Eagle Mountain-Saginaw Independent School District

Weldon Hafley Development Center

2022-2023 Campus Improvement Plan

Accountability Rating: B

Mission Statement

The Hafley Development Center mission is to provide a safe, nurturing, child centered learning environment that fosters a love of learning while celebrating individual achievements.

Vision

We are a school where educators partner with families and community members to provide experiences that enrich students' social, emotional, physical, cognitive, and creative abilities while nurturing their capacities to think skillfully and critically.

Core Beliefs

We believe:

Every student will be successful

Student success is a shared responsibility among school, family, and community

Consistent modeling of exceptional character contributes to the knowledge, skills, attitudes, and behaviors that students need to make successful choices

Student engagement in meaningful, authentic, work promotes a lifetime of learning

Commitment to teaching the whole child results in students who are capable of seeking help when needed, managing their own emotions, and problem-solving difficult situations

In providing a safe, risk-free environment that supports and encourages all stakeholders

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Weldon Hafley Development Center is an early childhood learning center that offers a half-day earl learning program for multiple attendance zones across EMSISD. The center operates the district's public prekindergarten program (PK) , early childhood special education (ECSE) and the district childcare. The enrollment for has increased annually. The first day enrollment for 2022-2023 was 284 students. The 10th day enrollment for 2022-2023 was 350 and a current enrollment of 356 with 294 students being PK and 62 ECSE only.

In this school the number of student participating in the Bilingual Education program has decreased to reflect the numbers seen prior to 2019-2020. In 2021-2022 there were 120 students enrolled in the bilingual education program. This was a 60% increase from 2020-2021 and a 20% increase from 2019-2020 and prior. In the 2020-2021 school year the number of students receiving bilingual education had decreased by 35 students. This was partly due to concerns with COVID-19 in multi-family living situations. In the previous years since 2016 the number if students in the bilingual education program remained around 100 students. The current number of student participating in PreK Bilingual Education is 103.

An increase in the students receiving ECSE services has continued. Currently 100 students at Hafley are eligible and receiving ECSE services. 110 students were enrolled in ECSE at the beginning of the 2021-2022 school year compared to 85 students in 2020-2021 and 60 students in 2019-2020. Though the over all number beginning of year total of students in ECSE declined from the previous school year, the number of students requiring specialized classrooms is 50% of the total of ECSE students.

Hafley has 20 full time teacher positions with 12 serving ECSE and 8 serving PK. Two teachers serve the PreK Bilingual Education and six serving Prekindergarten/ESL. Each classroom also -has a paraprofessional. Hafley has a full time counselor to support the students on our campus. A third, full-time Speech Language Pathologist has been added to the campus as well as an additional half-time Educational Diagnostician, IEP Facilitator and IEP Clerk.

Demographics Strengths

- Hafley has a diverse population of students and supports the inclusion of all students
- Hafley families have multiple home languages and supports sharing their culture with others
    - English
    - Spanish
    - French
    - Swahili
    - Arabic
    - Nepali
    - Vietnamese

- ◦ Other
- Hafley maintains a student educator ratio of 11:1
- Hafley continues to meet the needs of diverse populations by experiencing growth in all programs
- Hafley families demonstrate an interest in engaging with the school to support learning

Problem Statements Identifying Demographics Needs

Problem Statement 1: An increased number of students of various populations are struggling to achieve their full potential academically or behaviorally as demonstrated by a decrease in the percent of students "On Track" on CLI Social Emotional screener. **Root Cause:** Our diverse population of students enter school with different levels of preparedness, which has been complicated with the pandemic in which students didn't receive early intervention services or access/exposure to social skill development through common life experiences.

Student Achievement

Student Achievement Summary

Wave 3 CIRCLE Progress Monitoring data for 2021-2022 school year indicates that students attending the half-day Prekindergarten program at Hafley are making growth in most domains. A decrease in the number of students scoring "on track" for social emotional development was noted for students in the non-bilingual program.

Student Achievement Strengths

Wave 3 CLI Assessment Data 2021-2022

- 85% of students scored "on track" for the overall math measure
- 57 % of students scored "on track" for number operations
    - This is a 20% increase over 2020-2021
- 68% of students assessed in English scored "on track" for Rapid Letter Naming
- 68% of students assessed in Spanish in the Bilingual Education program scored "on track" for Rapid Letter Naming
- 70% of students assessed in English scored "on track' for Rapid Vocabulary
- 62% of students assessed in Spanish scored "on track" on Rapid Vocabulary
- 85% of students are "on track" for social emotional behaviors
- 90% of students assessed are "on track" for writing

Students in ECSE programs are educated with non-disabled peers. When appropriate,ECSE students are included in the CLI progress monitoring.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Of the 78 students in the Bilingual Education program 44% scored On Track compared to 68% of students that are not in the bilingual education program.
Root Cause: Students in the bilingual education program need to have opportunities for authentic practice of the math skills in English.

Problem Statement 2: Of the 77 students that began the school year in the Bilingual Education program at Hafley , 4 students scored On track. **Root Cause:** Students are assessed in English for Wave 1 , with no formal counting experience in English.

Problem Statement 3: The number of students that scored On Track in the Social Emotional domain at Wave 1 decreased in Wave 3 in all classes except Bilingual Education classes. **Root Cause:** There is an increase in the expectation of students as their age increases through the year. Students demonstrate gaps in foundational social skill development that was not seen on such a large scale prior to the pandemic, so they are less motivated, less responsible, and require high levels of engagement.

School Culture and Climate

School Culture and Climate Summary

Hafley Development Center has been the early learning setting for the district since 2005 and has maintained a focus on providing high quality learning experiences for the district's youngest learners. The mission at Hafley is to foster a love of learning while celebrating our individual achievements. This is represented daily in our core belief that every student will be successful. The core beliefs were created collevtively with a commitment to :

- success for all students
- a shared responsibilty among school, family and community members
- consistently modeling exceptional character
- promoting a lifetime of learning through student engagement in authentic work
- teaching the whole child
- providing a risk-free environment

Hafley also houses the districts employee childcare program. Children ages six weeks to five years are provided with high quality childcare. The childcare center is a Texas Rising Star 4-Star center that meets and exceeds the minimum standards set by the state child care licensing department.

 In the 2019-2020 school year the staff, students and parents developed the Hafley Cub Values and these values remain as part of hte school culture in 2022-2023. These are the values that we demonstrate daily as a part of the Hafley Development Center community.
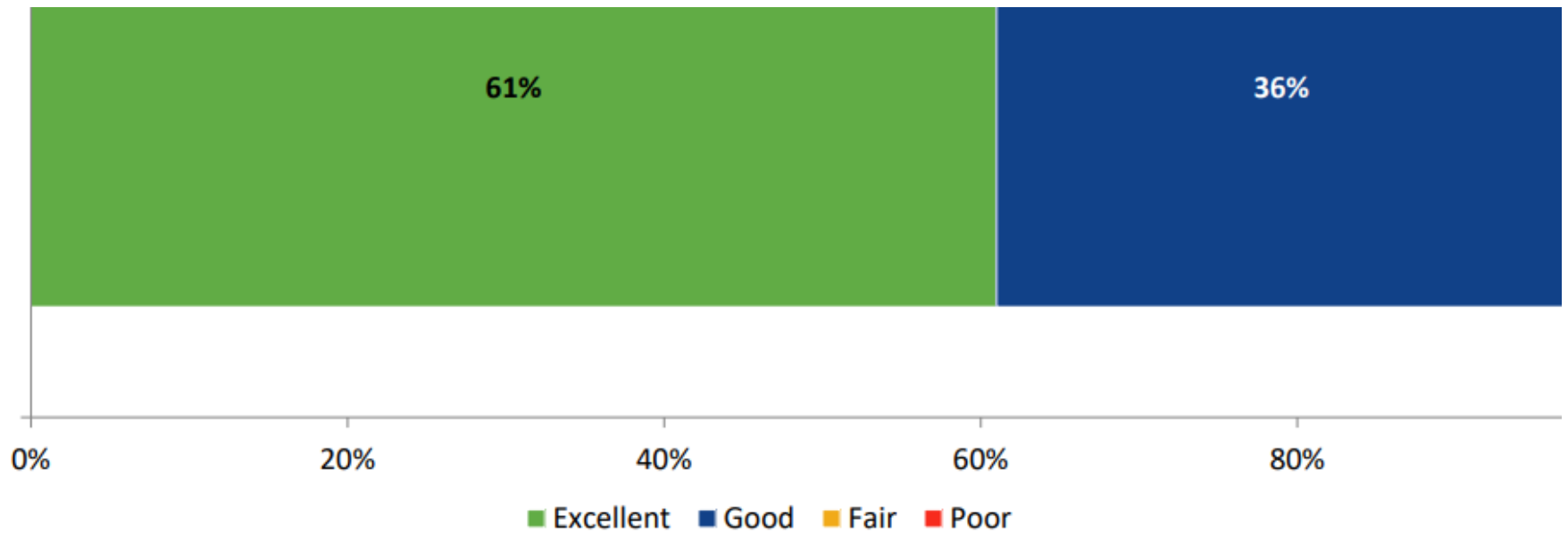
 Parent Survey 2021-2022

Overall School Quality

How would you rate the overall quality of your child's school? (N=33)

61% **36%**

0%   20%   40%   60%   80%

■ Excellent ■ Good ■ Fair ■ Poor

Employee Survey 2021-2022

Overall Quality

How would you rate the overall quality of your school or workplace? (N=17)

29% **59%** **12%**
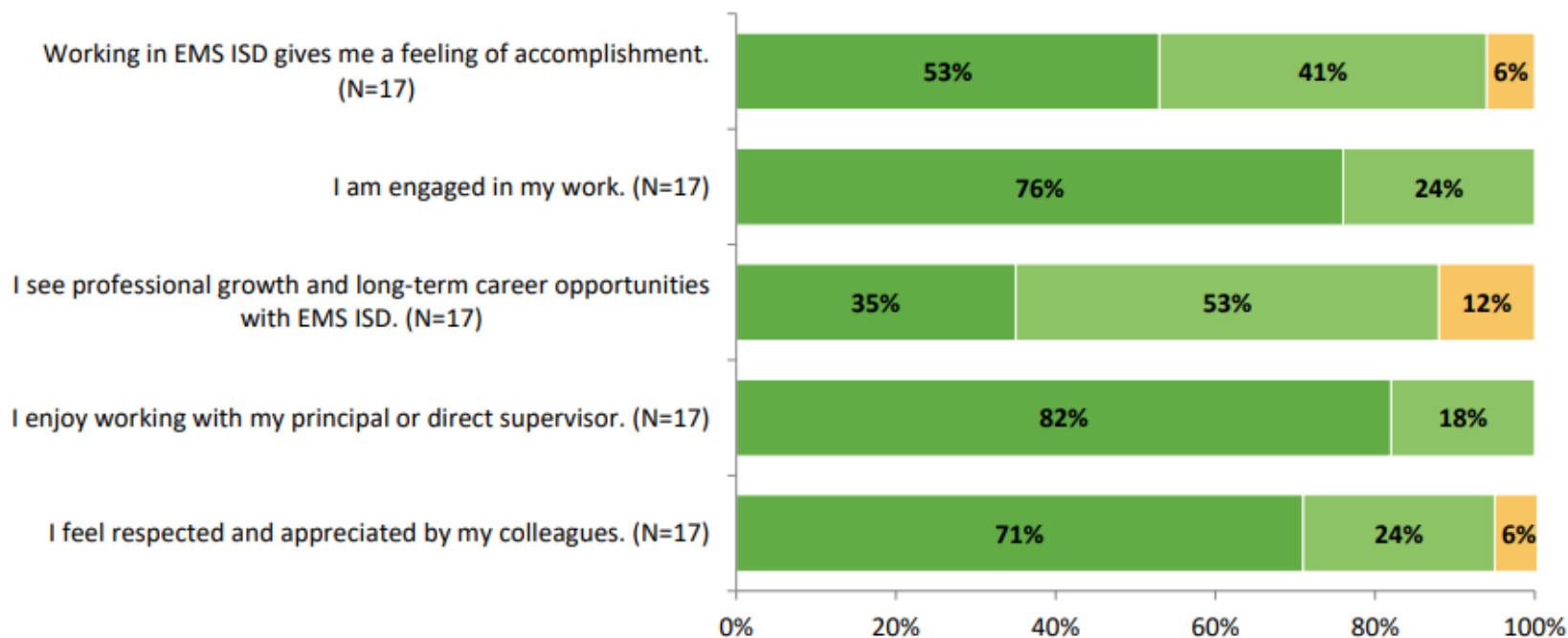
Employee Survey 2022-2023

Employee Engagement

How strongly do you agree or disagree with the following statements?

Statement	Excellent	Good	Fair
Working in EMS ISD gives me a feeling of accomplishment. (N=17)	53%	41%	6%
I am engaged in my work. (N=17)	76%	24%	
I see professional growth and long-term career opportunities with EMS ISD. (N=17)	35%	53%	12%
I enjoy working with my principal or direct supervisor. (N=17)	82%	18%	
I feel respected and appreciated by my colleagues. (N=17)	71%	24%	6%

0%　　　20%　　　40%　　　60%　　　80%　　　100%

School Culture and Climate Strengths

1- Teacher voluntarily resigned the teaching position to take a teaching position in another district.

17 -Teachers completed the employee survey.

Feedback from the Parent Survey was positive and complimentary of the teachers

100% of staff that completed the survey agree or strongly agree that the campus expectations for students are high and students are challenged.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Teachers indicate a desire to have growth opportunities and consistent feedback. **Root Cause:** Limited opportunities and limited understanding for ECE

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Weldon Hafley Development Center we are committed to increasing our knowledge and skills in order to improve educator practice and positively impact student learning. We believe in hiring highly qualified staff that have a passion for early childhood education and align to our vision and goals. All teachers at Weldon Hafley Development Center meet TEA certification as well as have additional certification according to ***TEC §29.167, Teacher Requirements.*** All teachers at Weldon Hafley Development Center meet additional certification requirements for HQPK and TEA certification.

Opportunities to build our capacity for providing high quality instruction to young children are embedded in each area of our work. We have monthly TEAM meetings, weekly PLCs, monthly Quad Meetings, a virtual Cohort , and encouragement to build leadership skills. We work to support one another in order to effectively serve our entire Hafley community. Instructional staff are provided with consistent professional development opportunities through CLI engage as well as support from curriculum department.

Staff Quality, Recruitment, and Retention Strengths

- 100% of staff that completed the Employee Survey report they are engaged in their work
- 100% pf staff that completed the Employee Survey report they enjoy working with their principal.
- 88% of staff that completed the Employee Survey report the overall quality of the work place in Good or better.
- 100% of staff that completed the Employee Survey report they are proud to work in EMS ISD.
- 41% of the staff have 3-5 years in EMS ISD
- 41% of the staff have more than 10 years in EMS ISD

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Early Childhood Education (and Early Childhood Special Education)is an incredibly difficult and complex teaching field that is essential to children's learning and development, supportive for families, and foundational to the success of students. There is a shortage of qualified individuals applying to work in this teaching field. **Root Cause:** There is a sense that the early childhood teaching profession is not respected. There is a gap in the messaging around brain development; the importance of early childhood educators as role models; and ensuring their work to support readiness for K-12 education.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum:

Prekindergarten follow all high quality curriculum components. Teachers work collaboratively to plan instruction, following the district instructional guides. This ensures that the curriculum is taught with fidelity and equitably. The PreK Curriculum aligns with the 2015 PreK guidelines and provides support for students in ECSE and English Learners. The curriculum is fully aligned and provided in Spanish to English Learners served in bilingual education. The effectiveness of this curriculum to maximize kindergarten readiness is evaluated annually.

Instruction:

Teachers are provided resources to support curricular integration across all ten domains of the Prek guidelines. There is a vertical alignment of preK to through grade 3 through CLCs and district planning meetings. Teachers meet in PLC weekly to support the horizontal alignment of curriculum. Teachers follow the CIRCLE/Texas School ready Model for prekindergarten classroom instruction.

Assessment:

Multiple forms of formative assessment are completed throughout the year to monitor progress toward PreK guidelines. All students in Prek are administered the CLI Engage assessment instrument three time per year. Assessment data is provided to and reviewed with parents during conferences.

- CLI Engage
- Alphabet Knowledge

Curriculum, Instruction, and Assessment Strengths

- Weekly PLC
- CLCs and CFA
- CLI Engage (BOY,MOY,EOY)
- Alphabet Knowledge Screener
- District Curriculum, Instructional Guides
- Monthly Coaching Sessions with Instructional Specialist
- Family Partnerships

Parent and Community Engagement

Parent and Community Engagement Summary

At Weldon Hafley Development Center parents become active participants in the growth and development of their child. We believe that when parents feel like partners they are empowered to take better care of themselves and their children. Children that are healthier, feel safer and are better prepared for kindergarten.

Family engagement is a key fundamental element of our early childhood program. We foster this in our teachers with a belief that the systematic inclusion of families in activities and programs will promote children's development, increase learning and support growth. Parents are included in planning, development, and evaluation of the family engagement plan.

Parent and Community Engagement Strengths

- 97% of parents rate the quality of the school as Good or better
- 94% of families are encouraged to attend school activities
- Parent and Family Workshops
- Parent Night Events
- Parent Academy (Love and Logic)
- Coffee and Conversations with the Principals
- Family Outdoor Activity Day
- Community Partnerships with Community Link, Fort Worth Opera, Food Pantry, Lighthouse Church
- Digital Newsletter
- Two family or caregiver outreach activities to notify families or caregivers of the value and availability of free LEA-provided prekindergarten, the enrollment period, eligibility criteria and documentation needed for enrollment.
- Volunteer Round-up for classroom projects (Science Lab, Guest Readers)

School Context and Organization

School Context and Organization Summary

Teachers create professional growth goals that are documented in TTESS

Teachers develop student growth goals, monitor and adjust to continuously improve instruction.

Students are learning to set goals and tracking their progress towards meeting those goals with a visual goal-tracking sheet.

Teachers are using the elements of the Fundamental Five to improve instructional rigor and relevance, and student performance.

Teachers are using research based best practices and strategies to improve Tier 1 instruction.

Teachers use the Teaching and Learning System for continuous improvement

Teachers are working in collaboration through PLCs to analyze student data, plan for instruction and reflect upon their own instruction.

School Context and Organization Strengths

Weekly PLC time with instructional specialists and administrators.

Common planning time by grade level.

Teachers are creating common formative assessments and using data to drive instruction.

Teachers use district curriculum guides to plan for instruction.

Teachers attend district CLCs and after school curriculum planning sessions.

Utilize district support staff to improve pedagogy and knowledge of instructional strategies.

Technology

Technology Summary

- Ipad Cart
- Google Expedition
- Every class has monitor
- Touch screen computer lab
- Osmos
- Classroom Ipad
- Tech Apps
- Teachers issued laptops

Technology Strengths

Children use engaging, age-appropriate, and challenging learning applications, programs, and websites to extend their knowledge and to enrich their learning of curriculum content and concepts. These technologies serve as important learning tools and are integrated throughout the instructional program. Providing access to a variety of technologies is critical in the development of 21st century skills that young children need to learn and grow.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- 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
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Goals

Revised/Approved: September 30, 2022

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE 1, 2, 3,)

Performance Objective 1: By the end of 2022-2023 school year greater than 80 % of all prekindergarten students will identify 20 upper case and 20 lower case letters of the alphabet on the Alphabet Knowledge screener.

    Evaluation Data Sources: Alphabet Knowledge Screener

Strategy 1 Details		Formative Reviews		
Strategy 1: Teachers will implement high quality literacy lessons that embeds alphabet knowledge		**Formative**		
Strategy's Expected Result/Impact: Increase in Letter Knowledge and letter naming skills.		**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Carlynn Briley **Title I:** 2.4, 2.5				

Strategy 2 Details		Formative Reviews		
Strategy 2: Teachers will collaborate in PLC to monitor and adjust the success of students in naming letters		**Formative**		
Strategy's Expected Result/Impact: Increase rapid letter naming to 80% of students On Track		**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialist **Title I:** 2.4, 2.5				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE 1, 2, 3,)

Performance Objective 2: By the end of 2022-2023 school year greater than 80 % of EB students in the prekindergarten program will score On Track on the CLI Engage Progress monitoring tool for Rapid Vocabulary.

Evaluation Data Sources: CLI Engage Progress Monitoring School Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will use the shared reading as a resources to build oral language skills for students in the prekindergarten program.	**Formative**		
Strategy's Expected Result/Impact: Teacher will see an increase in student oral language skills as they implement the strategies from shared reading. **Staff Responsible for Monitoring:** Principal Assistant Principal Sandra Garcia, Specialist Carlynn Briley, Early Literacy Specialist **Title I:** 2.4, 2.5, 2.6	**Dec**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE 1, 2, 3,)

Performance Objective 3: By the end of 2022-2023 school year greater than 75 % of all prekindergarten students will score On Track on the CLI Engage Progress monitoring tool for Number Operations.

    Evaluation Data Sources: CLI Engage progress monitoring school report

Strategy 1 Details	Formative Reviews		
Strategy 1: Complete the initial CLI assessment with fidelity for Math Number operations during BOY, MOY and EOY	**Formative**		
Strategy's Expected Result/Impact: Teachers will have see the needs of students and be able to properly adjust instruction for math operations. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Specialist **Title I:** 2.4, 2.5, 2.6	**Dec**	**Mar**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct quick assessments with students to monitor progress toward reaching On Track level in number operations.	**Formative**		
Strategy's Expected Result/Impact: Through the monitoring of student progress teachers will identify students that need support toward reaching the learning goal. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Specialist **Title I:** 2.4, 2.5, 2.6	**Dec**	**Mar**	**June**

Strategy 3 Details	Formative Reviews		
Strategy 3: Increase the Tier 1 instruction for EB students that are learning math in English to include additional opportunities to use math in learning centers.	**Formative**		
	Dec	**Mar**	**June**
Strategy's Expected Result/Impact: Students will be able to apply math skills in learning centers and talk about adding to and taking away. **Staff Responsible for Monitoring:** Classroom teacher AP Principal Instructional Specialist **TEA Priorities:** Build a foundation of reading and math -			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE 1, 2, 3,)

Performance Objective 4: Staff will actively promote a diverse and inclusive learning environment, respecting the unique needs, perspectives and potential of all students by planning and implementing at least one activity every 4 weeks with the Quad groups.

    Evaluation Data Sources: Survey Data

Strategy 1 Details	Formative Reviews		
Strategy 1: Create a common understanding of the benefits of inclusion.	**Formative**		
Strategy's Expected Result/Impact: Staff will stay motivated and understand how this ties back to broader professional goals	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers Administrators			

Strategy 2 Details	Formative Reviews		
Strategy 2: Leverage monthly Quad Meetings to provide time for staff to mix and share and learn from each other in a non-threatening environment.	**Formative**		
Strategy's Expected Result/Impact: We will build a culture of connection and belonging.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators			

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will provide documentation and feedback of the monthly activity and results to the Assistant Principal.	**Formative**		
Strategy's Expected Result/Impact: Staff will collaborate and recognize how to add inclusive activities that meet the unique needs of all learners.	**Dec**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE 1, 2, 3,)

Performance Objective 5: 100% of teachers will implement the campus wide behavior plan , reviewing the Cub Values and providing positive reminders of expectations.

    Evaluation Data Sources: Campus Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Review the Campus Behavior plan with all staff	**Formative**		
Strategy's Expected Result/Impact: All staff will be aware of the expectations and know how to get support.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: AP Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math			

Strategy 2 Details	Formative Reviews		
Strategy 2: Recite the Cub values with the campus daily, as a positive reminder of the campus expectations.	**Formative**		
Strategy's Expected Result/Impact: Students will know and understand what is expected.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: AP Principal Teacher **TEA Priorities:** Connect high school to career and college			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE 1, 2, 3,)

Performance Objective 6: 100% of staff will report increased self-awareness and self-management skills to so that they are able to recognize their emotions , understand and manage their emotions resulting in reduced stress and increased personal achievements in school and life.

Evaluation Data Sources: Self Care Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Introduce staff to the Take Time for You and conduct the Self Care Survey	**Formative**		
Strategy's Expected Result/Impact: Staff will analyze factors that create stress or motivate successful performance.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor Team Leads Teachers **TEA Priorities:** Recruit, support, retain teachers and principals			

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a plan to build on a strength, meet a need, or address a challenge.	**Formative**		
Strategy's Expected Result/Impact: Staff will understand how developing interests and filling challenging roles support school and life success.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor AP Principal Teachers			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE 4, 5, 6)

Performance Objective 1: In the 2022-2023 school year we will establish at least one community partnership (formal or informal) with a licensed childcare center regarding the early education programs so that there is support for students and their families.

Evaluation Data Sources: Analytics from various parent survey
Analytics from digital newsletter
Parent / Teacher Communication log

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborate with the CPAC to determine possible community partnerships to meet the needs of our students and their families.	**Formative**		
Strategy's Expected Result/Impact: A list of community partners and their contacts will be available to begin making connections.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Director of PreK Services Counselor Assistant Principal Teachers **Title I:** 4.1, 4.2			

Strategy 2 Details	Formative Reviews		
Strategy 2: Establish a line of communication by meeting with potential community partners via TEAMS, Face to Face or by email to begin the discussions and determine the how we can work together.	**Formative**		
Strategy's Expected Result/Impact: We will have an open line of communication to know who to call when we need to access these resources.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Director of PreK services Counselor			

Strategy 3 Details	Formative Reviews		
Strategy 3: Create a Collaborative Learning Community with childcare centers in the EMSISD attendance zone to support student learning for students that are in these programs.	**Formative**		
Strategy's Expected Result/Impact: Child care centers in the EMSISD will have an open line of communication with the Director of PreK services so that resources can be shared.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Director of PreK Services.			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE 4, 5, 6)

Performance Objective 2: In the 2022-2023 school year 100% of families will report they are informed about school-sponsored activities, such as parent academy, coffee and conversations, and family nights.

Evaluation Data Sources: Parent Survey
Parent Attendance logs
Newsletter Analytics
Social Media Analytics

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase parent communication so that parents are informed of campus events that support student learning and how to connect them to learning at home resulting in an increase in the number of participants.	Formative		
	Dec	Mar	June
Strategy's Expected Result/Impact: Parents will be active participants in the students' education. **Staff Responsible for Monitoring:** Teachers Director of PreK Services Assistant Principal **Title I:** 4.1, 4.2 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture			

Strategy 2 Details	Formative Reviews		
Strategy 2: Parents receive a digital newsletter at least bi-weekly that includes academic goals for the period and activities that parents can do at home to support learning.	Formative		
	Dec	Mar	June
Strategy's Expected Result/Impact: Families are aware of what students should be able to do, have 1-3 activities that can be done and know how this learning can be supported at home. **Staff Responsible for Monitoring:** Director of PreK Services Counselor Assistant Principal Teachers **Title I:** 4.2			

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE 4, 5, 6)

Performance Objective 3: 100% of students in the four-year-old prekindergarten program will manage their learning by implementing the use of a Data Folder.

Evaluation Data Sources: Data collected on the use of data folders.
Observation
Success of Fun Friday

Strategy 1 Details	Formative Reviews		
Strategy 1: Collaborate with the Prek teaching team to determine the appropriate elements of the Data Folder.	Formative		
Strategy's Expected Result/Impact: A sample data folder will be shared with all teachers	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Director of PreK Services Assistant Principal **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction			

Strategy 2 Details	Formative Reviews		
Strategy 2: Conference with students on personal goals and discuss the power of being in control of their learning.	Formative		
Strategy's Expected Result/Impact: Students will become accountable for their learning by setting and achieving goals.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers Director of PreK Services Assistant Principal **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE 4, 5, 6)

Performance Objective 4: 100% of early childhood professionals will recognize their contribution to the K-12 education system as evidenced by reporting professional growth and long-term career opportunities with EMS ISD in the employee survey.

    Evaluation Data Sources: Employee Survey Data

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic processes and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7, 8).

Performance Objective 1: 100% of Hafley DC staff will consistently demonstrate behaviors that reflect a Safe and Nurturing school climate as assessed by a variety of measurement tools.

    Evaluation Data Sources: teacher attendance rate
    parent feedback
    peer feedback
    Campus survey data.

Strategy 1 Details	Formative Reviews		
Strategy 1: All staff members will review the CUB Values with students daily , serving as models for these positive behaviors.	**Formative**		
Strategy's Expected Result/Impact: Students will demonstrate the positive Tier 1 behavior expectations	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Director of PreK Services Assistant Principal			

Strategy 2 Details	Formative Reviews		
Strategy 2: All staff will guarantee the implementation of Positive Action Lessons daily that include at home practice of the PA skills.	**Formative**		
Strategy's Expected Result/Impact: Students will demonstrate self regulation skills that will result in an increase in positive behaviors across the campus.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Principal Teachers Counselor **Title I:** 2.5, 2.6 - **ESF Levers:** Lever 3: Positive School Culture			

Strategy 3 Details	Formative Reviews		
Strategy 3: Continue to build the staff understanding and implementation of CHAMPS across all classrooms PREK-3, PreK-4 and ECSE.	Formative		
Strategy's Expected Result/Impact: Staff will implement CHAMPS across the campus **Staff Responsible for Monitoring:** Teachers Assistant Principal **Title I:** 2.6 **- ESF Levers:** Lever 3: Positive School Culture	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Complete 100% of required safety drills with fidelity, allowing time for reflection and correction.	Formative		
Strategy's Expected Result/Impact: All students and staff will know precisely how to respond in an emergency. **Staff Responsible for Monitoring:** Assistant Principal Teacher **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Dec	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic processes and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7, 8).

Performance Objective 2: All Staff will utilize the PDSA cycle of learning so that teachers evaluate the effectiveness of the learning strategies and activities used in the classroom resulting in continuous improvements in students achievement.

Evaluation Data Sources: Student Achievement Data: CLI Engage, Alphabet Knowledge, Data Folders, SLOs,

Strategy 1 Details	Formative Reviews		
Strategy 1: All instructional staff will know the learning expectations and recognize when there needs to be a change.	Formative		
Strategy's Expected Result/Impact: Teachers will study the impact of their learning strategies and make adjustments. **Staff Responsible for Monitoring:** Teachers Administrators **ESF Levers:** Lever 5: Effective Instruction	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
Strategy 2: All instructional staff will study their practices and feel empowered to make suggestions as needed to improve outcomes.	Formative		
Strategy's Expected Result/Impact: Staff will take ownership of the Teaching and Learning and are accountable for improvements. **Staff Responsible for Monitoring:** Teachers Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, 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 5: Effective Instruction	Dec	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	