

**Haskell Elementary, Haskell CISD**  
**Comprehensive Needs Assessment**  
**Campus Improvement Plan**  
**2024-2025**

**Vanessa Shiplett, Principal**  
**Lonnie Hise, Superintendent**

### **HASKELL CISD MISSION STATEMENT**

The mission of Haskell CISD is to create a safe, nurturing community, empowering all students to reach their full potential and become responsible, productive citizens by providing opportunities for their success.

### **HASKELL ELEMENTARY MISSION STATEMENT**

The mission of Haskell Elementary is to provide a safe, friendly, and nurturing environment that helps students become effective, successful and productive citizens for the future.

### **HASKELL ELEMENTARY GOALS**

GOAL #1: Haskell Elementary will provide a safe, friendly environment for students, staff, community, and family.

GOAL #2: Haskell Elementary will build strong relationships and effective communication with students, parents, community, and district staff.

GOAL #3: Haskell Elementary will offer a curriculum that encourages students to develop academic and career skills.

GOAL #4: Haskell Elementary will team with the community, parents and the professional staff to produce exemplary results on state assessment instruments.

GOAL #5: Haskell Elementary will provide high quality professional development for all faculty and staff in order to meet the needs of all students.

GOAL #6: Haskell Elementary will utilize and expand technology in order to increase student performance and learning.

**Haskell Elementary, Haskell CISD**

***Campus Site-Based Decision Making Committee 2024-2025***

***Vanessa Shiplett, Principal***

**Classroom**

Kelli Ozuna– Kindergarten

Tamara Smart – 1<sup>st</sup> Grade

Tracey Graham – 2<sup>nd</sup> Grade

Kayla Rodriquez – 3<sup>rd</sup> Grade

Sheila Hise – 4<sup>th</sup> Grade

Tammie Boggs – 5<sup>th</sup> Grade

Pam Gibson – Fine Arts

Rhonda Hanson – RTI, Chairperson

Faye Urich – Pre-Kindergarten

**Non-Teaching Professionals**

Vanessa Shiplett – Principal

Christye Gannaway – Counselor

**Parent/Community Members**

Mary Jane Buerkle –Parent/ Community

DeShea Sorrells-Parent/Community

## **Title I, Part A**

### **10 Schoolwide Components:**

1. Comprehensive Needs Assessment
2. Schoolwide Reform Strategies
3. Instruction by Highly Qualified Teachers
4. High-Quality and Ongoing Professional Development
5. Strategies to Attract Highly Qualified Teachers
6. Strategies to Increase Parent Involvement
7. Preschool Transition Strategies
8. Teacher Participation in Making Assessment Decisions
9. Timely and Additional Assistance to Students Having Difficulties
10. Coordination and Integration of Federal, State, and Local Programs and Resources

## Haskell CISD Elementary School Programs/Funding Sources

### Schoolwide Component #10

NCLB Grant (Title I, A) Fund 211 total Grant \$183,606

Elementary Budget \$108,181 59% of District Allotment

IDEA B (Fund 224 – from Tri Co Coop) total Grant distributed to Haskell CISD -0-

Elementary Budget -0-

Title I, Migrant (Fund 212), total Grant distributed to Haskell CISD -0-

Elementary Budget -0- 0% allocated to Elementary Campus

Title II, Part A (Fund 255) total Grant distributed to Haskell CISD \$ 19,157

Elementary Budget \$0 0% allocated to Elementary Campus

Gifted & Talented (PIC 21) total Allotment \$6750 Budgeted \$13,078

Elementary Budget \$4,180 32% of District Budget 62% of District Allotment

State Compensatory Funds (PIC 24 or 30) total Allotment \$578,347 Budgeted \$687,050

Elementary Budget \$210,349 31% of District Budgeted 37% of District Allotment

Bilingual Allotment (PIC 25) total Allotment \$5174 Budgeted \$8611

Elementary Budget \$4,043 47% of District Budget & 79% Allotment

Comprehensive Needs Assessment Summary – Schoolwide Component #1

School Year: 2024-2025

<p><b>Data Sources Reviewed:</b></p> <ul style="list-style-type: none"> <li>· <b>ADA report PEIMS</b></li> <li>· <b>STAAR data</b></li> <li>· <b>Honor roll data</b></li> <li>· <b>AYP Campus Data Table 2023</b></li> <li>· <b>Teacher Feedback</b></li> <li>· <b>2023 TEA Accountability Summary</b></li> </ul>			
Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
	What were the identified strengths?	What were the identified needs?	What are the <b>top priorities</b> for the campus to be addressed in the CNA?
<b>Demographics</b>	White 51.13 Hispanic 39.47 African American 5.64 Other 3.76		



	Economic Disadvantaged 73.31%		
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**Student Achievement**

TEA A-F Accountability Rating = "B" @ 87%

Missed the academic achievement in Hispanic, White, and low socio-economic math; goals: increase both math and reading percentages

***Priority #1: In order to meet the Accountability Requirements for PBMAS, we will be implementing guided reading/math and stations at all levels PK-5<sup>th</sup> grade. Teachers will be trained and supported in implementing these techniques.***

Implement short brain breaks throughout the day for each grade level. Research shows short breaks throughout the day increase learning.

Teachers will continue reading academy participants. Each year teachers will be completing a state based reading academy to enhance reading in the classroom through Region 14.

*Accelerated Instruction implemented for 30 minutes per day in all grade levels to focus on filling gaps.*

*Using and implementing skills from the ixl.com program to target specific skills needed to close gaps.*

	TEA A-F Accountability Rating= "B" or 87%	"Closing the Gaps" in ELAR and Math	<p><i>ELAR and Math classes are 1 ½ hours daily</i></p> <p><i>RTI support has been added to classrooms in 45 minute increments, as well as a built in time from 7:40-8:00 am (5 days a week). Reading and Math teachers are also using computer programs and small group instruction to enhance stations with a 4:1 ratio.</i></p>
<b>School Culture and Climate</b>	Student incentives – Attendance awards and academic award will be given each six weeks to encourage performance and attendance	<p>increase attendance rates by offering incentives;</p> <p>security drills for school personnel</p>	<p>Develop and implement an attendance award based on perfect attendance in grades PK3-5<sup>th</sup> grades</p> <p>Implement the Raptor system (used to scan driver’s license for visitors coming in the building)</p> <p>Complete door sweeps at least once a week to ensure all outside doors are properly locked.</p> <p>Practice security/weather drills as scheduled</p>

<b>Staff Quality/ Professional Development</b>	all teachers are high quality	continued professional development specifically in reading and math with new technology resources	<i>Reading and math teachers will attend professional development sessions specifically dedicated to the TEKS Resource System and attend the math and reading academies offered at the service center.</i>
<b>Curriculum, Instruction, Assessment</b>	<p>implementing the new technology with curriculum for math and reading classes; continuing phonics and reading grade level routines; implementing small groups in reading/math instruction</p> <p>implementing Elementary Academy and after school tutorials to address missing assignments, extra support, and remediation</p>	increase of reading and math scores on state assessments; increase accountability rating; increase TPRI scores grades K-2	<p><i>Teachers will meet once a six weeks with their departments to discuss alignment; they will continue with small group instruction in reading and implement small group instruction in math.</i></p> <p><i>They will receive professional development that aids in setting up stations in reading and math. Teachers will meet once a week with grade level teams to plan lessons across the curriculum.</i></p> <p><i>Writing curriculum that builds from year to year. Same curriculum will be used from Kindergarten to 5<sup>th</sup> grade.</i></p>
<b>Family and Community Involvement</b>	Parent Compact for Title I, teachers and other staff make positive contacts with parents throughout the year.	increase of parent involvement	<i>Parents are able to attend musical programs class parties and participate in Santa Shop. Boo Hoo Breakfast and Coffee With the Counselor were implemented to increase parent involvement</i>

			<p><i>Update parents with Haskell CISD facebook page, Haskell Elementary facebook page, and Remind messages as a school and as grade levels.</i></p>
<p><b>School Context and Organization</b></p>	<p>math and reading classes are 1 ½ hours on the schedule; RTI pullout; ixl.com computer classes; built- in 30 minute RTI for all students</p>	<p>ensure that low performance students are assigned to these math and reading RTI classes and benefit from RTI support</p>	<p><i>Review students' individual assessment scores (TPRI, CLI, STAAR), benchmark data, and classroom performance to determine which students should be in the following: math RTI, reading RTI, and small group morning tutorials</i></p>
<p><b>Technology</b></p>	<p>Chromebooks and Desktop Computers</p>	<p>Ensure that students are working one to one on chrome books in grades 2-5</p>	<p><b><i>Priority #2: Provide all students grades 2-5 with a Chromebook for daily usage. Replace all desktop computers in labs and classrooms with recently purchased devices from ESSER III funds. Replace Interactive boards in every classroom</i></b></p>

<b>Recruiting, Supporting, and Retaining Teachers and Principals</b>	UIL academic stipends, department head stipends	Morale has greatly improved over the last few years. A 2023 survey reported that 91% of staff are happy or very happy with their job. That is considerably up from previous surveys. We continue to work to keep morale up.	<b><i>Priority #3: Provide Individual recognition through notes or cards. Pot-Luck luncheons on half days, PTO Teacher Appreciation Week, Incentives for perfect attendance, planning time, team building opportunities, conference times added to schedule 5 days a week.</i></b>
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# Haskell Elementary Comprehensive Needs Assessment 2024-2025

## School-wide Component 1

The Haskell Elementary site-based committee convened to develop the 2024-2025 Needs Assessment and to develop the Campus Improvement Plan. The Haskell Elementary strengths and needs were considered in the development of the plans.

Haskell Elementary is a Title I school-wide campus in Haskell, Texas. In addition to Haskell, the campus also serves the towns of Rochester and Weinert. The current enrollment for the 2024-2025 school year is 277.

Haskell Elementary participated in ESSA Title I, Part A to provide for additional instructional support for all students. The campus also compliments the local budget with supplemental services provided by State Compensatory Education Funds. These funds are focused on students who meet one or more of the thirteen at-risk criteria spelled out in Section 21.089 of the Texas Education Code. These funds are supplemental to the regular education program and are labeled in the Campus Improvement Plan. Funds are also being utilized from ESSER III.

Each year, students' STAAR performances drive many of the decisions made regarding school-wide reform strategies. Teachers disaggregate all STAAR data and develop their lesson plans so that each individual student receives focused instruction to help them become successful. Students who do not meet standard on STAAR tests receive accelerated instruction for their specific area of need per HB4545. Also, at the Elementary we use TPRI results to help plan instruction at the 1– 2 levels and CLI for Pk4-K. Math and Reading tutorial classes are designed in a small-group setting so that students can have more specialized instruction during the regular school day to help increase their understanding in these subject areas. Students who struggle with reading and math are also provided services through the RTI program. Fluency, vocabulary, and comprehension rates are targeted and monitored with this program to insure progress in reading ability. Reading and Math classrooms will be implementing guided reading/stations in classrooms for 45 minutes per day. Technology, through the use of a research-based computer program; Ixl.com has been implemented to help with the alignment of students from year to year, as well as, guide teachers in planning for individual instruction based on the current needs of each student. The TPRI benchmarks students in 1<sup>st</sup> and 2<sup>nd</sup> grade and CLI in PK4-K at the beginning, middle, and end of year, and are given at these times, too; both of these assessments as well as the implemented computer programs provide results that are made available to teachers to help them monitor student progress over the course of the school year and make assessment decisions and adjust classroom instruction. For upper grade levels, a pre-test is given to determine skills mastered and skills that still need work. This helps guide instruction both in whole group and small group settings. Benchmarks tests are given MOY to determine skills that still need work in grades 3<sup>rd</sup>-5<sup>th</sup>. Data reports (i.e. item analysis data, objective-performance results, passing percentage rates, and computer reports) are reviewed by teachers and administration to recognize students' needs and make changes accordingly. **(Component 2, Component 8)**

At-risk students are carefully monitored by teachers and by the administration, and these students participate in several efforts to help them be successful in the classroom. Students with difficulties have tutorials daily for needed assistance. Tutorials are held during school with elementary teachers. RTI services are built into the regularly scheduled day. Students who did not meet HB4545 requirements are receiving their 30 hours of instruction during this time. Coupons are given to students with perfect attendance and honor roll achievement each six weeks. By monitoring students closely and offering incentives, students with difficulties receive the extra instruction and motivation that they need in order to be successful. **(Component 9)**

Special programs work to meet the needs of students in special populations. These programs include Title I, LEP/ESL, At-Risk, Migrant, 504, Gifted/Talented, Special Education, and Dyslexia. On-going coordination, integration, and communication between these programs and the regular classroom is achieved through campus meetings every six weeks, teacher/principal conferences and teacher/teacher conferences, annual review meetings, and other meetings as needed. **(Component 10)**

Parents are encouraged to be involved at the elementary campus and are invited to attend in person events including, but not limited to, assemblies and school programs, and PTO events. Each teacher schedules a parent/teacher conference by phone with every student's parent during the first semester. The Title I Parent compact as well as expectations are discussed. Conferences with the administration and teachers keep communication between school and home active, and parents are asked to provide feedback on the needs of their students at these times. **(Component 6)**

Students transitioning from the elementary campus to the junior high campus are introduced to the campus and its staff at the end of the school year with a 5<sup>th</sup> grade tour. Students are given a tour of the campus by the junior high student council, the principal reviews his expectations with the students, and the counselor talks with them about what to expect when coming to junior high. Also students transitioning from Kindergarten to 1<sup>st</sup> grade are introduced to the 1<sup>st</sup> grade teachers and shown where the 1<sup>st</sup> grade classrooms are. At the beginning of the school year, parents receive information about their students' schedules and the expectations of the grade level for that student, including grading policies and discipline procedures. **(Component 7)**

Haskell Elementary's high quality teachers and paraprofessionals receive professional development from the regional service center and from locally-developed programs. Technology training, courses regarding specific academic areas, information about special programs and special populations, and courses about community/parent involvement are some of the areas addressed with this ongoing professional development. All teachers and staff receive training in strategies, initiatives, and activities to carry out the campus plan, and all teachers complete the School Technology and Readiness (STaR) Chart. **(Component 4)**

Living in a small, rural community like Haskell is appealing to many because there are so many benefits when raising a family. The elementary is competitive in UIL academic competition and teachers who coach these UIL events are paid stipends for their extra time. Our small community has many opportunities, and this is appealing to our high quality faculty and to those looking for a teaching position. Job openings are posted on the Region XIV Service Center site and district website as they arise. **(Component 3 & 5)**



Led by principal Vanessa Shiplett, the Haskell Elementary site-based decision-making committee met to identify the strengths and needs of the 2024-2025 elementary campus. The committee included faculty and staff of Haskell Elementary, parents, and community representatives. All teachers and staff members have input through their representatives to the committee. The committee identified the needs and agreed that three areas needed more emphasis than the others. The top three priorities that need to be addressed are as follows: **Priority #1: Implement guided reading/math and stations at all levels PK-5<sup>th</sup> grade. Teachers will be trained and supported in implementing these techniques.** **Priority #2: Provide all students grades 2-5 with a Chromebook for daily usage. Replace all desktop computers in labs and classrooms with recently purchased devices from ESSER III funds.** **Priority #3: Staff morale was low provided by survey results from previous surveys. The 2023 survey showed much improvement. We will continue our efforts to improve morale. Staff will be supported and recognized through individual and group ways/team building activities.**

The following activities/strategies have already been implemented to help meet the needs of the Haskell Elementary campus: schedules have been set so that math and reading are 1 ½ hours daily. We have implemented technology using chromebooks to supplement our time in the computer lab. We are using Remind 101 as a way to communicate with parents more efficiently.

**Ideal State: Goal(s)**

1. Haskell Elementary will provide a safe, friendly environment for students, staff, community, and family.

**Objective(s):**

- a. To provide a safe environment for students, staff, community and families.

**Annual Review Data:**

- Campus Wide TEA 425 PEIMS report
- Campus Discipline Record
- Title 1 Audit
- Attendance Numbers, Attendance Sheets

<b>Activities/Strategies (action steps)</b>	<b>Resources/ Allocations</b>	<b>Person(s) Responsible</b>	<b>Implementation Date</b>	<b>Summative Evaluation Status/Score</b>	<b>Title 1 Schoolwide Components</b>
Fire, Tornado, & Lockdown drills will be scheduled, practiced, and monitored to train and protect students, staff, and visitors on the campus	Time Local Fire & Police	Campus Admin, Classroom Teachers, Support Personnel	August 2024	PEIMS Data (425), State Fire Marshal Report	10
Annual Review, update & publication of Student Code of Conduct	HCISD funds	Campus Admin	Summer 2024	Disbursement of Code of Conduct	10

ESC 14 Safety Evaluation	ESC 14	Superintendent	Spring 2025	Final Report from ESC 14	
Bullying program	HCISD funds	Region 14 Staff, Counselor	August 2024	Bullying Reports	2,10
Red Ribbon Week	HCISD funds	Counselor	October 2024	Ongoing	10
Continued use of visitor's badge	HCISD funds	Campus Admin, Office Personnel	August 2024	Yearly log of campus visitors	1, 6
Campus Student Handbook and Student Code of Conduct on school website	HCISD funds	Technology Personnel	August 2024	Access to handbook on website	6
<p>Promote student health accountability:</p> <ul style="list-style-type: none"> <li>· Specialized medical training</li> <li>· Nutritional lunch/breakfast</li> <li>· Annual medical screens</li> <li>· Fitnessgram</li> <li>· Healthy &amp; Wise Nutrition Program</li> </ul>	HCISD funds	HES staff, Nurse, Cafeteria Staff, Teachers	August 2024	Training for CPR, CPI, Diabetes, and AED; school menus; vision, hearing, and scoliosis screenings; dental screenings; Fitnessgram report, Teacher's Lesson Plans	6

<ul style="list-style-type: none"> <li>Dental Screens</li> </ul>					
Remind 101 used for emergency information (bad weather, etc.)	HCISD funds	Campus Admin	August 2024	Registry for Remind 101	10
Security cameras for monitoring activity on the elementary campus Raptor system; fences and outside doors locked at all times.	HCISD funds	Campus Admin, Technology Personnel, Superintendent	August 2024	Completed project	1

**Ideal State: Goal(s)**

2. Haskell Elementary will build strong relationships and effective communication with students, parents, community, and district staff.

**Objective(s):**

a. To foster effective communication and service between the faculty and staff of Haskell Elementary with the students, parents, and community members to whom they serve.

**Annual Review Data:**

- Campus Wide TEA 425 PEIMS report
- Surveys
- Title 1 Audit
- Attendance Numbers, Attendance Sheets, Visitor Sign-In

<b>Activities/Strategies (action steps)</b>	<b>Resources/ Allocations</b>	<b>Person(s) Responsible</b>	<b>Implementation Date</b>	<b>Summative Evaluation Status/Score</b>	<b>Title 1 Schoolwide Components</b>
Open House	Local	All Staff	December 2024	Sign-in Sheets	6
Veteran's Day Breakfast/Assembly	Local	Classroom Teachers	November 2024	Sign-in Sheets	6
Conferences with Parents	Local	Classroom Teachers	At least one time per six weeks	Documentation turned into Principal	6

Elementary Field Day	Local	PE Teachers	May 2025	Teacher Documentation	6, 10
Scholastic Book Fair	Local	Librarian	November 2024	Sign-in Sheets	6
Back to School Night	Local	Staff	August 2024	Sign-in Sheets	6
Faculty/staff participate in community organizations	Local	PTO officers, Campus Admin	August 2024- May 2025	Meeting Agendas, Minutes	6
Bluebonnet Breakfast	Local	Librarian	Spring 2024	Librarian Documentation	2
Eye Exams Dental Exams	Sights for Students - Lubbock	Nurse	Yearly	Nurse Documentation	2
Accelerated Reading Incentives	Comp. Ed. \$1,500	Librarian	Every six weeks	Teacher Documentation	10
National Children's Book week	Local	Classroom Teachers, Community Volunteers	November 2024	Teacher Documentation/ Visitor Sign-In Log	6

Recognition of Successful Students by Community, School Board & Local Media	Local Community, Haskell Star, Website	Campus Admin, Classroom Teachers, Office Personnel	Every six weeks	School Board Minutes and Agendas, Papers, Radio Announcements, and Website	5
Elementary Web Site Informational Updates	Local	Technology Teacher	Weekly – year around	Website	6
Parent Report Card Pickup	Local	Campus Admin, Classroom Teachers	February 2025	Sign-in Sheets	6
UIL Academic stipends	HCISD funds	Campus Admin, Classroom Teachers	Fall 2024	UIL Participation Rosters	5
Accelerated Reading Field Trips	Local	Librarian, Classroom Teachers	Spring 2025	Teacher Documentation	2



Site Based Decision Making Committee - members include Parents, Community Members, Teachers, Administration, and School Board	Local	Campus Admin	August 2024 through May 2025	SBDM Meeting Minutes and Sign-In Sheets	2, 6

**Ideal State: Goal(s)**

- Haskell Elementary will offer a curriculum that encourages students to develop academic and career skills.

**Objective(s):**

- a. Provide students with knowledge that helps them understand the value of education to develop academic and career skills that will prepare them for success in junior high school.
- b. All students with limited English proficiency will become proficient in English.
- c. Teachers will work together to be vertically aligned across curriculum across the core subjects.
- d. All students will be given 1 ½ hours for reading and math allowing time for more targeted instruction.
- e. To meet all Accountability Requirements Systems Safeguards

**Annual Review Results:**

- Texas Accountability Summary
- STAAR, TELPAS, TPRI

Activities/Strategies (action steps)	Resources/ Allocations	Person(s) Responsible	Implementation Date	Summative Evaluation Status/Score	Title 1 Schoolwide Components
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<p>In order to meet the Accountability Requirements PDMAS:</p> <p>Identify and monitor student progress with special focus on the following populations:</p> <ul style="list-style-type: none"> <li>· Special Education</li> <li>· LEP / ESL</li> <li>· Dyslexia</li> <li>· At-Risk</li> <li>· Migrant</li> <li>· 504</li> <li>· Gifted / Talented</li> <li>· Economically Disadvantaged</li> </ul>	<p>HCISD funds</p> <p>Title 1</p> <p>State Comp Ed</p> <p>Migrant funds</p>	<p>Campus Admin,</p> <p>Classroom Teachers, Support Personnel, Tri-County Coop</p>	<p>August 2024</p>	<p>STAAR and TELPAS results, benchmark results, Special Pop results on state testing, Dyslexia Program Benchmark Reports</p>	<p>1, 2, 9, 10</p>
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<p>In order to meet the Accountability Requirements System Safeguards:</p> <p>Support special programs designed to assist all students' academic successes:</p> <ul style="list-style-type: none"> <li>• Morning Tutorials</li> <li>• Reading RTI Classes (K-5)</li> <li>• Dyslexia Classes</li> <li>• Saxon Phonics</li> <li>• Moby Max: Reading, Math, Writing, Language Arts</li> <li>• RTI in classroom support</li> <li>•</li> </ul>	<p>HCISD funds</p> <p>Title 1</p> <p>State Comp Ed</p>	<p>Campus Admin, Classroom Teachers, Counselor</p>	<p>August 2024-May 2025</p>	<p>Monitoring 3<sup>rd</sup> and 6<sup>th</sup> weeks grade reports, sign-in sheets</p>	<p>1, 2, 9</p>
<p>Increase attendance to greater than 96% on campus using perfect attendance incentives</p>	<p>HCISD funds</p>	<p>Campus Admin, Classroom Teachers, Support Personnel</p>	<p>August 2024</p>	<p>Campus Attendance Reports</p>	<p>2</p>

Annual LPAC Meetings and Teacher Training	Title III, SSA/ESC	Campus Admin, LPAC Coordinator Homeroom Teacher	Within four weeks of initial enrollment, as needed, and annually May, 2025	LPAC Documentation	4, 9
Preschool and Kindergarten Transition Assistance	Local	Campus Admin, Headstart Liaison Pre-K & K Teachers	August 2024 - May 2025	Documentation	7
Accelerated Instruction and Conferences with Parents of Students not meeting minimum skills on STAAR	Local	Campus Admin, Counselor, Teachers	May - July 2025	SSI Documentation	2, 9
To increase A / AB honor roll on campus using honor roll incentives	HCISD funds State Comp Ed	Campus Admin	August 2024	Report Cards	2
In order to meet the Accountability Requirements System Safeguards:  Core Classes are 1 ½ hours	HCISD funds	Campus Admin Classroom Teachers	August 2024	Elementary Schedule	2, 9
Disaggregate all state assessment data	HCISD funds	Campus Admin, Classroom Teachers,	Fall 2024	Teachers' classroom data	8

		Counselor			
Provide campus-based interventions for At-Risk students	HCISD funds	Campus Admin, Classroom Teachers, Counselor  Tri-County Coop	August 2024	Computer Program Reports	2, 9
Ag in the classroom, Career Education	Farm Bureau County Officials	Farm Bureau President, 4th Grade Teachers  High School Ag Students	October 2024	Ag Documentation	10
Coordination with Tri-County for Special Education Services	Local	Campus Admin, Counselor, Teachers, & Tri County	August 2024- May 2025	Special Ed Documentation	9
Foundation mini-grants that enhance instruction	4 grants ( <i>Haskell Education Foundation</i> )	Grant Recipients	Fall-Spring 2024-2025	Grant Documentation	2. 10
Career Day	Local	Counselor	May 2025	Implementation of Careers	

Offer 4 week ESL summer school PK-K	Title I, Part C, Title III, Title I, Part A	Campus Admin, Classroom Teachers	June 2025	Summer School Attendance	2,9,10
Summer School (Accelerated Instruction)	Local & HS Allotment	Campus Administration, Summer School Teachers	June-July 2024	Summer School Attendance	9
Provide half-day pre-kindergarten classes for qualifying three and full day for all four-year olds	Comp. Ed. \$15,000	Pre-K Teachers	August 2024 - May 2025	Enrollment	7
Extra computer classes using web-based reading, math, and science programs	Local Funds	Technology Teacher and Aid, Teachers	August 2024 - June 2025	Attendance/Program Documentation	1,2
In order to meet TEA Accountability Safeguards, instruction time in science is 45 minutes daily in grades K – 5	Title I Funds, State Comp Ed Funds	Campus Admin, Teachers	August 2024 - May 2025	Assessment Results	2
In order to meet the Accountability Requirements System Safeguards: Provide systemic academic vocabulary	HCISD funds	Campus Admin Classroom Teachers	August 2024	Benchmark testing, STAAR results	2, 9

instruction for all students in all grades across the curriculum					
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**Ideal State: Goal(s)**

4. Haskell Elementary will team with the community, parents and the professional staff to produce exemplary results on state assessment instruments,

**Objective(s):**

- a. To increase scores on state assessments in the areas of math and science and reading.
- b. To increase all extra computer time to 1 ½ hours for reading and math allowing time for more targeted instruction.
- c. To meet all Accountability Requirements Systems Safeguards

**Annual Review Results:**

- Attendance sheets from staff development



- Professional Development participation certificates

<b>Activities/Strategies (action steps)</b>	<b>Resources/ Allocations</b>	<b>Person(s) Responsible</b>	<b>Implementation Date</b>	<b>Summative Evaluation Status/Score</b>	<b>Title 1 Schoolwide Components</b>
Balanced Literacy, TPRI, Benchmark, CLI	Title I	K-2 Teachers, RTI Teacher	September, 2024 January & May 2025	Testing Results	3,8,9
90% Mastery of state assessment by grade and by subject	Local, State Comp Ed Funds	Campus Admin, Teachers	July, 2025	TEA Accountability Summary	2,3
Student Commended Performance will increase by 8%	Local, State Comp Ed Funds	Campus Admin, Teachers	July, 2025	TEA Accountability Summary	2,3
In order to meet TEA Accountability Safeguards, instruction time in reading is 1 1/2 hours in grades K - 5. Guided Reading/Stations implemented K-5	Local, Title I Funds, State Comp Ed Funds REAP	Campus Admin, Teachers	August 2024 - May 2025	Assessment Results	1,2,3,9

In order to meet TEA “Closing the Gaps”, instruction time in math is 1 1/2 hours in grades K – 5. Math programs used: Moby Max PK-5	Local, Title I Funds, State Comp Ed Funds REAP	Campus Admin, Teachers	August 2024 - May 2025	Assessment Results	1,2,3,9
In order to meet TEA, instruction time in science is 45 minutes daily in grades K - 5. Science programs used: Think Central	Local, Title I Funds, State Comp Ed Funds REAP	Campus Admin, Teachers	August 2024 - May 2025	Assessment Results	2,3,9
In order to provide students the best possible education all subjects will be departmentalized in grades 1-5	Local, Title I Funds, State Comp Ed Funds	Campus Admin, Teachers	August 2024 - May 2025	Assessment Results	1,2,3,9

**Ideal State: Goal(s)**

- Haskell Elementary will provide high quality professional development for all faculty and staff in order to meet the needs of all students.

**Objective(s):**

- a. Students will be taught by high quality teachers and staff.
- b. Teachers will attend more professional development sessions focused on the core curriculum.

**Annual Review Results:**

- Attendance sheets from staff development
- Professional Development participation certificates

<b>Activities/Strategies (action steps)</b>	<b>Resources/ Allocations</b>	<b>Person(s) Responsible</b>	<b>Implementation Date</b>	<b>Summative Evaluation Status/Score</b>	<b>Title 1 Schoolwide Components</b>
All instruction will be given by high quality staff, according to T-Tess	Local	Campus Admin	August 2024	Teacher Certificates, Sign-in Sheets	3
Staff will receive instruction on IXL Computer Programs	HCISD Funds	Campus Admin	September 2024	Moby Max Reports	1,3,4

<p>Teachers will share math, reading, writing, and science strategies in cross grade level and grade level meetings. Alignment will continue to be analyzed and modified as needed.</p>	<p>HCISD, Region XIV</p>	<p>Campus Admin, Teachers</p>	<p>Ongoing</p>	<p>Documentation from workshops, conferences, etc.</p>	<p>1,3,4,8</p>

**Ideal State: Goal(s)**

6. Haskell Elementary will utilize and expand technology in order to increase student performance and learning.

**Objective(s):**

- a. Find funding to purchase necessary technology.
  - b. Work with technology coordinators to identify needs to purchase and incorporate technology on our campus.
  - c. Integrate new technology.
  - d. Maintain existing technology
  - e. Provide staff training on new technology.

**Annual Review Results:**

- Texas Accountability Summary
- Professional Development participation certificates

<b>Activities/Strategies (action steps)</b>	<b>Resources/ Allocations</b>	<b>Person(s) Responsible</b>	<b>Implementation Date</b>	<b>Summative Evaluation Status/Score (documented results)</b>	<b>Title 1 Schoolwide Components</b>
Integrate acceptable use of technology into curriculum		All staff	August 2024	Teacher Lesson Plans	1,2
Technology including computer assisted instruction and STAAR skill development as well as accelerated instruction will be mandated for grades 1-5 in reading and math. Programs and Monitoring Tools used: IXL, TPRI, CIRCLE (CLI)	Local, ESC/SSA, Kaleb/REP	Technology Teacher, Teachers	September, 2024 to May, 2025	Computer Lesson Plans	1,2,3
Implement interactive boards into the remaining classrooms as quickly as financially available	Grants, Title I Funds, PTO	Campus Admin, District Technology Coordinator, Teachers	As Possible	Updated Classrooms	1,2
All Reading and Math classes will have 1 ½ hours a week to use technology to enhance existing curriculum	Local	Campus Admin	September 2024	Schedule	1,2

Continued Implementation of New Computer Lab	Local	Campus Admin, District Technology Coordinator , Teachers	Fall 2024	Updated Classrooms	1,2
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**Schoolwide Components #3, #4, #5: Highly Qualified Teachers**

**Teacher Quality Plan**

**Haskell CISD 2024-2025**

**Ideal State: Goal**

By the end of the 2024-2025 school year, all students will be taught by effective teachers who are assisted by effective paraprofessionals.

**Performance Measure(s):**

1. 100 % of core area teachers will be high quality by the end of the school year.
2. 100% of instructional paraprofessionals will meet the high quality standards by the end of the school year.
3. 100% of new hires will meet high quality status prior to employment.
4. The percentage of classes being taught by high quality teachers in the aggregate and in high-poverty schools will be 100%.
5. The percentage of teachers receiving high-quality professional development will be 100%.
6. Low income students and minority students will not be taught at higher rates than other student groups by teachers who are not high quality, inexperienced, or out of field.
7. 100% of teachers not high quality in a core academic subject due to rural and special education flexibility will meet high quality standards by the end of the school year.
8. Provide incentives to attract and retain all high quality teachers.

**Summative Evaluation:**

- Personnel files and effective worksheets reflect 100% Effective Teachers

Activities/Strategies (action steps)	Target Population	Resources/ Allocations	Person(s) Responsible	Benchmark Timeline	Formative Assessment	Title 1 Schoolwide Components
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<p>Post vacancies on a variety of job boards</p> <ul style="list-style-type: none"> <li>· Region 14 Job Opportunities</li> <li>· Haskell CISD Website</li> </ul>	All Teachers		<p>Superintendent Principal Technology Staff</p>	<p>September 2024 February 2025 May 2025</p>	Number of positions posted	5
<p>Analyze data from all teachers' certifications, testing results, staff development records, and service records to ensure that all teachers/staff meet requirements</p>	All Teachers		<p>Principal Program Dir.</p>	August 2024	Review personnel files, professional dev. records, and teaching credentials	3
<p>Hire only high quality teachers</p>	All Teachers		<p>Superintendent Principal</p>	<p>June 2024 May 2025</p>	Personnel files, teachers' credentials	3

<p>Assist teachers in maintaining or attaining certification through alternative certification programs and TExES testing in order to assure that all teachers are high quality</p> <ul style="list-style-type: none"> <li>· Remind teachers of procedures for renewing Standard Certificate</li> <li>· Post TExES Review Course information</li> </ul>	All Teachers	HCISD funds	Superintendent  Principal	August 2024  January 2025  May 2025	Review of staff dev. certificates for renewal of certification; poster	3, 5
<p>Analyze data from instructional paraprofessionals' files to ensure that all are high quality</p>	Instructional Paraprofessionals		Principal  Program Dir.	August 2024	Review of personnel files	3

Replace unexpected teacher vacancies with high quality staff	All Teachers		Superintendent Principal	As needed	Review personnel files, professional dev. records, and teaching credentials	3
Continue yearly training of Dyslexia/Spec Ed/ESL and all classroom teachers in core academic areas	All Teachers	HCISD funds	Principal	August 2024	Professional dev. records	4, 5
Change teaching assignments for teachers who do not meet high quality requirements for core area subjects to ensure low-income and minority students are not taught by teachers who are not high quality	All Teachers		Principal Counselor	June 2024 August 2024 January 2025	Review of master schedule; review of teachers' HQ status	3
Provide staff development release time for teachers who are not high quality to become high quality	All Teachers	HCISD funds	Superintendent Principal	August 2024 January 2025 May 2025	Staff dev. certificates, requests to be absent	3, 4

Require all paraprofessionals who are not high quality to complete the Paraprofessional Academy at Reg 14 ESC	Instructional Paraprofessionals	HCISD funds	Superintendent Principal	Aug/Sept 2024 January 2025	Review of certificates of completion	4
Provide salary adjustments for department heads	Lead Teachers	HCISD funds	Superintendent	June 2024 May 2025	Personnel files, teacher certifications	5
Require all high quality teachers to attend Reading Academy	ELAR Teachers	HCISD funds	Principal	Aug 2024-May 2025	Prof. Development records	5



