

Beeville Independent School District
Hampton Moreno Dugat
2021-2022 Campus Improvement Plan



Mission Statement

Together, we empower today's students to be tomorrow's leaders.

Vision

Inspiring bold innovative leaders.

Core Beliefs

- Integrity
- Innovation
- Positive Attitude
- Leadership
- Achievement
- High Expectations

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hampton Moreno Dugat is an Early Childhood Campus that serves students in the Beeville Independent School District, located in Beeville, Texas. According to the TEA's txschools.gov the campus has an enrollment of 308, of which 3.6% African American, 86.0% Hispanic, and 9.1% White. 90.1% of HMD students are Economically Disadvantaged, 1.6% are English Language Learners, 13.0% of students receive Special Education Services, and 65.2% of HMD students are considered AT-Risk, attendance rate is 88.0%.

Demographics Strengths

Hampton-Moreno-Dugat offers a well-rounded, hands on curriculum for school by providing innovative programs such as elementary coding for all students, elementary after school dance programs, and a community involvement literacy program. Our parent teacher organization is highly visible and works to keep parents involved at HMD and the Beeville ISD community. Professional Learning Communities are employed for planning, data disaggregation, and continuous professional development are a shared priority for the campus and district alike. The campus vision of "Inspiring Bold Innovative Leaders" by maximizing learning opportunities and celebrating partnerships integrates a shared ownership for campus goals and objectives. The campus uses technology to support the instructional delivery, students' products. The importance of technology usage is modeled by the administrative team as they have provided professional development and use Google Applications or Schoology applications to provide timely feedback on Learning Walks, Lesson Plan Audits, Operational Forms and Surveys, and created a hub for information for campus staff using google drive.

Problem Statements Identifying Demographics Needs

Problem Statement 1: All demographic populations are not consistently achieving their full academic potential **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Student Learning

Student Learning Summary

Hampton Moreno Dugat Elementary was rated as “Met Standard” by the Texas Education Agency and is paired with R.A. Hall for accountability purposes. The school data indicated that students did decrease learning goal of 90 percent by 20 percent this past year. 70 percent were on target at the end of the 2020-21 school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: All demographic populations are not consistently achieving their full academic potential **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

School Processes & Programs

School Processes & Programs Summary

HMD is has continued alignment to track student growth and increase academic levels. We are implementing teacher learning through book studies, learning walks, adding Really Great Reading for Kinder, Pearson sight words, and meeting with our feeder schools to continue K-2 alignment. We have set new HARD goals (85% literacy in reading and math skills) and implement continued formative assessment strategies.

School Processes & Programs Strengths

We are dedicated to the balanced development of all children at H.M.D, with a belief that in addition to fostering strong academic achievement, we must also provide strong opportunities for positive social and emotional development. We strive daily to offer an active, engaging, and positive learning environment for all students in order to empower them to embrace opportunities, pursue passions, and contribute thoughtfully to the world.

- Weekly, documented PLCs
- Documented Learning Walks with immediate feedback
- Technology integration for instruction and operations
- Positive Behavioral and social emotional support

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: All demographic populations are not consistently achieving their full academic potential **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Perceptions

Perceptions Summary

Hampton Moreno Dugat ECC has had many changes over the last two years due to the covid pandemic. Our End of Year scores decreased by 20 percent at the end of the 2020-21 school year. Many students did not come back after remote learning and those coming back for the 2020-21 school year came back in April. Those students in attendance were successful with growth as evident by their dramatic increase in overall student progress. Our dedicated staff and students are excited about being a part of the HMD campus and parents are kept informed of weekly events and updates to operational practices.

Perceptions Strengths

Hampton Moreno Dugat Elementary is known as a family friendly environment that is welcoming to all. The school is known to encourage academic growth in all students and provides innovative learning opportunities and high expectations for all learners. Parents, students, and staff view the school as an inviting place to learn and grow together through the students early childhood years.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: All demographic populations are not consistently achieving their full academic potential **Root Cause:** A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

Accountability Data

- Local Accountability Systems (LAS) data

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals







Goal 1: Provide innovative and diverse learning programs, with a strong emphasis in literacy and mathematics, to maximize opportunities available in BISD.

Performance Objective 1: Implement learning programs with fidelity across the campus making sure all staff is trained in the programs available.

Targeted or ESF High Priority

HB3 Goal







Evaluation Data Sources: Observation and walk-throughs

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor the implementation through PLC meetings and observations. Strategy's Expected Result/Impact: Provide data for all learners in math and literacy. Staff Responsible for Monitoring: Teachers and administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Engage in conversations on student progress displayed in Data Room once each Reporting Period and provide instructional support in order to close gaps in learning while updating Response to Intervention Portfolios. Strategy's Expected Result/Impact: Meeting 85% student learning targets and academic growth Staff Responsible for Monitoring: Administration and CILT</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: BISD will recruit, develop, support, and retain effective teachers, principals, and other instructional staff

Performance Objective 1: We will support effective instruction and make sure staff is trained in the latest effective instruction strategies.






Evaluation Data Sources: Lesson plans, observations, walk-throughs and coaching conversations

Strategy 1 Details	Reviews			
<p>Strategy 1: All kindergarten teachers, administrators, literacy coaches, and interventionist will complete the reading academy.</p> <p>Strategy's Expected Result/Impact: Teachers will be highly trained in effective strategies and will implement them in the classroom.</p> <p>Staff Responsible for Monitoring: Administration, literacy coach and interventionist.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All new teachers will have a mentor teacher for the first two years of on-boarding.</p> <p>Strategy's Expected Result/Impact: All highly qualified staff will remain and continue to grow with district</p> <p>Staff Responsible for Monitoring: Administrators and Mentor Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: BISD will implement program initiatives and activities that reflect a commitment to preparing 100% of students for post-secondary educational or career paths

Performance Objective 1: Provide opportunities for the students to learn about a variety of career paths and learn what is required to pursue that career path.






Evaluation Data Sources: Teacher's lesson plans will reflect real world careers and students will be exposed to 10 career paths through community outreach.

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor through PLC and lesson plan implementation.</p> <p>Strategy's Expected Result/Impact: Students will learn career options and be able to make educated goals about a chosen field.</p> <p>Staff Responsible for Monitoring: Teachers, administration</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: BISD will provide all students a safe, drug free, environment that is conducive to learning.

Performance Objective 1: We will implement W.A.T.C.H Dogs for dads program.

Evaluation Data Sources: Parental involvement involving dads/male role models will increase by 10% during first year of implementation. Our current data shows % of dads are active in school based activities.

Strategy 1 Details	Reviews			
Strategy 1: Implementation of the W.A.T.C.H. Dogs for dad program Strategy's Expected Result/Impact: More parental involvement, increased safety for our students Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: BISD will provide all students a safe, drug free, environment that is conducive to learning.

Performance Objective 2: Parental involvement activities will once every nine weeks to promote positive school parent relationships.

Targeted or ESF High Priority







Evaluation Data Sources: Sign In Sheets, Observations and Picture evidence.

Goal 5: BISD will collaborate with parents and community to inspire students to be bold innovative leaders.

Performance Objective 1: Host literacy, science, math and multicultural events at the school and invite community partnerships for the events.

Targeted or ESF High Priority

Evaluation Data Sources: Attendance and participation of the community.

Strategy 1 Details	Reviews			
Strategy 1: Find community partners to partner with us for Literacy, Science and/or Math nights. Strategy's Expected Result/Impact: Encourage community involvement by inviting and having 5 or more community partners participate. Staff Responsible for Monitoring: Administration, counselor, literacy coach	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Hire and utilize a parent liaison to contact parents and partners to participate in school wide events. Strategy's Expected Result/Impact: Increase parent participation by 20% Staff Responsible for Monitoring: Counselors and administrators.	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: BISD will collaborate with parents and community to inspire students to be bold innovative leaders.

Performance Objective 2: Implement "Who is Reading Wednesday?" Have various community leaders read to students and talk to them about their role in the community and their career path.

Targeted or ESF High Priority

Evaluation Data Sources: Sign Ins and Picture Evidence