

Duncanville Independent School District

Hastings Elementary School

2019-2020

Accountability Rating: D



Mission Statement

The mission of Duncanville Independent School District is to provide each student with the necessary skills to achieve lifelong success and contribute to a global society.

Vision

Duncanville ISD –Writing success stories, one student at a time.

Core Beliefs

- We believe students are our first priority.
- We model personal integrity and ethical behavior.
- We value and respect all students, staff, families, and community members.
- We provide a safe, nurturing environment to foster academic excellence and positive relationships.
- We embrace continuous improvement, data-driven decision making, and mutual accountability for organizational excellence.
- We believe every staff member contributes to student success.

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Goal 1: Focus on Student Success

Performance Objective 1: By June 2020, 4th Grade African American students will perform at 65% in Approaches on STAAR Reading, Writing, and Math.

Evaluation Data Source(s) 1: Lead measures: teacher-created formative assessments, district assessments, benchmarks Lag measures: 2019 STAAR Reading, Math, and Writing test.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Provide professional development by Solution Tree for PLC framework.	Campus Administrator, Teacher Specialist	Teachers will gain understanding of the components of an effective PLC framework to effectively plan, instruct, and assess.				
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Implement weekly team PLCs and Teacher Specialist coaching sessions	Campus Administration, Teacher Specialist	Grade level teams will improve their ability to develop lesson plans.				
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Utilize weekly classroom intervention/enrichment instruction for at risk students.	Campus administration, Teacher Specialist, Teachers	Students will receive daily intervention and enrichment instruction to target weaknesses and gaps.				









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) Provide general ed classroom teachers additional professional development every 9 weeks in the areas of ELAR and Math.	Campus administration	Teachers will gain understanding of how to meet student academic needs.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: Focus on Student Success

Performance Objective 2: By September 30th, teachers will have been trained and implemented daily intervention to grade level students to improve STAAR performance by 10% in the areas of Approaches and Meets for 3rd and 4th grade Reading and Math and to increase DRA mastery for grades K-2 .

Evaluation Data Source(s) 2: Lead measures: weekly remediation, classroom evidence, data Lag measure: 2019 STAAR Reading, Math, and Writing test.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
<p>Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Provide on-going targeted reading and math tutorial interventions after school for students.</p>	Campus Administration, Teachers, Reading/Math Center Teachers	Students will receive remediation outside the school day to improve their academic performance.				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Implement morning and/or after school tutoring/enrichment for at-risk, Special Education, ELL, and Gifted and Talented students who are in need of tutorials or enrichment intervention in the areas of ELAR and Math with a additional focus on 4th grade students who were unsuccessful on STAAR 2019. We will provide a nutritional approved snack for each student in tutorial program.</p>	Campus Administration, Teachers, Reading/Math Center Teachers	Students will receive remediation and intervention/enrichment outside the school day to improve academic performance.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
TEA Priorities Build a foundation of reading and math Improve low-performing schools 3) Purchase software to assist teachers with enrichment and intervention for students to master grade-level TEKS in an engaging way.	Principal, Teacher Specialist, Interventionist	Increase student performance on grade level content TEKS.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: Focus on Student Success

Performance Objective 3: For the 2019-2020 school year, Hastings will implement behavior and social-emotional curriculum for students and provide Restorative Discipline and classroom management training to reduce classroom disruptions in order to improve student performance in the areas of reading and math in grades 1-4 by 10% compared to 2018-2019.

Evaluation Data Source(s) 3: Lead measures: master schedule, campus procedures, guidance calendars, SEL curriculum/activities, referral data. Lag measures: cumulative referral data

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
<p>Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools 1) Implement Pride Time on the master schedule for every grade level which focuses on social-emotional learning and strategies through implementation of Sanford Harmony curriculum.</p>	Campus administration	Teacher and student relationships will be improved by daily Pride time activities.				
<p>Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools 2) Strengthen and implement PBIS and other rewards for students through a Hastings rewards system and events each nine weeks.</p>	Campus administration, Teachers, PBIS Committee	Students will exhibit improved classroom and Hastings school areas.				
<p>Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools 3) Train teachers and implement Restorative discipline practices campus-wide.</p>	Campus administration, Teachers, Teacher Specialist	Staff will provide restorative circles and classroom behavioral interventions that address behavior through restorative practices.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>4) Provide Trauma Professional Development and deescalation technique training in order to address behavior concerns with at-risk and Special Education populations. Selected staff will attend Kagan discipline PD.</p>	Campus administrators and teachers	Increase classroom instructional time for at-risk and Special Education students.				
5) Create and implement tiered behavioral support protocols and restorative practices for at risk/behavior challenged students.	Campus administrator, teachers	Increase of instructional time for behavioral students. Increase campus discipline.				
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools</p> <p>6) Create and Implement 4 step restorative discipline procedure, utilize Culture Coach for behavior support, and monitor progress of students being served by Social Emotional Counselor in order to address Violence prevention and Intervention.</p>	Campus administrator, teachers, counselor	Decrease discipline referrals, improve student behavior.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: Focus on Student Success

Performance Objective 4: For the 2019-2020 school year, HES will train teacher on how to deconstruct core content standard to close academic gaps for all students including Economically Disadvantaged, At-Risk, Gifted and Talented, and English Language Learners/Limited English Proficient.

Evaluation Data Source(s) 4: District assessments, common assessments, DRA, benchmarks, iStation, and Achieve 3000.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) The campus will purchase supplies and materials in order to assist students in mastering the curriculum that is mandated by the state.</p>	Principal./Assistant Principal, Teacher	Improve student grades and instructional resources				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

Goal 1: Focus on Student Success

Performance Objective 5: For the 2019-2020 school year, HES classroom teachers will be trained on instructional practices and differentiation through professional development in order to improve Tier 1 instruction for all students including Special Education, Gifted and Talented, Early Childhood, and ELL students in the areas of ELAR and Math in grade PreK-4th grade .

Evaluation Data Source(s) 5: District assessments, benchmarks, walk through

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
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<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>1) Implement research based instructional strategies to improve quality of Tier 1 instructions. Provide professional development on tier 1 behavior strategies to increase student achievement and maximize instructional time</p>	Campus administrators, Teacher Specialist, teachers	Increase rigor and student engagement. Increase student achievement.				
<p>TEA Priorities Improve low-performing schools</p> <p>2) Provide classroom teachers additional instructional resources and materials to improve Tier 1 instruction for all students.</p>	Provide general ed classroom teachers additional professional development every 9 weeks in the areas of ELAR and Math.	Increase access to grade level researched based resources.				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

Goal 1: Focus on Student Success

Performance Objective 6: For the 2019-2020 school year, Hastings student attendance will improve to 97%.

Evaluation Data Source(s) 6: Weekly attendance reports, cumulative attendance data

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
TEA Priorities Improve low-performing schools 1) Weekly attendance reporting and follow up on student absence patterns by task force.	Campus administrator, PEIMS clerk, attendance committee, teachers	Improve student achievement.				
TEA Priorities Improve low-performing schools 2) Student attendance incentives for each 9 weeks	Campus administrators, teachers, campus attendance committee	Improve campus attendance. Improve student achievement.				
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Goal 1: Focus on Student Success

Performance Objective 7: Weekly enrichment opportunities to participate in PE, Music, Art, Library, and Technology will be provided to all students.

Evaluation Data Source(s) 7: Attendance, Master Schedule, Computer Lab and Library Schedule

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
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<p>TEA Priorities Recruit, support, retain teachers and principals 1) Content specific professional development opportunities and resources will be provided for enrichment teachers.</p>	Administrators, District Departments	Researched-based strategies and best practices will be implemented during instruction.				
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) 2) Technology devices and tools will be provided for instructional use to enhance and support core instruction, research, and 21st century skills.</p>	Administrators	Increased technology skills in order to conduct research, create presentations, and enhance peer collaboration.				
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 3) All students will be provided enrichment opportunities through special events and field trips.</p>	Administrators, Campus Leadership Team, Counselor, Specials and Classroom Teachers	Increase exposure to enriching activities and experiences for all students.				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

Goal 1: Focus on Student Success

Performance Objective 8: For the 2019-2020 school year, HES classroom teachers will receive coaching and development on instructional practices , differentiation, and lesson design professional development in order to improve Tier 1 instruction for all students including Special Education, Gifted and Talented, Early Childhood, and ELL students in the areas of ELAR and Math in grade PreK-4th grade .

Evaluation Data Source(s) 8: District assessments, benchmarks, campus assessments

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
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TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Building of teacher capacity.	Administrator and teacher specialist	Improvement in student performance across content areas.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: Focus on Students, Families and Community

Performance Objective 1: For the 2019-2020, Hastings will increase the number of parent and community involvement volunteers by 5% of the student population.

Evaluation Data Source(s) 1: Lead measure: events calendar, sign in sheets, volunteer logs Lag measure: cumulative engagement data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools 1) Host small monthly parent gatherings/meetings (Meet the Principal, Grandparents Day, Donuts with Dad, Muffins with Mom, and All Pro Dads)	Campus administration, Teachers, Family Liaison	Parent, community, and school involvement will increase.				
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools 2) Provide weekly grade level newsletters to all parents.	Campus administration, teachers	Communication between school and parent will be strengthened and awareness of school activities.				
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools 3) Invite local businesses to at least 3 campus events in order to increase stakeholder ownership	Campus administration,	Community and school relationships will strengthen.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: Focus on Operational Excellence

Performance Objective 1: By August 2019, the Hastings master schedule will be redesigned to ensure 100% alignment to district expectations with instructional priorities, practices, highly effective staff, and student needs.

Evaluation Data Source(s) 1: Lead & Lag measure: master schedule

Summative Evaluation 1:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Paraprofessional schedules are adjusted to address high need areas per grade level.	Campus administration	Students will receive more in class support to increase overall student learning.				
TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Master schedule adjusted to include daily intervention time for remediation and enrichment for all students and additional focus on 4th grade students who scored in "Did Not Meet" category for STAAR 2019.	Campus administrators, teacher specialist, and teachers	Increase in student performance and close academic gaps.				
3) Ensured state mandated Physical Education minutes is met through master schedule.	Campus administrator, teachers	Improve health awareness and overall health of students.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 4: Focus on Employees and Organizational Improvement

Performance Objective 1: For the 2019-2020, Hastings will create campus structures so that 100% of our teachers will be utilizing the PLC framework and promoting a collaborative culture by implementing the PLC framework and shared leadership responsibilities.

Evaluation Data Source(s) 1: Lead measures: group/committee lists, campus calendar events. Lag measure: survey data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools 1) Increase staff participation and leadership with campus committees	Campus administration, Teachers	School culture will improve due to increased staff participation and effort.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 4: Focus on Employees and Organizational Improvement

Performance Objective 2: Hastings administrative team and leadership staff will be provided professional development opportunities that are aligned with campus needs, district goals, and allow differentiation to meet individual staff/student needs.

Evaluation Data Source(s) 2: Employee survey

Summative Evaluation 2:

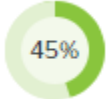






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
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<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers</p> <p>1) Provide professional development opportunities to ensure staff is equipped to serve.</p>	Principal					
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

Goal 5: Focus on Financial Stewardship

Performance Objective 1: For the 2019-20 school year, Hastings will be 100% in compliance with district financial policies and procedures.

Evaluation Data Source(s) 1: Lead measures: campus budget allocations Lag measure: campus budget expenditures

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	June	Sept
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Improve low-performing schools 1) Increase financial knowledge in the areas of budget, federal funds, and purchasing.	Campus Administration	Student achievement will increase by appropriately allocating funding in order to meet the needs of students and use funds effectively.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						