Honey Grove Independent School District

Honey Grove Elementary

2021-2022 Campus Improvement Plan

Mission Statement

Our mission is to empower students to discover their purpose, shape their character, and embrace the power of knowledge!

Vision

Our vision is to develop positive relationships within our school community in order to meet the educational needs of our students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

*Source for demographic data included in 2020- 2021 Campus Needs Assessment is 2018- 2019 Texas Academic Performance Report.

*96.6% attendance rate for 2017- 2018

*Students by ethnicity: 7.0% African American, 25.3% Hispanic, 59.0% White, 0% American Indian, 0% Asian, 0% Pacific Islander, 8.7% Two or More Races

*Student Population is 68.0% Economically Disadvantaged

*Student population is 11.3% English Language Learners (ELL)

*Student population is 33.7% At-Risk

*Students with Disciplinary Placements (2017- 2018) 0.0%

*Mobility rate of students (2017- 2018) 11.3%

*Students identified Gifted and Talented 2.7%

*Students identified Special Education 12.7%

Demographics Strengths

*Collection and analysis of data used to plan and implement effective instruction and interventions responsive to student needs

*Differentiated instruction utilized in all classes providing students instruction responsive to their needs

*Restorative Discipline practices utilized providing behavioral coaching

*Constantly updating and improving assessment and identification of students qualifying for special program participation (Multi-Tiered System of Supports, 504, Special Education, Gifted and Talented)

*Teaching staff meets Highly Qualified standards

*Teaching staff qualified in Gifted and Talented instruction, and certified in Special Education and English as a Second Language

*Dyslexia instruction delivered by specially trained and qualified staff

Problem Statements Identifying Demographics Needs

Problem Statement 1: How do we best provide appropriate, differentiated instruction to At-Risk students and other students who need additional supports? **Root Cause:** At-Risk students (and other high-risk student groups) require more individualized supports and services.

Problem Statement 2: How do we best design and deliver standards- based, aligned instruction to all students and student groups? **Root Cause:** Teachers must be trained in designing and delivering appropriate, aligned instruction to a variety of students with specific needs and backgrounds.

Student Learning

Student Learning Summary

*2020-2021 0.0% retention rate in grades 1-5

*2020-2021 58% of 5th graders scored Masters in Math and 48% scored Masters in Reading

*2020-2021 STAAR testing grades 3- 5 % Passed STAAR: Reading 83.6%, Math 84%, Writing 72%, Science 73%

*84% of kindergarteners are reading at or above grade level

Student Learning Strengths

*Differentiated instruction, small group instruction and multiple intervention opportunities available for all students

*Continuous improvement in MTSS progress monitoring, dyslexia identification and service, and SPED assessment and identification processes

*Targeted tutorials designed for various student performance levels and needs including HB 4545 students

*Standards-based instruction for PK- 5th grade students

Problem Statements Identifying Student Learning Needs

Problem Statement 1: How can we ensure continued gains in academic preparedness of PK students? **Root Cause:** Program evaluation is needed to assess the current curriculum's capacity to meet the needs of our students.

Problem Statement 2: How can we best monitor, interpret and disperse data about individual student progress to all invested parties? **Root Cause:** Interpretation of different data sources needs to be taught to recipients, teachers need to be trained in monitoring student performances and collecting data, communication between all invested parties needs to be current and ongoing.

School Processes & Programs

School Processes & Programs Summary

*Provide full day instruction to PK students.

*Provide self-contained instruction to PK-2nd grade students.

*Provide departmentalized instruction to 3rd-5th grade students. Schedule includes daily instruction in science and social studies as well as double blocked math and ELA instructional times.

*Provide SPED instruction in resources classes as well as inclusion model.

*Provide daily Dyslexia instruction to identified students through Take Flight curriculum.

*Provide instructional supports and accommodations to students in need through classroom interventions,Multi- Tiered System of Support (MTSS), 504, and SPED services.

*Provide after school STAAR prep tutorials to a range of high- and low-performing students in grades 3-5.

*Provide academic UIL coaching and competition before, during and after school.

*Provide phonics instruction to all students in grades K-3.

*Provide Music instruction to all students grades 1-5.

*Provide after school instructional opportunities through collaboration with The Honey Grove Library and Learning Center.

*Campus committees are utilized to interview and hire qualified applicants.

*Teachers are appraised regularly using T-TESS Professional Development system.

*Staff is provided current professional development opportunities locally, through Region 8 ESC, and other entities.

School Processes & Programs Strengths

* Active PTO, sponsoring in-school, after-school and community wide events

* Multi-Tiered System of Supports (MTSS) based on data-based progress monitoring of students. Meetings are regularly scheduled and data updates result in individualized interventions based on unique student needs.

* All classroom teachers are certified or seeking certification in areas of SPED, GT and ESL so that they may best differentiate and individualize instruction for ALL students.

* Counselor has biweekly class instruction lessons based on character components and safety topics.

* Campus personnel are trained in and experienced in utilizing technology effectively. Teachers use technology to develop lesson plans and track professional growth. They

communicate within the school community through a wide variety of programs and applications.

*Professional Development goals for all teachers include the common campus goal of utilizing data to drive instruction.

*Full-day Highly Qualified PK program designed to prepare PK students academically, socially and emotionally for future school experiences.

*Accelerated Reader program available to all students. Student use computers in classrooms provide in-class opportunities to all students to have selections read to them, take tests, and get progress reports.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: How do we most effectively improve our Reading and Writing instruction to impact student success? **Root Cause:** All students in school have received phonics instruction since kindergarten. A new phonics program was purchased to help students in 3rd grade. Teachers continue to collaborate with the reading specialist in order to interpret data and design the best instruction for our students.

Problem Statement 2: How do we measure the effectiveness of the resources we utilize? How do we best select appropriate resources to best meet our student needs? **Root Cause:** Resources are typically selected either by individuals or committees who are examining the products without the benefit of seeing how our students use the products. Product efficacy is generally subjective, and determined by examining student progress data after long-term use of a year or more.

Problem Statement 3: What resources and experiences can we provide our students with that will most impact At-risk students so that they can reach their fullest potential? **Root Cause:** Some students are at risk essentially when they first attend school, due to their lack of exposure to basic academic skills and social norms.

Perceptions

Perceptions Summary

*We serve a diverse group of students, some whose participation in school-related activities is limited to the hours school is in session. We try to accommodate the needs of all of our students by being flexible in our scheduling, involving members of our community in a variety of activities, developing meaningful relationships with our students and the school community, and engaging students with quality instruction.

*Students are greeted at the door daily, and school staff assists students into and out of vehicles in the mornings and afternoons.

*All students have opportunities to experience Field trips and on-campus speakers throughout the school year whenever COVID restrictions are not in place.

*PTO sponsors events to involve students and parents.

*Information involving school happenings is communicated through the school Facebook page, newsletters, and the Remind App.

Perceptions Strengths

* Conflict Leadership Team meets frequently to coordinate campus calendars, troubleshoot anticipated conflicts, and resolve issues affecting the campus climate.

*Campus Sunshine Committee meets regularly to plan and implement staff celebrations and activities designed to maintain staff morale and school climate.

*MTSS meetings are held regularly with Instructional Coach, Counselor, Classroom teacher, and administrator present. Each student's progress is discuss and individualized goals are developed. Parents are invited or informed about committee decisions and what interventions their student will be receiving.

*504 meetings are held annually and at other times, per parent or school request. Each student is progress monitored and appropriate accommodations are designed. These are attended by the 504 chair, school counselor, classroom teachers, and administrator.

*Parents are kept apprised of student progress through progress reports, report cards, take home folder notes, and parent portal. Students enrolled in Dyslexia services and SPED receive progress reports on their specially designed instruction.

*Volunteer Reading Buddies work with students to develop a love of reading.

*Beta Buddies meet with students to in grades 3-5 to support them and help build character.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: How can we create and maintain the most positive school climate possible for all stakeholders? **Root Cause:** Some members of the school community have negative experiences in the past which are difficult to overcome. Having open, honest communication is difficult if someone feels they are being criticized or are defensive.

Problem Statement 2: How do we ensure that we are best utilizing the resources available to us in our school community? **Root Cause:** Many members of the community may not have time that they can schedule to be a part of our school community. Others do not know the roles they can take in our school or in support of our school as volunteers, PTO members, or substitute teachersrs.

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Honey Grove Elementary students will master the basics of education in math, language arts, science and social studies through a balanced, rigorous and aligned curriculum which appropriately incorporates technology.

Performance Objective 1: Honey Grove Elementary will improve and maintain student success rates for all learners including struggling learners and all student groups.

Evaluation Data Sources: STAAR scores, State and Federal Accountability ratings, TELPAS scores, local assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Personnel will include classroom teachers, interventionists, and support personnel.	**Formative**		
Strategy's Expected Result/Impact: Increase in student academic success, particularly high-needs students (such as ESL, SPED, RTI, and 504 students).	**Sept**	**Feb**	**May**
Staff Responsible for Monitoring: principal			

Strategy 2 Details	Formative Reviews		
Strategy 2: All instruction will be provided with a variety of current, appropriate instructional resources, classroom supplies and other materials while meeting students' academic, social/emotional, health and nutritional needs.	**Formative**		
	Sept	**Feb**	**May**
Strategy's Expected Result/Impact: Our students will be more successful on STAAR with a greater percentage of students reaching Meets grade level and Masters level performances.			
Staff Responsible for Monitoring: principal			

Strategy 3 Details	Formative Reviews		
Strategy 3: Teachers will receive training and utilize resources that will best prepare them to design and deliver effective instruction.	**Formative**		
Strategy's Expected Result/Impact: Teachers will attend professional development activities designed to enhance areas of instruction targeted in identified Student Learning Objectives.	**Sept**	**Feb**	**May**
Staff Responsible for Monitoring: principal			

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers and support personnel will design and deliver TEKS-based instruction as well as individualized instruction for students who need additional supports before, during and after school. Targeted tutorials will be specially designed for students performing on variety of levels to reach their fullest potential.	**Formative**		
	Sept	**Feb**	**May**
Strategy's Expected Result/Impact: Standards-based, engaging classroom instruction supported by individualized instruction for students in need will afford students opportunities to make appropriate academic growth.			
Staff Responsible for Monitoring: principal			

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

Goal 1: Honey Grove Elementary students will master the basics of education in math, language arts, science and social studies through a balanced, rigorous and aligned curriculum which appropriately incorporates technology.

Performance Objective 2: Honey Grove Elementary staff will create a student-led learning environment in which technology is integrated and used to solve real-world problems.

    Evaluation Data Sources: Walkthrough and observation data, student progress data, student products

Strategy 1 Details	Formative Reviews		

Strategy 1: Teachers and support personnel will deliver technology instruction to students in grades 3-5 and incorporate instructional technology into instruction for all grades PK-5.
 	
    Strategy's Expected Result/Impact: Students will be more practiced at utilizing technology to access information and produce work, thereby enhancing their learning experiences.
    Staff Responsible for Monitoring: principal
	Formative		

	Sept	**Feb**	**May**

Strategy 2 Details	Formative Reviews		

Strategy 2: Teachers and support staff will be encouraged to attend training and technology-based professional development activities.
 	
    Strategy's Expected Result/Impact: As teachers and support staff enhance their skill and expertise with different technology resources, lesson design and delivery will be more engaging and students will become more proficient with technology resources.
    Staff Responsible for Monitoring: principal
	Formative		

	Sept	**Feb**	**May**

Strategy 3 Details	Formative Reviews		

Strategy 3: Technology resources including software, hardware, curriculum and access will be inventoried, assessed and updated as needed. ESSER money will be used to purchase new Chromebooks. Campus needs will be periodically updated and results of those updates will be shared with the District Technology director.
 	
    Strategy's Expected Result/Impact: Providing and maintaining up to date technology resources and access will enhance both staff productivity and student performances.
    Staff Responsible for Monitoring: district technology director
	Formative		

	Sept	**Feb**	**May**

Strategy 4 Details	Formative Reviews		

Strategy 4: Classroom teachers and ESL teacher will host monthly family engagement nights through social media. ESL teacher will work with families of EL students to communicate and provide clarity on events to ensure participation in Title III activities.
 	
    Strategy's Expected Result/Impact: The teacher and students will model educational materials as well as supplying students with their nutritional needs. Parents will receive information on community resources and all other components of the Title III Family Engagement Plan. Snack will be provided for parent involvement activity.
    Staff Responsible for Monitoring: principal
	Formative		

	Sept	**Feb**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 1: Honey Grove Elementary students will master the basics of education in math, language arts, science and social studies through a balanced, rigorous and aligned curriculum which appropriately incorporates technology.

Performance Objective 3: Honey Grove Elementary will provide appropriate standards-based instruction for all grades in every subject.

   Evaluation Data Sources: Lesson plans, walkthrough and observation data

Strategy 1 Details	Formative Reviews		
Strategy 1: Resources, including technology access, materials, time for staff to meet and collaborate, and training will be provided for teachers and support personnel before, during and after school.	**Formative**		
	Sept	**Feb**	**May**
Strategy's Expected Result/Impact: Lessons and tutorials will utilize the most appropriate resources for our students. **Staff Responsible for Monitoring:** principal			

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers and staff will be given the opportunity to seek out and attend appropriate professional development activities based on their students' needs as well as their professional growth goals.	**Formative**		
	Sept	**Feb**	**May**
Strategy's Expected Result/Impact: T-TESS goals will be designed to target specific areas of students' and instructors' needs, as identified by student performance data. **Staff Responsible for Monitoring:** principal			

Strategy 3 Details	Formative Reviews		
Strategy 3: All teachers create and submit daily lesson plans that include clear objectives, opening activities, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments.	**Formative**		
	Sept	**Feb**	**May**
Strategy's Expected Result/Impact: Teachers will be able to serve students more appropriately with differentiated instruction and strategies. **Staff Responsible for Monitoring:** principal			

Strategy 4 Details	Formative Reviews		
Strategy 4: After school tutoring will be provided to help remediate students in the areas of math, reading, writing, and science by certified teachers. (Provided if COVID restrictions allow.)	**Formative**		
	Sept	**Feb**	**May**
Strategy's Expected Result/Impact: Students will show growth in these areas. Nutritional snacks will be provided for this extended day program. **Staff Responsible for Monitoring:** principal			

Strategy 5 Details	Formative Reviews		
Strategy 5: Accelerated instruction will be provided for students who were unsuccessful on the 20-21 STAAR test.	**Formative**		
Strategy's Expected Result/Impact: Students will be successful on the 21-22 STAAR test.	**Sept**	**Feb**	**May**
Staff Responsible for Monitoring: 4th & 5th ELAR and Math teachers			

principal		0%		

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

Goal 1: Honey Grove Elementary students will master the basics of education in math, language arts, science and social studies through a balanced, rigorous and aligned curriculum which appropriately incorporates technology.

Performance Objective 4: Honey Grove Elementary will provide early learning opportunities by offering a full-day Pre-Kindergarten program staffed by highly qualified personnel.

Evaluation Data Sources: Enrollment data, teacher certification and professional development data, CLI progress reporting data

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will be certified and meet state standards for delivery of high quality PK program.	**Formative**		
Strategy's Expected Result/Impact: Students will receive and participate in appropriately planned instructional activities designed specifically to meet or exceed state standards for PK classes. **Staff Responsible for Monitoring:** principal	**Sept**	**Feb**	**May**

Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will attend trainings hosted by regional service centers and other educational entitites to be trained in current delivery, monitoring and assessment methods.	**Formative**		
Strategy's Expected Result/Impact: Data assessments will guide professional development needs as well as identifying students who have needs for additional supports. **Staff Responsible for Monitoring:** principal	**Sept**	**Feb**	**May**

Strategy 3 Details	Formative Reviews		
Strategy 3: Classrooms will have appropriate time, materials and staffing available to meet the unique needs of PK classes.	**Formative**		
Strategy's Expected Result/Impact: Students will make adequate social and academic gains so that they may enter Kindergarten with all the skills they need to be their most successful. **Staff Responsible for Monitoring:** Pre-K teachers, reading coach	**Sept**	**Feb**	**May**

Strategy 4 Details	Formative Reviews		
Strategy 4: Teacher will host a Pre-K engagement night for parents of students enrolled in Pre-K and/or formerly enrolled in Pre-K.	**Formative**		
Strategy's Expected Result/Impact: Teacher will host a Pre-K engagement night for parents of students enrolled in Pre-K and/or formerly enrolled in Pre-K. Parents will receive information on community resources and all other components of the HQPKP. Snack will be provided for parent involvement activity. **Staff Responsible for Monitoring:** principal	**Sept**	**Feb**	**May**

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

Goal 2: Honey Grove Elementary School will commit resources to attract and retain highly qualified employees for all positions in the district.

Performance Objective 1: Honey Grove Elementary will provide information, resources and professional development opportunities to staff in order to maintain a highly qualified staff.

> **Evaluation Data Sources:** Professional development records, SBEC records

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will be informed of local, regional and state professional development opportunities.	**Formative**		
Strategy's Expected Result/Impact: Staff will be informed of and implement current practices to the benefit of themselves and their students.	**Sept**	**Feb**	**May**
Staff Responsible for Monitoring: principal			

Strategy 2 Details	Formative Reviews		
Strategy 2: Current, appropriate resources and the training to utilize resources will be made available to the staff. Time for staff to collaborate will be offered before, during and after school.	**Formative**		
	Sept	**Feb**	**May**
Strategy's Expected Result/Impact: School climate will be enhanced due to support of teacher growth. Teachers will be more collaborative. Positive community perception will attract and retain highly motivated staff members.			
Staff Responsible for Monitoring: principal			

Strategy 3 Details	Formative Reviews		
Strategy 3: Teacher in grades kindergarten-grade three and the campus principal will complete the modules in the Reading Academies outlines in House Bill 3 in order to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy achievement.	**Formative**		
	Sept	**Feb**	**May**
Strategy's Expected Result/Impact: Students in grades K-3 will improve their scores on Rigby.			
Staff Responsible for Monitoring: K-3 teachers, reading coach			
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers			

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

Goal 2: Honey Grove Elementary School will commit resources to attract and retain highly qualified employees for all positions in the district.

Performance Objective 2: Honey Grove Elementary will support efforts to create and maintain a positive, productive campus climate.

Evaluation Data Sources: ÃC/AEUAoeSunshine CommitteeÃC/AEUA meeting minutes, sign in sheets for campus events, reports to Principal and Superintendent

Strategy 1 Details	Formative Reviews		
Strategy 1: Training and teaming opportunities will be scheduled. Qualified coaches, specialists and administrators will collaborate with teachers to ascertain their needs and provide the time, tools and training to meet those needs.	**Formative**		
	Sept	**Feb**	**May**
Strategy's Expected Result/Impact: School climate will be positive; focused on problem-solving and supporting teachers, staff and other members of the school community. **Staff Responsible for Monitoring:** principal			
Strategy 2 Details	Formative Reviews		
Strategy 2: Staff will evaluate mission and vision statements in order to achieve unified direction, and campus climate survey will be distributed among staff.	**Formative**		
	Sept	**Feb**	**May**
Strategy's Expected Result/Impact: Mission and vision statements clearly express and define staff's beliefs and goals. Climate and culture is evaluated and needed improvements are made. **Staff Responsible for Monitoring:** Campus Leadership Team, principal			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 3: Honey Grove Elementary will support a positive and safe working environment for all HGISD employees and students.

Performance Objective 1: Honey Grove Elementary will participate in campus and district-wide safety drills and programs designed to ensure appropriate measures in the event of a risk to the safety of the students and/or staff of the school.

Evaluation Data Sources: Calendar of events, Principal notes

Strategy 1 Details		Formative Reviews	
Strategy 1: Schedule and implement a variety of safety drills. Teachers will prepare students for drills and provide feedback to students about performance of drills. Drills will be both campus and district-wide. **Strategy's Expected Result/Impact:** Students and staff will be familiar with expected safety procedures so that, performance of these procedures in the event of an emergency will create a safe environment for all members of the school community. **Staff Responsible for Monitoring:** principal	**Formative**		
	Sept	**Feb**	**May**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: Honey Grove Elementary will support a positive and safe working environment for all HGISD employees and students.

Performance Objective 2: Honey Grove Elementary will continue to maintain and create school policies, procedures and programs designed to maintain a safe environment for the school community.

Evaluation Data Sources: Safety materials, drill logs, training logs, ensuring that PPE is worn and utilized properly by staff and students

Strategy 1 Details	Formative Reviews		
Strategy 1: School safety programs and policies will be assessed and updated annually to maintain and carry out best practices.	**Formative**		
Strategy's Expected Result/Impact: School community members should feel confident that their safety needs are being provided for.	**Sept**	**Feb**	**May**
Staff Responsible for Monitoring: principal			
Comprehensive Support Strategy			

Strategy 2 Details	Formative Reviews		
Strategy 2: Staff will be trained and informed about implementation of plans of action in the event of a variety of emergency situations.	**Formative**		
Strategy's Expected Result/Impact: Staff will be able to respond appropriately to a variety of emergency situations.	**Sept**	**Feb**	**May**
Staff Responsible for Monitoring: principal			
Comprehensive Support Strategy			

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

Goal 4: Honey Grove Elementary will communicate with all stakeholders on a regular basis.

Performance Objective 1: Honey Grove Elementary will increase and maintain multiple avenues of communication with parents and community.

Evaluation Data Sources: Principal records, data from social media sites, website data

Strategy 1 Details	Formative Reviews		
Strategy 1: A variety of digital resources will be utilized to communicate with school community members. Other resources, such a phone calling system, print communiques, signs, phone calls and in-person meetings will be utilized to inform school community members about recognition, concerns, and events.	**Formative**		
	Sept	**Feb**	**May**
Strategy's Expected Result/Impact: All members of the school community will have multiple sources of information about school events, meetings, concerns, and student progress. **Staff Responsible for Monitoring:** principal			
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 5: Honey Grove Elementary School will frequently monitor and assess SPED and ESL students. Teachers and specialists will analyze the data collected and, in turn, design and deliver specialized instruction so that students will be more successful in achieving their academic goals.

Performance Objective 1: Objective : Increase STAAR passing rates of ESL and SPED students.

Evaluation Data Sources: TPRI, Rigby Reading assessments, Spelling Inventory, Unit exams, report cards, daily monitoring, RTI progress monitoring, STAAR results

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide appropriate staff to serve SPED and ESL students in small groups to create more individualized instruction.	**Formative**		
Staff Responsible for Monitoring: principal	**Sept**	**Feb**	**May**
TEA Priorities: Build a foundation of reading and math			
Strategy 2 Details	Formative Reviews		
Strategy 2: Regularly communicate with stakeholders about student progress and develop plans to deliver appropriate instruction with appropriate accommodations to SPED and ESL students.	**Formative**		
	Sept	**Feb**	**May**
Staff Responsible for Monitoring: teachers and principal			
TEA Priorities: Build a foundation of reading and math			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			