liaison | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
| Strategy 4: Teachers will complete trainings on sexual abuse prevention and recognition of maltreatment of children and child abuse reporting within time required by district and state. Strategy's Expected Result/Impact: Documentation of trainings and achievement of certification in a timely manner. Staff Responsible for Monitoring: Teacher, Administrators, Campus Secretary | Formative | | | Summative |
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Goal 2: HRES will provide a physically and emotionally safe, healthy, and equitable environment.

Performance Objective 2: Improve overall student attendance rate to 95%

Evaluation Data Sources: Daily attendance tracking, attendance data





| Strategy 1 Details | Reviews | | | |
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| Strategy 1: Involve parents when student attendance becomes a problem through teacher contact, attendance letters and parent conferences Strategy's Expected Result/Impact: Improved student attendance and student academic success Staff Responsible for Monitoring: Teachers, administrators, registrar | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Celebrate student attendance throughout the year with various incentives Strategy's Expected Result/Impact: Improved student attendance and student academic success Staff Responsible for Monitoring: Councilor, administrators, teachers, Communities in Schools | Formative | | | Summative |
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Goal 3: HRES will make family and community partnerships a priority.

Performance Objective 1: Provide parent and family engagement activities throughout the year

High Priority

Evaluation Data Sources: Increased student, parent and community participation in school activities

| Strategy 1 Details | Reviews | | | |
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| Strategy 1: Provide parents with timely information regarding the district and campus, information on their child's assessment results, and opportunities to participate in various campus activities. Strategy's Expected Result/Impact: Documentation of information released and sent home to parents. Meeting agendas, sign-in sheets. Increased positive parent surveys. Staff Responsible for Monitoring: Principal, Asst. Principal, Office Staff, Teachers | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Hold family academic nights to promote the importance of academics as well as a STAAR night for parents. Provide parents with information regarding how they can support their child at home academically. Strategy's Expected Result/Impact: Analysis of parent surveys, attendance sheets, copy of newsletters/informational sheets sent home Staff Responsible for Monitoring: Academic coaches, administrators, teachers, administrators Funding Sources: Parent Involvement snacks - 211-Title IA - \$200, Parent Involvement instructional materials - 211-Title IA - \$200 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
| Strategy 3: Opportunity for parents to attend & participate in conferences, ARD's, LPAC's, 504's, RTI's as needed. Strategy's Expected Result/Impact: Sign-in sheets Staff Responsible for Monitoring: Administrators, RTI Facilitator, Teachers | Formative | | | Summative |
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Goal 3: HRES will make family and community partnerships a priority.

Performance Objective 2: Use multiple forms of media to keep parents and family members informed

| Strategy 1 Details | Reviews | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| Strategy 1: Campus web page, teacher Dojo and social media will be updated to keep parents informed as well as a weekly parent update from the principal Strategy's Expected Result/Impact: Improved school to home communication will strengthen parent/school relationships Staff Responsible for Monitoring: Administrators, teachers, office staff | Formative | | | Summative |
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Goal 4: HRES will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 1: Provide opportunities for professional development for teachers and paraprofessionals on effective strategies to address varying student needs

Evaluation Data Sources: Training agendas, classroom walkthroughs, planning agendas

| Strategy 1 Details | Reviews | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| Strategy 1: New teachers and second year teachers will participate in the district provided new staff trainings with support from a mentor teacher on the campus. Strategy's Expected Result/Impact: Decrease in turnover rate and improved Tier 1 instruction Staff Responsible for Monitoring: District director, mentor teachers, administrators TEA Priorities: Recruit, support, retain teachers and principals | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Administrators will provide tiered interventions designed to assist teachers who experience difficulty in meeting district and state standards in the classroom. Strategy's Expected Result/Impact: TTESS, walk-throughs and scheduled appraisals - increase in retention of new teachers Staff Responsible for Monitoring: Administrators, teacher mentors, academic coaches TEA Priorities: Recruit, support, retain teachers and principals | Formative | | | Summative |
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Goal 4: HRES will recruit, develop, and retain a diverse and effective staff committed to personal and professional growth focusing on student success.

Performance Objective 2: Foster a high level of faculty/staff morale that promotes positivity, collaboration, high expectations, and continued professional learning

Evaluation Data Sources: Staff surveys, teacher attendance rate

Goal 5: DISD will provide operational services to support the success of student learning.

Performance Objective 1: Technology will be incorporated into instruction in 100% of the classrooms

Evaluation Data Sources: Usage reports from various programs

| Strategy 1 Details | Reviews | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----|-----|-----------|
| Strategy 1: Students use technology daily with classroom Chromebooks as well attending technology class as part of the special's rotation Strategy's Expected Result/Impact: Students may use technology academically and for testing Staff Responsible for Monitoring: Administrators, teachers, technology liaison, and technology paraprofessional Title I: 2.5, 2.6 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Utilize campus personnel, campus custodial staff and district operations and facilities to maintain the operational and aesthetic condition the HRES campus Strategy's Expected Result/Impact: Safe and welcoming environment to promote learning Staff Responsible for Monitoring: Administrators, secretary, custodians, district operations department | Formative | | | Summative |
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