

Kaufman Independent School District

Helen Edwards Early Childhood Center

2020-2021



Board Approval Date: October 12, 2020

Mission Statement

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

Vision

We learn.....whatever it takes!

Campus Moto

Every child, everyday.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Helen Edwards Early Childhood Center provides a unique learning experience for Pre-K and Kindergarten students that will enable them to establish a solid educational foundation and support their social-emotional needs. We are located in the rural area of Kaufman, Texas which is about 35 miles southeast of Dallas. Enrollment has increased and we currently serve 431 students (258 Kindergarten, 153 Pre-K, and 20 Early Childhood Special Education) with 16 sections of Kindergarten, 10 sections of Pre-K and 2 sections of Early Childhood Special Education (ECSE). We are a Title 1 campus that houses 4 sections of bilingual students (2 Kinder, 2 Pre-K), 2 ECSE units, a Pre-K program, and a behavior intervention program. According to last year's data, we have 83% Economically Disadvantaged children. Our demographic breakdown includes; 55% Hispanic, a 4% increase, 36% white which is a 3% decrease, 4% African American, a 2% decrease, .7% Asian with a .3% increase compared to last years data and 5% with two or more races. Based on the Pre Las Assessment that is driven by the Home Language Survey forms, 18% of our students are Limited English Proficient (LEP), which is a 6% decrease from last year. Our students that are identified at-risk have maintained at 37% since last year. Our students with disabilities are served either in our Inclusion, Resource or ECSE classrooms.

Student Demographics 2020-2021 as of September 25, 2020

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

Staff Demographics 2019-2020 as of September 23, 2019

- 65 staff members
- 33 Certified Teachers (17 Kindergarten, 10 Pre-K, 2 ECSE, 4 other capacities)
- 2 Administration, 1 Diagnostician, 1 Speech Pathologist, 1 School Nurse, 27 Support Staff
- 16 Hispanic and 49 White
- 1 males and 64 females

Demographics Strengths

- Enrollment numbers have gradually increased over the past 5 years; however, our enrollment has decreased. This is likely due to COVID-19.
- Kindergarten bilingual class has a modified schedule with a certified ESL teacher for targeted reading instruction, with small groups. This year, we are unable to pull students from their classroom for small group instruction due to COVID-19. However, due to low enrollment (especially in our bilingual class) class size is exceptionally low compared to previous years.
- We have 4 certified bilingual teachers (2 Kindergarten, 2 Pre-K) to serve the high percentage of bilingual students. This year, the number of bilingual student enrollment is lower than normal.

- For the 2020-2021 school year 78% of our certified teachers are ESL certified.
- We have 2 certified ECSE teachers that serve our students who qualify with special needs and services.
- Campus Diagnostician is housed on campus.
- Through our Pre-K program, we are able to enroll at-risk 4 year old students to better prepare them for Kindergarten.
- Our campus has added a social skills classroom as a tier 3 intervention for student behaviors. Our HOPE classroom (Helping Our Peers Excel) can serve both general education and special education students with our dual certified teacher.
- With the addition of our HOPE Classroom, we have added a dual certified teacher and BAU aide to lead the classroom.
- We have an additional BAU aide to target behaviors in the general education classrooms.

Student Learning

Student Learning Summary

Due to the COVID-19 pandemic, we were not able to assess the End of Year (EOY) Kinderagarten Texas Primary Reading Assessment. However, based on the 2018-19 TPRI assessment, 93% of students were Developed (3% increase from previous year), with 67% being Fully Developed (no change from previous year). 7% of students were Still Developing (3% decrease from previous year).

For the current 2020-2021 school year, we will begin using the Texas Kindergarten Entry Assessment (TX-KEA) as our formal kindergarten assessment.

TPRI Results for End of Year	2016-2017	2017-2018	2018-2019	2019-2020
Total Number of Students Tested	238	266	290	N/A
Total Number of Students Developed on Screening	233 (94%)	240 (90%)	270 (93%)	N/A
Total Number of Students Still Developing on Screening	15 (6%)	26 (10%)	20 (7%)	N/A
Total Number of Students Fully Developed	177 (74%)	173 (67%)	195 (67%)	N/A

According to the EOY 2019 Fountas and Pinnell Benchmark Assessment.

- Kindergarten; 90% of students were reading on grade level (D) This is an 8% increase from the previous year.
- Kindergarten; 80% of students were reading above grade level (E+) This is a 21% increase from the previous year.
- Kindergarten Bilingual; 74% of students were reading on grade level (D) This is a 9% decrease from the previous year.
- Kindergarten Bilingual; 59% of students were reading above grade level (E+) This is a 1% decrease from the previous year.

Student Learning Strengths

- Implementing our newly adopted ELAR curriculum, Fountas and Pinnell, with fidelity as our balanced literacy program.
- Implementing Guided Reading with every child daily
- Data driven small groups based off TX-KEA/CIRCLE, Lexia, OLSAT
- Writer's Workshop with supplemental
- Lexia web based program to target Reading Skills and Intervention
- Texas Go Math & Science Fusion online resources

- IXL on-line math program
- Weekly PLC meetings and individual teacher Data Meetings
- Purposeful and strategic RTI program for struggling learners
- ABC Boot camp for Kindergarten and Pre-K program
- Shared Reading in all classrooms
- Building classroom Libraries
- Math scope and sequence with ongoing trainings
- Increased attendance and experiential learning experiences in Bilingual Summer Reading program

School Processes & Programs

School Processes & Programs Summary

Helen Edwards has 2 administrators, 1 Diagnostician, 1 counselor, 27 homeroom teachers, 1 special education teacher, 1 Art/Music aide, 1 PE teacher, 1 Science/Social Studies teacher, 1 Dyslexia/RTI teacher, 1 social skills and behavior teacher, 1 nurse and 28 paraprofessionals/clerical. We have 11 new staff members this year. The average years experience spent with Kaufman ISD as a district is 7.7, Helen Edwards teachers average 6.2 years experience with Kaufman ISD.

The past five summers, teachers have revised and updated our ELAR scope and sequence curriculum for Pre-K and Kindergarten. The kindergarten Math Planning Team also updated and organize their scope and sequence along with academic vocabulary and suggested resources. We are entering the second year with our ELAR adoption, Fountas and Pinnell. Helen Edwards implemented 100% of the curriculum with fidelity during the 2019-2020 school. The kindergarten department unanimously decided to bring back Saxon Phonics to strengthen this portion of the curriculum for the 2020-2021 school year. Our ELAR planning team developed a writing rubric to show growth based on the TEKs that are reflected each quarter on their reportcard. The 2020-2021 school year will be the first school year to utilize this new rubric.

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

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

Our campus is utilizing the Sanford Harmony ESL curriculum daily in each classroom. Each morning, our campus administrator introduces the topic of discussion and encourages teachers to share pictures or short video clips as appropriate. We have also established a HOPE classroom as a tier 3 intervention program. Our HOPE classroom (Helping Our Peers Excel) is led by a dual certified teacher (general education and special education) along with an aide. With guidance from our district behavior specialist and school counselor, our HOPE classroom supports social skills, compliance and self-regulating skills.

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

School Processes & Programs Strengths

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

Perceptions

Perceptions Summary

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

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

Our campus has worked closely with the KISD Police Department and the KISD Transportation department to make drop-off and pick-up easier, safer and faster for our parents and community members. We have received an enormous amount of positive feedback with this adjustment as dismissal takes approximately 10 minutes. We have also partnered with the KISD Police Department so that they are present and on campus with our students. Police officers enjoy reading to our students and creating a positive relationship on campus.

Perceptions Strengths

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Support Systems and Other Data

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

Goals

Goal 1: Improve Student Achievement

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

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

Strategy 1: Kindergarten teachers will measure students' reading levels and reading behaviors three times a year using the Fountas and Pinnell Reading Benchmark Assessment and use data to target instruction.

Strategy's Expected Result/Impact: Student reading levels will increase throughout the year. Goal is to reach level E for kindergarten.

Staff Responsible for Monitoring: Administration

Classroom Teachers

Reading Instructional Facilitator

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**

Strategy 2: Students will meet the recommended time and units on Lexia according to their progress report.

Strategy's Expected Result/Impact: Student reading skills will improve each month resulting in increase Lexia scores and increase TX-KEA scores. With improved reading skills, reading levels should also increase.

Staff Responsible for Monitoring: Administration

Classroom Teacher

Computer Lab aide

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy**

Strategy 3: All new kindergarten teachers will attend curriculum trainings that support the understanding and implementation of kindergarten curriculum and programs.

Strategy's Expected Result/Impact: Students will receive high quality lessons that follow the curriculum and support student learning and growth.

Staff Responsible for Monitoring: Administrators

Planning Team

Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**

<p>Strategy 4: To help minimize close contact on campus, there will be a designated time for push-in RTI support during instructional block for all students, especially our ELL students through Spanish support. Continue to offer opportunities for non-linguistic representations, use different learning modalities, and ELPS strategies.</p> <p>Strategy's Expected Result/Impact: Students should show growth on their progress monitoring data in our SST meetings, which would result in growth of Istation data, TPRI scores, and overall reading level with the English language.</p> <p>Staff Responsible for Monitoring: Administration Classroom Teachers Reading Coach/RTI teacher RTI bilingual aide</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>
<p>Strategy 5: Combine Zoophonics with ABC Boot Camp in our Pre-K program with an estimated 4 rotations per school year.</p> <p>Strategy's Expected Result/Impact: Increase knowledge of letter identification and letter sounds by the end of the school year to meet Pre-K standards.</p> <p>Staff Responsible for Monitoring: Administration Pre-K Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p>
<p>Strategy 6: Reduce the amount of contact with students from multiple class by offering 3-4 classes to meet the requirements of our special education students to receive Resource time.</p> <p>Strategy's Expected Result/Impact: Students pre-reading skills, phonemic awareness and print awareness will strengthen to support the process of reading and comprehension while staying healthy and safe.</p> <p>Staff Responsible for Monitoring: Administration Resource teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>
<p>Strategy 7: Successfully implement Saxon Phonics with our newly adopted ELAR curriculum (Fountas and Pinnell) with fidelity in the kindergarten classrooms.</p> <p>Strategy's Expected Result/Impact: Students will gain a better working knowledge of phonological awareness that will support their decoding and encoding skills in reading and writing.</p> <p>Staff Responsible for Monitoring: Principal ELAR Planning team ELAR Instructional Facilitator Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p>
<p>Strategy 8: Intentional focus in the area of writing with strategic support, training and implementing the student rubric that was designed last year.</p> <p>Strategy's Expected Result/Impact: Authentic writing with independent ideas, age appropriate grammar and sentence structure so that student progress and growth can be measured quarterly.</p> <p>Staff Responsible for Monitoring: Administrator ELAR Instructional Facilitator Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 5: Effective Instruction</p>

Strategy 9: Support our bilingual students who lack connectivity or electronic devices by providing students with a Onetab learning device that support K-2 learning in reading, writing and math while supporting the development of the English language.

Strategy's Expected Result/Impact: Increased learning time for our bilingual students at home so that we can see an overall increase in learning based on EOY TX-KEA, report card testing and reading levels.

Staff Responsible for Monitoring: Administration

District Bilingual Coordinator

Bilingual Teachers

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy**

Strategy 10: Establish a strong on-line presence through Google Classroom and Google Meets to serve our on-line students with authentic, engaging lessons. Students will have access to all subject lessons, assessments, face to face lessons and guided reading instruction.

Strategy's Expected Result/Impact: Students will attend class daily and participate in the same level of instruction as in-school learners. Their academic progression will be closely monitored.

Staff Responsible for Monitoring: Central Office Administrators

Campus Administrators

On-line teachers

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**

Strategy 11: To help close the COVID-19 learning gap, students will meet in their guided reading groups everyday, no matter their instructional reading level.

Strategy's Expected Result/Impact: 90% of our students will reach an instructional reading level of "D".

80% of our students will reach an instructional reading level of "E".

Staff Responsible for Monitoring: Administrators

Teachers

Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Target higher readers (level E and above) to reach 80%. **Root Cause:** A large percentage of our kindergarten students were not exposed or attended an academically based pre-k program. In addition, our pre-k students were not able to complete their educational program due to the COVID-19 pandemic.

Problem Statement 2: Academic vocabulary continues to be a struggle with all students; especially bilingual, thus keeping their reading level below the campus average. **Root Cause:** English language learners (ELL) lack the exposure to the English language from an early start and experiential learning opportunities. In addition, our pre-k bilingual students were not able to complete their academic program due to the COVID-19 pandemic.

Goal 1: Improve Student Achievement

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

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

Strategy 1: Through strategic scheduling, organize an accelerated reading program to advance and challenge higher readers through project-based learning.

Strategy's Expected Result/Impact: This will provide more students an opportunity to participate in project-based learning and increase academic exposure, expectations and learning experiences outside the classroom.

Staff Responsible for Monitoring: Administration

Counselor

Classroom teacher

Title I Schoolwide Elements: 2.5 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Strategy 2: Restructure student incentive and recognition of monthly growth of Lexia data.

Strategy's Expected Result/Impact: We will see monthly growth on Lexia reports which will support advancing reading levels in the classroom.

Staff Responsible for Monitoring: Administration

Classroom teacher

Campus technology coordinator

Title I Schoolwide Elements: 2.5 - **ESF Levers:** Lever 3: Positive School Culture

Strategy 3: Principal-Student Book Club to create a positive shared experience of reading and to help build student's personal libraries at home.

Strategy's Expected Result/Impact: Positive feedback from students and parents. Increased number of personal books for students to read at home.

Staff Responsible for Monitoring: Administrator

Librarian

Title I Schoolwide Elements: 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 4: Students will receive a book on their birthday to help increase the number of personal books at home and exposure to various genera of text.

Strategy's Expected Result/Impact: Positive feedback from students and parents. Increased number of personal books for students to read at home.

Staff Responsible for Monitoring: Administrator

Librarian

Title I Schoolwide Elements: 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 5: Implement IXL program to support and supplement math skills in the classroom.

Strategy's Expected Result/Impact: Students will gain a broader depth of knowledge in the taught math skills.

Staff Responsible for Monitoring: Administration

Teachers

Computer Lab Aide

Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction

Goal 2: Improve Student Career and College Readiness

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

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

Strategy 1: Maintain a minimum of 96% campus wide attendance rate (in-school and at-home) using rewards for perfect attendance.

Strategy's Expected Result/Impact: More exposure to literacy, writing and math skills for better understanding and development.

Staff Responsible for Monitoring: Administration

Attendance Clerk

Classroom teacher

Title I Schoolwide Elements: 2.5 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Strategy 2: Implement and maintain district truancy standards for our campus.

Strategy's Expected Result/Impact: Decreased absences and tardies to maintain a minimum of 96% attendance rate.

Staff Responsible for Monitoring: Administration

Attendance Clerk

Counselor

Title I Schoolwide Elements: 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning

Strategy 3: Increase parental awareness between academic success and student attendance/tardies through parent videos, quarterly newsletters, and visual signs in the front of our campus.

Strategy's Expected Result/Impact: With increase awareness, we should see less absences and tardies on Skyward and Raptor reports.

Staff Responsible for Monitoring: Administration

Front office staff

Title I Schoolwide Elements: 3.1, 3.2 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 4: Continue with our College day on campus for the staff and students.

Strategy's Expected Result/Impact: Bring awareness, understanding and excitement for continued learning.

Staff Responsible for Monitoring: Administrator

Counselor

Title I Schoolwide Elements: 2.4 - **ESF Levers:** Lever 3: Positive School Culture

Strategy 5: Promote Job Day and Community Helpers with Kidsville Teacher.

Strategy's Expected Result/Impact: Exposure and interactions with local community helpers as they learn about their role within our community.

Staff Responsible for Monitoring: Administrator

Classroom teacher

Title I Schoolwide Elements: 2.4 - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction

Strategy 6: Establish that all staff to make phone calls home once students are absent for two consecutive days, especially with such a heightened awareness of COVID-19 symptoms.

Strategy's Expected Result/Impact: Increase attendance rate, increase in academic scores

Staff Responsible for Monitoring: Nurse

Teachers

Attendance Clerk

Title I Schoolwide Elements: 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 7: All on-line/remote learning teaches will attempt to make contact with every child to discuss academic progress and attendance.

Strategy's Expected Result/Impact: Increase accountability with parental involvement to ensure academic progress and higher attendance rate.

Staff Responsible for Monitoring: Administration

Remote learning teachers

Title I Schoolwide Elements: 2.6, 3.2

Goal 3: Improve Student Programs & Services

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

Evaluation Data Sources: Campus Needs Assessment, Technology inventories

Strategy 1: Utilize new Chrome books that were provided by the district for at-home and in-school learning.

Strategy's Expected Result/Impact: All at-home learners who have access to internet connectivity will have a device to use for on-line learning. In-school learners will have increased access to Lexia, IXL and Google Classroom for extended learning.

Staff Responsible for Monitoring: Administration
Campus Technology Coordinator

Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:**
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum

Strategy 2: Bilingual students will have access to a portable learning device called Onetab that will allow them access to k-2 curriculum at home but without internet access.

Strategy's Expected Result/Impact: Increase exposure to grade-level curriculum to enhance at-home learning that supports acquiring the English language for our bilingual students.

Staff Responsible for Monitoring: Administration
Campus technology coordinator
Bilingual teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy**

Strategy 3: Continuous staff technology/on-line program training that supports Google Classroom and on-line learning.

Strategy's Expected Result/Impact: Increased use of technology by staff and students that supports on-line student learning.

Staff Responsible for Monitoring: Administration
Campus Technology Coordinator
On-line and Classroom teachers

Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 4: High-Quality Curriculum

Strategy 4: All students will receive a Chromebook for at-school and at-home learning.

Strategy's Expected Result/Impact: All students will have access to classroom curriculum and instruction whether they are at-home learning or at school.

Staff Responsible for Monitoring: Central Office, campus administrators

Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Build a foundation of reading and math

Goal 3: Improve Student Programs & Services

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

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

Strategy 1: Identify and serve students with social/emotional needs in appropriate setting and through the use of compliance training, practice academies, and/or applied behavior analysis strategies.

Strategy's Expected Result/Impact: Through specific training, students will learn appropriate social behavior and responses. This will decrease referrals and increase social development and instructional learning.

Staff Responsible for Monitoring: Administration

District Behavior Specialist

Special Education Teacher

Counselor

BAU aide

Title I Schoolwide Elements: 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Comprehensive Support Strategy - Additional Targeted Support Strategy**

Strategy 2: All bilingual students will have the opportunity to participate in our Extended Bilingual Program that will be implemented through out the school year. (Replaces our Bilingual Summer School Program)

Strategy's Expected Result/Impact: Our bilingual students will have an extended opportunity to build vocabulary, understand syntax and acquire language acquisition of the English language.

Staff Responsible for Monitoring: Administration

District Bilingual Coordinator

Bilingual teachers and staff

Title I Schoolwide Elements: 2.5 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**

Strategy 3: Support and train new staff that works with students in specialized programs such as ECSE, Sped and LPAC.

Strategy's Expected Result/Impact: Program organization and management is efficient, effective and personnel feels supported.

Staff Responsible for Monitoring: District level personnel with Sped and Bilingual

Campus Administration

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - **Additional Targeted Support Strategy**

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: All classroom teachers, but especially our ECSE and HOPE teachers, need specific training in autism, emotional disturbances, social skills and compliance strategies. **Root Cause:** Quality trainings are expensive and hard to find. These trainings are usually out of town and require travel and hotel expenses. Extensive funding would be required.

Demographics

Problem Statement 2: Difficult to recruit and maintain Special Ed. certified PPCD teachers and staff. **Root Cause:** Position is both physically and emotionally demanding with limited training.

Student Learning

Problem Statement 2: Academic vocabulary continues to be a struggle with all students; especially bilingual, thus keeping their reading level below the campus average. **Root Cause:** English language learners (ELL) lack the exposure to the English language from an early start and experiential learning opportunities. In addition, our pre-k bilingual students were not able to complete their academic program due to the COVID-19 pandemic.

School Processes & Programs

Problem Statement 2: Increased number of students that exhibit extreme behaviors that include but are not limited to physical aggression. **Root Cause:** Lack of opportunities and exposure to parenting classes and support groups for parents who struggle with poverty, mental health and/or addictions.

Goal 3: Improve Student Programs & Services

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

Evaluation Data Sources: Parent surveys/feedback, Raptor reports

Strategy 1: Updated a Parent Engagement Plan that supports the 6 dimension of the High Quality Pre-K program that is also in compliance with our district's COVID guidelines.

Strategy's Expected Result/Impact: See increase parent participation each month with programs and activities.

Staff Responsible for Monitoring: Administration

Teachers/Staff

Parents

Title I Schoolwide Elements: 3.1, 3.2 - **ESF Levers:** Lever 1: Strong School Leadership and Planning

Strategy 2: Meet with campus level decision making committee on ways to involve parents within our school but that also follows our district COVID-19 guidelines.

Strategy's Expected Result/Impact: Parents will feel more informed, included and safe to participate in campus events as appropriate.

Staff Responsible for Monitoring: Administrator

CEIC

Title I Schoolwide Elements: 3.2 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Goal 3: Improve Student Programs & Services

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

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

Strategy 1: Keep accurate SPED records and comply with time lines to assess, evaluate, and notify parents.

Strategy's Expected Result/Impact: PBMAS reports will reflect accurate information so administration can use data with fidelity.

Students with special needs will receive proper and timely services as stated in their IEP.

Staff Responsible for Monitoring: Administration

Special Education Department

Special Education teacher

ESF Levers: Lever 1: Strong School Leadership and Planning

Strategy 2: Provide all educational providers with current IEP documentation and ensure compliance, including applicable modifications.

Strategy's Expected Result/Impact: Staff will have copies of their student's IEP and implement their modifications as specified. This will improve learning for students and progression towards their IEP goals.

Staff Responsible for Monitoring: Administration

Special Education Department

Special Education teacher

ESF Levers: Lever 1: Strong School Leadership and Planning

Strategy 3: Bilingual and Translating Training to ensure accurate and reliable interpretation.

Strategy's Expected Result/Impact: Parents will feel more comfortable during ARDs and confident that information is being translated correctly.

ARD paperwork will be accurate and reliable.

Staff Responsible for Monitoring: Administration

Bilingual / ELL Department

Bilingual interpreters

ESF Levers: Lever 1: Strong School Leadership and Planning

Strategy 4: Complete yearly Campus Needs Assessment.

Strategy's Expected Result/Impact: Identify areas/programs on our campus that we could improve.

All staff members feel heard and apart of the campus improvement process.

Staff Responsible for Monitoring: Administration

CNA committee

All staff

ESF Levers: Lever 1: Strong School Leadership and Planning

Strategy 5: Evaluate and Monitor Campus Improvement Plan.

Strategy's Expected Result/Impact: See continued improvement and results around our campus.

Continue to stay focused on campus goals.

Staff Responsible for Monitoring: Administration

CEIC committee / CIP committee

ESF Levers: Lever 1: Strong School Leadership and Planning

Strategy 6: Comply with new state RTI requirements for our students.

Strategy's Expected Result/Impact: Increase student achievement with phonemic awareness, pre-reading skills and reading levels.

Staff Responsible for Monitoring: Administrator

Counselor

Classroom Teachers

Title I Schoolwide Elements: 2.4, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning

Strategy 7: Update and manage Title 1 Crate to help store and document Title 1 Compliance.

Strategy's Expected Result/Impact: Campus and district will maintain compliance as a Title 1 campus.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 1: Strong School Leadership and Planning

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

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

Evaluation Data Sources: Region 10 PD surveys, staff feedback

<p>Strategy 1: Expand our New Teacher Academy so that it extends through out the course of the school year to support the needs of both new teachers and their mentors.</p> <p>Strategy's Expected Result/Impact: New teachers will have designated times through out the school year to learn about the campus, curriculum and academic expectations for students while gaining administrative support.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>
<p>Strategy 2: Select seasoned support staff in our pre-k program for them to attend a Region 10 training through the Early Childhood Program for specific pre-k aide training.</p> <p>Strategy's Expected Result/Impact: Invest in our committed, season staff for enriching and applicable training.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>
<p>Strategy 3: Encourage and support campus leadership amongst our teaching assistance by having them lead weekly Book Talks through our campus morning announcements.</p> <p>Strategy's Expected Result/Impact: Increase of students' reading interest as they see and hear from staff members and other student peers discuss their favorite book.</p> <p>Staff Responsible for Monitoring: Administration School Staff</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>

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

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

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

Strategy 1: Structure meaningful opportunities for staff to have a voice in campus instructional and/or operational decisions through service of committees of choice, curriculum and assessment input, and other campus related leadership opportunities. Focus will be on our new campus visionary team.

Strategy's Expected Result/Impact: Improved campus moral, increase opportunity for staff input and leveraging leadership from within.

Staff Responsible for Monitoring: Administration

All staff

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Strategy 2: Promote higher education and provide specialized scheduling for certification, masters, and doctorate level courses.

Strategy's Expected Result/Impact: Staff confidence continues to rise as they progress and graduate with higher degrees of education.

Positive campus morale and support for each others success.

Staff Responsible for Monitoring: Administration

All staff

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture

Strategy 3: Offer to pay for teachers to pass their Special Ed certification.

Strategy's Expected Result/Impact: Increase certified staff for ESL and Sped to better serve students.

Staff Responsible for Monitoring: Administration

ESF Levers: Lever 2: Effective, Well-Supported Teachers

Strategy 4: Targeted training and support for our Early Childhood Special Education teachers with a focus in Autism training and Emotionally Disturbed training.

Strategy's Expected Result/Impact: Retention of teachers in our ECSE program.

Staff Responsible for Monitoring: Administrators

Special Education Director

TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: All classroom teachers, but especially our ECSE and HOPE teachers, need specific training in autism, emotional disturbances, social skills and compliance strategies. **Root Cause:** Quality trainings are expensive and hard to find. These trainings are usually out of town and require travel and hotel expenses. Extensive funding would be required.

Problem Statement 2: Difficult to recruit and maintain Special Ed. certified PPCD teachers and staff. **Root Cause:** Position is both physically and emotionally demanding with limited training.

Goal 5: Provides a Safe and Orderly Learning Environment

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

Evaluation Data Sources: PEIMs

Student discipline records

Student, teacher, parent feedback

Strategy 1: In preparation for online learning, schools must be knowledgeable and prepared for human-caused cyber threats. The state is requiring that all staff members complete the TX DIR Security Awareness Course. Staff will complete this training.

Strategy's Expected Result/Impact: Better understanding of cyber threats for on-line learning.

Staff Responsible for Monitoring: Administrators

ESF Levers: Lever 2: Effective, Well-Supported Teachers

Strategy 2: Address cyber-bullying and internet safety in a child-friendly approach with Scooter Skunk from the AMHA of Dallas.

Strategy's Expected Result/Impact: Basic understanding for students to treat each other respectfully on the computer and when to report if something happens happens.

Staff Responsible for Monitoring: Counselor

Computer aide

ESF Levers: Lever 3: Positive School Culture

Goal 5: Provides a Safe and Orderly Learning Environment

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

Evaluation Data Sources: Walk-through data
Teacher feedback

Strategy 1: Establish campus wide schedules, procedures, transitions and expectations that ensure staff and student safety using state and district requirements for COVID-19.

Strategy's Expected Result/Impact: Decreased cases of COVID-19 resulting in higher attendance rate of in-school learning

Staff Responsible for Monitoring: Administrators

Teachers

Paraprofessionals

ESF Levers: Lever 3: Positive School Culture

Strategy 2: Establish new campus procedures for arrival and dismissal that ensures staff and student safety while implementing social distancing for COVID-19 compliance.

Strategy's Expected Result/Impact: Student arriving and dismissing safely as quickly as possible to limit traffic on road.

Staff Responsible for Monitoring: Campus administration

District police

Goal 5: Provides a Safe and Orderly Learning Environment

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

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

Strategy 1: Daily implementation of Sanford Harmony curriculum to support social skills and emotional development through daily "buddy up" and then Friday class "meet ups."

Strategy's Expected Result/Impact: Increase socialization amongst peers, receptive and expressive language acquisition, application of problem solving skills

Staff Responsible for Monitoring: Administrators
Classroom Teachers

Title I Schoolwide Elements: 2.6 - **ESF Levers:** Lever 3: Positive School Culture

Strategy 2: Monthly guidance lessons utilizing the W.H.O. program (We Help Others) that teaches about strangers, hurts, secrets and touches in a child friendly approach.

Strategy's Expected Result/Impact: Decrease behavioral referrals. Students will have a better understanding of appropriate and inappropriate behaviors.

Staff Responsible for Monitoring: Counselor
ESF Levers: Lever 3: Positive School Culture

Strategy 3: Campus participates in the Character Traits program from our district Comprehensive Counseling program. We focus on a character trait each month and discuss the character trait along with examples each morning through our daily video announcements.

Strategy's Expected Result/Impact: Increase behavior and students making good decisions.

Staff Responsible for Monitoring: Counselor
Administrator
Teacher

ESF Levers: Lever 3: Positive School Culture

Strategy 4: Monthly small group meetings with campus counselor to help students with any of the normal dysfunctions of divorce, at-risk, trauma, death, etc.

Strategy's Expected Result/Impact: Students build a trusting, healthy relationship with campus counselor to aide in their emotional health

Staff Responsible for Monitoring: Counselor
ESF Levers: Lever 3: Positive School Culture

State Compensatory

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Plan Notes

Campus Needs Assessment will be completed in the Spring of 2018 through the new Plan4learning program.

Campus Funding Summary

Addendums