

# HERTY PRIMARY

## Campus Improvement Plan

### 2024/2025



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DMAC Solutions ®

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## **Vision**

*Lufkin...your best choice for education!*

## **Mission**

*To educate and equip all students for success through exceptional learning experiences*

## **Beliefs**

*We believe Lufkin ISD staff is our greatest asset.*

*We believe all students can learn.*

*We believe Lufkin ISD achieves higher levels of performance through clearly defined goals with high expectations for all students.*

*We believe Lufkin ISD must continually progress in everything we do.*

*We believe Lufkin ISD is the district of choice.*

*We believe our community's involvement and diversity are essential for maximizing student learning.*

# Lufkin ISD

## Goals & Objectives

### **Goal 1: Demonstrate sustained growth in student academic achievement**

- Objective 1: Improve, sustain, and support academic student performance at or beyond grade level
- Objective 2: Improve, sustain, and support student attendance and decrease truancy
- Objective 3: Improve, sustain, and support the graduation rate and prepare college/career-ready students

### **Goal 2: Provide all students and staff members with a safe, healthy, supportive learning environment**

- Objective 1: Provide a safe and secure environment for students and staff
- Objective 2: Provide effective instruction, prevention, and intervention programs for safe, orderly, and productive schools (PBIS)
- Objective 3: Provide a strong, comprehensive, developmental guidance program (PK-12) to all students that includes early identification/screening, early intervention/access to specialized services, and mental health prevention/intervention

### **Goal 3: Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale**

- Provide opportunities to develop well-rounded students who are strong leaders and responsible citizens
- Parents and families will be informed of, encouraged, and provided opportunities to be actively involved in the education of their children
- Train all employees to effectively implement Professional Learning Communities (PLCs,) effectively participate in campus/district planning and decision making processes, analyze data, discuss needs, and take action to improve student performance

# HERTY PRIMARY Site Base

Name	Position
Childress, Elizabeth	Teacher
Faulkner, Virginia	Teacher
Choate, Nikki	Instructional Coach
Gilbert, Heather	Counselor
Miller, Amy	Teacher
Trapp, Vera	Special Education Teacher
Graham, Kimberly	Assistant Principal
Hogue, Whitney	Music Teacher
Brevard, Meagan	Special Education Teacher
Davis, Artivia	Paraprofessional
Godoy, Gabriela	Paraprofessional
Shaw, Devan	Parent
Read, Kacy	Community Partner/Business Rep.
Russ, Terri	Parent
Gentry, Amanda	Principal
Phillips, Breanna	21st Century Coordinator

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

- Ethnic diversity of students and staff
- Streamlined district-wide curriculum that supports students success due to high levels of inner-district mobility rate
- Second Sacks are provided to low-socioeconomic families weekly
- First Methodist Church and several Lufkin ISD employees provide monthly Saturday free meals
- The campus consists of general education and special needs (3yrs.-2nd grade students)
- The teacher-student ratio in general education is 1:20

### Demographics Weaknesses

- Declined enrollment
- Increased in mobility rate
- Not all SPED teachers are ESL certified
- Low attendance
- Tardies and early pick-ups
- Parent involvement

### Demographics Needs

- Attendance incentives
- Continue to address learning gaps
- Work with behavioral para to better support student needs in and out of the classroom

### Demographics Summary

The campus benefits from ethnic diversity, a consistent district-wide curriculum, and strong support programs for low-socioeconomic families. It serves both general and special needs students (ages 3-2nd grade) with a favorable teacher-student ratio of 1:20.

However, challenges include declined enrollment, increased mobility, lack of ESL certification for all Special Education teachers, low attendance, frequent tardies and early pick-ups, and insufficient parent involvement.

# Comprehensive Needs Assessment

## Demographics Summary (Continued)

To improve, the campus needs attendance incentives, efforts to address learning gaps, and better behavioral support for students.

## Student Achievement

### Student Achievement Strengths

- Teachers will have a common planning period
- All grade levels will have a common intervention time
- mCLASS provides quality data to help teachers provide additional support in the classroom
- Grade level common PLC planning time with the instructional coach
- Guided SEL lessons weekly for students
- Consistent use of quality instructional materials including Heggerty, DRI, decodables, HMH, TEKS Resources, and common lesson plans

### Student Achievement Weaknesses

- Tier I instruction
- Tier II instruction
- Lack of substitutes
- Accelerated Reading
- Small group instruction
- Rigor of instruction in reading, writing, and math
- Lack of parent support at home to enhance academic achievement

### Student Achievement Needs

- Strengthen Tier I and Tier II instruction
- Training for teachers on RBIS
- Substitute teachers when teachers are out
- Accelerated plan to increase student participation

# Comprehensive Needs Assessment

## Student Achievement Summary

The campus benefits from common planning periods for teachers, common intervention times across all grades, and quality data from mCLASS to support classroom instruction. Grade-level Professional Learning Community (PLC) planning sessions with an instructional coach enhance collaboration and instructional alignment. Weekly guided Social Emotional Learning (SEL) lessons and the consistent use of effective instructional materials (such as Heggerty, DRI, decodables, HMH, TEKS Resources, and common lesson plans) contribute will contribute to accelerated reading and small group sessions in reading, writing, and math.

However, significant challenges include a shortage of substitute teachers, which affects continuity in teaching when regular teachers are absent. Additionally, there is a noted lack of parental support at home to enhance academic achievement.

## School Culture and Climate

### School Culture and Climate Strengths

- Students are greeted upon arrival by staff members no matter how they arrive: car riders, bus riders, or walkers
- Students and staff are greeted throughout the day by the leadership team in the hallways, sidewalks, cafeteria, etc.
- Announcements for student "Brag Awards" for Top Dojo, Most Improved Dojo, and academic achievements
- School programs are open to the community
- Weekly newsletter to staff
- Herty PTK supports the efforts of staff morale, purchases and campus resources
- Utilize Class Dojo and Remind for communication with families
- After school enrichment-21st Century Grant
- Partnership with First Baptist Church and Timbercreek Church to help support staff and students
- Inclusivity with Special Needs Students

### School Culture and Climate Weaknesses

- Parent involvement in student academic success
- Low attendance rates
- High rates of tardies, and early pick-ups
- Teacher knowledge of the campus drills required by the Emergency Operations Plan

### School Culture and Climate Needs

# Comprehensive Needs Assessment

- Promote parent involvement in academic needs of their child
- Train teachers, and staff on Emergency Operations Plan with clear details
- Provide multiple opportunities for incentives throughout the year to address attendance, tardies, and early pick-ups
- Maintain the campus website

## School Culture and Climate Summary

The campus demonstrates a strong commitment to student and staff engagement through personalized greetings upon arrival, regardless of transportation method, and ongoing interactions throughout the day with leadership team members. Recognitions such as "Brag Awards" for Top Dojo, Most Improved Dojo, and academic achievements highlight student successes. Community involvement is encouraged through open school programs, supported by regular communication via a weekly newsletter to staff.

Efforts to boost staff morale and campus resources are bolstered by Herty PTK, while communication with families is facilitated through Class Dojo and Remind. After-school enrichment opportunities funded by the 21st Century Grant to enhance student experiences. Partnerships with local churches like First Baptist Church and Timbercreek Church further support staff and student needs.

However, challenges include low attendance rates, high incidences of tardies and early pick-ups, and the need for comprehensive teacher knowledge of campus emergency drills outlined in the Emergency Operations Plan.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

- All staff participated in staff development throughout the 23-24 school year
- All general education teachers are ESL certified
- Peer observations provide opportunity for teachers to observe quality instruction and get ideas from one another
- Three Education Foundation Grants awarded
- Common PLC time for teachers to prepare for instruction
- Behavior interventionist available to assist with behaviors throughout the day
- T-TESS goals set by all professional staff
- Leadership team is accessible and supports staff and student needs
- Mentor teachers assigned to first-year teachers and new to Herty teachers for guidance and support
- Full time counselor and nurses

### Staff Quality, Recruitment and Retention Weaknesses



# Comprehensive Needs Assessment

- Implement consistent discipline across the campus
- Not all Special Education teachers are ESL certified

## Staff Quality, Recruitment and Retention Needs

- Encourage self-contained special education teachers to pursue their ESL certification
- Provide leadership opportunities for leadership among staff
- Implement MTSS/PBIS to ensure consistent discipline across campus
- Provide self-contained special education teachers a PLC time monthly
- Provide activities for staff to promote positive morale
- Staff awareness of working with the increasing Low-SES and At-Risk population
- District created exemplar lessons

## Staff Quality, Recruitment and Retention Summary

The campus benefits from extensive staff development throughout the 2023-2024 school year, ensuring continuous professional growth. All general education teachers are ESL certified, enhancing support for English Language Learners. Peer observations foster collaboration and the exchange of instructional ideas among teachers. Three Education Foundation Grants have been awarded, enriching instructional resources and opportunities.

Teachers have dedicated PLC time to prepare for instruction, supported by T-TESS goals set by all professional staff. A behavior interventionist is available to address student behaviors throughout the day. The leadership team is accessible and actively supports both staff and student needs. Mentor teachers provide guidance to first-year and new-to-Herty teachers. A full-time counselor and nurses support student well-being.

However, challenges include inconsistent discipline practices across the campus, with not all Special Education teachers ESL certified. There is a need to encourage self-contained Special Education teachers to pursue ESL certification and provide them with dedicated PLC time monthly. Leadership opportunities among staff members need enhancement, and activities to promote positive staff morale should be prioritized. Additionally, staff awareness of effectively working with an increasing Low-SES and At-Risk student population is crucial.

# Curriculum, Instruction and Assessment

## Curriculum, Instruction and Assessment Strengths

- Implementation of DRI in kindergarten with fidelity

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Strengths (Continued)

- Struggling students addressed through RTI procedures
- Use of student data to determine next steps for struggling learners
- Use student data to drive instruction
- Progress monitoring
- Weekly planning learning communities-PLC
- Continued use of Heggerty to improve phonemic awareness skills
- Boom Cards used for reading and math concept development and enrichment
- New HMH structured literacy curriculum

## Curriculum, Instruction and Assessment Weaknesses

- Consistent use of Summit K-12
- mCLASS interventions not implemented with fidelity
- Intentional station activities
- Implementation with fidelity of HMH curriculum
- Vertical team planning
- Lack of parental support

## Curriculum, Instruction and Assessment Needs

- Daily common planning time among grade levels
- Intervention group scheduling
- Implementing HMH with fidelity across the campus
- Lesson alignment for Tier I instruction across each grade level
- Prioritize time and efforts to provide opportunities for 2nd grade EB students to consistently use the Summit K-12 program to increase language proficiency levels
- PLC time for special education teachers

## Curriculum, Instruction and Assessment Summary

The campus is dedicated to implementing various instructional strategies and fostering collaboration among educators to support student learning and growth.

Challenges include ensuring fidelity in implementing mCLASS interventions, station activities, HMH curriculum, and aligning lessons for Tier I instruction across grade levels.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary (Continued)

By focusing on these areas, the campus aims to improve student achievement and support the diverse needs of all learners effectively.

## Family and Community Involvement

### Family and Community Involvement Strengths

- Partnership with the 21st Century Grant
- Partnership with First Baptist Church, Timbercreek Church, and PTK
- Partnership with the Foster Grandparent Program with three active foster grandparents
- Home visits with families regarding absent students
- Successful fundraising
- New SPED playground equipment
- Second Sacks provided for families
- Use of Class Dojo to highlight happenings on campus
- Open campus two days a week for families to eat lunch with their students

### Family and Community Involvement Weaknesses

- Family participation regarding students academic success
- Obtain 100% parent participation using Class Dojo and Remind

### Family and Community Involvement Needs

- Encourage and support parent involvement with student academics
- Obtain 100% parent participation using Class Dojo and Remind
- Provide materials and training to families to help support their child's academic needs

## Family and Community Involvement Summary

# Comprehensive Needs Assessment

The campus has established valuable partnerships and engagement initiatives to support students and families. Partnerships include collaboration with the 21st Century Grant, First Baptist Church, Timbercreek Church, and PTK (Parent-Teacher Organization). Additionally, the Foster Grandparent Program involves three active foster grandparents who contribute to student support and mentoring.

Efforts to engage families include home visits regarding absent students, successful fundraising activities, and providing Second Sacks to support low-socioeconomic families. The use of Class Dojo effectively highlights campus activities and communication, while the campus is open two days a week for families to join students for lunch.

However, challenges remain in achieving 100% parent participation using Class Dojo and Remind, and in encouraging and supporting parent involvement in their child's academic success. There is also a need to provide materials and training to families to help them support their child's academic needs effectively.

## School Context and Organization

### School Context and Organization Strengths

- Campus RTI academic and behavior meetings are organized and flow smoothly
- The leadership team meets weekly to discuss campus need and district updates
- Mentor program for new teachers to the district (Panther Passport) and campus level
- Field Trips
- Regular data meetings with teachers, principal, and instructional coach
- Weekly common PLC for general education teachers
- Updates and reminders through email, newsletters, Class Dojo, etc.

### School Context and Organization Weaknesses

- Intervention for kindergarten earlier in the school year
- Clearly defined student expectations (PBIS)
- Effective coaching to enhance Tier I instruction
- Frequent check-ins for campus needs

### School Context and Organization Needs

- Begin kindergarten interventions by October
- Use of common verbiage for campus expectations

# Comprehensive Needs Assessment

## School Context and Organization Needs (Continued)

- Master schedule for teachers to have daily common planning periods
- Improve discipline protocols and how to support teachers better
- Coaching with teachers regarding Tier I instruction
- Increase the number of visibility walkthroughs

## School Context and Organization Summary

The campus has cultivated valuable partnerships with the 21st Century Grant, First Baptist Church, Timbercreek Church, and PTK, along with the involvement of three active foster grandparents through the Foster Grandparent Program. These partnerships contribute significantly to student support and community involvement.

Efforts to engage families include proactive home visits for absent students, successful fundraising initiatives, and providing Second Sacks to assist low-socioeconomic families. The use of Class Dojo effectively communicates campus activities, and opening the campus for family lunch visits twice a week promotes family engagement.

However, challenges persist in achieving full parent participation via Class Dojo and Remind, and in fostering consistent parent involvement in their child's academic success. There is also a need to provide families with materials and training to effectively support their child's academic needs at home.

## Technology

### Technology Strengths

- Every classroom has a Smart Panel and HoverCams for interactive lessons
- General education is 1:1 with iPads
- The Herty Hub is implemented so teachers have digital access to important documents and information
- The campus uses Google Drive to reduce paper waste and copying
- Used a Swivel Robot for teachers to use as self-reflection videos and peer review
- Use Group Me and email to communicate with staff
- QR Code for discipline referrals

### Technology Weaknesses

- Update campus website more frequently

# Comprehensive Needs Assessment

## Technology Weaknesses (Continued)

- Training and guidance for parents on available technology to use at home

## Technology Needs

- Continued training for current programs and equipment
- Have a staff volunteer to manage the campus webpage
- Updated iPads that are out of date
- Using stickers to promote after school events to increase family involvement

## Technology Summary

The campus demonstrates a strong integration of technology and effective communication strategies to enhance learning and community engagement.

By focusing on these areas, the campus can continue to enhance its technological infrastructure, communication strategies, and engagement with families to support student success and community involvement effectively.

# HERTY PRIMARY

**Goal 1.** (Student Academic Achievement) Demonstrate sustained growth in student academic achievement

**Objective 1.** (Student performance) Demonstrate sustained growth in student academic achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Teachers, with the help of the leadership team, will use student performance data to make instructional decisions. They will regularly analyze formative and summative assessment results to identify areas where students excel or struggle. Teachers will use mCLASS, Dreambox to determine a year's work of growth for ELAR and math. They will adjust instruction to meet the needs of all learners, including enrichment for advanced students and remediation for those who need extra support. (Title I SW Elements: 2.5) (Target Group: H,W,AA,ECD,ESL,Migrant,EB,SPED,M,F,AtRisk,Dys,FC,HS,504,PRE K,K,1st,2nd) (Strategic Priorities: 2,4) (ESF: 1.2,4,4.1,5.1,5.3)</p>	<p>Assistant Principal(s), Counselor(s), Instructional Coach, Principal</p>	<p>2024-2025 School Year</p>	<p>(O)N/A</p>	<p>Criteria: Local assessments, such as mCLASS and Dreambox, will evaluate the year's worth of growth. Admin documentation from coaching conference.</p>
<p>2. Teachers will implement differentiated instructional techniques to cater to students' diverse learning needs. This includes providing varied instructional materials, offering multiple ways to demonstrate student understanding, and implementing lessons that address different learning styles and levels of readiness. (Title I SW Elements: 1.1,2.6) (Target Group: H,W,AA,ECD,EB,SPED,M,F,AtRisk,Dys,FC,H S,504,PRE K,K,1st,2nd) (Strategic Priorities: 2,4) (ESF: 3.1,3.3,4.1,5.1,5.2)</p>	<p>Assistant Principal(s), Counselor(s), Instructional Coach, Principal, Special Ed Teachers, Teacher(s)</p>	<p>2024-2025 School year</p>	<p>(O)N/A</p>	<p>Criteria: Lesson plans, SEL lessons, nine-week check-ins, RTi-B meetings, progress monitoring, and coaching conferences.</p>

# HERTY PRIMARY

**Goal 1.** (Student Academic Achievement) Demonstrate sustained growth in student academic achievement

**Objective 2.** (Student attendance) Improve, sustain, and support student attendance and decrease truancy

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The campus will run a weekly report of tardies and absences. The school receptionist will make daily phone calls to the families of absent students to check on them, remind parents to send notes, etc. A log will be kept with reasons for absences. After three absences, the Assistant Principal will call the parents to discuss attendance. This year's attendance target is 95%. (Title I SW Elements: 2.2) (Target Group: H,W,AA,ECD,ESL,EB,SPED,M,F,AtRisk,Dys,FC,HS,504,PRE K,K,1st,2nd) (Strategic Priorities: 4) (ESF: 3.1,3.4)</p>	<p>Assistant Principal(s), Counselor(s), Teacher(s)</p>	<p>2024-2025 School year</p>	<p>(O)N/A</p>	<p>Criteria: Weekly report of absences and parent contact log.</p>
<p>2. Each nine weeks, a boy and girl with the highest attendance and fewest tardies will be rewarded at the nine-week award ceremonies. (Title I SW Elements: 2.6) (Target Group: H,W,AA,ECD,EB,SPED,M,F,AtRisk,Dys,FC,H S,504,PRE K,K,1st,2nd) (Strategic Priorities: 4) (ESF: 3,3.1,3.3,3.4)</p>	<p>Assistant Principal(s), Counselor(s), Teacher(s)</p>	<p>2024-2025 school year</p>	<p>(O)Activity Funds</p>	<p>Criteria: Reports of attendance and documentation of students who have received incentives.</p>
<p>3. A beehive will be placed outside of each classroom. A bee (hornet) will be placed on the hive each day that all students are present. Once a class gets ten bees on its hive, it will have an afternoon dance party brain break. Nine-week awards will be given to the class in each grade level that has the most bees on its hive. The grade level with the most bees will receive a special treat at the end of each semester. (Title I SW Elements: 2.1,2.2) (Target Group: All,H,W,AA,ECD,ESL,EB,SPED,M,F,AtRisk,Dys,HS,504,PRE K,K,1st,2nd) (Strategic Priorities: 4) (ESF: 3.1,3.3)</p>	<p>Assistant Principal(s), Counselor(s), Principal</p>	<p>2024 - 2025 School Year</p>	<p>(L)Local Funds, (O)Activity Funds</p>	<p>Criteria: Reports</p>



# HERTY PRIMARY

**Goal 1.** (Student Academic Achievement) Demonstrate sustained growth in student academic achievement

**Objective 3.** (Graduation rate/prepare college) Improve, sustain, and support the graduation rate and prepare college/career-ready students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Students will have opportunities to investigate future careers and participate in college and career week. (Title I SW Elements: 2.6) (Target Group: H,W,AA,ECD,EB,SPED,M,F,AtRisk,Dys,FC,H S,504,PRE K,K,1st,2nd) (Strategic Priorities: 3,4) (ESF: 3.1)</p>	<p>Counselor(s), Teacher(s)</p>	<p>2024-2025 school year</p>	<p>(L)Local Funds, (O)Activity Funds</p>	<p>Criteria: Lesson plans, teach-tos, college week discussions. Monthly events that incorporate community members of different trades and degrees to visit students.</p>
<p>2. The school counselor will provide guidance lessons related to being successful at school. Lessons will include guidance on how behavior, attitude, and commitment are related to academic success. (Title I SW Elements: 2.2.2.6) (Target Group: H,W,AA,ECD,EB,SPED,M,F,AtRisk,Dys,FC,H S,504,PRE K,K,1st,2nd) (Strategic Priorities: 3,4) (ESF: 3,3.3)</p>	<p>Counselor(s)</p>	<p>2024-2025</p>	<p>(O)Activity Funds</p>	<p>Criteria: College week, a monthly visit by community members of different trades and degrees.</p>

# HERTY PRIMARY

**Goal 2.** (Supportive learning environment) Provide all students and staff members with a safe, healthy, supportive learning environment

**Objective 1.** (Safe and secure environment) Provide a safe and secure environment for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The campus safety team will conduct safety meetings, noting and reporting safety hazards. The team will work to ensure state and district expectations are being implemented. (Title I SW Elements: 2.2,2.3) (Target Group: H,W,AA,ECD,EB,SPED,M,F,AtRisk,Dys,FC,H S,504,PRE K,K,1st,2nd) (Strategic Priorities: 4) (ESF: 5.1)</p>	<p>Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Paraprofessional(s), Principal, School Nurse, Special Ed Teachers, SRO Officer, Teacher(s)</p>	<p>2024-2025 school year</p>	<p>(O)N/A</p>	<p>Criteria: Weekly safety checks are documented on Google Forms.</p>
<p>2. Students, teachers, and other school staff will provide routine drills and instruction on school safety and the student's role in staying safe. (Title I SW Elements: 2.2,2.6) (Target Group: H,W,AA,ECD,EB,SPED,M,F,AtRisk,Dys,FC,H S,504,PRE K,K,1st,2nd) (Strategic Priorities: 4) (ESF: 3.1,3.3,5.1)</p>	<p>Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Paraprofessional(s), Principal, School Nurse, Special Ed Teachers, SRO Officer, Teacher(s)</p>	<p>2024-2025 school year</p>	<p>(O)N/A</p>	<p>Criteria: Drill schedule and safety plan.</p>

# HERTY PRIMARY

**Goal 2.** (Supportive learning environment) Provide all students and staff members with a safe, healthy, supportive learning environment

**Objective 2.** (Provide effective instruction, intervention) Provide effective instruction, prevention, and intervention programs for safe, orderly, and productive schools (PBIS)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Ongoing training for teachers and staff on the PBIS framework to ensure consistent implementation and reinforces positive behaviors across the campus. (Title I SW Elements: 1.1,2.2) (Target Group: H,W,AA,ECD,EB,SPED,M,F,AtRisk,Dys,FC,H S,504,PRE K,K,1st,2nd) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,2.2.1,3,3.2,4,4.1,5)</p>	<p>Assistant Principal(s), Counselor(s), Instructional Coach, Principal, Special Ed Teachers, Teacher(s)</p>	<p>2024-2025 school year</p>	<p>(L)Local Funds, (S)State Compensatory</p>	<p>Criteria: Campus walkthroughs, sign-in sheets, agendas.</p>
<p>2. Teachers, with the help of the leadership team, will frequently use assessment data to identify students who need academic support and interventions, form targeted intervention groups, and collect relevant information regarding the interventions' effectiveness. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: H,W,AA,ECD,EB,SPED,M,F,AtRisk,Dys,FC,H S,504,PRE K,K,1st,2nd) (Strategic Priorities: 1,2,4) (ESF: 1,2,3.1,4,5)</p>	<p>Assistant Principal(s), Instructional Coach, Principal, Special Ed Teachers, Teacher(s)</p>	<p>2024-2025 school year</p>	<p>(F)Title I, (F)Title III Bilingual / ESL, (S)State Compensatory</p>	<p>Criteria: Walkthroughs, observations, coaching conferences, vertical alignment PLCs. Teacher-parent contact logs. SPED-Goal improvement, 9 wk. progress reports, Behavior intervention plan data, and teacher-parent contact logs.</p>
<p>3. During Wednesday PLCs, teachers will have the opportunity to internalize weekly lesson plans. They will have time to discuss how they will implement instructional strategies to teach the required learning objectives and what the student outcome should be. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: H,W,AA,ECD,EB,SPED,M,F,AtRisk,Dys,FC,H S,504,PRE K,K,1st,2nd) (Strategic Priorities: 2,4) (ESF: 1,2,4,5)</p>	<p>Assistant Principal(s), Instructional Coach, Principal</p>	<p>2024-2025 school year</p>	<p>(F)Title I, (F)Title III Bilingual / ESL, (S)State Compensatory</p>	<p>Criteria: Peer observations, PLCs, staff development.</p>

# HERTY PRIMARY

**Goal 2.** (Supportive learning environment) Provide all students and staff members with a safe, healthy, supportive learning environment

**Objective 3.** (Early intervention-academic, mental health) Provide a strong, comprehensive, developmental guidance program (PK-12) to all students that includes early identification/screening, early intervention/access to specialized services, and mental health prevention/intervention

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The counselor will train teachers and staff to recognize the signs of mental health issues in students and how to report concerns to the appropriate campus staff. (Title I SW Elements: 2.1,2.2,2.6) (Target Group: H,W,AA,ECD,EB,SPED,M,F,AtRisk,Dys,FC,H S,504,PRE K,K,1st,2nd) (Strategic Priorities: 4) (ESF: 3)</p>	<p>Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Paraprofessional(s), Principal, School Nurse, Special Ed Teachers, SRO Officer, Teacher(s)</p>	<p>2024-2025 School year</p>	<p>(L)Local Funds, (O)Activity Funds, (S)State Compensatory</p>	<p>Criteria: Develop a system for responding to students, documenting concerns, notifying parents/guardians when necessary, and connecting families to available mental health resources in the community if needed. Counselor referral data, trauma training, threat assessments.</p>
<p>2. Teachers will provide academic intervention to students as needed during PAWS and small-group time in the classroom. (Title I SW Elements: 2.2,2.5) (Target Group: H,W,AA,ECD,EB,SPED,M,F,AtRisk,Dys,FC,H S,504,PRE K,K,1st,2nd) (Strategic Priorities: 2,4) (ESF: 4)</p>	<p>Assistant Principal(s), Counselor(s), Instructional Coach, Principal, Special Ed Teachers, Teacher(s)</p>	<p>2024-2025 school year</p>	<p>(F)Title I, (F)Title III Bilingual / ESL, (S)State Compensatory</p>	<p>Criteria: SEL lessons, RTi-A documentation, PAWS documentation.</p>
<p>3. The campus counselor will conduct weekly guidance lessons with students to promote mental health and well-being. She will also provide social-emotional learning through weekly lessons using Quaver. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.3)</p>	<p>Assistant Principal(s), Counselor(s), Instructional Coach, Principal, SRO Officer, Teacher(s)</p>	<p>2024-2025 School year</p>	<p>(F)Title I, (L)Local Funds</p>	<p>Criteria: Check-ins with staff, and building relationships with students.</p>

# HERTY PRIMARY

- Goal 3.** (Positive environment for stakeholders) Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale
- Objective 1.** (Develop well-rounded students) Provide opportunities to develop well-rounded students who are strong leaders and responsible citizens

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The counselor will provide weekly guidance lessons with students to teach good character skills through the Herty Way. The staff will implement meaningful rewards and recognition systems for students who show skills through the Herty Way. (Title I SW Elements: 2.2,2.6) (Target Group: H,W,AA,ECD,EB,SPED,M,F,AtRisk,Dys,HS,5 04,PRE K,K,1st,2nd) (Strategic Priorities: 4) (ESF: 3)</p>	<p>Assistant Principal(s), Counselor(s), Instructional Coach, Principal, Special Ed Teachers, Teacher(s)</p>	<p>2024-2025 School year</p>	<p>(F)Title III Bilingual / ESL, (S)State Compensatory</p>	<p>Criteria: List of lessons, Herty Pledge, conduct grades, Dojo Points.</p>
<p>2. The Clubhouse campus coordinator will continue implementing the 21st Century ACE Afterschool Program so that students can participate in tutorials and enrichment opportunities. Parents of our Herty Clubhouse students will be invited to multiple events throughout the year to learn strategies to help their students succeed, how the campus can support their needs at home, and have opportunities to participate in character-building activities with their children. (Title I SW Elements: 2.5,2.6) (Target Group: H,W,AA,ECD,EB,SPED,M,F,AtRisk,Dys,HS,5 04,PRE K,K,1st,2nd) (Strategic Priorities: 4) (ESF: 3)</p>	<p>Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Paraprofessional(s), Principal, School Nurse, Special Ed Teachers, SRO Officer, Teacher(s)</p>	<p>2024-2025 School year</p>	<p>(O)Activity Funds</p>	<p>Criteria: Participation in Clubhouse Clubs, Turkey Trot, and Run of the Panthers.</p>

# HERTY PRIMARY

- Goal 3.** (Positive environment for stakeholders) Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale
- Objective 2.** (Parent involvement) Parents and families will be informed of, encouraged, and provided opportunities to be actively involved in the education of their children

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Staff will provide opportunities for families to interact positively with their students in the school setting: open house, field day, UIL awards, lunch with family, musical presentations, Run of the Panthers, grandparents day, literacy night, spring fling, award ceremonies, etc. (Title I SW Elements: 2.1,2.6,3.1) (Target Group: H,W,AA,ECD,EB,SPED,M,F,AtRisk,Dys,FC,H S,504,PRE K,K,1st,2nd) (Strategic Priorities: 4) (ESF: 3)</p>	<p>Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Instructional Coach, Paraprofessional(s), Principal, School Nurse, Special Ed Teachers, Teacher(s)</p>	<p>2024-2025 School Year</p>	<p>(F)Title I, (O)Activity Funds</p>	<p>Criteria: Parent sign-in sheets for events, lunch sign-in sheets, and class dojo invitations for parents to have lunch with students.</p>
<p>2. Staff will provide opportunities to teach parents instructional strategies that can be used at home to help students master skills taught at school. We will utilize funding to help purchase academic materials for parents to use at home to support academic instruction. (Title I SW Elements: 1.1,2.1,2.3,2.6,3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.3,3.4,4.1)</p>	<p>Assistant Principal(s), Counselor(s), Instructional Coach, Principal, Teacher(s)</p>	<p>2024-2025 School year</p>	<p>(F)Title I</p>	<p>Criteria: Agendas/sign-ins, Class Dojo Videos, purchasing documents.</p>

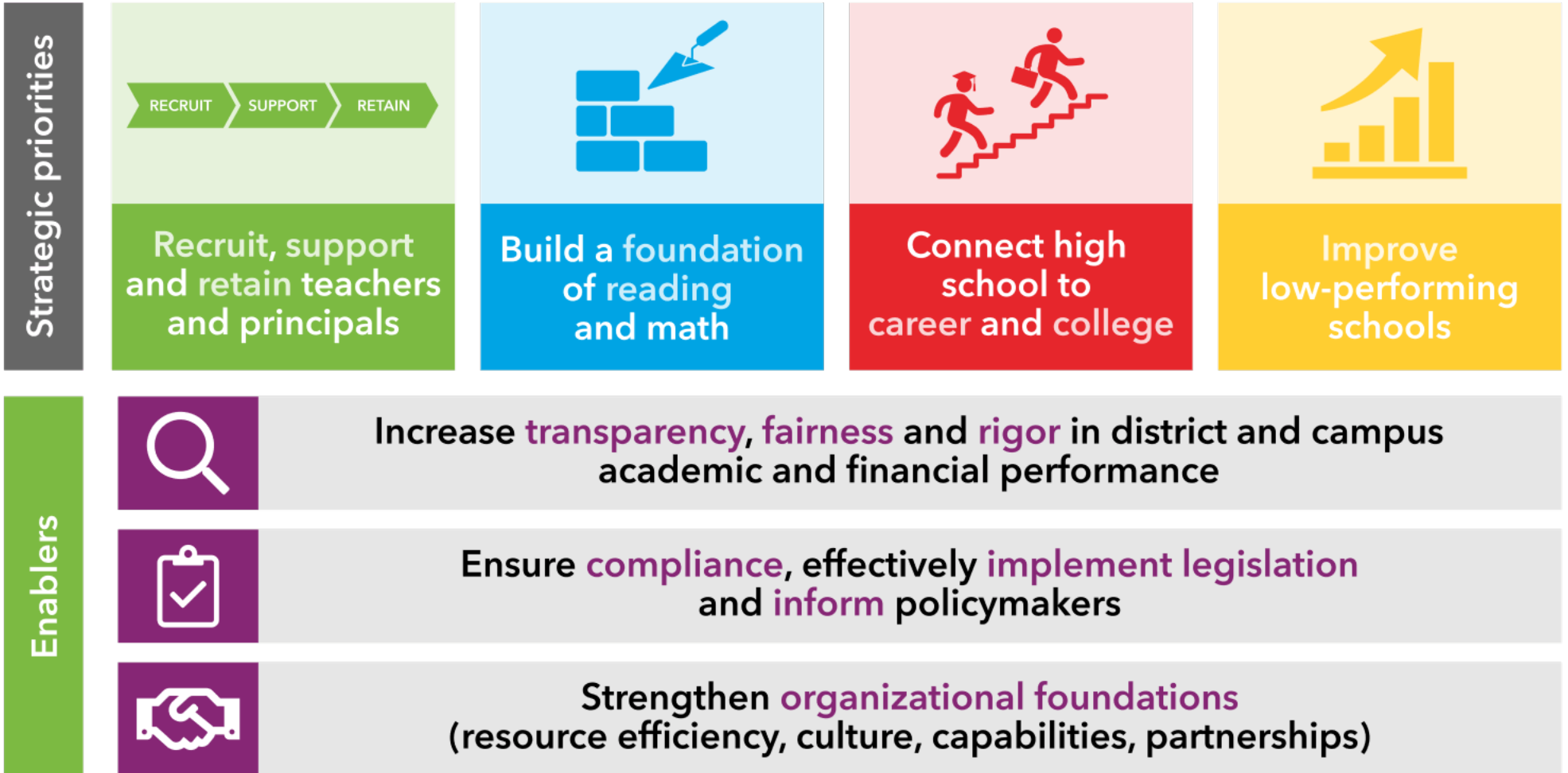
# HERTY PRIMARY

**Goal 3.** (Positive environment for stakeholders) Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

**Objective 3.** (PLCs, student improvement) Train all employees to effectively implement Professional Learning Communities (PLCs,) effectively participate in campus/district planning and decision making processes, analyze data, discuss needs, and take action to improve student performance

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The leadership team will meet weekly to review student achievement data, address concerns, calibrate goals, walk through expectations, and plan for the days and weeks ahead. (Title I SW Elements: 2.2,2.5,2.6,3.2) (Target Group: H,W,ECD,EB,SPED,M,F,AtRisk,Dys,FC,HS,504,PRE K,K,1st,2nd) (Strategic Priorities: 1,2,4) (ESF: 2.1,3.1,4,5)</p>	<p>Assistant Principal(s), Counselor(s), Instructional Coach, Principal</p>	<p>2024-2025 School year</p>	<p>(F)Title I, (F)Title III Bilingual / ESL, (S)State Compensatory</p>	<p>Criteria: Weekly PLCs, monthly vertical PLCs.</p>
<p>2. Teachers will utilize research-based strategies to increase student engagement in classroom activities and enhance Tier 1 instruction. All reading teachers will be trained in HMH Structured Literacy, Reading Academy, mCLASS, and Dreambox instructional initiatives with support throughout implementation. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: H,W,AA,ECD,EB,SPED,M,F,AtRisk,Dys,FC,HS,504,PRE K,K,1st,2nd) (Strategic Priorities: 1,2,4) (ESF: 2,4,5.2)</p>	<p>Assistant Principal(s), Counselor(s), Instructional Coach, Principal, Special Ed Teachers, Teacher(s)</p>	<p>2024-2025 School year</p>	<p>(F)Title I, (F)Title III Bilingual / ESL, (S)State Compensatory</p>	<p>Criteria: Vertical alignment PLCs. Feedback from teachers doing peer observations.</p>

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



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



## Required Components for Title I School-Wide

ESSA Components: A schoolwide program shall develop a comprehensive plan that "is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency" Section 1114 (b)(6)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "is developed with the involvement of parents and other members of the community to be served including teachers, principals, other school leaders, paraprofessionals present in the school, and administrators..." Section 1114 (b)(2)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand" Section 1114 (b)(4)

REQUIRED. A schoolwide program shall develop a comprehensive plan that, if appropriate and applicable, "is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)" Section 1114 (b)(5)

REQUIRED. A schoolwide program shall develop a comprehensive plan that includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will (i) "provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; (ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards" Section 1114 (b)(7)(A)(i-iii)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "remains in effect for the duration of the school's participation, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards" Section 1114 (b)(3)

There are specific Title I, Part A staffing requirements for paraprofessionals and teachers. [Section 1112 (e)] All paraprofessionals assigned to Title I, Part A schoolwide campuses must continue to meet federal standards; Teachers assigned to Title I, Part A school campuses must meet applicable state certification requirements.