

HALLIE RANDALL EL

Hallie Randall Elementary Campus Improvement Plan 2021/2022

Learners Today - Leaders Tomorrow



Charles Harford
P. O. Box 77 Fruitvale, TX 75127
(903) 896 - 4466
harfordc@fruitvaleisd.com

HALLIE RANDALL EL

Mission

Learners Today - Leaders Tomorrow

Vision

Visioning Committee Belief Statements:

The Partnership of families, community members, students, and Fruitvale Independent School District employees is critical to each student's growth and success.

We believe in the value of instilling work ethic, integrity, perseverance, and motivation in future generations.

We believe in providing a 21st-century education interwoven with real world applications.

We believe in modeling and guiding students toward becoming good citizens.

We believe in unlocking each individual student's potential.

We believe in a supportive and collaborative school culture for students, teachers, and families.

Nondiscrimination Notice

HALLIE RANDALL EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

HALLIE RANDALL EL Site Base

Name	Position
Abshire, Misty	Teacher
Bourquin, Angela	Community Representative
Davis, Jamie	Teacher
Gowin, Jill	Counselor
Harford, Charles	Administrator
Harris, Kasey	Teacher
Johnson, Autumn	Parent Representative
Simmons, Ashley	Teacher
Sneed, Chasity	Community Representative
Spizzirri, Kristin	Parent Representative

Resources

Resource	Source	Amount
ESSER II	Federal	\$403,319
ESSER III	Federal	\$603,865
IDEA Special Education	Federal	\$84,711
IDEA, Prekindergarten	Federal	\$2,169
Instructional Continuity Grant	Federal	\$23,000
REAP-SRSA	Federal	\$34,986
TCLAS - ESSER	Federal	\$431,000
Title I	Federal	\$117,994
Title IIA Principal and Teacher Improvement	Federal	\$17,554
Title IV Safe and Drug Free	Federal	\$10,000
BLGP - ELAR	State	\$33,223
BLGP - Math	State	\$88,977
Instructional Allotment	State	\$37,898
State Compensatory	State	\$346,290
TCLAS - GR	State	\$328,744
Teacher Incentive Allotment	State	\$25,911

HALLIE RANDALL EL

Goal 1. Hallie Randall Elementary will improve classroom instruction and student achievement through personalized learning.

Objective 1. Hallie Randall Elementary will improve classroom instruction through blended learning techniques. Student instruction will be supplemented with technology and the teachers will act as facilitators in the classroom.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hallie Randall Elementary staff will help develop the calendar to provide training to teachers in innovative instructional methods. (Title I SW Elements: 2.2,2.3,2.4,2.5,3.2) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,2) (ESF: 1,1.2,3,3.1,4,4.1,5,5.1,5.2,5.3,5.4)	Blended Learning Project Manager, Business Manager, Curriculum Director, HRE Principal, Instructional Coach, Teachers	Ongoing	(S)BLGP - ELAR, (S)BLGP - Math	Criteria: 2021 - 2022 School Calendar and In-Service Calendar 11/12/21 - On Track
2. Hallie Randall Elementary staff will implement student individual plans for students with fidelity. Teachers will begin offering choices in learning to students to further increase student engagement in classrooms. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 1,1.2,3,3.1,4,4.1,5,5.1,5.2,5.3,5.4)	Blended Learning Project Manager, Curriculum Director, HRE Principal, Instructional Coach, Teachers	Ongoing	(F)ESSER III, (S)BLGP - ELAR, (S)BLGP - Math	Criteria: Lesson Plans and Student Data Folders 11/12/21 - On Track
3. Teachers will utilize station rotations as a way to engage students by means of investigating and responding to authentic, engaging, and complex questions, problems or tasks. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 1,1.2,3,3.1,4,4.1,5,5.1,5.2,5.3,5.4)	Blended Learning Project Manager, Curriculum Director, HRE Principal, Instructional Coach, Teachers	Ongoing	(S)BLGP - ELAR, (S)BLGP - Math	Criteria: Lesson Plans and Classroom Observations 11/12/21 - On Track
4. Hallie Randall Elementary teachers will be trained in and utilize data driven instruction to improve student achievement. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 1,1.2,3,3.1,4,4.1,5,5.1,5.2,5.3,5.4)	Curriculum Director, HRE Principal, Instructional Coach, Teachers	Ongoing	(F)Title I	Criteria: Periodic planning meetings with teachers and Student Success Teams meetings four times a year. 11/12/21 - On Track
5. Hallie Randall Elementary teachers will create and use daily lesson plans with assessments built in from TEKS Resources System and other resources. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 1,1.2,3,3.1,4,4.1,5,5.1,5.2,5.3,5.4)	Curriculum Director, HRE Principal, Instructional Coach, Teachers	Ongoing	(F)Title I	Criteria: Lesson Plans and periodic planning meetings with teachers. 11/12/21 - On Track

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Objective 1. Hallie Randall Elementary will improve classroom instruction through blended learning techniques. Student instruction will be supplemented with technology and the teachers will act as facilitators in the classroom.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2) (ESF: 1,1.2,4,4.1,5,5.1,5.2)				
6. Hallie Randall Elementary teachers will implement student individual plans. Teachers will offer students a choice in learning to increase student engagement. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.1,4,4.1,5,5.1,5.2)	Blended Learning Project Manager, Curriculum Director, HRE Principal, Instructional Coach, Teachers	Ongoing	(S)BLGP - ELAR, (S)BLGP - Math	Criteria: Lesson Plans and Classroom Observations 11/12/21 - On Track
7. Hallie Randall Elementary teachers will receive training on how to use the station rotation model in their classrooms. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 1,1.2,3,3.1,4,4.1,5,5.1,5.2)	Blended Learning Project Manager, Curriculum Director, HRE Principal, Instructional Coach, Teachers	Ongoing	(S)BLGP - ELAR, (S)BLGP - Math	Criteria: Lesson Plans and Classroom Observations 11/12/21 - On Track
8. Hallie Randall Elementary will review classroom settings and look into flexible seating options. (Title I SW Elements: 2.2,2.5) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 1,1.2,3,3.1,4,4.1,5,5.1)	Blended Learning Project Manager, Curriculum Director, HRE Principal, Teachers	Ongoing	(S)BLGP - ELAR, (S)BLGP - Math	Criteria: Classroom Observations and Teacher Feedback 11/12/21 - On Track
9. Hallie Randall Elementary 3rd, 4th, and 5th grade reading students will meet or master grade level increase 5% from the previous year. (Title I SW Elements: 2.2,2.4,2.5) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2) (ESF: 1,1.2,3,3.1,4,4.1,5,5.1,5.2,5.3,5.4)	Curriculum Director, HRE Principal, Teachers	Ongoing	(F)ESSER II, (F)ESSER III, (F)Title I	Criteria: STAAR Scores 11/12/21 - On Track

HALLIE RANDALL EL

Goal 2. Hallie Randall Elementary will change classroom instruction through blended learning and focus on individual student goals to develop character, citizenship, digital citizenship, employability skills and classroom content.

Objective 1. Hallie Randall Elementary will change classroom instruction through blended learning and focus on individual student goals to develop character, citizenship, digital citizenship, employability skills and classroom content.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hallie Randall Elementary teachers and staff will work to develop citizenship through organizational activities that teach students about voting, elections, leadership roles and service in the school. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 3) (ESF: 1,1.2,3,3.1,3.3)	Counselor(s), HRE Principal, Teachers	Ongoing		Criteria: Classroom Observations 11/12/21 - On Track
2. Hallie Randall Elementary teachers will receive training to implement individual coaching/goal setting with students in the classroom. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 3) (ESF: 1,1.2,3,3.1,5,5.1,5.3)	Blended Learning Project Manager, Curriculum Director, HRE Principal, Instructional Coach, Teachers	Ongoing	(F)Title I, (S)BLGP - ELAR, (S)BLGP - Math	Criteria: Classroom Observations and Individual Student Goal Sheets 11/12/21 - On Track
3. Hallie Randall Elementary teachers will provide students the tools, training and materials to monitor and track their own academic and social progress toward goals. (Title I SW Elements: 2.4,2.5) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 3) (ESF: 1,1.2,3,3.1,5,5.1,5.2,5.3)	Blended Learning Project Manager, Curriculum Director, HRE Principal, Instructional Coach, Teachers	Ongoing	(F)Title I, (S)BLGP - ELAR, (S)BLGP - Math	Criteria: Lesson Plans and Classroom Observations 11/12/21 - On Track
4. Hallie Randall Elementary teachers will implement Character Strong lessons in the classroom to assist with character building and conflict resolution. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (ESF: 1,1.2,3,3.1,3.2,3.3,3.4)	Counselor(s), HRE Principal, Teachers	Ongoing		Criteria: Classroom Observations and Discipline Data 11/12/21 - On Track

HALLIE RANDALL EL

Goal 3. Hallie Randall Elementary will provide staff collaboration opportunities to plan for rigorous instruction in the classroom and teacher staff development to improve classroom instruction.

Objective 1. Hallie Randall Elementary will provide staff collaboration opportunities to plan for rigorous instruction in the classroom and teacher staff development to improve classroom instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hallie Randall Elementary will work on meeting early childhood goals set by the Board of Trustees. (Title I SW Elements: 2.2,2.4) (Target Group: PRE K,K,1st,2nd,3rd) (Strategic Priorities: 2) (ESF: 1,1.2,3,3.1,3.3,5,5.1,5.2,5.3,5.4)	Curriculum Director, HRE Principal, Teachers	Ongoing	(F)Title I	Criteria: Classroom Observations and Assessment Data 11/12/21 - On Track
2. Hallie Randall Elementary staff will utilize DMAC to monitor student progress and make changes to individual remediation plans based on data to improve student performance. (Title I SW Elements: 2.2,2.5) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2,3) (ESF: 1,1.2,3,3.1,3.3,3.4,4,4.1,5,5.1,5.3,5.4)	Counselor(s), Curriculum Director, Dyslexia specialist, HRE Principal, Instructional Coach, Intervention Teachers, Special Ed Teachers, Special Education Director, Teachers	Ongoing	(F)ESSER III, (F)Title I	Criteria: Lesson Plans, Assessment Data, and DMAC Reports 11/12/21 - On Track
3. Hallie Randall Elementary staff members will complete Reading Academy as required by law. (Title I SW Elements: 2.2,2.5) (Target Group: K,1st,2nd,3rd) (Strategic Priorities: 2) (ESF: 1,1.2,4,4.1,5,5.1,5.2)	Curriculum Director, HRE Principal, Teachers	Ongoing	(S)Early Education Allotment	Criteria: Certificates of Completion 11/12/21 - On Track

HALLIE RANDALL EL

Goal 4. Hallie Randall Elementary will provide a safe learning environment for staff and students.

Objective 1. Hallie Randall Elementary will provide a safe learning environment for staff and students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hallie Randall Elementary will implement a threat assessment team as required by the law on campus. (Title I SW Elements: 1.1,2.1,2.2,2.6) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (ESF: 1,1.2,3,3.1,3.2,3.3,3.4)	Counselor(s), HRE Principal, Nurse, School Police Officer, Special Ed Teachers, Teachers	Ongoing		Criteria: Documentation from Meetings 11/12/21 - Completed
2. Hallie Randall Elementary will implement digital citizenship lessons and develop teachers in the area of instructing students as digital natives. Future ready students who are informed and safe while utilizing technology. (Title I SW Elements: 2.1,2.2) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 3) (ESF: 1,1.2,3,3.1,3.2)	Curriculum Director, HRE Principal, Teachers	Ongoing		Criteria: Lesson Plans and Classroom Observations 11/12/21 - On Track
3. Hallie Randall Elementary will train staff and implement the GOGUARDIAN program in classrooms to monitor students. (Title I SW Elements: 2.1,2.2) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 3) (ESF: 1,1.2,3,3.1,3.2)	HRE Principal, Teachers, Technology Director	Ongoing		Criteria: Classroom Observations 11/12/21 - Completed
4. Hallie Randall Elementary will train staff in character building, emergency operations, and appropriate interventions with students. (Title I SW Elements: 2.2) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1) (ESF: 1,1.2,3,3.1,3.2,3.3,3.4)	Counselor(s), Curriculum Director, HRE Principal, School Police Officer, Superintendent, Teachers	Ongoing		Criteria: Training Sign-In Sheets 11/12/21 - Completed
5. Hallie Randall Elementary staff and teachers will work to improve student behaviors that reduce success in the classroom through truancy plans, discipline management plans, and consistency district wide. (Title I SW Elements: 1.1,2.1,2.2,2.6) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (ESF: 1,1.2,3,3.1,3.2,3.3,3.4)	Counselor(s), HRE Principal, Teachers	Ongoing		Criteria: Attendance and Discipline Data 11/12/21 - Completed
6. Hallie Randall Elementary counselor and teachers will implement Character Strong to	Counselor(s), HRE Principal, Teachers	Ongoing		Criteria: Lesson Plans and Classroom Observations

HALLIE RANDALL EL

Goal 4. Hallie Randall Elementary will provide a safe learning environment for staff and students.

Objective 1. Hallie Randall Elementary will provide a safe learning environment for staff and students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
assist with SEL (Social Emotional Learning), character development, and conflict resolution. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.6,3.1) (Target Group: All) (ESF: 1,1.2,3,3.1,3.2,3.3,3.4)				11/12/21 - Completed

HALLIE RANDALL EL

- Goal 5.** Hallie Randall Elementary will recruit and retain highly qualified teachers. Teachers will be provided mentorship and explicit training to develop into master teachers.
- Objective 1.** Hallie Randall Elementary will recruit and retain highly qualified teachers. Teachers will be provided mentorship and explicit training to develop into master teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hallie Randall Elementary create and use promotional materials at teacher/staff recruitment events. (Title I SW Elements: 2.2,2.4) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1) (ESF: 2,2.1)	HRE Principal	Ongoing		Criteria: Promotional Materials 11/12/21 - Completed
2. Hallie Randall Elementary teachers will use additional staff development days to provide time for the required instructional training and planning. (Title I SW Elements: 2.1,2.2,2.4) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,2) (ESF: 1,1.2,3,3.1,5,5.1,5.2)	Curriculum Director, HRE Principal, Instructional Coach, Teachers	Ongoing		Criteria: Training Sign In Sheets 11/12/21 - Completed
3. Continue to use Teacher Incentive Allotment for additional state funding. (Title I SW Elements: 1.1,2.2,2.3,2.4) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1,4) (ESF: 1,1.2,2.2.1,3,3.1,5,5.2)	Curriculum Director, HRE Principal, Instructional Coach	Ongoing	(S)Teacher Incentive Allotment	Criteria: Approved teacher list for TIA. 11/12/21 - Completed

HALLIE RANDALL EL

Goal 6. Hallie Randall Elementary will provide opportunities for parents to be equal partners in their child's education.

Objective 1. Hallie Randall Elementary will provide opportunities for parents to be equal partners in their child's education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hallie Randall Elementary will provide opportunities for parents/community and students to interact at school sponsored/community events. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (ESF: 1,1.2,3,3.1,3.4)	Counselor(s), Curriculum Director, HRE Principal, Superintendent, Teachers	Ongoing		Criteria: Sign In Sheets 11/12/21 - On Track
2. Hallie Randall Elementary staff will be trained each year in customer service and continually evaluate our progress in this area. (Title I SW Elements: 2.2,3.1) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1) (ESF: 1,1.2,3,3.1,3.4)	Counselor(s), Curriculum Director, HRE Principal, Superintendent, Teachers	Ongoing		Criteria: Training Sign In Sheets 11/12/21 - Completed
3. Hallie Randall Elementary will provide attendance incentives for individual and groups of students and implement truancy measures as needed. (Title I SW Elements: 2.2,2.6) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (ESF: 1,1.2,3,3.1,3.2,3.3,3.4)	Counselor(s), HRE Principal, School Police Officer	Ongoing	(L)Local Funds	Criteria: Attendance Data 11/12/21 - Completed
4. Accelerated Learning will be provided to students in Grades 3 - 5 to recover learning gaps and promote mastery of learning concepts and skills. (Title I SW Elements: 1.1,2.2,2.3,2.4,2.5,2.6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.1,4,4.1,5,5.1,5.2,5.3)	Curriculum Director, HRE Principal, Intervention Teachers, Teachers	Ongoing	(F)ESSER III	Criteria: Classroom Observations AL Student Rolls 11/12/21 - On Track

HALLIE RANDALL EL

Goal 7. Appendix

Objective 1. Attendance and Dropout Prevention Strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Attendance will be closely monitored with interventions for students with chronic absenteeism. Home visits will be conducted as needed. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.6,3.1) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 1,1.2,3,3.1,3.2,3.3,3.4)</p>	<p>HRE Principal, School Police Officer</p>	<p>Ongoing</p>		<p>Criteria: Attendance Records 11/12/21 - On Track</p>
<p>2. Provide appropriate services to address the needs of students identified as homeless. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.6,3.1) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 1,1.2,3,3.1,3.3,3.4)</p>	<p>Counselor(s), Curriculum Director, Homeless Liaison, HRE Principal</p>	<p>Ongoing</p>	<p>(F)ESSER II, (F)McKinney Vento</p>	<p>Criteria: Number of homeless students served 11/12/21 - On Track</p>
<p>3. Embedded support throughout the school day to support student growth and mastery. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 1,1.2,3,3.1,3.3,4,4.1,5,5.1,5.3,5.4)</p>	<p>HRE Principal, Paraprofessionals, Teachers</p>	<p>Ongoing</p>		<p>Criteria: MAPs Growth iXL Lexia STAAR Benchmarks STAAR 11/12/21 - On Track</p>

HALLIE RANDALL EL

Goal 7. Appendix

Objective 2. Specialized Training and Activities for Students and Staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff will attend required Sexual Abuse and Prevention Training, Recognition of Maltreatment of Children, and Child Abuse and Trafficking Reporting Training. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 1,1.2,3,3.1,3.3)	Counselor(s), Curriculum Director, Homeless Liaison	Ongoing		Criteria: Training Records 11/12/21 - On Track
2. Recognize October as Bullying Awareness Month with a variety of activities and instruction. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 1,1.2,3,3.1,3.2,3.3,3.4)	Counselor(s), HRE Principal, Teachers	Ongoing		Criteria: Activities conducted and reported to Campus Administration 11/12/21 - Completed
3. Campus will participate in Red Ribbon Week with a variety of activities. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 1,1.2,3,3.1,3.2,3.3,3.4)	Counselor(s), HRE Principal	Ongoing		Criteria: Schedule of events 11/12/21 - Completed
4. Campus will provide staff and students training for the identification, prevention, and consequences of bullying. Policies regarding bullying will be communicated and posted as required. (Title I SW Elements: 2.1,2.2,2.6,3.1) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 1,1.2,3,3.1,3.2,3.3,3.4)	Counselor(s), HRE Principal	Ongoing		Criteria: Documentation of training 11/12/21 - On Track
5. Early mental health intervention and suicide prevention training provided to all staff annually. (Title I SW Elements: 1.1,2.2,2.6,3.1) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 1,1.2,3,3.1,3.2,3.3,3.4)	Counselor(s), HRE Principal	Ongoing		Criteria: Documentation of training 11/12/21 - On Track
6. Staff trained in Stop the Bleed. (Title I SW Elements: 1.1) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 1,1.2,2,2.1)	Nurse, School Police Officer	Ongoing		Criteria: Documentation of training 11/12/21 - Completed

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

- Community Demographics
- Community Input
- District Snapshot Data
- Drop-out Rates
- Federal Program Guidelines
- Graduation Records
- Growth Projections
- Homeless Students
- Mobility Rates
- Multi-Year Trends
- Safe Schools Checklist
- Staff Surveys
- Staff/Parents/Community/ Business members involved w/SBDM
- Survey and Interviews of Students/Staff/Parents

Demographics Strengths

- Small Class Sizes
- Low Failure Rates

Demographics Weaknesses

- High percentage of students are economically disadvantaged
- Education is not a high priority in some households

Demographics Needs

- Education to be a top priority among our families and community

Comprehensive Needs Assessment

Demographics Summary

Total Enrollment: 215 students

Student Achievement

Student Achievement Data Sources

Blended Learning Data
Disaggregated STAAR Data
Failure Lists
MAP Growth Data
PBM Risk Levels
PEIMS Reports
Promotion/Retention Rates
Report Card Grades
STAAR Interim Assessments (Benchmarks)
Standardized Tests
Summary of Student Progress (not taking STAAR)
Targeted Improvement Plans
TPRI
TXKEA

Student Achievement Strengths

Implemented blended learning including the station rotation model in most classrooms
Regularly check students progress using benchmarks, MAPs, Lexia, iXL, TPRI, and other assessments to monitor student progress and growth
A wide range of resources available to teachers to monitor and remediate students
Science scores were at or above averages from similar districts around the state

Student Achievement Weaknesses

Low STAAR scores last year in Reading and Math

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

Low attendance rates
Ineffective teachers at some grade levels

Student Achievement Needs

Time built into the master schedule to help remediate struggling students
Resources to monitor and remediate struggling students
RtI Committee to identify and put plans in place for struggling students

Student Achievement Summary

STAAR scores were low across the board last year with the exception of 5th grade Math and 5th grade Science. We will continue to use our SST team to plan for remediating students. We have also added WIN time for each grade level to give teachers time during the school day to remediate students.

School Culture and Climate

School Culture and Climate Data Sources

Community Demographics
Community Input
Discipline Referrals
District Snapshot Data
Expulsion/Suspension Records
Failure Lists
Mobility Rates
Morale Booster Participation
Multi-Year Trends
Parent Participation
Parental Involvement Policy
Promotion/Retention Rates
Safe Schools Checklist

Comprehensive Needs Assessment

School Culture and Climate Data Sources (Continued)

Staff Skills/Inventory for EOP
Staff Surveys
Staff/Parents/Community/ Business members involved w/SBDM
Survey and Interviews of Students/Staff/Parents

School Culture and Climate Strengths

Small class sizes that allow for teachers to make personal connections with students and their families
Caring staff who go out of their way to help students and their families
Homeless liaison to help students and families that have needs
Incentives to encourage students to follow school and district policies

School Culture and Climate Weaknesses

Low attendance rates
Education not a priority in some households

School Culture and Climate Needs

Incentives to encourage students to regularly attend school

School Culture and Climate Summary

Attendance rates continue to be the biggest problem at HRE. We are providing incentives to encourage students to come to school everyday and constantly monitoring attendance and taking steps to make sure students are attending regularly.

Staff Quality, Recruitment and Retention

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Data Sources

Blended Learning Data
Highly Qualified Staff
Morale Booster Participation
Staff Development
Staff Skills/Inventory for EOP
Staff Surveys
Staff/Parents/Community/ Business members involved w/SBDM
Survey and Interviews of Students/Staff/Parents
Teacher Retention Data
Teacher Turnover Rates

Staff Quality, Recruitment and Retention Strengths

Retention stipends staff members can earn for every five years they are employed here
Teacher Incentive Allotment based on student growth and evaluations
Staff Appreciation events held throughout the year

Staff Quality, Recruitment and Retention Weaknesses

Huge demands on time for staff
Gaps in learning that teachers are trying to remediate

Staff Quality, Recruitment and Retention Needs

Time for training to make sure teachers are being effective in the classroom
Support staff to take some of the burden off of teachers

Staff Quality, Recruitment and Retention Summary

Hallie Randall Elementary is a great, supportive place to work. We try different ways to let our staff know they are appreciated and provide incentives for them to stay. As always

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

more could be done to help teachers and staff.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Blended Learning Data
Disaggregated STAAR Data
District Snapshot Data
Highly Qualified Staff
MAP Growth Data
Multi-Year Trends
Promotion/Retention Rates
STAAR Interim Assessments (Benchmarks)
Staff Development
Staff Surveys
Staff/Parents/Community/ Business members involved w/SBDM
Standardized Tests
Summary of Student Progress (not taking STAAR)
Survey and Interviews of Students/Staff/Parents
Targeted Improvement Plans
TPRI
TXKEA

Curriculum, Instruction and Assessment Strengths

We continually assess students using MAPs, interim STAAR, TXKEA, TPRI, Lexia, iXL, and others
We have a common curriculum (TEKS Resource) that all teachers use and is aligned
We provide constant training to teachers based on their needs and problems we see in the classroom

Curriculum, Instruction and Assessment Weaknesses

Comprehensive Needs Assessment

We are constantly adding new programs and changing the things we use in the classroom before we have a change to gauge their effectiveness
We are constantly assessing students which can take away from classroom instruction

Curriculum, Instruction and Assessment Needs

More time to plan and training on using the tools teachers have in the classroom

Curriculum, Instruction and Assessment Summary

Overall, we are heading in the right direction. Hopefully we will be able to use some of these new programs for an extended period of time to gauge their effectiveness and not constantly change what we are using.

Family and Community Involvement

Family and Community Involvement Data Sources

Community Demographics
Community Input
Parent Participation
Parental Involvement Policy
Staff Surveys
Staff/Parents/Community/ Business members involved w/SBDM
Survey and Interviews of Students/Staff/Parents

Family and Community Involvement Strengths

Parents and community members who participate in CIT
Required documents are posted and available to view
Parent Portal is available so parents can stay up to date on student progress
We held Parent/Teacher Conferences in October and had a 85% participation rate

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses

Some parents don't use Parent Portal
Unable to have parents on campus due to Covid

Family and Community Involvement Needs

More parents able to be on campus after Covid is under control

Family and Community Involvement Summary

Overall, we do have parents that care and are concerned about the progress of their children. We could always use more support. Hopefully, parents will be able to come back on campus soon and participate in campus activities.

School Context and Organization

School Context and Organization Data Sources

Blended Learning Data
Community Input
Discipline Referrals
District Policies
Expulsion/Suspension Records
Failure Lists
Growth Projections
Highly Qualified Staff
Multi-Year Trends
Safe Schools Checklist
Staff Skills/Inventory for EOP
Staff Surveys
Staff/Parents/Community/ Business members involved w/SBDM
Survey and Interviews of Students/Staff/Parents

Comprehensive Needs Assessment

School Context and Organization Strengths

Covid safety protocols seem to be working very well
We have added additional remediation time to the school day to help struggling students
Student discipline is handled promptly and effectively. Students are well aware of their expectations.

School Context and Organization Weaknesses

We are working on a more centralized process and place for storing and managing Rtl data

School Context and Organization Needs

Continue to work on areas that need improvment

School Context and Organization Summary

Plans and process we have put in place seem to be effective. We will just need more time to judge the effectiveness and make changes when needed.

Technology

Technology Data Sources

District Policies
Highly Qualified Staff
Staff Development
Staff Surveys
Staff/Parents/Community/ Business members involved w/SBDM
Survey and Interviews of Students/Staff/Parents

Comprehensive Needs Assessment

Technology Strengths

Students are able to have access to chromebooks and connect to the internet wirelessly
We use a variety of internet and software programs to assist teachers with classroom instruction
We have tools to keep students safe and monitoring them while they are using the internet

Technology Weaknesses

Some students have little access to technology or internet outside of the school
Some students are not able to use the technology available to them effectively

Technology Needs

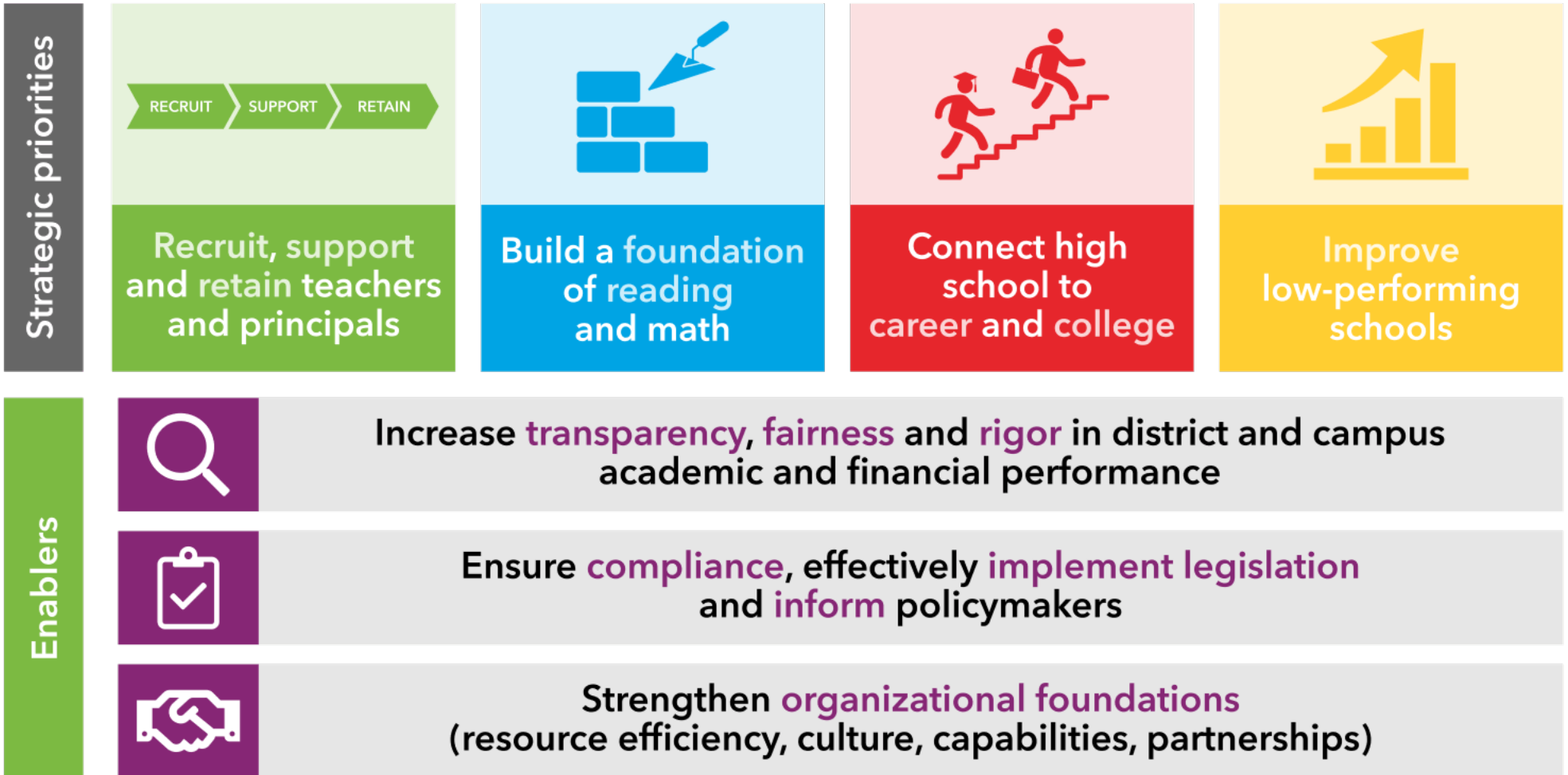
More instruction for students on how to use and navigate technology safely and effectively

Technology Summary

Overall, the district provides access to technology to help students and teachers. More training for students is needed to make sure they are using those tools safely and responsibly.

Other

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*