

Ector County Independent School District

Hays Magnet Academic Academy

2026-2027 Board Goals/Performance Objectives/Strategies



Public Presentation Date: September 8, 2026

Mission Statement

The mission of **Hays STEAM Academy** is to develop scholars who **SHINE—Scholars with Honor, Integrity, and Never-ending Enthusiasm**. Through rigorous academics, innovation, collaboration, and a supportive learning environment, we empower every scholar to think critically, solve problems creatively, and become lifelong learners who positively impact their community.

Vision

Hays STEAM Academy envisions a future where every scholar achieves academic excellence while developing the character, confidence, and leadership skills necessary for success in college, career, and life. Through meaningful partnerships among the school, families, and community, we will cultivate an engaging STEAM, RBL, and AVID learning environment that inspires curiosity, innovation, and continuous growth.

Our vision reflects the collective aspirations of our campus community by ensuring:

- High levels of academic achievement for every scholar.
- Equitable access to rigorous, engaging, and innovative learning experiences.
- A culture of honor, integrity, collaboration, and lifelong learning.
- Strong partnerships among the school, families, and community.
- Preparation of scholars to become responsible leaders and productive citizens in an ever-changing world.

Value Statement

At Hays STEAM Academy, our decisions and actions are guided by the following core values:

- **Scholar-Centered Excellence** – Every decision is made with the best interests and success of scholars in mind.
- **Honor and Integrity** – We model honesty, responsibility, respect, and ethical behavior in all we do.
- **High Expectations for All** – We believe every scholar can achieve at high levels when provided rigorous instruction, meaningful support, and opportunities to grow.
- **Innovation and Creativity** – We embrace STEAM education, critical thinking, collaboration, and problem-solving to prepare scholars for the future.
- **Growth Mindset** – We believe mistakes are opportunities to learn, perseverance leads to success, and continuous improvement is everyone's responsibility.
- **Collaboration and Community** – Strong partnerships among educators, families, and the community are essential to student achievement.
- **Equity and Belonging** – Every scholar deserves access to high-quality learning experiences in a safe, inclusive, and supportive environment.
- **Leadership Through Service** – We inspire scholars and staff to lead with empathy, accountability, and a commitment to making a positive difference.

The SHINE Values

Our school culture is grounded in the SHINE philosophy:

- **S – Scholars:** We are lifelong learners who strive for academic excellence.
- **H – Honor:** We demonstrate respect, responsibility, and compassion toward others.
- **I – Integrity:** We make ethical choices and take ownership of our actions.
- **N – Never-ending Enthusiasm:** We approach learning with curiosity, resilience, and a positive attitude.

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E – Excellence: We commit to continuous growth and giving our best every day.

Together, our mission, vision, and values foster a culture where every scholar is empowered to **SHINE** academically, socially, and emotionally while preparing for success in college, career, and life.

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: By May 2027, the percentage of students achieving Meets Grade Level or above on STAAR Mathematics will increase in each tested grade: Grade 3 from 61% to 64%, Grade 4 from 66% to 69%, and Grade 5 from 75% to 78%, as measured by Spring 2027 STAAR results. Bilingual student performance will increase from 53% to 56% in Grade 3; from 63% to 66% in Grade 4; and from 82% to 85% in Grade 5.

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%

Evaluation Data Sources: STAAR Math results; District Checkpoints; i-Ready Diagnostic and Growth Reports; Classroom Formative Assessments; PLC/Data Meeting Agendas and Minutes; Walkthrough Observation Data; Intervention Progress Monitoring; Student data trackers.

Strategy 1 Details	Reviews			
Strategy 1: Implement high-quality Tier I mathematics instruction through collaborative planning, blended learning, and data-driven instructional practices to ensure mastery of grade-level TEKS. Strategy's Expected Result/Impact: An increasing percentage of students demonstrate mastery of priority Math TEKS across assessment cycles, meet or exceed i-Ready growth targets, and move from below grade level toward Meets-level performance, with particular attention to identified student groups. Staff Responsible for Monitoring: Principal; AP; Grade Team Leads; Classroom Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 3 Funding Sources: Before/After school tutoring - Title One School-wide - \$10,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Provide targeted intervention and enrichment based on ongoing formative assessment data to accelerate student growth toward the Meets Grade Level standard. Title I, Part A funds will support supplemental, TEKS-aligned take-home math kits containing manipulatives, math games, problem-solving activities, bilingual family directions, and student recording materials for identified students. Strategy's Expected Result/Impact: Progress will be monitored through district assessment data, i-Ready growth, formative assessments, student work, intervention progress monitoring, PLC documentation, and classroom walkthroughs. Success will be demonstrated by increased mastery of priority Math TEKS, increased student growth, improved performance toward Meets Grade Level, and reduced achievement gaps among student groups. Students will receive targeted practice at school and home, resulting in increased skill mastery and progress toward the Meets Grade Level standard. Staff Responsible for Monitoring: Principal; AP; Grade Team Leads; Classroom Teachers Title I: 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 1 Funding Sources: Take-home Math Kits - Title One School-wide - \$5,000		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 3: Strengthen mathematical conceptual understanding among Hispanic and White student groups Root Cause: Although overall student achievement remains high, instructional practices are not consistently differentiated to accelerate learning for every student, particularly those performing just below the Meets and Masters performance levels.
Curriculum, Instruction, and Assessment
Problem Statement 2: Although the campus implements a rigorous TEKS-aligned curriculum, continued refinement of differentiated Tier 1 instruction, formative assessment practices, and blended learning implementation is needed to maximize academic growth for every student. Root Cause: While instructional systems are well established, consistent implementation of differentiated instruction, purposeful blended learning, and data-driven instructional adjustments varies across classrooms and content areas.

Family and Community Engagement

Problem Statement 1: Although families actively participate in campus events and maintain positive relationships with the school, opportunities exist to further strengthen family engagement through increased participation in academic learning, campus leadership, and shared decision-making. **Root Cause:** While communication with families is frequent and effective, family engagement has traditionally focused on participation in school events rather than sustained partnerships that actively support academic learning, student leadership, and shared decision-making.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: By May 2027, the percentage of students achieving Meets Grade Level or above on STAAR Reading Language Arts will increase from 81% to 84% in Grade 3, from 74% to 77% in Grade 4, and from 93% to 94% in Grade 5, as measured by Spring 2027 STAAR RLA results. Bilingual student performance will increase from 50% to 53% in Grade 3, from 60% to 63% in Grade 4, and from 82% to 85% in Grade 5.

HB3 Board Goal

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: STAAR Reading Language Arts results; District Checkpoints; i-Ready Diagnostic and Growth Reports; Classroom Formative Assessments; PLC/ Data Meeting Agendas and Minutes; Walkthrough Observation Data; Intervention Progress Monitoring; Student data trackers

Strategy 1 Details	Reviews			
Strategy 1: Implement a comprehensive literacy framework that strengthens reading comprehension, academic vocabulary, written response, and student discourse through authentic reading and writing experiences. Strategy's Expected Result/Impact: District assessments, formative assessments, student written responses, i-Ready data, EB progress monitoring, walkthroughs, and PLC documentation will demonstrate increasing mastery of priority RLA TEKS and improved performance toward Meets Grade Level or above. Staff Responsible for Monitoring: Principal, Assistant Principal, Grade-Level Team Leaders; Classroom Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 4 - Curriculum, Instruction, and Assessment 2	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Develop students' ownership of literacy learning through personalized goal setting, blended learning, and differentiated reading instruction. Strategy's Expected Result/Impact: i-Ready, mCLASS/running records, intervention progress monitoring, small-group data, EB progress monitoring, and district assessments will demonstrate measurable reading growth, reduced numbers of students below grade level, and narrowing achievement gaps among identified student groups. Staff Responsible for Monitoring: Principal, Assistant Principal, Grade-Level Team Leaders; Classroom Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2		Formative			Summative
		Oct	Jan	Mar	May

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Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: Student achievement data indicate a need to increase the percentage of students achieving Meets Grade Level or above on STAAR Mathematics and Science, with achievement gaps evident among identified student groups, including Emergent Bilingual students. Root Cause: Inconsistent implementation of differentiated, data-driven Tier I mathematics instruction and targeted intervention has limited the campus's ability to consistently address individual learning gaps, particularly the academic language, conceptual understanding, and problem-solving needs of Emergent Bilingual students.
Problem Statement 4: Student achievement data indicate a need to increase the percentage of Emergent Bilingual students achieving Meets Grade Level or above on STAAR Reading Language Arts, with achievement gaps evident between Emergent Bilingual students and overall campus performance across tested grade levels. Root Cause: Inconsistent implementation of differentiated literacy instruction, academic language development, and targeted intervention has limited the campus's ability to consistently address the reading comprehension, vocabulary, written response, and language-development needs of Emergent Bilingual students.
Curriculum, Instruction, and Assessment
Problem Statement 2: Although the campus implements a rigorous TEKS-aligned curriculum, continued refinement of differentiated Tier 1 instruction, formative assessment practices, and blended learning implementation is needed to maximize academic growth for every student. Root Cause: While instructional systems are well established, consistent implementation of differentiated instruction, purposeful blended learning, and data-driven instructional adjustments varies across classrooms and content areas.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: By May 2027, the percentage of Grade 5 students achieving Meets Grade Level or above on the STAAR Science assessment will increase from 40% in Spring 2026 to at least 45% in Spring 2027. Current & Monitored Emergent Bilingual students will increase from 27% to at least 32%, as measured by the Spring 2027 STAAR Science assessment.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: Digital-resource usage reports, student work samples, science journals, walkthrough data, formative assessments, district checkpoints, kit distribution records, and STAAR Science results.

Strategy 1 Details	Reviews			
Strategy 1: Implement inquiry-based science instruction through hands-on investigations, engineering design challenges, and real-world problem-solving experiences to deepen scientific understanding and application of the Grade 5 Science TEKS. Strategy's Expected Result/Impact: Students will demonstrate increased engagement, scientific reasoning, content vocabulary, and mastery of grade-level science TEKS, resulting in improved performance on formative assessments, district checkpoints, and Grade 5 STAAR Science. Staff Responsible for Monitoring: Principal, Assistant Principal, Grade-Level Team Leaders; Classroom Teachers Title I: 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 2 - Family and Community Engagement 1 Funding Sources: Science take-home kits - Title One School-wide - \$7,500	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Strengthen scientific thinking through cross-curricular STEAM integration and the purposeful use of supplemental digital tools that promote exploration, collaboration, and analysis of scientific concepts. Title I, Part A funds will support TEKS-aligned digital science resources, hands-on investigation materials, STEAM supplies, bilingual instructional supports, and science take-home kits for students needing additional academic support. Strategy's Expected Result/Impact: District Science assessments, formative assessments, intervention progress-monitoring data, student work, and PLC data reviews will demonstrate increasing mastery of priority Science TEKS. Intervention will be considered effective when students show measurable growth during each intervention cycle, fewer students remain below grade level, and achievement gaps among identified student groups decrease. Staff Responsible for Monitoring: Principal, Assistant Principal, Grade-Level Team Leaders; Classroom Teachers Title I: 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: Science Take-home kits - Title One School-wide - \$7,500		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: Student achievement data indicate a need to increase the percentage of students achieving Meets Grade Level or above on STAAR Mathematics and Science, with achievement gaps evident among identified student groups, including Emergent Bilingual students. Root Cause: Inconsistent implementation of differentiated, data-driven Tier I mathematics instruction and targeted intervention has limited the campus's ability to consistently address individual learning gaps, particularly the academic language, conceptual understanding, and problem-solving needs of Emergent Bilingual students.
Curriculum, Instruction, and Assessment
Problem Statement 1: Although Project Lead the Way is an integral component of Hays STEAM Academy's STEAM program, implementation is inconsistent across classrooms, limiting students' opportunities to engage in high-quality engineering design experiences and authentic problem-based learning. Root Cause: Teachers have varying levels of confidence and accountability for implementing the Project Lead the Way curriculum with fidelity. Continued professional learning, instructional coaching, collaborative planning, and systematic monitoring are needed to ensure consistent implementation of PLTW lessons and engineering design practices across all grade levels. Problem Statement 2: Although the campus implements a rigorous TEKS-aligned curriculum, continued refinement of differentiated Tier 1 instruction, formative assessment practices, and blended learning implementation is needed to maximize academic growth for every student. Root Cause: While instructional systems are well established, consistent implementation of differentiated instruction, purposeful blended learning, and data-driven instructional adjustments varies across classrooms and content areas.

Family and Community Engagement

Problem Statement 1: Although families actively participate in campus events and maintain positive relationships with the school, opportunities exist to further strengthen family engagement through increased participation in academic learning, campus leadership, and shared decision-making. **Root Cause:** While communication with families is frequent and effective, family engagement has traditionally focused on participation in school events rather than sustained partnerships that actively support academic learning, student leadership, and shared decision-making.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 4: By May 2027, at least 75% of students receiving supplemental reading or mathematics intervention from the Title I educational aide will meet or exceed their individualized academic growth targets, as measured by intervention progress-monitoring assessments.

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%

Evaluation Data Sources: i-Ready BOY/MOY/EOY diagnostic and growth reports; district benchmark/common assessments; curriculum-based measures and intervention assessments; educational aide schedules and service-delivery logs; intervention progress-monitoring records; student intervention plans/goal trackers; MTSS documentation; student work samples; and intervention entry/exit documentation.

Strategy 1 Details	Reviews			
Strategy 1: Hire and utilize a Title I-funded educational aide to provide regularly scheduled, supplemental small-group and individualized reading and mathematics intervention for students identified through assessment and progress-monitoring data as performing below grade-level expectations. Strategy's Expected Result/Impact: At least 75% of participating students will demonstrate measurable progress toward identified reading and/or mathematics goals. Students will strengthen prerequisite skills, improve access to Tier I instruction, and reduce academic achievement gaps. Staff Responsible for Monitoring: Principal; AP; Classroom Teachers, Title 1 Educational Aide Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 4 Funding Sources: Title 1 Instructional Aide - Title One School-wide - \$30,000	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Implement a systematic progress-monitoring process in which classroom teachers, the Title I educational aide, and campus leadership review student intervention data every 4-6 weeks and adjust instructional focus, student groupings, frequency, and intensity of intervention based on demonstrated student need. Strategy's Expected Result/Impact: Intervention decisions will be timely and data-driven. Students not demonstrating adequate progress will receive adjusted support, while students demonstrating mastery may exit or transition to less intensive intervention. The number of students requiring intensive intervention will decrease over the school year. Staff Responsible for Monitoring: Principal; AP; Classroom Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2 Funding Sources: Before/After School Tutoring - Title One School-wide - \$10,000		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 4: Student achievement data indicate a need to increase the percentage of Emergent Bilingual students achieving Meets Grade Level or above on STAAR Reading Language Arts, with achievement gaps evident between Emergent Bilingual students and overall campus performance across tested grade levels. Root Cause: Inconsistent implementation of differentiated literacy instruction, academic language development, and targeted intervention has limited the campus's ability to consistently address the reading comprehension, vocabulary, written response, and language-development needs of Emergent Bilingual students.
Curriculum, Instruction, and Assessment
Problem Statement 2: Although the campus implements a rigorous TEKS-aligned curriculum, continued refinement of differentiated Tier 1 instruction, formative assessment practices, and blended learning implementation is needed to maximize academic growth for every student. Root Cause: While instructional systems are well established, consistent implementation of differentiated instruction, purposeful blended learning, and data-driven instructional adjustments varies across classrooms and content areas.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 1: By May 2027, the percentage of Kindergarten through Grade 3 students meeting or exceeding their annual i-Ready Reading Typical Growth goal will increase from 75% to 80%, as measured by the i-Ready Reading Diagnostic.

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: i-Ready Reading Diagnostic Reports (Beginning, Middle, and End of Year)

i-Ready Growth Monitoring Reports

i-Ready Typical Growth and Stretch Growth Reports

i-Ready Lesson Completion and Online Instruction Reports

Classroom Reading Assessments

Running Records (K-2)

mCLASS Reading Data

PLC Data Meeting Documentation

Classroom Walkthrough Observation Data

Strategy 1 Details	Reviews			
Strategy 1: Strengthen early literacy instruction by implementing evidence-based reading practices that develop foundational literacy skills, reading comprehension, and language acquisition. Strategy's Expected Result/Impact: Student achievement increases, instructional practices improve, and implementation is evident through assessment data and classroom observations. Staff Responsible for Monitoring: Principal, Assistant Principal, Grade-Level Team Leaders; Classroom Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2 - School Organization 1 - Technology 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Utilize the blended learning model to personalize reading instruction and accelerate student growth through adaptive digital learning and targeted teacher support. Strategy's Expected Result/Impact: Student achievement increases, instructional practices improve, and implementation is evident through assessment data and classroom observations. Staff Responsible for Monitoring: Principal, Assistant Principal, Grade-Level Team Leaders; Classroom Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 2 - Technology 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Improve Grade 5 Science achievement. Root Cause: Consistent use of standards-aligned formative assessment, targeted intervention/enrichment, and data-driven instructional adjustments is needed to ensure continued academic growth for all student groups. This is evidenced by fluctuations in overall Meets performance (71% in 2022-23, 67% in 2023-24, and 71% in 2024-25) and continued opportunities for growth in Grade 5 Science and mathematics.
Curriculum, Instruction, and Assessment
Problem Statement 2: Although the campus implements a rigorous TEKS-aligned curriculum, continued refinement of differentiated Tier 1 instruction, formative assessment practices, and blended learning implementation is needed to maximize academic growth for every student. Root Cause: While instructional systems are well established, consistent implementation of differentiated instruction, purposeful blended learning, and data-driven instructional adjustments varies across classrooms and content areas.
School Organization
Problem Statement 1: Although Hays has effective organizational systems, continued refinement is needed to strengthen collaboration, ensure consistent implementation, and monitor campus improvement efforts. Root Cause: Consistent implementation of campus initiatives requires ongoing collaboration, clear processes, shared leadership, and systematic progress monitoring to ensure continuous improvement.
Technology
Problem Statement 1: Although Hays is a 1:1 blended learning campus with technology integrated into daily instruction, opportunities exist to deepen the use of technology to personalize learning, increase student agency, and promote higher levels of critical thinking and collaboration. Root Cause: While technology resources are readily available, continued professional learning and instructional planning are needed to maximize the impact of blended learning and ensure technology consistently supports higher-order thinking, personalization, and student ownership of learning.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: By May 2027, the percentage of Grade 3 students achieving Meets Grade Level or above on the STAAR Reading Language Arts assessment will increase from 81% in Spring 2026 to 84% in Spring 2027. Grade 3 Bilingual student performance will increase from 50% to 53%.

Indicators of Success:

Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: STAAR Reading results

District Reading Checkpoints

i-Ready Reading Diagnostic Reports

Classroom Reading Assessments

Running Records

mCLASS Reading Data

Student Writing Samples

PLC Data Meeting Documentation

Classroom Walkthrough Observation Data

Intervention Progress Monitoring Records

Strategy 1 Details	Reviews			
Strategy 1: Strengthen students' ability to analyze and respond to grade-level literary and informational texts through explicit instruction in close reading, text evidence, and written constructed responses. Strategy's Expected Result/Impact: Increased student proficiency in reading comprehension and written responses. Students consistently use textual evidence to support their thinking. Improved performance on district benchmarks and STAAR-aligned assessments. Increased percentage of Grade 3 students achieving the Meets Grade Level standard on the STAAR Reading Language Arts assessment. Staff Responsible for Monitoring: Principal, Assistant Principal, Grade-Level Team Leaders; Classroom Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 2	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Provide targeted small-group instruction focused on comprehension, vocabulary, and inferencing skills. Strategy's Expected Result/Impact: Increased student proficiency in reading comprehension and written responses. Students consistently use textual evidence to support their thinking. Improved performance on district benchmarks and STAAR-aligned assessments. Increased percentage of Grade 3 students achieving the Meets Grade Level standard on the STAAR Reading Language Arts assessment. Staff Responsible for Monitoring: Principal, Assistant Principal, Grade-Level Team Leaders; Classroom Teachers Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2 - Technology 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Improve Grade 5 Science achievement. Root Cause: Consistent use of standards-aligned formative assessment, targeted intervention/enrichment, and data-driven instructional adjustments is needed to ensure continued academic growth for all student groups. This is evidenced by fluctuations in overall Meets performance (71% in 2022-23, 67% in 2023-24, and 71% in 2024-25) and continued opportunities for growth in Grade 5 Science and mathematics.
Curriculum, Instruction, and Assessment
Problem Statement 2: Although the campus implements a rigorous TEKS-aligned curriculum, continued refinement of differentiated Tier 1 instruction, formative assessment practices, and blended learning implementation is needed to maximize academic growth for every student. Root Cause: While instructional systems are well established, consistent implementation of differentiated instruction, purposeful blended learning, and data-driven instructional adjustments varies across classrooms and content areas.
Technology
Problem Statement 1: Although Hays is a 1:1 blended learning campus with technology integrated into daily instruction, opportunities exist to deepen the use of technology to personalize learning, increase student agency, and promote higher levels of critical thinking and collaboration. Root Cause: While technology resources are readily available, continued professional learning and instructional planning are needed to maximize the impact of blended learning and ensure technology consistently supports higher-order thinking, personalization, and student ownership of learning.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 3: By May 2027, family participation in literacy events, reading workshops, and home literacy activities will increase from 95% to 96% as measured by family participation records and engagement surveys.

HB3 Board Goal

Indicators of Success:

Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%

Evaluation Data Sources: Family Literacy Night sign-in sheets

Parent workshop attendance records

Family engagement event participation logs

Student reading goal-setting and reflection forms

i-Ready Reading Lesson Completion Reports

i-Ready Reading Diagnostic Growth Reports

Running Records (K-2)

mCLASS Reading Data (K-3)

PLC meeting agendas and literacy intervention documentation

Strategy 1 Details	Reviews			
Strategy 1: Provide engaging family literacy experiences throughout the school year that equip parents and caregivers with practical strategies and resources to support reading development at home. Strategy's Expected Result/Impact: Increased family participation in literacy-focused events and activities. Increased use of evidence-based reading strategies at home. Stronger home-school partnerships that support early literacy development. Increased student motivation, confidence, and independent reading habits. Improved K-3 reading growth and increased percentages of students reading on or above grade level by the end of Grade 3. Staff Responsible for Monitoring: Principal; AP; Classroom Teachers; Counselor Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Strengthen home-school partnerships by implementing consistent communication and student-led literacy activities that encourage families to actively participate in their child's reading progress and goal setting. Strategy's Expected Result/Impact: Increased family participation in literacy-focused events and activities. Increased use of evidence-based reading strategies at home. Stronger home-school partnerships that support early literacy development. Increased student motivation, confidence, and independent reading habits. Improved K-3 reading growth and increased percentages of students reading on or above grade level by the end of Grade 3. Staff Responsible for Monitoring: Principal; AP; Classroom teachers; counselor Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: Although overall performance remains strong, the campus continues to serve a significant economically disadvantaged population whose academic needs require intentional intervention, enrichment opportunities, and equitable access to instructional resources. **Root Cause:** Data indicate that economic barriers may limit access to academic enrichment opportunities, technology resources outside of school, and extended learning experiences. Continued implementation of targeted interventions and family partnerships will help minimize these barriers while maintaining high academic expectations.

Family and Community Engagement

Problem Statement 1: Although families actively participate in campus events and maintain positive relationships with the school, opportunities exist to further strengthen family engagement through increased participation in academic learning, campus leadership, and shared decision-making. **Root Cause:** While communication with families is frequent and effective, family engagement has traditionally focused on participation in school events rather than sustained partnerships that actively support academic learning, student leadership, and shared decision-making.

Board Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 1: By Spring 2027, the percentage of Hays STEAM Academy students reporting a positive sense of school connectedness on the Panorama Student Survey will increase from 81% to 84%.

Indicators of Success:
School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Fall and spring Panorama Student Survey results
Student belonging and connectedness survey responses
Student leadership and extracurricular participation records
Social-emotional learning and Conscious Discipline lesson documentation
Classroom walkthrough and student-engagement observations
Student feedback and self-advocacy surveys
Attendance and behavior data
Campus Improvement Team quarterly monitoring reports

Strategy 1 Details		Reviews			
Strategy 1: Implement schoolwide social-emotional learning, Conscious Discipline practices, and regular classroom community-building activities that strengthen positive relationships, belonging, self-advocacy, and student engagement. Strategy's Expected Result/Impact: Students will report stronger relationships with teachers and peers, greater confidence expressing their needs, and an improved sense of belonging, contributing to the increase in school connectedness from 81% to 84%. Staff Responsible for Monitoring: Principal, assistant principal, school counselor, and classroom teachers. Title I: 2.52 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1		Formative			Summative
		Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Expand student leadership opportunities through AVID service-learning projects, student-led conferences, campus recognition programs, and classroom activities that promote student voice and ownership. Strategy's Expected Result/Impact: Increased participation in leadership and schoolwide activities will strengthen student engagement, self-advocacy, and connection to the school community. Staff Responsible for Monitoring: Principal, assistant principal, school counselor, AVID coordinator, and classroom teachers. Title I: 2.52 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Although Panorama survey results indicate strong student connectedness, positive adult relationships, and high academic expectations, opportunities remain to increase student engagement, leadership, and ownership of learning. Root Cause: Students benefit from strong relationships with adults; however, additional opportunities for student leadership, collaboration, voice, and ownership of learning will further strengthen engagement and connectedness.

Board Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 2: By May 2027, student average daily attendance at Hays STEAM Academy will increase from 96.3% to 96.5%, as measured by campus attendance reports and PEIMS data.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: PEIMS attendance reports
Campus daily attendance reports
Monthly attendance summaries
Chronic absenteeism reports
Attendance committee meeting records
Student attendance intervention documentation
Parent communication logs
Attendance incentive and recognition records
Campus Improvement Team quarterly monitoring reports

Strategy 1 Details	Reviews			
Strategy 1: Implement a proactive attendance monitoring system with early intervention for students at risk of chronic absenteeism. Strategy's Expected Result/Impact: Increased average daily attendance Reduced chronic absenteeism Improved student engagement and academic performance Staff Responsible for Monitoring: Principal, AP, Attendance Clerk, Counselor, Classroom Teachers Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Strengthen family partnerships through regular communication, attendance incentives, and recognition programs that encourage consistent daily attendance. Strategy's Expected Result/Impact: Increased average daily attendance Reduced chronic absenteeism. Improved student engagement and academic performance Staff Responsible for Monitoring: Principal, AP, Attendance Clerk, Counselor, Classroom teachers Title I: 2.53 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
 Accomplished
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Performance Objective 2 Problem Statements:

Family and Community Engagement
Problem Statement 1: Although families actively participate in campus events and maintain positive relationships with the school, opportunities exist to further strengthen family engagement through increased participation in academic learning, campus leadership, and shared decision-making. Root Cause: While communication with families is frequent and effective, family engagement has traditionally focused on participation in school events rather than sustained partnerships that actively support academic learning, student leadership, and shared decision-making.

Board Goal 3: The percentage of high school graduates considered College, Career, or Military Ready will increase from 88% to 91% by May 2029.

Performance Objective 3: Maintain a safe, supportive school environment by implementing proactive behavioral supports, restorative practices, and targeted interventions that minimize exclusionary disciplinary consequences and maximize students' access to classroom instruction.

Evaluation Data Sources: PEIMS discipline reports
 Campus discipline referral records
 In-school and out-of-school suspension reports
 Disciplinary alternative education placement records
 Student behavior intervention documentation
 Restorative practices and Conscious Discipline records
 Counselor and administrator intervention logs
 Monthly discipline data reviews
 Campus Improvement Team quarterly monitoring reports

Strategy 1 Details	Reviews			
Strategy 1: Implement schoolwide Conscious Discipline practices, explicit instruction in behavioral expectations, classroom management interventions, and restorative conversations to prevent behavioral escalation and resolve conflicts before exclusionary consequences become necessary. Strategy's Expected Result/Impact: Students will demonstrate improved self-regulation, conflict-resolution skills, and adherence to campus expectations, resulting in fewer discipline referrals and exclusionary placements. Staff Responsible for Monitoring: Principal, assistant principal, school counselor, classroom teachers, and campus behavior support staff. Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Culture and Climate 2	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Review discipline data monthly to identify students with repeated behavioral concerns. Provide targeted interventions, including behavior support plans, counseling, mentoring, family conferences, and follow-up monitoring. Strategy's Expected Result/Impact: Early intervention and coordinated student support will reduce repeated disciplinary infractions, decrease exclusionary consequences, and increase students' access to classroom instruction. Staff Responsible for Monitoring: Principal, assistant principal, school counselor, classroom teachers, intervention team, and Campus Improvement Team. Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 2		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Although student behavior is a campus strength, continued implementation of proactive behavioral supports and restorative practices is needed to maintain a safe, positive learning environment while minimizing instructional disruptions. Root Cause: Sustaining a positive school climate requires consistent reinforcement of behavioral expectations, social-emotional learning, and restorative practices to address student needs before behaviors escalate.
School Culture and Climate
Problem Statement 2: Although student behavior is a campus strength, continued implementation of proactive behavioral supports and restorative practices is needed to maintain a safe, positive learning environment while minimizing instructional disruptions. Root Cause: Sustaining a positive school climate requires consistent reinforcement of behavioral expectations, social-emotional learning, and restorative practices to address student needs before behaviors escalate.

Board Goal 4: Classroom Excellence

Performance Objective 1: By May 2027, 100% of classroom teachers will implement the Project Lead the Way (PLTW) curriculum as evidenced by lesson implementation, classroom walkthroughs, completion of required instructional modules, and the use of the engineering design process during classroom instruction.

Evaluation Data Sources: PLTW lesson implementation checklists

Classroom walkthrough observation data

PLC agendas and meeting minutes

Teacher lesson plans

Completion of PLTW instructional units

Student engineering notebooks

Student engineering design projects

Student presentations and showcases

Instructional coaching logs

Professional development participation records

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Provide ongoing professional learning, instructional coaching, and collaborative planning to strengthen teachers' capacity to implement the Project Lead the Way curriculum and integrate engineering design into daily instruction. Strategy's Expected Result/Impact: Increased fidelity of PLTW across all grade levels. Increased student engagement in authentic engineering design and problem-solving experiences. Improved alignment between PLTW modules and TEKS. Consistent use of engineering design and inquiry-based instruction. Staff Responsible for Monitoring: Principal, AP, Lead teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1				

Strategy 2 Details	Reviews			
Strategy 2: Develop a campus-wide system to monitor and support fidelity of Project Lead the Way implementation through walkthroughs, PLCs, lesson reviews, and instructional feedback. Strategy's Expected Result/Impact: Consistent implementation of PLTW across all grade levels. Increased collaboration among teachers. Increased student creativity, collaboration, critical thinking, and engineering design skills. Improved consistency in STEAM instructional experiences. Staff Responsible for Monitoring: Principal, AP, Lead teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Although Project Lead the Way is an integral component of Hays STEAM Academy's STEAM program, implementation is inconsistent across classrooms, limiting students' opportunities to engage in high-quality engineering design experiences and authentic problem-based learning. Root Cause: Teachers have varying levels of confidence and accountability for implementing the Project Lead the Way curriculum with fidelity. Continued professional learning, instructional coaching, collaborative planning, and systematic monitoring are needed to ensure consistent implementation of PLTW lessons and engineering design practices across all grade levels.

Board Goal 4: Classroom Excellence

Performance Objective 2: By May 2027, 100% of teachers will implement high-quality STEAM instructional practices, including inquiry-based learning, engineering design, collaboration, and technology integration, as evidenced by lesson plans, STEAM walkthrough rubric, and student work.

Evaluation Data Sources: Classroom walkthrough observation data; Lesson plan reviews; PLC agendas and meeting minutes; Teacher professional development participation records; Student work samples;
Project-based learning artifacts; Student engineering notebooks; Student presentations and showcases; Technology integration observations; PLTW lesson implementation documentation;
Student engagement observation data; STAAR Growth Reports; District checkpoint assessment data; i-Ready Reading and Mathematics Growth Reports

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing professional learning, instructional coaching, and collaborative planning to strengthen teachers' implementation of high-quality STEAM instructional practices, including inquiry-based learning, engineering design, technology integration, and student-centered instructional strategies. Strategy's Expected Result/Impact: Increased teacher effectiveness in delivering rigorous STEAM instruction. Increased use of inquiry-based and project-based learning. Greater student engagement, collaboration, and critical thinking. Consistent implementation of STEAM instructional practices across all grade levels. Staff Responsible for Monitoring: Principal; AP; Classroom Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Implement a continuous improvement process through instructional walkthroughs, PLC data discussions, lesson plan reviews, and reflective coaching to monitor and strengthen the implementation of high-quality STEAM instruction. Strategy's Expected Result/Impact: Consistent implementation of high-quality STEAM instructional practices. Increased teacher collaboration and use of best instructional practices. Improved student problem-solving, creativity, and application of engineering design processes. Stronger alignment of instruction with TEKS, PLTW, and campus STEAM expectations. Staff Responsible for Monitoring: Principal; AP; Classroom Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
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 Discontinue

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 2: Although the campus implements a rigorous TEKS-aligned curriculum, continued refinement of differentiated Tier 1 instruction, formative assessment practices, and blended learning implementation is needed to maximize academic growth for every student. Root Cause: While instructional systems are well established, consistent implementation of differentiated instruction, purposeful blended learning, and data-driven instructional adjustments varies across classrooms and content areas.
School Organization
Problem Statement 1: Although Hays has effective organizational systems, continued refinement is needed to strengthen collaboration, ensure consistent implementation, and monitor campus improvement efforts. Root Cause: Consistent implementation of campus initiatives requires ongoing collaboration, clear processes, shared leadership, and systematic progress monitoring to ensure continuous improvement.

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2027, the percentage of classrooms meeting campus expectations for blended-learning implementation will increase from 85% to 88%, as measured by the campus blended-learning fidelity rubric and classroom walkthrough data.

Evaluation Data Sources: Classroom walkthrough and observation data; Lesson plans showing blended learning components; Learning management system and digital-platform usage reports; Teacher self-assessments and implementation reflections; PLC meeting notes and coaching documentation; blended-learning rubric.

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted professional learning, modeling, planning support, and coaching on blended-learning structures, student choice, small-group instruction, digital tools, and the effective use of student data. Strategy's Expected Result/Impact: Classroom walkthrough data will demonstrate quarterly improvement in blended-learning implementation, with at least 85% of classrooms meeting campus expectations by May 2027. Staff Responsible for Monitoring: Principal, AP, District Blended Learning support staff TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2 - Technology 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Conduct regular classroom walkthroughs and review results during PLCs providing timely feedback, coaching, and follow-up support based on identified needs. Strategy's Expected Result/Impact: Students will experience increased engagement, differentiation, ownership, and access to personalized instruction. Staff Responsible for Monitoring: Principal, AP, District Blended-Learning Support Staff TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Curriculum, Instruction, and Assessment 2 - Technology 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 2: Although the campus implements a rigorous TEKS-aligned curriculum, continued refinement of differentiated Tier 1 instruction, formative assessment practices, and blended learning implementation is needed to maximize academic growth for every student. **Root Cause:** While instructional systems are well established, consistent implementation of differentiated instruction, purposeful blended learning, and data-driven instructional adjustments varies across classrooms and content areas.

Technology

Problem Statement 1: Although Hays is a 1:1 blended learning campus with technology integrated into daily instruction, opportunities exist to deepen the use of technology to personalize learning, increase student agency, and promote higher levels of critical thinking and collaboration. **Root Cause:** While technology resources are readily available, continued professional learning and instructional planning are needed to maximize the impact of blended learning and ensure technology consistently supports higher-order thinking, personalization, and student ownership of learning.

Board Goal 5: Culture of Excellence

Performance Objective 1: By May 2027, each grade level will complete a minimum of eight student-led, teacher-guided service-learning projects aligned to community needs, with at least 90% of students participating in leadership, collaboration, and civic engagement experiences, as evidenced by participation rosters.

Evaluation Data Sources: Photos & artifacts; AVID Site Team meeting minutes; Grade level service-learning plans; Student reflection journals; Community partner participation logs; Project presentations; Teacher lesson plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
Strategy 1: Develop and implement monthly grade-level service-learning projects, from September to April, aligned with academic standards and community needs, allowing students to apply learning through authentic problem-solving experiences. Strategy's Expected Result/Impact: Increased student leadership projects aligned with academic standards and community needs, allowing students to apply learning through authentic problem-solving experiences. Staff Responsible for Monitoring: Principal; AP; AVID Site Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1 - School Organization 1				

Strategy 2 Details		Reviews			
Strategy 2: Expand partnerships with local businesses, community organizations, families, and district departments to provide meaningful service-learning opportunities that promote leadership, collaboration, and civic engagement. Strategy's Expected Result/Impact: Students will have increased opportunities to apply academic learning, demonstrate leadership, collaborate with community partners, and develop civic responsibility through authentic service-learning experiences. Staff Responsible for Monitoring: Principal; AP; AVID Site Team Title I: 2.51, 2.52, 2.53 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Family and Community Engagement 1		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Family and Community Engagement
Problem Statement 1: Although families actively participate in campus events and maintain positive relationships with the school, opportunities exist to further strengthen family engagement through increased participation in academic learning, campus leadership, and shared decision-making. Root Cause: While communication with families is frequent and effective, family engagement has traditionally focused on participation in school events rather than sustained partnerships that actively support academic learning, student leadership, and shared decision-making.
School Organization
Problem Statement 1: Although Hays has effective organizational systems, continued refinement is needed to strengthen collaboration, ensure consistent implementation, and monitor campus improvement efforts. Root Cause: Consistent implementation of campus initiatives requires ongoing collaboration, clear processes, shared leadership, and systematic progress monitoring to ensure continuous improvement.

Board Goal 5: Culture of Excellence

Performance Objective 2: By May 2027, 100% of classrooms will demonstrate implementation of grade-level appropriate AVID WICOR strategies as evidenced through lesson plans, classroom observations, and AVID implementation tools.

Evaluation Data Sources: Lesson plan reviews; walkthrough data; Site team documentation; student binders and planners; student work samples; AVID Classroom Observation Tool (COT); PLC agendas; coaching logs

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing professional learning, instructional coaching, and collaborative planning focused on the intentional integration of Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) strategies into daily Tier 1 instruction. Strategy's Expected Result/Impact: Teachers will demonstrate increased knowledge and consistent use of WICOR strategies, resulting in stronger student engagement, academic discourse, organization, and ownership of learning. Staff Responsible for Monitoring: Principal, AP, AVID Site Team Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Curriculum, Instruction, and Assessment 2	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Implement a systematic monitoring process through classroom walkthroughs, lesson plan reviews, PLC discussions, and instructional feedback to ensure consistent schoolwide implementation of AVID strategies. Strategy's Expected Result/Impact: Walkthrough and AVID implementation data will show quarterly improvement, with 100% of classrooms meeting the campus WICOR implementation standard by May 2027. Staff Responsible for Monitoring: Principal, AP, AVID Site Team Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Curriculum, Instruction, and Assessment 2 - School Organization 1		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 2: Although the campus implements a rigorous TEKS-aligned curriculum, continued refinement of differentiated Tier 1 instruction, formative assessment practices, and blended learning implementation is needed to maximize academic growth for every student. Root Cause: While instructional systems are well established, consistent implementation of differentiated instruction, purposeful blended learning, and data-driven instructional adjustments varies across classrooms and content areas.
School Organization
Problem Statement 1: Although Hays has effective organizational systems, continued refinement is needed to strengthen collaboration, ensure consistent implementation, and monitor campus improvement efforts. Root Cause: Consistent implementation of campus initiatives requires ongoing collaboration, clear processes, shared leadership, and systematic progress monitoring to ensure continuous improvement.

Board Goal 5: Culture of Excellence

Performance Objective 3: By May 2027, the percentage of staff reporting positive perceptions of campus culture, recognition, communication, and professional support will increase from the Fall 2026 baseline to at least 85%, as measured by campus staff surveys.

Evaluation Data Sources: Fall and spring staff surveys; quarterly staff pulse surveys; team meeting agendas and minutes; Campus Improvement Team records; staff feedback documentation; campus communication records.

Strategy 1 Details	Reviews			
Strategy 1: Administer quarterly staff surveys and provide regular opportunities for employee feedback through team meetings, campus committees, and individual check-ins. Campus leaders will review survey results, communicate findings, and implement actions addressing identified concerns. Strategy's Expected Result/Impact: Staff will report improved communication, increased involvement in campus decisions, and greater confidence that their feedback influences campus practices. Staff Responsible for Monitoring: Principal, assistant principal, team leaders, and Campus Improvement Team. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Staff Quality, Recruitment, and Retention 1 - School Organization 1	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Establish a consistent staff recognition and support system that highlights employee contributions, provides coaching and professional-growth opportunities, and promotes staff collaboration and well-being. Strategy's Expected Result/Impact: Staff will report increased recognition, stronger professional support, improved morale, and a greater sense of belonging, contributing to at least 85% positive survey responses by May 2027. Staff Responsible for Monitoring: Principal, assistant principal, counselor, and campus leadership team. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Although staffing stabilized entering the 2026-2027 school year, continued efforts are needed to retain highly effective educators by expanding leadership opportunities, mentoring, and professional growth pathways. Root Cause: The campus experienced a temporary decrease in staff retention due primarily to external career advancement opportunities that provided increased compensation and expanded leadership responsibilities.
School Organization
Problem Statement 1: Although Hays has effective organizational systems, continued refinement is needed to strengthen collaboration, ensure consistent implementation, and monitor campus improvement efforts. Root Cause: Consistent implementation of campus initiatives requires ongoing collaboration, clear processes, shared leadership, and systematic progress monitoring to ensure continuous improvement.