

Hays Consolidated Independent School District

Carpenter Hill Elementary School

2021-2022

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Mission:

The mission of Carpenter Hill Elementary is to empower students with the tools to grow through nurturing relationships and innovative educational experiences.

Vision

Vision:

Carpenter Hill Elementary School staff and students will challenge one another to grow as learners and leaders in a community of respect and acceptance.

Goals

Goal 1: Hays CISD believes in the achievement of every student.

Performance Objective 1: Carpenter Hill Elementary School will evaluate and address the individual needs of each student. Students and parents/guardians will receive academic advising and will utilize data, based upon aptitude, ability, and career inventory data, to formulate their plan of study for high school credit beginning in the spring semester of their 5th grade year. Our staff believes in the education of the whole child and believes that success is based on more than the results of a single test, including social and emotional learning, strong interpersonal skills, and the development of positive members of society. Through attention to individual student needs, each campus will demonstrate continuous improvement by showing academic growth and student engagement.

T-PESS Standard 1- Instructional Leadership: The principal is responsible for ensuring every student receives high-quality instruction.

Evaluation Data Sources: Grade 5-12 Student Advising: Carpenter Hill will utilize a career interest profiler to track academic advising beginning spring semester of 5th grade based on student interest and academic achievement. The campus will provide a report showing evidence of the academic advising captured through a career interest profiler by campus and grade level.

Student Achievement: The campus will prepare a report to summarize student academic performance/achievement and accessibility gaps. The campus will also include data on student growth goals addressing the approaches/meets/masters performance levels. PK-3 reading levels will be measured and reported at the beginning and end of each year.

College & Career Readiness: The campus will prepare a summary of college and career readiness activities for the school year.

Professional Development: The campus will participate in continuous differentiated just-in-time professional development in all content areas to support the campus initiatives and student achievement goals. Campus administrators will conduct at least 60 minutes of walk-throughs per day. A summary of staff professional development efforts addressing data disaggregation and administrative walk-throughs will be provided by the principal to the Deputy Academic Officer that includes literacy and math data, along with specific curricular and teaching strategies to address these areas.

Social Emotional Learning: Carpenter Hill will implement Social Emotional Learning (SEL) strategies with fidelity. The campus will track and monitor student participation in extra-curricular/club participation, discipline, and attendance on an on-going basis.

Strategy 1 Details

Strategy 1: Reading:

The campus will continue to provide an explicit phonics instruction program, for grades K-2.

We will monitor and evaluate the implementation of the K-5 HaysCISD curriculum and the utilization of the HMH resource with fidelity .

Blended Learning Approach will be utilized for stations and tier 1 instruction.

Strategy's Expected Result/Impact: At least 75% of students will move up one performance level as reported by mCLASS.

3rd, 4th and 5th Grade will increase in Domain 1 by at least 5% in reading when utilizing STAAR score comparison from 2020-2021.

TTESS Dimension 2.2 Content Knowledge and Expertise

Staff Responsible for Monitoring: Campus Administration Campus Instructional Coach District Support Provided by ELA Content Coordinators and District Literacy Specialists

TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Writing:

We will monitor and evaluate the implementation of the claim-evidence-reasoning strategy, for the 2021-2022 school year, to ensure all students can respond in writing in all content areas with fidelity

Strategy's Expected Result/Impact: 100% of teachers will implement claim-evidence -reasoning strategy.

TTESS Dimension 2.2 Content Knowledge and Expertise

Staff Responsible for Monitoring: Campus Administration and Campus Instructional Coach District Support Provided by ELA Content Coordinators

TEA Priorities: Connect high school to career and college - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 3 Details

Strategy 3: Math:

We will improve math performance by focusing daily problem-solving. We will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution

Blended Learning Approach will be utilized for stations and tier 1 instruction.

Strategy's Expected Result/Impact: The strategy will be measured by 3% growth in Domain 1 in grades 3, 4, and 5 for math, when compared to the 2020-2021 STAAR results.

3rd Grade Math will make progress towards the district goal of 87% Approaches, 65% Meets, and 50% Masters.

4th Grade Math will make progress towards the district goal of 88% Approaches, 65 meets, and 45% Masters.

5th Grade Math will make progress towards the district goal of 88% Approaches, 67% Meets, and 60% Masters.

TTESS Dimension 2.2 Content Knowledge and Expertise

Staff Responsible for Monitoring: Campus Administration and Campus Instructional Coach

District Support Provided by Math Content Coordinators

TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 4 Details

Strategy 4: Science/STEM:

The campus will use the strategy "writing to learn" as a mode of communicating scientific understanding.

Purposeful planning will emphasize the importance of lab experience time; through the utilization of STEMscopes for grades K-5.

Strategy's Expected Result/Impact: 5th grade will increase Domain I by 3% when using STAAR score comparison groups for the 2021/22 SY. All teachers will utilize science labs and meet for monthly vertical team planning.

TTESS Dimension 2.2 Content Knowledge and Expertise

Staff Responsible for Monitoring: Campus Administration and Campus Instructional Coach

District Support Provided by Science Content Coordinators

TEA Priorities: Connect high school to career and college - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 5 Details

Strategy 5: Social Studies:

All teachers will use the district pacing calendar and integrate social studies standards with ELAR by using HMH resources and supplementary materials.

Strategy's Expected Result/Impact: The strategy will be measured by having 90% of teachers scoring proficient or higher on TTESS Dimension 2.2 by sequencing instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real world scenarios.

TTESS Dimension 2.2 Content Knowledge and Expertise

Staff Responsible for Monitoring: District Support Provided by Social Studies Content Coordinators

Campus:

Principal

Assistant Principal

Instructional Coach

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 6 Details

Strategy 6: Instructional Planning:

The campus will utilize the TEKS Resource System, the Hays CISD content resource website, campus playbook strategies, instructional coaches, content coordinators and purposefully planned PLCs to align curriculum across all content areas. Administration will use walkthroughs, formal observations, and data collection in PLCs to provide teachers with feedback .

Blended Learning approach will be utilized for stations and Tier 1 instruction.

Strategy's Expected Result/Impact: The strategy will be measured by having 90% of teachers scoring proficient or higher on TTESS Dimension 1.1 Standards and Alignment.

TTESS Dimension 1.1 Standards and Alignment

Staff Responsible for Monitoring: District Support Provided by Director of Curriculum and Instruction

Campus Support provided by principal, assistant principal, and the instructional coach

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 7 Details

Strategy 7: Progress Monitoring:

Teachers will monitor student progress through regular universal screeners for reading and math.

Teachers will meet monthly with the IC to discuss patterns found in the students' progress.

Teachers will set goals with their class and individual students.

Goals will be visible in areas in the classroom or in student data folders and students will be able to articulate their goals with others.

Strategy's Expected Result/Impact: 100% of K-5 students will be administered a universal screener three times a year

100% of teachers and students will take part in goal setting for grades PK-5th

TTESS Dimension 2.5 Monitor and Adjust

Staff Responsible for Monitoring: District Support Provided by Director of Academic Support

Campus support provided by the principal, assistant principal, instructional coach and the interventionist.

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 8 Details

Strategy 8: Data and Assessment:

100% of teachers will participate in professional development and weekly PLCs to improve understanding of the accountability system, progress monitoring, and the utilization of data to increase student achievement. Formative and summative assessments will be used to monitor and adjust daily instruction.

Data Analysis: mCLASS, Dreambox, common formative assessments and CBAs, Amplify

Strategy's Expected Result/Impact: 100% of K-5 teachers will participate in PLC , data talks, and RtI meetings regularly.

TTESS Dimension 1.2 Data and Assessment

Staff Responsible for Monitoring: District Support Provided by Coordinator of Accountability and Testing

Campus:

Principal

Assistant Principal

Instructional Coach

Interventionist

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 9 Details

Strategy 9: Response to Intervention:

Teachers will identify struggling learners through the RtI process, providing written documentation of student needs, identifying resources to support achievement and regularly report student progress via Tier-2 and Tier-3 documentation forms in SuccessEd.

The campus RTI and Care Team will meet at least once a month to progress monitor students on teacher watch lists and work with campus interventionist/ESSER interventionist/instructional coaches/administrators to ensure academic needs are met of students on Tier 2/3.

Strategy's Expected Result/Impact: 100% of students identified as having academic difficulties will have ongoing documentation, in SuccessEd., be provided differentiated instruction and follow-up regarding their progress.

Students in grades 3-5 will see a 3% gain on Domain II when compared to the 2018-2019 STAAR results.

TTESS Dimension 2.4 Differentiation

Staff Responsible for Monitoring: District Support Provided by Director of Academic Support
Campus support provided by Principal, Assistant Principal, instructional coach and interventionist

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 10 Details

Strategy 10: English Learners:

The campus utilizes small group instruction, targeting skills based on mCLASS data to provide supplemental support to ELs in primary grades as well as STAAR tested grades.

ELL Cluster teachers will have students practice assessments for TELPAS in the fall and spring to prepare for TELPAS.

Strategy's Expected Result/Impact: The strategy will be measured by a 3% increase on the 2021-2022 TELPAS composite results.

TTESS Dimension 2.4 Differentiation

Staff Responsible for Monitoring: Campus Administration Campus Instructional Coach
District Support Provided by the Director of PK-12 Multilingual Education

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 11 Details

Strategy 11: Closing The Gap:

We close the gap for our African American sub-population and our Economically Disadvantage sub-population through effective PLC, data driven instruction, intervention and acceleration.

Our ESSER intervention teacher will utilize ThinkUp resource from mentoring minds to students master skills and close gaps.

Strategy's Expected Result/Impact: At grades K-3, at least 85% of all students will show growth on mCLASS.

All students, African American, and Eco Dis, will increase performance in the Meets category by 5%.

TTESS Dimension 1.3 Knowledge of Students

Staff Responsible for Monitoring: District Support Provided by Deputy Academic Officers
Campus Administration and Instructional Coach

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Funding Sources: THINK Up - 199 PIC 24/30: Direct At-Risk Instruction (SCE)

Strategy 12 Details

Strategy 12: Special Education Services:

Administrators will attend all ARD meetings and collaborate with ARD facilitator and SPED teachers on recommended services to be provided for students.

CHES will provide programs/services for students requiring Special Education services as identified in their Individual Education Plan (IEP) through least restrictive environments (LRE) by providing push-in and inclusion .

Strategy's Expected Result/Impact: 100% of students identified as SPED will receive appropriate accommodations to access the general education curriculum and progress will be monitored by SPED, General Education teachers and administrators to ensure that students are meeting goals and making progress.

TTESS Dimension 2.4 Differentiation

Staff Responsible for Monitoring: District Support Provided Director of Special Education

Admin., ARD facilitator, SPED Lead teacher

ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 13 Details

Strategy 13: Dyslexia Services:

The campus will utilize their RTI committee to review and appropriately identify students needing 504/dyslexia services. Students identified will receive Wilson reading program support.

Strategy's Expected Result/Impact: 100% of students identified as dyslexic will have had a 504 meeting with adequate documentation to support the services. T-TESS Dimension 2.4 Differentiation

Staff Responsible for Monitoring: District Support Provided by Director of Academic Support, Dyslexic Teacher, Campus Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum

Strategy 14 Details

Strategy 14: 504 Services:

The campus 504 coordinator will ensure that all students identified as needing 504 services will be provided with access to general education opportunities that are progress monitored by teachers.

Strategy's Expected Result/Impact: 100% of students identified as 504 have adequate documentation to support individualized needs. TTESS Dimension 2.4 Differentiation

Staff Responsible for Monitoring: District Support Provided by Director of Academic Support, Campus Administrators

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 15 Details

Strategy 15: Accelerated Instruction for At-Risk Students:

Teachers and students will participate in WIN time (What I Need). This is our campus wide intervention and enrichment time.

The campus will support students identified as at-risk by providing appropriate supports depending on academic need. Students identified through screeners and classroom data as needing intervention will receive Tier 2 and Tier 3 intervention services.

Students that need support will have scheduled times to work with our volunteer tutor, our interventionist, or our ESSER interventionist.

Strategy's Expected Result/Impact: Students will make at least one years academic growth on mCLASS.

Staff Responsible for Monitoring: Campus Admin and Interventionist ,Teachers Instructional Coach

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum

Strategy 16 Details

Strategy 16: Gifted and Talented Services:

The campus will differentiate instruction for students within the classroom setting using the G/T cluster model.

Strategy's Expected Result/Impact: 100% of students identified at Gifted and Talented (GT) are placed in a cluster group. TTESS Dimension 1.4 Activities

Staff Responsible for Monitoring: District Support Provided by Coordinator of Gifted and Talented Campus Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 17 Details

Strategy 17: College, Career and Military Readiness:

The campus will increase opportunities for students to learn about careers and the CTE program at Johnson High School. We will partner with Johnson to have our 3-5 students visit and learn about the different programs they have to offer. Johnson students will come to CHES for our PK-2 students.

Strategy's Expected Result/Impact: 100% of our students will participate in our CTE showcase fair with JHS.

Staff Responsible for Monitoring: District Support Provided by Director of College and Career Readiness and Counseling, Campus Principal, JHS CTE staff and counselors

TEA Priorities: Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 18 Details

Strategy 18: Instructional Technology:

Teachers will continue to implement components of blended learning. They will utilize technology to enhance, intervene, and enrich instruction.

Strategy's Expected Result/Impact: 100% of our teachers will purposefully plan for integrated learning opportunities in their lessons. TTESS 1.4 Activities

Staff Responsible for Monitoring: District Support Provided by the Director of Digital Learning, Campus Principal and Tech Specials Teacher

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 19 Details

Strategy 19: Pre-Kindergarten Program:

Campus will implement a full day PreK program.

The campus will continue to enhance instructional experiences as a means to increase Kinder Readiness.

Strategy's Expected Result/Impact: At least 90% of students attending Pre K will be on or above level at the beginning of the year assessments in Kindergarten.

TTESS Dimension 2.2 Content Knowledge and Expertise

Staff Responsible for Monitoring: District Support Provided by Director of Early Childhood and Extended Day Programs Campus Admin and Instructional Coach

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Goal 2: Hays CISD is dedicated to the safety of all students and staff.

Performance Objective 1: A safe environment must include secure facilities, staff and student training, and our adopted standard response protocol. The campus will partner with local and state entities to assure preparedness. Specific areas addressed are physical and cybersecurity, data privacy, campus access, detecting and reporting possible threats, COVID19 safety/prevention planning/reporting, and maintaining an environment of trust between adults and all students.

Evaluation Data Sources: CHES will utilize the updated EOP along with district safety protocols and training. The campus will report to their Deputy Academic Officer an overview of student and staff character development, including extra-curricular/club participation, and social/emotional supports (discipline, attendance, counseling strategies). The principal and appropriate staff will attend all relevant training throughout the year on this topic. Specific attention will be given to the communication of campus/district safety efforts (both physical and training) to our community. We will adhere to the safety protocols and published plan for safety measures during the global pandemic and COVID-19.

TPESS Standard 2 - Human Capital: The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

TPESS Standard 4 - School Culture: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Strategy 1 Details
<p>Strategy 1: Student Safety: CHES will follow the expectation that all visitors will utilize the single-point of entry, sign in, and present their ID upon arrival. Campus staff will be updated on the Standard Response Protocols (SRP) procedures.</p> <p>Strategy's Expected Result/Impact: Using K-12 Insight Survey data, 90% or higher will be reflected in parent satisfaction regarding the safety of their child. 100% of the required drills will be completed.</p> <p>Staff Responsible for Monitoring: Campus administration and district Director of School and Student Safety</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>
Strategy 2 Details
<p>Strategy 2: Social Emotional Learning: CHES will continue to utilize Cloud 9 character education and Leader in Me. Our 5th grade student will receive academic advising in the spring.</p> <p>Strategy's Expected Result/Impact: CHES will demonstrate a 3% decrease in student referrals. 100% of our 5th grades will have middle school choice sheets completed on time.</p> <p>Staff Responsible for Monitoring: Director of Counseling and College and Career Readiness as well as campus principal and the Lighthouse Team.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>

Strategy 3 Details

Strategy 3: Increase Attendance:

The campus will establish a campus goal of 96% through a variety of incentives, techniques and positive school climate.

Strategy's Expected Result/Impact: CHES will reach 96% or higher in attendance for the 2020/21 SY.

Staff Responsible for Monitoring: Campus Attendance Clerk, Counselor, and Administration

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Strategy 4 Details

Strategy 4: Student Engagement:

Teachers will use strategies for student engagement from our playbook. We will also use questioning strategies and provide differentiation for each student to meet their needs.

CHES will offer a variety of clubs and organizations to create an inviting learning environment.

Strategy's Expected Result/Impact: Student survey results from K-12 insight and our LIM MRA will reflect a 5% increase in feeling engaged and safe on the campus.
TTESS Dimension 3.3 Classroom Culture

Staff Responsible for Monitoring: District Support Provided by the Director of Extra- and Co-Curricular activities Campus Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 5 Details

Strategy 5: Positive Behavior Intervention Support:

The campus will follow the district discipline referral process to partner with parents and guardians in building a campus culture of mutual respect. Teachers will work with the Admin team to use a restorative approach to discipline. Students follow our Colt guidelines for success.

Strategy's Expected Result/Impact: The campus will have an 2% decrease in the number of office referrals. TTESS Dimension 3.2 Managing Student Behavior

Staff Responsible for Monitoring: District Support Provided by the Director of Student Services Campus Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Goal 3: Hays CISD is dedicated to treating everyone with respect and dignity.

Performance Objective 1: Cultivating a culture of positive engagement and public service requires empathy, visibility, trust, and communication. Communication through all appropriate avenues is a priority, and staff will receive training in these areas. Our campus is committed to increasing client engagement both internally and externally.

Evaluation Data Sources: CHES staff will receive targeted training, after a process review, in the areas of customer service and community relations. The campus will develop strategies and systems to make this the best place to work, and share with the Deputy Academic Officer. The campus will provide a monthly update on community and staff outreach. An employee engagement survey will be given and the results will be utilized to address needs as identified.

Strategy 1 Details
<p>Strategy 1: Customer Service: The campus will provide excellent customer service to all stakeholders. CHES staff will respond to family and community correspondence within 24 hours</p> <p>Strategy's Expected Result/Impact: CHES K12 Insight survey will reflect a rating of 90% or higher in customer satisfaction.</p> <p>Staff Responsible for Monitoring: District communication specialist and campus principal and office staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p>
Strategy 2 Details
<p>Strategy 2: School community: The campus will continue to promote and encourage active participation from the community through its PTA organization</p> <p>Strategy's Expected Result/Impact: CHES will have 100% staff participation in PTA. CHES PTA membership will increase 3% for the 21-22 school year.</p> <p>Staff Responsible for Monitoring: Campus principal and PTA membership chair.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>

Strategy 3 Details

Strategy 3: Goal Setting:

All teachers will create TTESS professional goals. Teachers will track their goals in their leadership binder.

All students will create academic and personal goals and monitor in their leadership binders.

CLT will meet four times a year review and update our CIP, review and plan for budget items and discuss procedures and policies in place.

Strategy's Expected Result/Impact: At least 4 CLT meetings will be held.

100% students will have a leadership binder with goals and tracking evidence.

100% professional instructional staff will create and track TTESS Goals

Staff Responsible for Monitoring: Teachers

IC

Admin

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 4 Details

Strategy 4: Communicating Student Achievement to Parents:

Teachers and parents will participate in our fall parent conference day.

Teachers will communicate with parents regularly about student progress through progress meetings (as needed), email, ARDs, RtI and the report card (parent portal).

Strategy's Expected Result/Impact: Our teachers will provide 100 % of our students with report cards during each 9 week grading period. Teachers will meet with 100% of parents at least one time in a school year. TTESS Dimension 2.3 Communication

Staff Responsible for Monitoring: District Support Provided by Coordinator of Accountability and Testing Campus Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 5 Details

Strategy 5: Professional Learning Communities:

The campus will conduct weekly PLC meetings for all teachers.

Strategy's Expected Result/Impact: CHES will increase Domain II score by 3% for the 2021/22 SY.

Staff Responsible for Monitoring: Campus admin team, grade level teams and Instructional Coach

TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Strategy 6 Details

Strategy 6: Family Engagement/Parent Involvement:

We will encourage parent participation following all COVID protocols. We will work with PTA to utilize essential volunteers to support staff and students and bring back more volunteers as soon as possible.

We will communicate weekly with parents through campus news letter.

PTA will host at least outdoor family event each semester.

Strategy's Expected Result/Impact: CHES K12 insight survey will reflect a 5% increase.

Staff Responsible for Monitoring: Administration and PTA

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture