

Ector County Independent School District

Hays Magnet Academic Academy

2021-2022 Campus Improvement Plan



Mission Statement

The mission of the ECISD Community, a passionate, unified, world-class leader in education, is to develop world-ready, life-long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence: serving as advocate and steward for all students; ensuring relevant teaching, engaged learning, and dynamic innovation; and maximizing all available resources.

Beliefs

We believe that...

Each person has inherent worth and unique strengths.

Curiosity and learning are natural and grow without limit given stimulation and nurturing.

People are interdependent.

Each individual has a responsibility to add value to self and community.

Individuals are accountable for their choices and actions.

Education creates opportunity and opportunity creates a better world.

Progress improves and adds value to human life.

Fear limits life's potential; courage inspires living.

There difference between right and wrong.

Values learned at home affect lifetime.

Leadership is influence everyone is leader.

Campus Mission:

The mission of Hays STEAM Academy is to develop scholars SHINE. SHINE stands for Scholars with **H**onor, **I**ntegrity, and **N**ever-ending **E**nthusiasm.

A child may qualify for the Hays academic program by meeting the following criteria:

Incoming kindergarten scholars:

- Score at or above the 69th percentile on the *Readiness Test for Kindergarten*

Incoming first-fifth grade scholars:

- Potential scholars must score at or above the 50th percentile on a nationally-standardized achievement test. AND
- Meet standard on state assessment (grades 4-5)
- Maintain a 95% attendance record without excessive tardies or late pick-ups.
- Have a record of acceptable behavior (No previous discipline issues or office referrals)
- Have no previous report card grades less than 80% in all core subjects

Vision

Hays STEAM Academy hosts a community of diverse scholars who demonstrate exemplary personal character and social responsibility through intellectual, emotional, and physical excellence.

Core Beliefs

High expectations, together with a strong support system and rigorous curriculum, form the core beliefs at Hays STEAM Academy. Academic achievement, character education, healthy self-esteem, and critical-thinking skills are emphasized for every scholar. The program is designed and differentiated to meet the needs of scholars who work best in an accelerated learning environment. The high academic achievement demonstrated by Hays scholars is the result of a dynamic learning partnership of students, parents, staff, and community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hays Elementary was established in 1956 as a neighborhood campus. Hays became a magnet school in 1983. The campus currently serves our community as an Academic School of Choice with a focus on STEAM (Science, Technology, Engineering, Art, and Math). The focus is on Project Lead the Way (PLTW) and Engineering is Elementary (EIE).

Student Retention Rate by District & Campus:

03, 04, 05 for All Campuses

	Grade	2018 - 2019			2019 - 2020			
		Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained
District Summary	KG	23	2552	0.90%	33	2735	1.21%	21
District Summary	1	60	2646	2.27%	70	2681	2.61%	37
District Summary	2	47	2479	1.90%	33	2658	1.24%	17
District Summary	3	31	2539	1.22%	16	2506	0.64%	9
District Summary	4	10	2690	0.37%	8	2556	0.31%	6
District Summary	5	28	2631	1.06%	23	2714	0.85%	7
Total - District	All	199	15537	1.28%	183	15850	1.15%	97
Campus		Retained	Fall Enrollment	Retention Rate	Retained	Fall Enrollment	Retention Rate	Retained
068901112 - EL Magnet At Hays	KG	0	68	0.00%	0	71	0.00%	0
068901112 - EL Magnet At Hays	1	0	70	0.00%	0	66	0.00%	0
068901112 - EL Magnet At Hays	2	0	50	0.00%	0	59	0.00%	0
068901112 - EL Magnet At Hays	3	0	50	0.00%	0	50	0.00%	0
068901112 - EL Magnet At Hays	4	0	56	0.00%	0	50	0.00%	0
068901112 - EL Magnet At Hays	5	0	58	0.00%	0	49	0.00%	0
068901112 - EL Magnet At Hays	All	0	352	0.00%	0	345	0.00%	0

Discipline Action Student Counts and Days by Gender/Ethnicity/Special Populations

2020-2021:

<u>Grade</u>	<u>Black</u>	<u>Hawaiian or Pacific Islander</u>	<u>Hispanic/Latino</u>	<u>White</u>	<u>Female</u>	<u>Male</u>	<u>Total</u>
<u>KG</u>	0	0	1	1	0	2	2
<u>01</u>	1	1	1	1	1	3	4
<u>02</u>	0	0	1	0	0	1	1
<u>03</u>	1	0	0	0	0	1	1
<u>04</u>	0	0	1	0	0	1	1
<u>05</u>	1	0	1	0	1	1	2
<u>Total</u>	3	1	5	2	2	9	11

Fall Economic Disadvantage Year Comparison Percentages - 2016-2021

	<u>2016 - 2017</u>			<u>2017 - 2018</u>			<u>2018 - 2019</u>			<u>2019 - 2020</u>	
	<u>Eco Dis Pop</u>	<u>Total Pop</u>	<u>Percent</u>	<u>Eco Dis Pop</u>	<u>Total Pop</u>	<u>Percent</u>	<u>Eco Dis Pop</u>	<u>Total Pop</u>	<u>Percent</u>	<u>Eco Dis Pop</u>	<u>Total Pop</u>
Hays STEAM Academy	185	416	44.47%	149	409	36.43%	177	396	44.70%	152	409

Fall Special Education Year Comparison Percentages - 2016-2021

	<u>2016 - 2017</u>			<u>2017 - 2018</u>			<u>2018 - 2019</u>			<u>2019 - 2020</u>	
	<u>SPED Pop</u>	<u>Total Pop</u>	<u>Percent</u>	<u>SPED Pop</u>	<u>Total Pop</u>	<u>Percent</u>	<u>SPED Pop</u>	<u>Total Pop</u>	<u>Percent</u>	<u>SPED Pop</u>	<u>Total Pop</u>
Hays STEAM Academy	3	416	0.72%	10	409	2.45%	7	396	1.77%	10	409

Teacher Years of Experience for Hays STEAM Academy 2016-2021

<u>Years of Experience by Subject</u>	<u>2016 - 2017</u>		<u>2017 - 2018</u>		<u>2018 - 2019</u>		<u>2019 - 2020</u>		<u>2020 - 2021</u>	
	<u>FTE Count</u>	<u>Percentage</u>	<u>FTE Count</u>	<u>Percentage</u>	<u>FTE Count</u>	<u>Percentage</u>	<u>FTE Count</u>	<u>Percentage</u>	<u>FTE Count</u>	<u>Percentage</u>
Beginning Teachers	4	12.5%	3	10.0%	2	7.2%	8	27.6%	4	12.5%

Teacher Years of Experience for Hays STEAM Academy 2016-2021

All Core Subjects	2.8	69.8%	2.8	92.0%	1.8	91.0%	6.7	84.3%	1.9
Reading / ELA	1.2	30.2%	1.4	45.3%	0.9	43.0%	3.1	39.0%	0.9
Mathematics	0.7	17.3%	0.7	23.7%	0.5	25.0%	1.9	23.4%	0.5
Science	0.6	14.8%	0.5	15.7%	0.3	14.0%	0.9	11.0%	0.3
Social Studies	0.3	7.5%	0.2	7.3%	0.2	9.0%	0.9	11.0%	0.3
1 - 5 Years Experience	7.1	22.1%	6	19.9%	6.9	24.8%	5	17.2%	7
All Core Subjects	6.4	89.8%	4.6	76.5%	4.5	65.4%	3.9	78.0%	5.8
Reading / ELA	3.5	49.1%	2.3	38.4%	2.2	31.4%	1.8	36.0%	2.7
Mathematics	1.7	23.4%	1.2	20.3%	1.3	18.1%	1.1	21.6%	1.6
Science	0.8	10.6%	0.7	11.5%	0.7	9.6%	0.5	10.1%	0.8
Social Studies	0.5	6.8%	0.4	6.3%	0.4	6.2%	0.5	10.1%	0.8
6 - 10 Years Experience	10	31.2%	10	33.2%	7.9	28.4%	4	13.8%	3.9
All Core Subjects	6.8	67.5%	6.9	69.5%	6.1	77.0%	2.8	71.2%	2.9
Reading / ELA	3.6	35.9%	3.6	36.1%	3	38.1%	1.3	32.9%	1.3
Mathematics	1.8	17.4%	1.8	18.5%	1.7	21.3%	0.8	19.8%	0.8
Science	0.9	8.8%	1	9.5%	0.9	10.9%	0.4	9.3%	0.4
Social Studies	0.5	5.4%	0.5	5.3%	0.5	6.7%	0.4	9.3%	0.4
11 - 20 Years Experience	5.1	15.9%	4	13.3%	4	14.4%	6	20.7%	7
All Core Subjects	3.8	74.7%	2.8	70.3%	2.7	66.6%	4.8	80.0%	4.8
Reading / ELA	2.1	40.5%	1.6	40.6%	1.3	32.2%	2.2	37.0%	2.2
Mathematics	1.1	21.4%	0.7	18.1%	0.8	19.8%	1.3	22.2%	1.3
Science	0.4	8.6%	0.3	6.7%	0.4	10.6%	0.6	10.4%	0.6
Social Studies	0.2	4.3%	0.2	5.0%	0.2	4.0%	0.6	10.4%	0.6
Over 20 Years Experience	5.9	18.4%	7	23.3%	7	25.2%	6	20.7%	7
All Core Subjects	0.9	15.3%	3.5	49.9%	3.6	51.3%	2.8	47.5%	3.7
Reading / ELA	0.6	9.5%	2	28.3%	1.8	25.2%	1.3	21.9%	1.7
Mathematics	0.2	3.2%	0.9	12.5%	1	14.5%	0.8	13.2%	1
Science	0.1	1.5%	0.4	5.3%	0.5	7.3%	0.4	6.2%	0.5
Social Studies	0.1	1.0%	0.3	3.8%	0.3	4.3%	0.4	6.2%	0.5
Total Teacher FTEs	32.1	100.0%	30.1	100.0%	27.8	100.0%	29	100.0%	28.9

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Retention Rate By Campus for 2020, 2021 By Count

<u>Retention Rate By Campus</u>	<u>2019 - 2020</u>	<u>2020 - 2021</u>
Campus		
Hays STEAM Academy	72.0%	80.7%

Student Mobility

	<u>2020 - 2021</u>			<u>2019 - 2020</u>			<u>2018 - 2019</u>		
	<u>Mobile Students</u>	<u>All Students</u>	<u>Mobility Rate</u>	<u>Mobile Students</u>	<u>All Students</u>	<u>Mobility Rate</u>	<u>Mobile Students</u>	<u>All Students</u>	<u>Mobility Rate</u>
Hays STEAM Academy	16	299	5.35%	10	281	3.56%	15	293	5.12%

Monolingual Classes:

- Pre-K (4 year olds) = 3 full-day classes
- Kinder = 3 classes
- 1st grade = 3 classes
- 2nd grade = 2 classes
- 3rd grade = 2 classes
- 4th grade = 2 classes
- 5th grade = 2 classes

Bilingual Classes:

- PK (4 year olds) = 1 full-day class
- Kinder/1st = 1 full-day class
- 2nd/3rd = 1 full-day class
- 4th/5th = 1 full-day class

Hays STEAM Academy employs 21 teachers, 8 aides, one Media Specialist, two administrators, one Instructional

Coach, one counselor, one secretary, one flex aide, and one attendance clerk. Hays shares a dyslexia therapist with Blackshear Elementary, and a speech therapist with Burnet. 19 classroom teachers hold a Bachelor's Degree, and 3 hold a Master's Degree. Hays staff consists of 13 white females, 12 Hispanic females, 1 other (Asian) female, and 2 Hispanic males.

For the 2021-2022, 7 staff members are new to Hays. Two teachers left the district (relocated) at the end of the 2020-2021 school year. Two teachers were promoted to MCL positions on other campuses. The Instructional Specialist was promoted to the Curriculum & Instruction Department. One bilingual teacher was promoted as a bilingual specialist. Three bilingual teachers were excessed when grade levels combined classes. One bilingual teacher transferred in order to avoid having two combined grade levels.

Demographics Strengths

Hays STEAM Academy showed a significant increase in student attendance for the 2020-2021 school year. Virtual platforms curbed absences when students were sick and could not attend face-to-face instruction. The attendance rate for the 2020-2021 school year was 97.8%.

Hays STEAM Academy draws scholars from many parts of our city. The majority of scholars' parents work during the day but remain involved in their scholar's school life through parent conferences, school programs, and apps such as Class Dojo. A small percentage of our parents speak Spanish only. Hays is unlike other campuses in the district due to our low rate of student mobility. We lose and/or gain very few new students during the school year. As an academic school of choice, scholars must test to get in, maintain an 80 average in all classes, and maintain no more than 10 absences throughout the school year. As a School of Choice, all scholars must attend face-to-face instruction in 2021-2022.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lack of focus on high-performing scholars by providing enrichment/acceleration that challenges them. **Root Cause:** Lack of professional development on personalized learning.

Problem Statement 2 (Prioritized): High turnover rate for staff resulting in new hires with lack of experience. **Root Cause:** Promotions within the district.

Problem Statement 3 (Prioritized): Bilingual staff reduced by 50% with grade levels combined. **Root Cause:** Lack of certified bilingual teachers district-wide.

Student Learning

Student Learning Summary

Summarized Results: 3-5 All Subject English & Spanish STAAR - 2021 Domain 1:

Total Students

158

Approaches

87.11%

Meets

50.84%

Masters

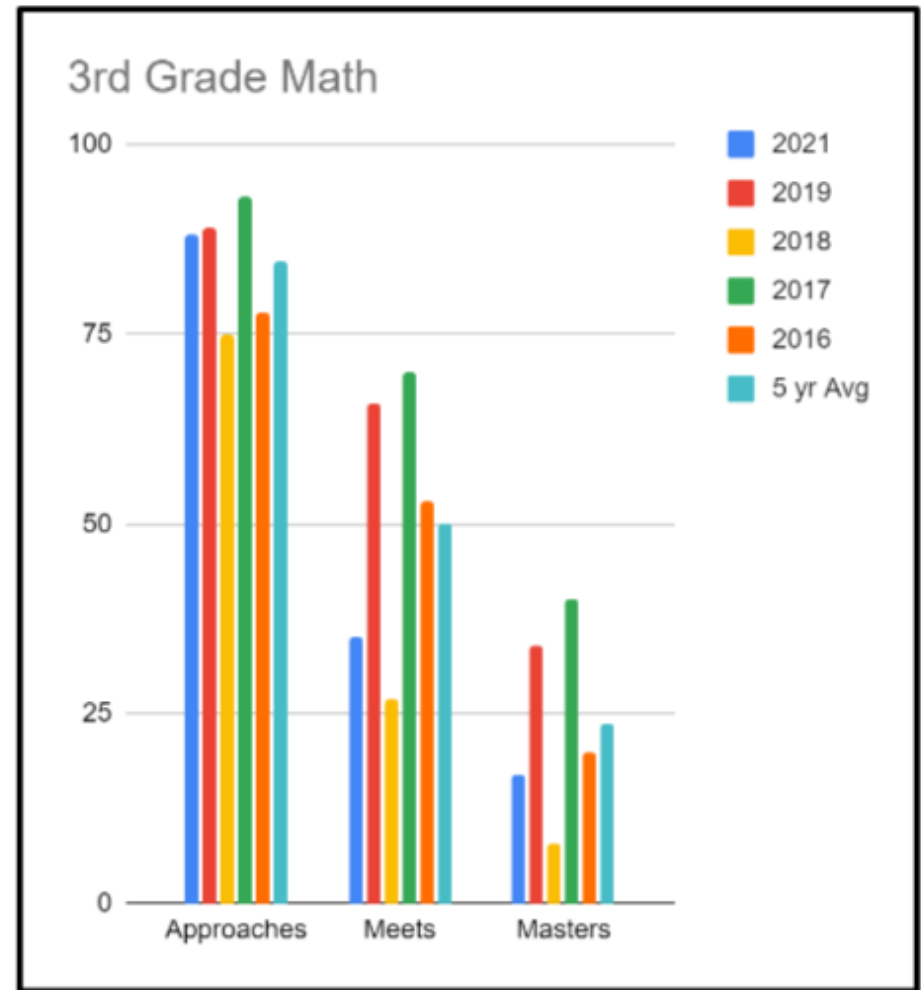
27.45%

Domain 1

55%

3rd Grade Math All Students			
	Approaches	Meets	Masters
2021	88	35	17
2019	89	66	34
2018	75	27	8
2017	93	70	40
2016	78	53	20
5 yr Avg	84.6	50.2	23.8

Math
Hays has experienced a 1% decline in students who achieved Approaches from 2019 and an 3% increase over the five-year average compared to an 18% decline experienced by the district from 2019 and a 13% decline of the five-year average in Math.
Hays has experienced a 47% decline in students who achieved Meets from 2019 and a 30% decline over the five year average compared to an 38% decline experienced by the district from 2019 and a 27% decline of the five year average in Math.
Hays has experienced a 50% decline in students who achieved Masters from 2019 and a 29% decline over the five year average compared to an 50% decline experienced by the district from 2019 and a 38% decline of the five year average in Math.



3rd Grade Math Economically Disadvantaged			
	Approaches	Masters	Meets
2021	84	19	35
2019	80	40	53
2018	75	8	27
2017	93	30	60
2016	69	15	38
5 yr Avg	80.2	23.25	44.5

3rd Grade Math LEP			
	Approaches	Masters	Meets
2021	100	100	100
2019			
2018			
2017			
2016			
5 yr Avg	100	100	100

3rd Grade Math Not Economically Disadvantaged			
	Approaches	Masters	Meets
2021			
2019	80	80	52
2018	77	9	29
2017	95	45	75
2016			
5 yr Avg	84	44.66666667	52

3rd Grade Math Other Non LEP			
	Approaches	Masters	Meets
2021			
2019	93	26	51
2018	77	9	28
2017	93	40	70
2016			
5 yr Avg	87.66666667	25	49.66666667

3rd Math Grade Hispanic			
	Approaches	Masters	Meets
2021	88	18	38
2019	85	33	52
2018	75	6	28
2017	92	44	72
2016			

3rd Grade Math White			
	Approaches	Masters	Meets
2021	100	0	33
2019	80	20	60
2018	79	7	21
2017	100	46	77
2016			

2016	83	23	57
5 yr Avg	84.6	24.8	49.4

2016	77	23	54
5 yr Avg	87.2	19.2	49

3rd Grade Math African American			
	Approaches	Masters	Meets
2021	75	0	0
2019	57	0	43
2018	0	0	0
2017	86	0	43
2016	25	0	25
5 yr Avg	49	0	22

3rd Grade Math Asian			
	Approaches	Masters	Meets
2021			
2019			
2018			
2017			
2016	100	0	100
5 yr Avg	100	0	100

3rd Grade Math Not Special Education			
	Approaches	Masters	Meets
2021			
2019	80	28	53
2018	74	9	26
2017	93	40	71
2016			
5 yr Avg	82.33333333	25.66666667	50

3rd Grade Math Special Education			
	Approaches	Masters	Meets
2021	50	0	50
2019			
2018			
2017			
2016			
5 yr Avg	50	0	50

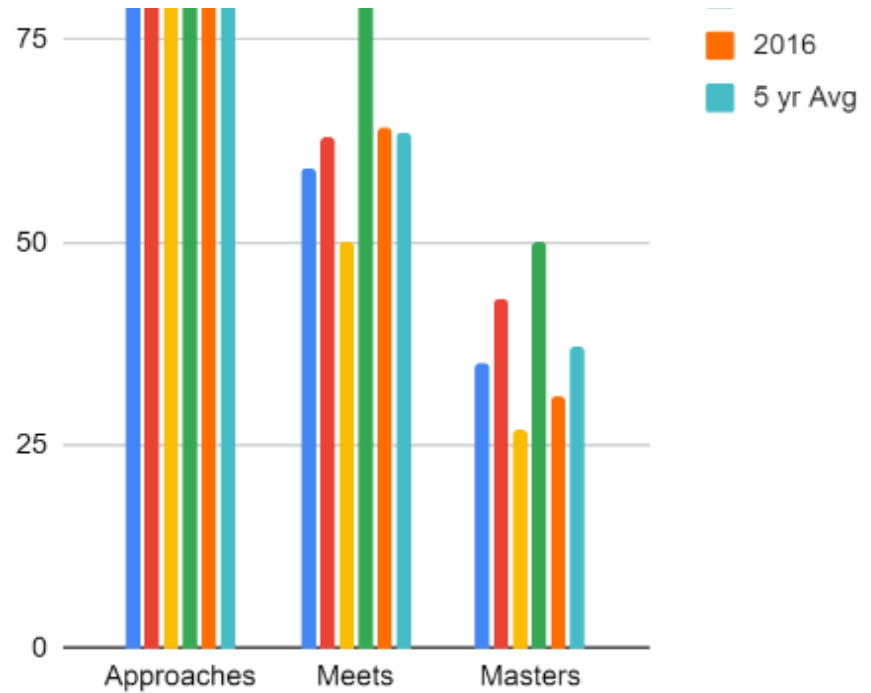
3rd Grade Reading All Students			
	Approaches	Meets	Masters
2021	93	59	35
2019	98	63	43
2018	90	50	27
2017	95	81	50
2016	95	64	31

3rd Grade Reading



5 yr Avg	94.2	63.4	37.2
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Reading
Hays has experienced a 6% decline in students who achieved Approaches from 2019 and a 1% decline over the five year average compared to an 14% decline experienced by the district from 2019 and a 8% decline of the five year average in Reading.
Hays has experienced a 6% decline in students who achieved Meets from 2019 and a 6% decline over the five year average compared to an 18% decline experienced by the district from 2019 and a 7% decline of the five year average in Reading.
Hays has experienced a 19% decline in students who achieved Masters from 2019 and a 5% decline over the five year average compared to an 37% decline experienced by the district from 2019 and a 20% decline of the five year average in Reading.



3rd Grade Reading Economically Disadvantaged			
	Approaches	Masters	Meets
2021	93	45	55
2019	93	40	60
2018	94	24	41
2017	95	33	71
2016	93	33	67
5 yr Avg	93.6	32.5	59.75

3rd Reading Grade LEP			
	Approaches	Masters	Meets
2021	100	100	100
2019	100	83	83
2018			
2017	100	43	86
2016	100	33	67
5 yr Avg	100	64.75	84

3rd Grade Reading Not Economically Disadvantaged			
	Approaches	Masters	Meets

3rd Grade Reading Other Non LEP			
	Approaches	Masters	Meets

2021			
2019	93	37	50
2018	89	29	54
2017	95	58	86
2016			
5 yr Avg	92.33333333	41.33333333	63.33333333

2021			
2019	92	31	49
2018	89	28	51
2017	95	51	81
2016			
5 yr Avg	92	36.66666667	60.33333333

3rd Grade Reading Not Special Education			
	Approaches	Masters	Meets
2021			
2019	93	38	53
2018	90	25	49
2017	95	50	82
2016			
5 yr Avg	92.66666667	37.66666667	61.33333333

3rd Grade Reading 2nd Year Monitoring			
	Approaches	Masters	Meets
2021			
2019			
2018			
2017			
2016	100	0	100
5 yr Avg	100	0	100

3rd Grade Math Special Education			
	Approaches	Masters	Meets
2021	100	50	50
2019			
2018			
2017			
2016			
5 yr Avg	100	50	50

3rd Grade Reading Hispanic			
	Approaches	Masters	Meets
2021	98	34	55
2019	94	44	53
2018	89	28	50
2017	95	49	81
2016	92	31	67
5 yr Avg	93.6	37.2	61.2

3rd Grade Reading Asian			
	Approaches	Masters	Meets
2021			
2019			
2018			
2017			
2016	100	100	100
5 yr Avg	100	100	100

3rd Reading Grade White			
	Approaches	Masters	Meets
2021	100	67	100
2019	100	40	80
2018	93	29	50
2017	100	62	85
2016	100	38	62
5 yr Avg	98.6	47.2	75.4

3rd Grade Reading African American			
	Approaches	Masters	Meets
2021	75	0	50
2019	86	0	29
2018	100	0	0
2017	86	29	71
2016	100	0	50
5 yr Avg	89	6	40

4th Grade Math LEP			
	Approaches	Masters	Meets
2021	60	20	50
2019	89	22	56
2018	80	13	40
2017	100	50	70
2016			
5 yr Avg	82.25	26.25	54

4th Grade Math Not Economically Disadvantaged			
	Approaches	Masters	Meets
2021			
2019	92	28	41
2018	95	30	59
2017	93	17	60
2016			
5 yr Avg	93.33333333	25	53.33333333

4th Grade Math Other Non LEP			
	Approaches	Masters	Meets
2021			
2019	93	28	37
2018	100	31	54
2017	86	18	55
2016			
5 yr Avg	93	25.66666667	48.66666667

4th Grade Math Economically Disadvantaged			
	Approaches	Masters	Meets
2021	64	16	36
2019	94	24	35
2018	95	21	32
2017	84	29	55
2016	93	7	36
5 yr Avg	86	20.25	39.5

4th Grade Math Special Education			
	Approaches	Masters	Meets
2021	100	0	0
2019			
2018			
2017			
2016			
5 yr Avg	100	0	0

4th Grade Math Not Special Education			
	Approaches	Masters	Meets
2021			
2019	93	27	39
2018	95	28	51
2017	89	23	57
2016			
5 yr Avg	92.33333333	26	49

4th Grade Math Asian			
	Approaches	Masters	Meets
2021			
2019			
2018			
2017			

4th Grade Math White			
	Approaches	Masters	Meets
2021	67	33	33
2019	90	50	50
2018	100	10	40
2017	86	14	64
2016	100	25	63

2016	100	0	100
5 yr Avg	100	0	100

5 yr Avg	88.6	26.4	50
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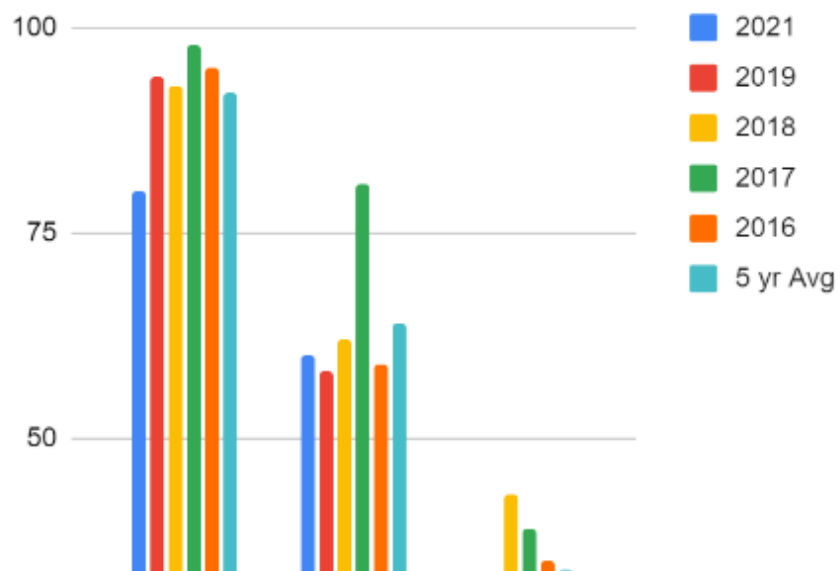
4th Math Grade Hispanic			
	Approaches	Masters	Meets
2021	76	12	37
2019	95	23	37
2018	94	30	55
2017	90	30	63
2016	86	18	41
5 yr Avg	88.2	22.6	46.6

4th Grade Math African American			
	Approaches	Masters	Meets
2021	75	0	50
2019	0	0	0
2018	100	20	20
2017	80	0	0
2016	0	0	0
5 yr Avg	63.75	5	17.5

4th Grade Reading All Students			
	Approaches	Meets	Masters
2021	80	60	27
2019	94	58	25
2018	93	62	43
2017	98	81	39
2016	95	59	35
5 yr Avg	92	64	33.8

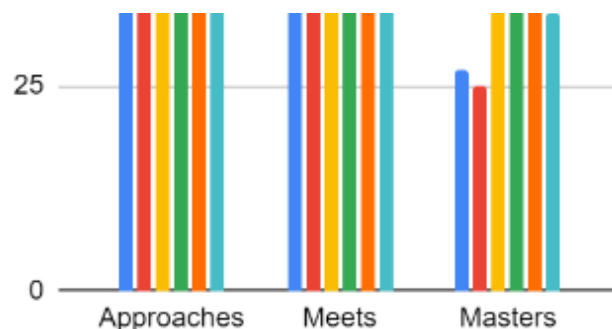
Reading			
<p>Hays has experienced a 15% decline in students who achieved Approaches from 2019 and a 13% decline over the five year average compared to an 24% decline experienced by the district from 2019 and a 17% decline of the five year average in Reading.</p>			

4th Grade Reading



Hays has experienced a 3% increase in students who achieved **Meets** from 2019 and a 6% decline over the five year average compared to an 28% decrease experienced by the district from 2019 and a 21% decrease of the five year average in Reading.

Hays has experienced a 8% increase in students who achieved **Masters** from 2019 and a 6% decline over the five year average compared to an 36% decrease experienced by the district from 2019 and a 31% decrease of the five year average in Reading.



4th Reading Grade LEP			
	Approaches	Masters	Meets
2021	75	0	50
2019	100	50	50
2018	85	38	46
2017	100	25	88
2016	100	50	100
5 yr Avg	92	32.6	66.8

4th Grade Reading Economically Disadvantaged			
	Approaches	Masters	Meets
2021	87	17	43
2019	94	19	44
2018	94	39	61
2017	100	27	83
2016	100	24	47
5 yr Avg	95	27.25	58.75

4th Grade Reading Other Non LEP			
	Approaches	Masters	Meets
2021			
2019	93	22	59
2018	96	44	67
2017	98	41	80
2016			
5 yr Avg	95.66666667	35.66666667	68.66666667

4th Grade Reading Not Economically Disadvantaged			
	Approaches	Masters	Meets
2021			
2019	95	27	65
2018	93	44	63
2017	97	52	79
2016			
5 yr Avg	95	41	69

4th Grade Reading Special Education			
	Approaches	Masters	Meets
2021	100	0	100
2019			
2018			
2017			
2016			
5 yr Avg	100	0	100

4th Grade Reading Not Special Education			
	Approaches	Masters	Meets
2021			
2019	94	25	58
2018	93	42	63
2017	98	39	81
2016			
5 yr Avg	95	35.33333333	67.33333333

4th Grade Reading African American			
	Approaches	Masters	Meets
2021	100	25	25
2019	0	0	0
2018	100	20	60
2017	100	20	60
2016	100	0	0
5 yr Avg	80	13	29

4th Reading Grade White			
	Approaches	Masters	Meets
2021	83	17	50
2019	90	40	80
2018	100	30	60
2017	100	50	86
2016	88	50	63
5 yr Avg	92.2	37.4	67.8

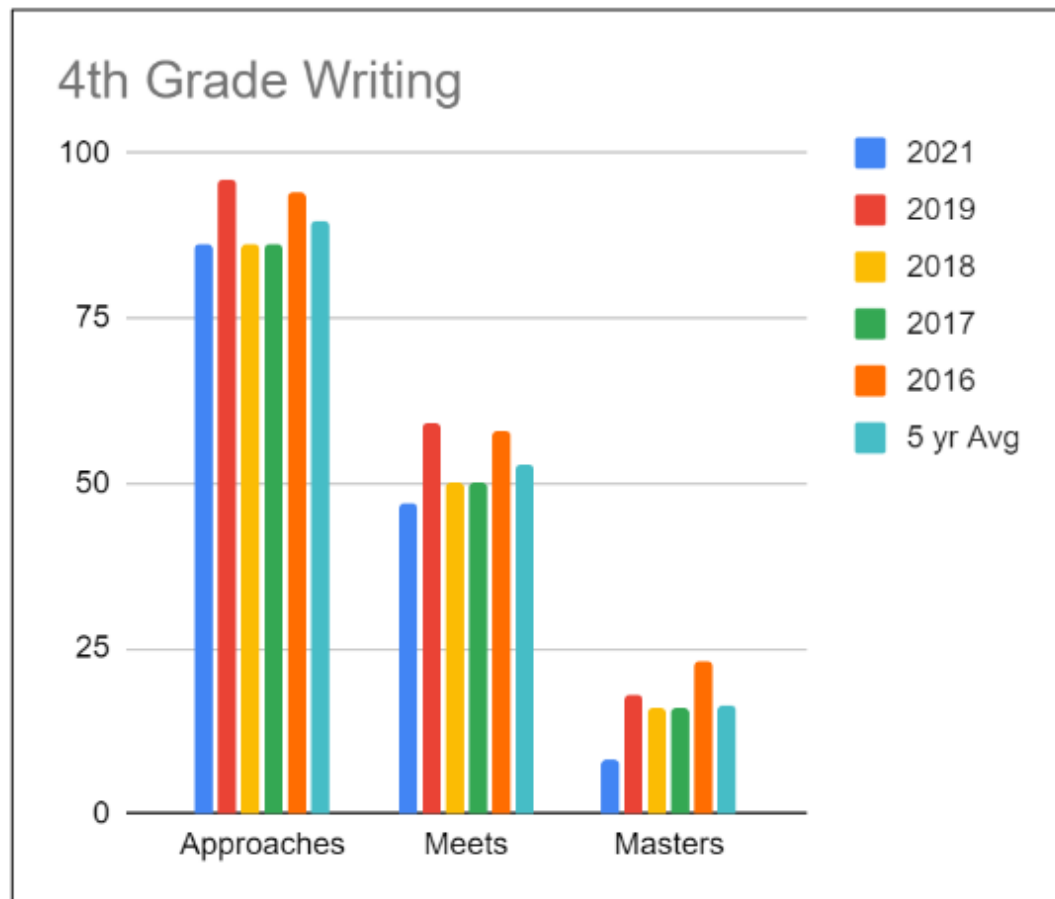
4th Grade Reading Hispanic			
	Approaches	Masters	Meets
2021	90	21	54
2019	98	23	53
2018	91	49	62
2017	97	39	84
2016	96	35	62
5 yr Avg	94.4	33.4	63

4th Grade Reading Asian			
	Approaches	Masters	Meets
2021			
2019			
2018			
2017			
2016	100	0	0
5 yr Avg	100	0	0

4th Grade Writing All Students			
	Approaches	Meets	Masters
2021	86	47	8
2019	96	59	18
2018	86	50	16
2017	86	50	16
2016	94	58	23
5 yr Avg	89.6	52.8	16.2

Writing
Hays has experienced a 10% decrease in students who achieved Approaches from 2019 and a 5% decline over the five year average for Writing.
Hays has experienced a 20% decrease in students who achieved Meets from 2019 and a 11% decline over the five year average for Writing.
Hays has experienced a 56% decrease in students who achieved Masters from 2019 and a 50% decline over the five year average for Writing.

4th Writing Grade LEP			
	Approaches	Masters	Meets
2021	75	0	13
2019			
2018	92	8	58
2017	100	20	100
2016			
5 yr Avg	89	9.333333333	57



4th Grade Writing Economically Disadvantaged			
	Approaches	Masters	Meets
2021	87	4	39
2019	94	13	44
2018	94	17	61
2017	89	19	56
2016	100	15	31
5 yr Avg	92.8	16	48

4th Grade Writing Other Non LEP			
	Approaches	Masters	Meets
2021			
2019	96	20	61
2018	94	23	71
2017	84	16	45
2016			
5 yr Avg	91.33333333	19.66666667	59

4th Grade Writing Not Economically Disadvantaged			
	Approaches	Masters	Meets
2021			
2019	97	20	66
2018	93	21	71
2017	83	14	45
2016			
5 yr Avg	91	18.33333333	60.66666667

4th Grade Writing Special Education			
	Approaches	Masters	Meets
2021	100	0	0
2019			
2018			
2017			
2016			
5 yr Avg	100	0	0

4th Writing Grade LEP			
	Approaches	Masters	Meets
2021	75	0	13
2019			
2018	92	8	58
2017	100	20	100
2016			
5 yr Avg	89	9.333333333	57

4th Grade Writing Asian			
	Approaches	Masters	Meets
2021			
2019			
2018			
2017			
2016	100	0	100

4th Grade Writing Hispanic			
	Approaches	Masters	Meets
2021	85	8	41
2019	95	11	58
2018	93	20	70
2017	83	20	49
2016	90	25	55

5 yr Avg	100	0	100
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5 yr Avg	89.2	16.8	54.6
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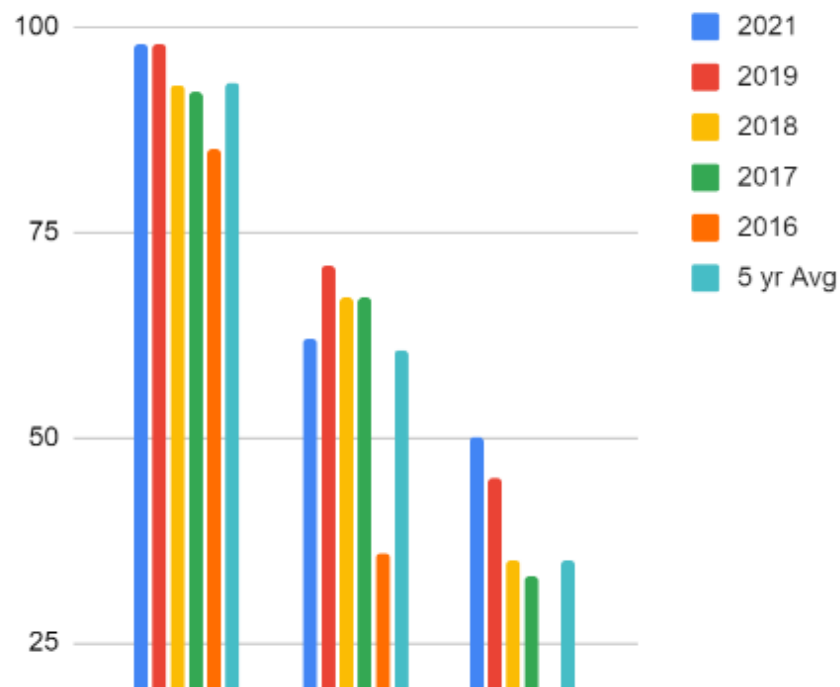
4th Writing Grade White			
	Approaches	Masters	Meets
2021	83	0	50
2019	100	30	60
2018	90	20	70
2017	86	7	57
2016	100	13	63
5 yr Avg	91.8	14	60

4th Grade Writing African American			
	Approaches	Masters	Meets
2021	100	0	75
2019	100	0	0
2018	100	0	40
2017	100	0	40
2016	100	0	0
5 yr Avg	100	0	38.75

5th Grade Math All Students			
	Approaches	Meets	Masters
2021	98	62	50
2019	98	71	45
2018	93	67	35
2017	92	67	33
2016	85	36	12
5 yr Avg	93.2	60.6	35

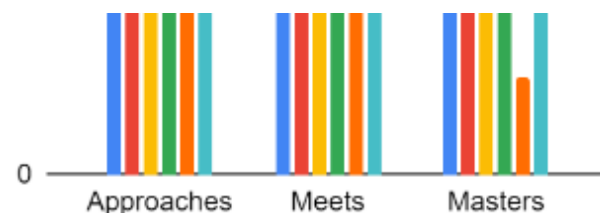
Math
Hays has experienced a 0% change in students who achieved Approaches from 2019 and a 5% increase over the five year average compared to an 14% decline experienced by the district from 2019 and a 9% decline of the five year average in Math.
Hays has experienced a 13% decline in students who achieved Meets from 2019 and a 2% increase over the five year average compared to an 14% decline experienced by the district from 2019

5th Grade Math



and a 3% decline of the five year average in Math.

Hays has experienced a 10% increase in students who achieved **Masters** from 2019 and a 43% increase over the five year average compared to an 21% decline experienced by the district from 2019 and a 5% increase of the five year average in Math.



5th Grade Economically Disadvantaged			
	Approaches	Masters	Meets
2021	100	63	79
2019	100	29	65
2018	90	48	71
2017	89	26	63
2016	71	29	12
5 yr Avg	90	33	52.75

5th Grade Math Other Non LEP			
	Approaches	Masters	Meets
2021			
2019	90	91	100
2018	32	33	42
2017	90	32	61
2016			
5 yr Avg	70.66666667	52	67.66666667

5th Grade Math Not Economically Disadvantaged			
	Approaches	Masters	Meets
2021			
2019	97	51	74
2018	94	26	65
2017	95	40	70
2016			
5 yr Avg	95.33333333	39	69.66666667

5th Grade Math LEP			
	Approaches	Masters	Meets
2021	100	92	67
2019			
2018			
2017			
2016	50	0	0
5 yr Avg	75	46	33.5

5th Math First Year Monitored			
	Approaches	Masters	Meets
2021	100	100	100

5th Grade Math Not Special Education			
	Approaches	Masters	Meets
2021			

2019	100	20	40
2018			
2017			
2016			
5 yr Avg	100	60	70

2019	98	45	71
2018	93	35	67
2017	92	33	67
2016			
5 yr Avg	94.33333333	37.66666667	68.33333333

5th Math Grade Hispanic			
	Approaches	Masters	Meets
2021	100	54	77
2019	98	47	70
2018	92	35	78
2017	96	37	70
2016	85	15	37
5 yr Avg	94.2	37.6	66.4

5th Grade Math African American			
	Approaches	Masters	Meets
2021	60	60	60
2019	100	25	75
2018	100	33	67
2017	0	0	0
2016	80	0	0
5 yr Avg	68	24	40

5th Grade Math White			
	Approaches	Masters	Meets
2021	100	20	60
2019	100	38	75
2018	92	31	38
2017	88	38	75
2016	83	0	33
5 yr Avg	92.6	25.4	56.2

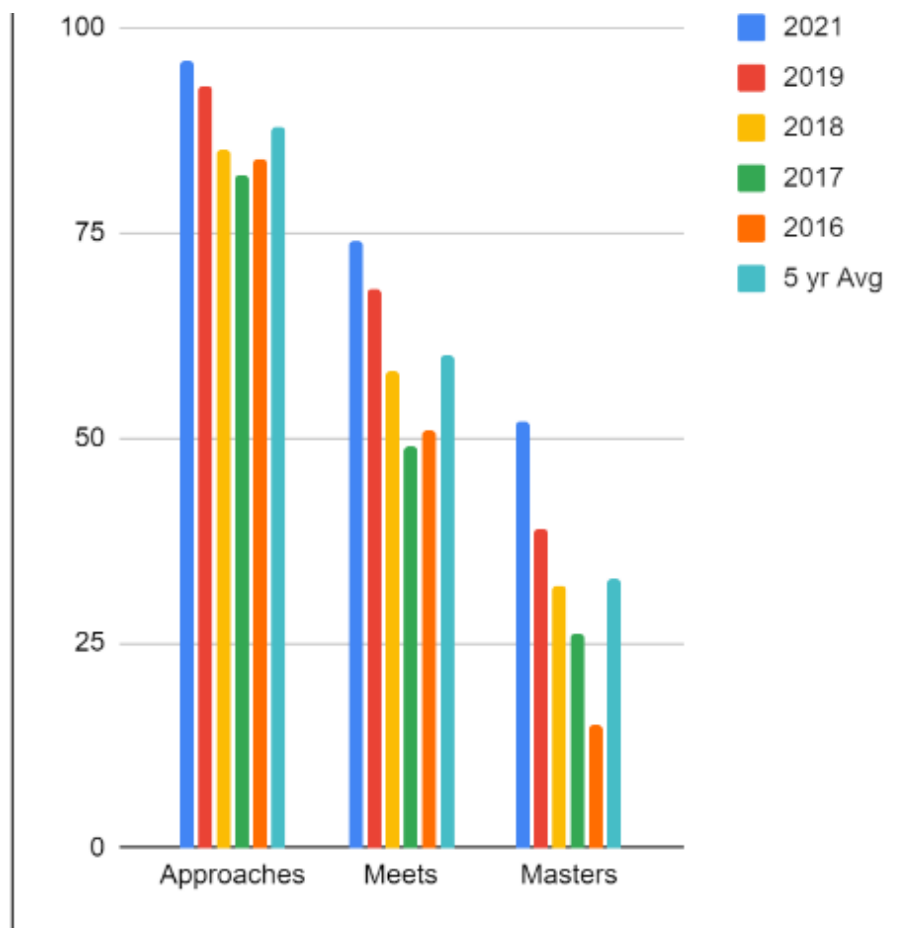
5th Grade Math Asian			
	Approaches	Masters	Meets
2021			
2019			
2018			
2017			
2016	100	0	100
5 yr Avg	100	0	100

5th Grade Reading All Students			
	Approaches	Meets	Masters
2021	96	74	52

5th Grade Reading

2021	93	68	39
2019	85	58	32
2018	82	49	26
2017	84	51	15
5 yr Avg	88	60	32.8

Reading
Hays has experienced a 3% increase in students who achieved Approaches from 2019 and a 9% increase over the five year average compared to an 5% decline experienced by the district from 2019 and a 16% decline of the five year average in Reading.
Hays has experienced a 9% increase in students who achieved Meets from 2019 and a 23% increase over the five year average compared to an 8% decline experienced by the district from 2019 and a 3% decline of the five year average in Reading.
Hays has experienced a 33% increase in students who achieved Masters from 2019 and a 58% increase over the five year average compared to a 25% increase experienced by the district from 2019 and a 25% increase of the five year average in Reading.



5th Grade Reading Economically Disadvantaged			
	Approaches	Masters	Meets
2021	100	42	50
2019	88	35	65
2018	86	38	52
2017	84	16	42
2016	100	18	53
5 yr Avg	91.6	26.75	53

5th Reading Grade LEP			
	Approaches	Masters	Meets
2021	100	33	42
2019	75	25	38
2018	100	25	38
2017	86	29	43
2016	50	0	0
5 yr Avg	82.2	22.4	32.2

5th Grade Reading Not Economically Disadvantaged			
	Approaches	Masters	Meets
2021			
2019	95	41	69
2018	85	26	62
2017	80	35	55
2016			
5 yr Avg	86.66666667	34	62

5th Grade Reading Other Non LEP			
	Approaches	Masters	Meets
2021			
2019	98	44	77
2018	83	30	61
2017	81	26	48
2016			

5th Reading First Year Monitored			
	Approaches	Masters	Meets
2021	100	100	100
2019	80	20	40
2018			
2017			
2016			

5th Grade Reading Not Special Education			
	Approaches	Masters	Meets
2021			
2019	93	39	68
2018	58	31	85
2017	82	26	49
2016			
5 yr Avg	77.66666667	32	67.33333333

5th Grade Reading Hispanic			
	Approaches	Masters	Meets
2021	100	51	59
2019	91	40	65
2018	86	30	57
2017	85	26	52
2016	95	29	50
5 yr Avg	91.4	35.2	56.6

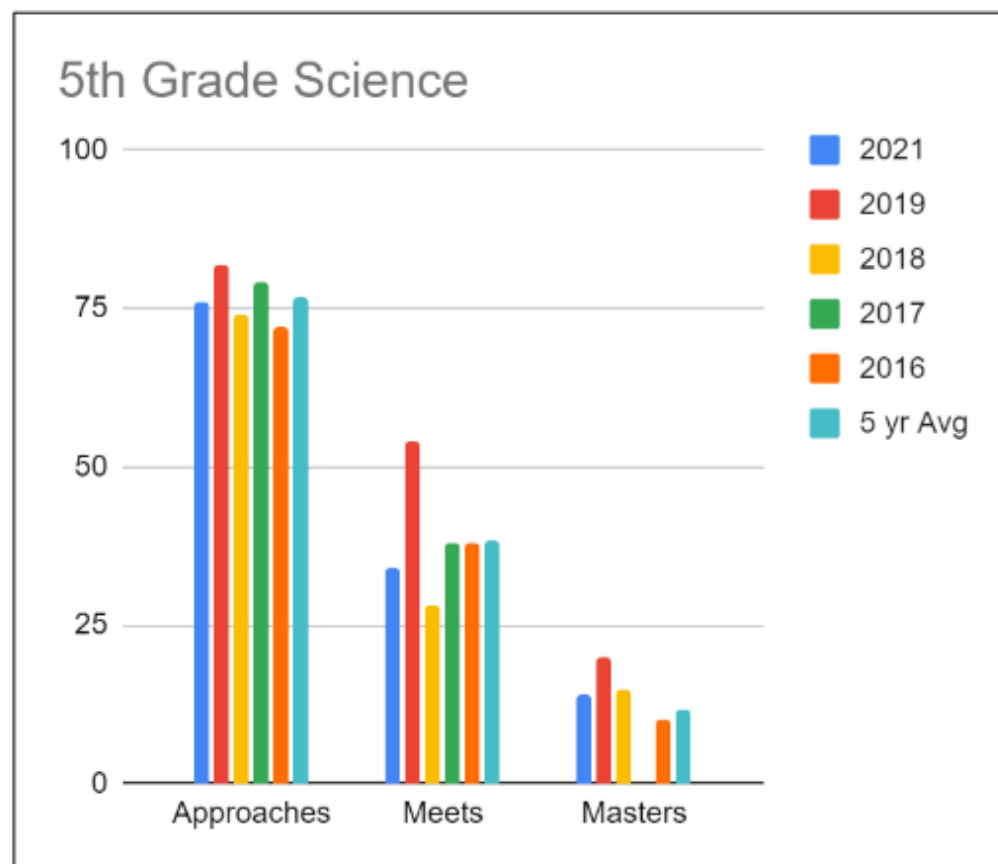
5th Reading African American			
	Approaches	Masters	Meets
2021	40	20	40
2019	100	50	100
2018	100	0	100
2017	100	0	0
2016	80	0	40
5 yr Avg	84	14	56

5th Reading Grade White			
	Approaches	Masters	Meets
2021	100	40	100
2019	100	25	63
2018	92	38	77
2017	63	25	50
2016	100	25	25
5 yr Avg	91	30.6	63

5th Grade Reading Asian			
	Approaches	Masters	Meets
2021			
2019			
2018			
2017			
2016	100	0	100
5 yr Avg	100	0	100

5th Grade Science All Students			
	Approaches	Meets	Masters
2021	76	34	14
2019	82	54	20
2018	74	28	15
2017	79	38	0
2016	72	38	10
5 yr Avg	76.6	38.4	11.8

Science
Hays has experienced a 7% decrease in students who achieved Approaches from 2019 and a 1% decrease over the five year average for Science.
Hays has experienced a 37% decrease in students who achieved Meets from 2019 and a 11% decrease over the five year average for Science.
Hays has experienced a 30% decrease in students who achieved



Hays has experienced a 30% decrease in students who achieved **Masters** from 2019 and a 16% increase over the five year average for Science.

5th Grade Science Economically Disadvantaged			
	Approaches	Masters	Meets
2021	83	4	29
2019	82	18	41
2018	65	15	30
2017	68	0	32
2016	61	6	28
5 yr Avg	71.8	9.75	32.75

5th Grade Science Other Non LEP			
	Approaches	Masters	Meets
2021			
2019	86	21	53
2018	74	15	28
2017	87	0	39
2016			
5 yr Avg	82.33333333	12	40

5th Grade Science Not Economically Disadvantaged			
	Approaches	Masters	Meets
2021			
2019	82	21	59
2018	79	15	26
2017	90	0	45
2016			
5 yr Avg	83.66666667	12	43.33333333

5th Science Grade LEP			
	Approaches	Masters	Meets
2021	83	8	25
2019	88	25	75
2018	71	14	29
2017	43	0	29
2016	0	0	0
5 yr Avg	57	9.4	31.6

5th Grade Science First Year Monitoring			
	Approaches	Masters	Meets
2021	100	100	100
2019	40	0	20
2018			

5th Grade Science Not Special Education			
	Approaches	Masters	Meets
2021			
2019	82	20	54
2018	74	15	28

2017			
2016			
5 yr Avg	70	50	60

2017	79	0	38
2016			
5 yr Avg	78.33333333	11.66666667	40

5th Grade Science Asian			
	Approaches	Masters	Meets
2021			
2019			
2018			
2017			
2016	100	0	100
5 yr Avg	100	0	100

5th Science African American			
	Approaches	Masters	Meets
2021	40	20	40
2019	100	0	50
2018	33	0	0
2017	100	0	0
2016	80	0	40
5 yr Avg	71	5	26

5th Science Grade White			
	Approaches	Masters	Meets
2021	80	20	40
2019	79	23	53
2018	77	23	31
2017	88	0	38
2016	100	17	33
5 yr Avg	84.8	16.6	39

5th Grade Science Hispanic			
	Approaches	Masters	Meets
2021	80	13	33
2019	79	23	53
2018	78	11	28
2017	74	0	41
2016	57	10	33
5 yr Avg	73.6	11.4	37.6



Grade K

**Texas English Language Proficiency Assessment System
Summary Report
All Students**

District: 068-901 ECTOR COUNTY IS
Campus: 112 ELEM. MAGNET AT

Report Date: JULY 2021
Date of Testing: SPRING 2021

Listening	Speaking	Reading	Writing
: Number : Percent	: Number : Percent	: Number : Percent	: Number : Percent

Proficiency Levels BEG = Beginning INT = Intermediate ADV = Advanced ADV H = Advanced High	Number of Students Rated					Number of Students Rated					Number of Students Rated					Number of Students Rated				
	Not Rated: EC					Not Rated: EC					Not Rated: EC					Not Rated: EC				
	Not Rated: ARD Decision					Not Rated: ARD Decision					Not Rated: ARD Decision					Not Rated: ARD Decision				
	Total Documents Submitted					Total Documents Submitted					Total Documents Submitted					Total Documents Submitted				
	# Stdt	BEG	INT	ADV	ADV H	# Stdt	BEG	INT	ADV	ADV H	# Stdt	BEG	INT	ADV	ADV H	# Stdt	BEG	INT	ADV	ADV H
All Students	13	69	31	0	0	13	77	15	8	0	13	92	0	8	0	13	92	8	0	0
Male	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---	4	---	---	---	---
Female	9	67	33	0	0	9	78	11	11	0	9	89	0	11	0	9	89	11	0	0
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Hispanic/Latino	12	67	33	0	0	12	75	17	8	0	12	92	0	8	0	12	92	8	0	0
Am. Indian or Alaska Native	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Asian	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Black or African American	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Native Hawaiian/Pacific Islander	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
White	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Two or More Races	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Economically Disadvantaged	8	63	38	0	0	8	75	13	13	0	8	88	0	13	0	8	88	13	0	0
No Information Provided	5	80	20	0	0	5	80	20	0	0	5	100	0	0	0	5	100	0	0	0
Title I, Part A	13	69	31	0	0	13	77	15	8	0	13	92	0	8	0	13	92	8	0	0
Participants	13	69	31	0	0	13	77	15	8	0	13	92	0	8	0	13	92	8	0	0
Nonparticipants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Migrant	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Yes	13	69	31	0	0	13	77	15	8	0	13	92	0	8	0	13	92	8	0	0
No	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Limited English Proficient	13	69	31	0	0	13	77	15	8	0	13	92	0	8	0	13	92	8	0	0
Current LEP	13	69	31	0	0	13	77	15	8	0	13	92	0	8	0	13	92	8	0	0
Non-LEP (Monitored 1st Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Non-LEP (Monitored 2nd Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Non-LEP (Monitored 3rd Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Non-LEP (Monitored 4th Year)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Non-LEP (Post Monitoring)	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Other Non-LEP	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Bilingual	12	75	25	0	0	12	83	17	0	0	12	100	0	0	0	12	100	0	0	0
Participants	12	75	25	0	0	12	83	17	0	0	12	100	0	0	0	12	100	0	0	0
Nonparticipants	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
ESL	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---	1	---	---	---	---
Participants	12	75	25	0	0	12	83	17	0	0	12	100	0	0	0	12	100	0	0	0
Nonparticipants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Special Education	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Yes	13	69	31	0	0	13	77	15	8	0	13	92	0	8	0	13	92	8	0	0
No	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Gifted/Talented	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
Participants	13	69	31	0	0	13	77	15	8	0	13	92	0	8	0	13	92	8	0	0
Nonparticipants	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
At-Risk	13	69	31	0	0	13	77	15	8	0	13	92	0	8	0	13	92	8	0	0
Yes	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---
No Information Provided	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---	0	---	---	---	---

Student Learning Strengths

Hays STEAM Academy students performed at or above district and state averages in Reading and Math.

5th Grade Math:

- Hays has experienced a 0% change in students who achieved **Approaches** from 2019 and a 5% increase over the five year average compared to a 14% decline experienced by the district from 2019 and a 9% decline of the five year average in Math.
- Hays has experienced a 13% decline in students who achieved **Meets** from 2019 and a 2% increase over the five year average compared to a 14% decline experienced by the district from 2019 and a 3% decline of the five year average in Math.
- Hays has experienced a 10% increase in students who achieved **Masters** from 2019 and a 43% increase over the five year average compared to a 21% decline experienced by the district from 2019 and a 5% increase of the five year average in Math.

5th Grade Reading:

- Hays has experienced a 3% increase in students who achieved Approaches from 2019 and a 9% increase over the five year average compared to a 5% decline experienced by the district from 2019 and a 16% decline of the five year average in Reading.
- Hays has experienced a 9% increase in students who achieved Meets from 2019 and a 23% increase over the five year average compared to an 8% decline experienced from the district from 2019 and a 3% decline of the five year average in Reading.
- Hays has experienced a 33% increase in students who achieved Masters from 2019 and a 58% increase over the five year average compared to a 25% increase experienced by the district from 2019 and a 25% increase of the five year average in Reading.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Not all students achieved projected MAP growth goals for 2020-2021. **Root Cause:** Lack of personalized learning instruction.

Problem Statement 2 (Prioritized): 64% of students achieved 'Meets' in STAAR Reading. **Root Cause:** Instruction is not reaching the depth and complexity of the TEKS.

Problem Statement 3 (Prioritized): 35% of 3rd grade Hays scholars achieved 'Meets' standard on Math STAAR Assessment. **Root Cause:** Loss of instructional time from March-August 2020.

Problem Statement 4 (Prioritized): 34% of 5th grade Hays scholars achieved 'Meets' standard on Science STAAR Assessment. **Root Cause:** Lack of hands-on lab opportunities due to Covid -19 restrictions.

School Processes & Programs

School Processes & Programs Summary

The curriculum, instruction, and assessment at Hays STEAM Academy is guided by the Texas Essential Knowledge and Skills Objectives (TEKS), the ECISD Scope and Sequence.

Recruitment of high-quality staff.

All new teachers are given a mentor on campus. The mentor teaches the same grade or a grade below/above the new teacher. Mentors and their mentees are expected to meet at least weekly for 30 minutes. New teachers meet twice monthly with administrators to participate in 'Teach Like a Champion' book study.

Teachers in need of improvement receive weekly coaching from an administrator. In addition, teachers meet regularly with the T-Tess appraiser to work towards goals listed in their improvement plan. Professional Development to help improve instruction is determined on an individual basis for these teachers.

Two classrooms will have Instructional Facilitators for the year due to lack of qualified applicants. However, one facilitator is a pre-law student working on his elementary certification. The other facilitator is certified secondary and working towards elementary certification.

The average class sizes are as follows: Pre-K Monolingual=20, Bilingual =12; Kinder Monolingual=20, Bilingual=17; 1st Monolingual=19, Bilingual=14; 2nd Monolingual=16, Bilingual=12; 3rd Monolingual=24, Bilingual=12; 4th Monolingual=24, Bilingual=12; 5th Monolingual=21, Bilingual=12

Professional development is planned at the district and campus levels. This year at the campus level, all professional learning will be planned to equip staff in implementing STEAM Components including Project Lead the Way and Engineering is Elementary, AVID, Blended Learning, Conscious Discipline, and CHAMPS, and Depth and Complexity. Teachers will also be able to choose the professional learning needed for the upcoming school year.

Grade-level Math PLC's are held every Tuesday in the conference room. A grade-level Reading PLC is held every Thursday. This time is used to review curriculum, data, assessments, etc. It is also used for a time to train on campus initiatives. During PLC time, teachers are encouraged to share effective teaching practices with each other. An administrator and instructional coach is involved in the planning and execution of PLC's. This can include help in lesson planning, modeling, and co-teaching lessons, and observation and coaching feedback.

Recruitment strategies consist of AVID presentations on the district level. Teachers also excel with social media apps which ensures Hays STEAM Academy is in front of the public sharing the learning on campus. In addition, administrators attend all job fairs sponsored by ECISD.

School Processes & Programs Strengths

- Weekly grade level PLC's.
- Relay Coaching provided to staff by administrators and Instructional Coach.
- Small group instruction
- Our staff excels in utilizing data obtained through TEKS Resource System and Eduphoria to provide purposeful interventions.
- Lesson plans are submitted and reviewed by administrators weekly.
- During PLC and grade level time, teachers study the curriculum and analyze data to ensure students are successful with TEKS.
- Teachers share effective teaching practices after analyzing data to help all students grow.
- Several teachers are Trainers of Trainers for Math, ELAR, AVID, Conscious Discipline, etc.
- Teachers embrace technology integration in classrooms across the campus.
- Hays is an AVID Showcase school that draws people from across the country. We host AVID teachers and principals throughout the year that are developing a program. Hays STEAM Academy is the model elementary school.
- Pilot school for K-2 Blended Learning. Campus-wide teachers began utilizing the station rotation Blended Learning model last year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Hays STEAM Academy is in need of enrichment and accelerated programs that challenge the most advanced students. **Root Cause:** Lack of available professional development

Problem Statement 2 (Prioritized): Continue to meet the needs and interests of more diverse student and parent populations. **Root Cause:** Increase of diverse students including Russian, Islamic, Turkish, etc.

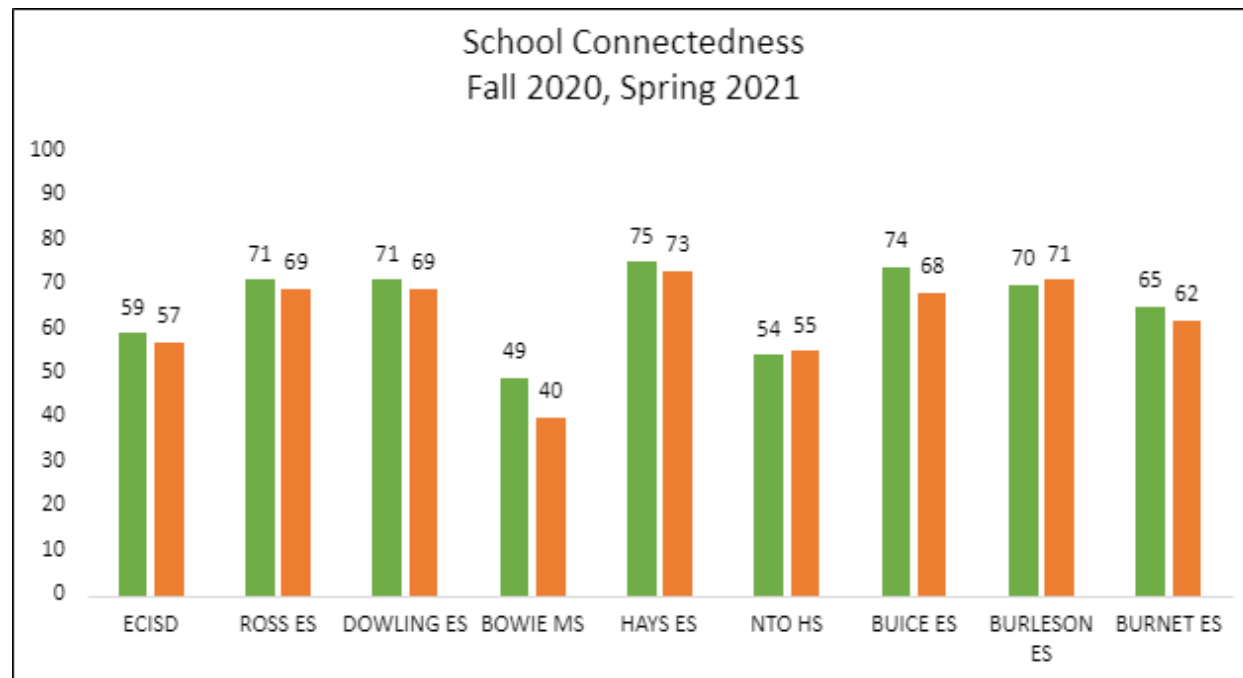
Problem Statement 3 (Prioritized): Conscious Discipline is not fully implemented in all classrooms or grade levels because 7 out of 24 teachers are new to the campus. **Root Cause:** Teachers lack formal training or do not understand how to fit Conscious Discipline into their appropriate grade level.

Problem Statement 4 (Prioritized): AVID is not used with fidelity because 5 out of 24 teachers are new to the campus. **Root Cause:** Teachers lack formal training in AVID Summer Institute or AVID Foundations.

Perceptions

Perceptions Summary

At Hays STEAM Academy, we are working very hard to create a community of life-long learners by providing a challenging, safe, nurturing and respectful learning environment. We encourage individuals to respect and value hard work each and every day. We believe that together we can provide a safe, school environment where all individuals feel welcomed and respected. The staff will serve and support all students as they become creative, independent, and critical thinkers.



HAYS ELEMENTARY SCHOOL

Spring 2021 Student SEL & Well-Being (Spring 2021), Grades 3-5



Summary

Topic Description

Results

Comparison

Self-Efficacy

How much students believe they can succeed in achieving academic outcomes.

62%

▲7

since last survey

57% ELEMENTARY

57% ECTOR COUNTY ISD

Self-Management

How well students manage their emotions, thoughts, and behaviors in different situations.

74%

▲2

since last survey

68% ELEMENTARY

68% ECTOR COUNTY ISD

Social Awareness

How well students consider the perspectives of others and empathize with them.

71%

▼1

since last survey

68% ELEMENTARY

68% ECTOR COUNTY ISD

Supportive Relationships

91%

▲4

since last survey

87% ELEMENTARY

87% ECTOR COUNTY ISD

159 responses



HAYS ELEMENTARY SCHOOL

Spring 2021 Student SEL & Well-Being (Spring 2021), Grades 3-5



Self-Efficacy

Your average

62%

159 responses

Change

▲7

since last survey

School Type average: **57%** ELEMENTARY

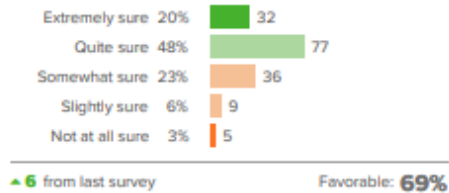
District average: **57%** ECTOR COUNTY ISD

How did people respond?

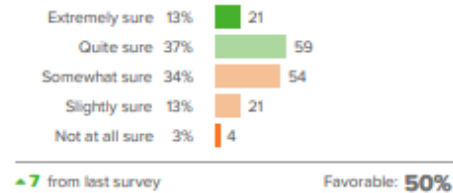
Q.1: How sure are you that you can complete all the

Q.2: When complicated ideas are discussed in class.

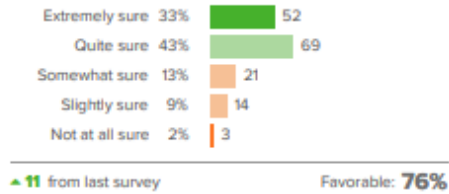
Q.1: How sure are you that you can complete all the work that is assigned in your class?



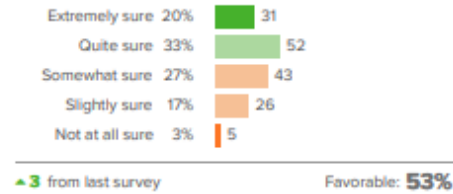
Q.2: When completed, how are the classwork or tests, how sure are you that you can understand them?



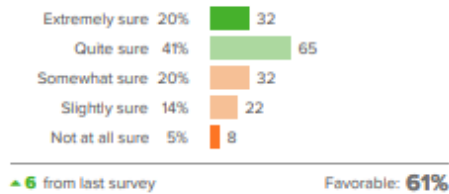
Q.3: How sure are you that you can learn all the topics taught in your class?



Q.4: How sure are you that you can do the hardest work that is assigned in your class?



Q.5: How sure are you that you will remember what you learned in your current class, next year?



HAYS ELEMENTARY SCHOOL
Spring 2021 Student SEL & Well-Being (Spring 2021), Grades 3-5



Self-Management

Your average

74%

159 responses

Change

▲ 2

since last survey

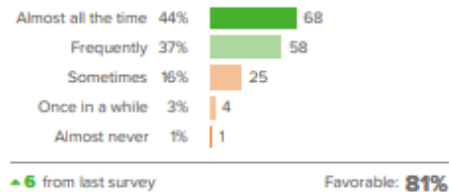
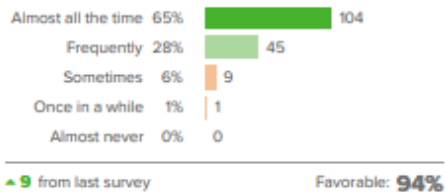
School Type average: **68%** ELEMENTARY

District average: **68%** ECTOR COUNTY ISD

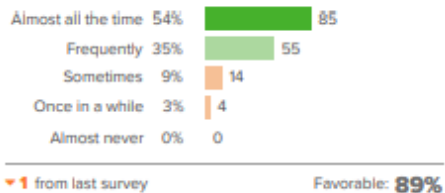
How did people respond?

Q.1: During the past 30 days...How often were you polite to adults?

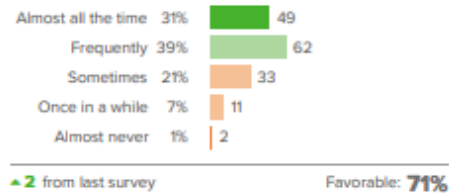
Q.2: During the past 30 days...How often did you come to class prepared?



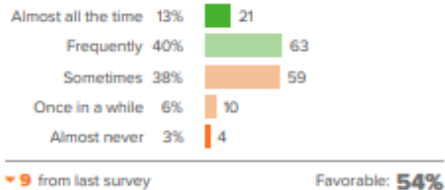
Q.3: During the past 30 days...How often did you follow directions in class?



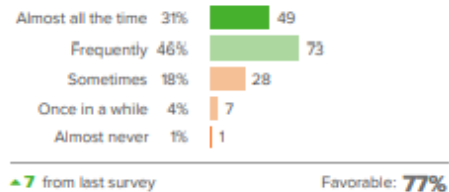
Q.4: During the past 30 days...How often did you get your work done right away, instead of waiting until the last minute?



Q.5: During the past 30 days...How often did you pay attention and ignore distractions?



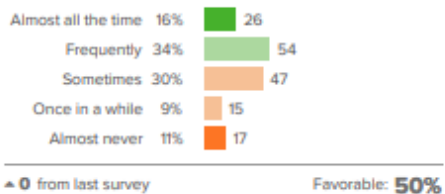
Q.6: During the past 30 days...When you were working independently, how often did you stay focused?



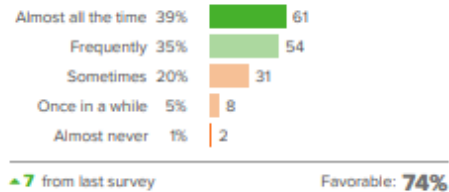
HAYS ELEMENTARY SCHOOL
Spring 2021 Student SEL & Well-Being (Spring 2021), Grades 3-5



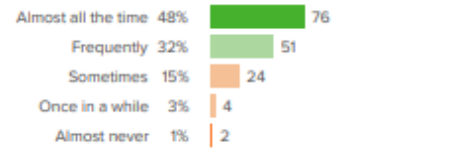
Q.7: During the past 30 days...How often did you remain calm, even when someone was bothering you or saying bad things?



Q.8: During the past 30 days...How often did you allow others to speak without interrupting them?



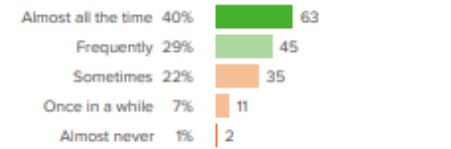
Q.9: During the past 30 days...How often were you polite to other students?



▼ 2 from last survey

Favorable: **81%**

Q.10: During the past 30 days...How often did you keep your temper under control?



▲ 3 from last survey

Favorable: **69%**

HAYS ELEMENTARY SCHOOL
Spring 2021 Student SEL & Well-Being (Spring 2021), Grades 3-5



Social Awareness

Your average

71%

159 responses

Change

▼ 1

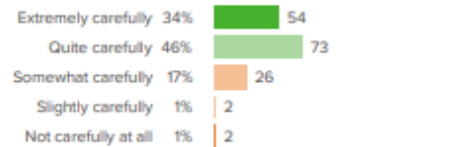
since last survey

School Type average: **68%** ELEMENTARY

District average: **68%** ECTOR COUNTY ISD

How did people respond?

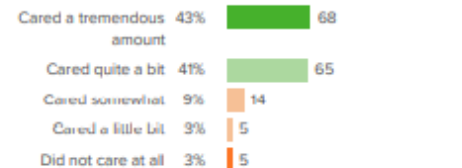
Q.1: During the past 30 days...How carefully did you listen to other people's points of view?



▼ 1 from last survey

Favorable: **81%**

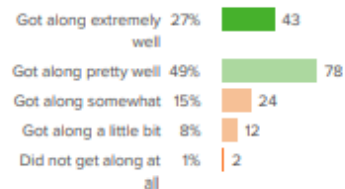
Q.2: During the past 30 days...How much did you care about other people's feelings?



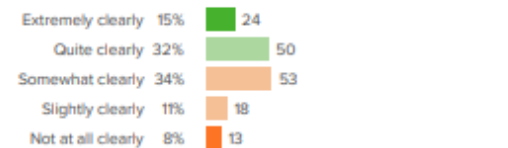
▼ 5 from last survey

Favorable: **85%**

Q.3: During the past 30 days...How well did you get along with students who are different from you?



Q.4: During the past 30 days...How clearly were you able to describe your feelings?



▼ 4 from last survey

Favorable: **47%**

▼ 2 from last survey

Favorable: **76%**

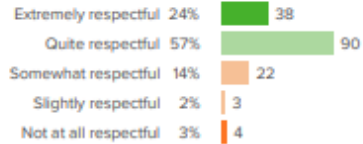


HAYS ELEMENTARY SCHOOL

Spring 2021 Student SEL & Well-Being (Spring 2021), Grades 3-5



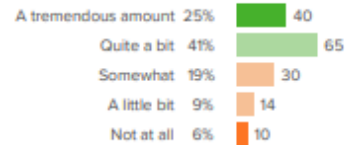
Q.5: During the past 30 days...When others disagreed with you, how respectful were you of their views?



▲ 1 from last survey

Favorable: **82%**

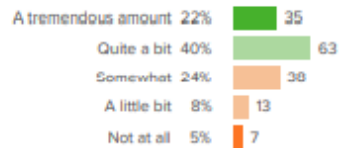
Q.6: During the past 30 days...To what extent were you able to stand up for yourself without putting others down?



▼ 3 from last survey

Favorable: **66%**

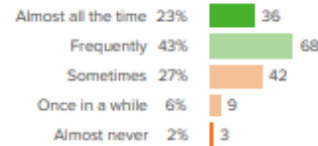
Q.7: During the past 30 days...To what extent were you able to disagree with others without starting an argument?



▲ 2 from last survey

Favorable: **63%**

Q.8: During the past 30 days...How often did you compliment others' accomplishments?



▲ 4 from last survey

Favorable: **66%**



HAYS ELEMENTARY SCHOOL

Spring 2021 Student SEL & Well-Being (Spring 2021), Grades 3-5



Supportive Relationships

Your average

91%

159 responses

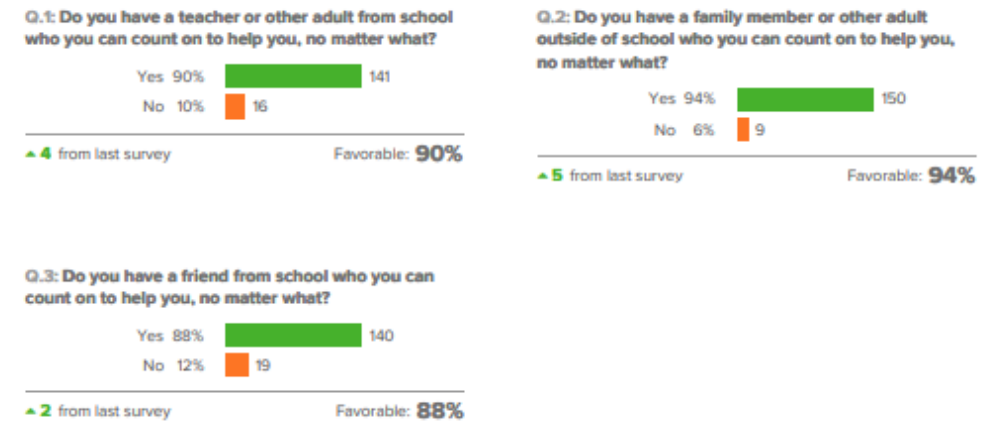
Change

▲ 4

since last survey

School Type average: **87%** ELEMENTARY

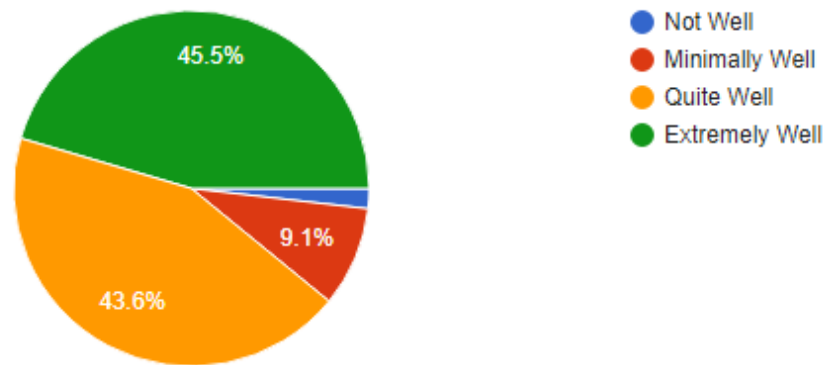
District average: **87%** ECTOR COUNTY ISD



Title I Parent & Family Engagement Survey:

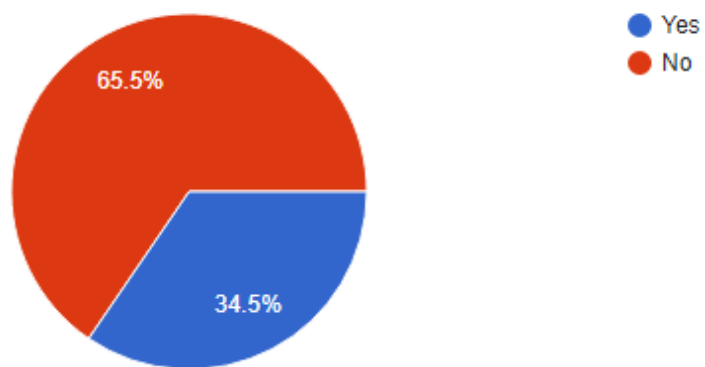
How well do you feel that our campus provides you, the parents an opportunity to share feedback and ideas regarding the school's parent and family engagement program and activities?

55 responses



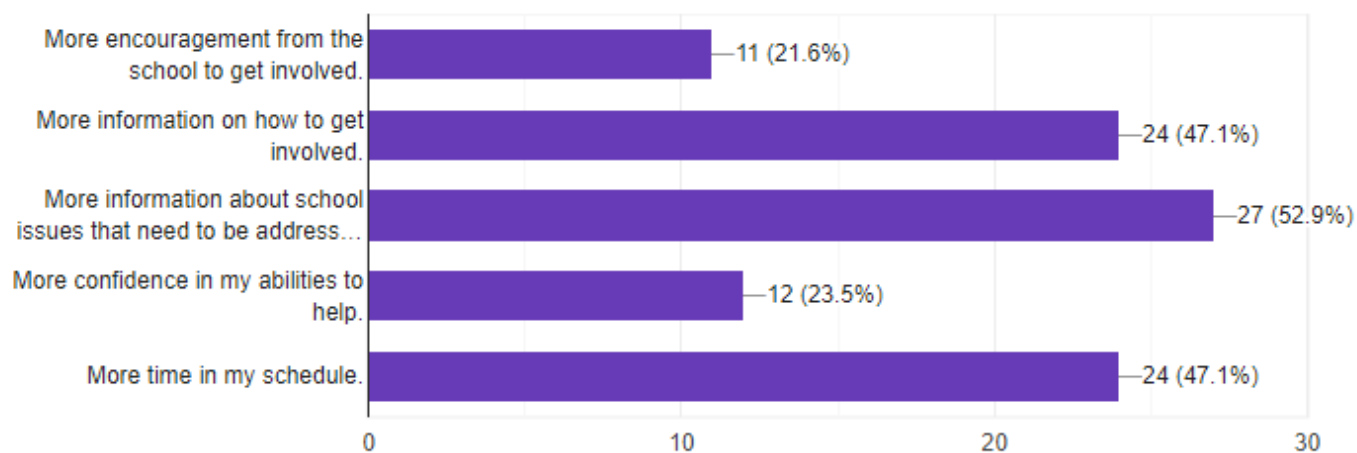
Did you attend a meeting this school year where the goals and activities of the Title I program were discussed with you?

55 responses



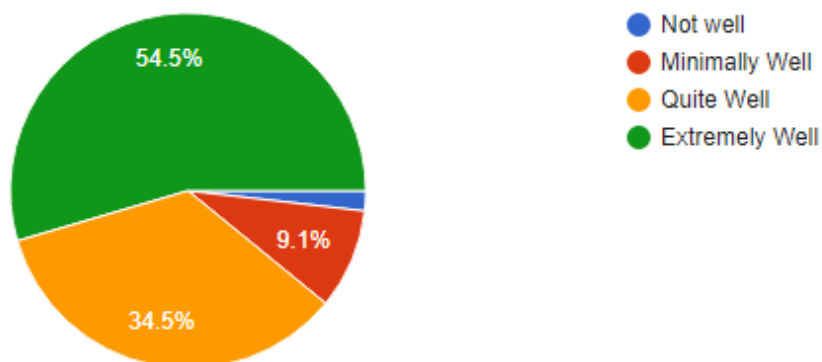
What would help you participate more in decision making and the overall academic achievement for our campus? (Check all that apply)

51 responses



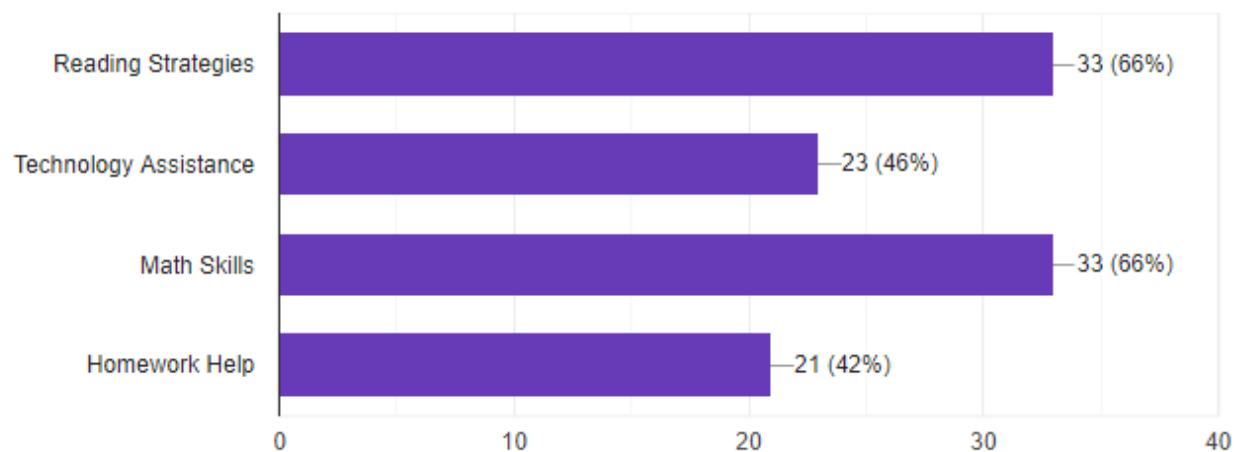
How well does our school provide information that is easy to understand.

55 responses



What type of informational programs would you like the school to provide? (Check all that apply)

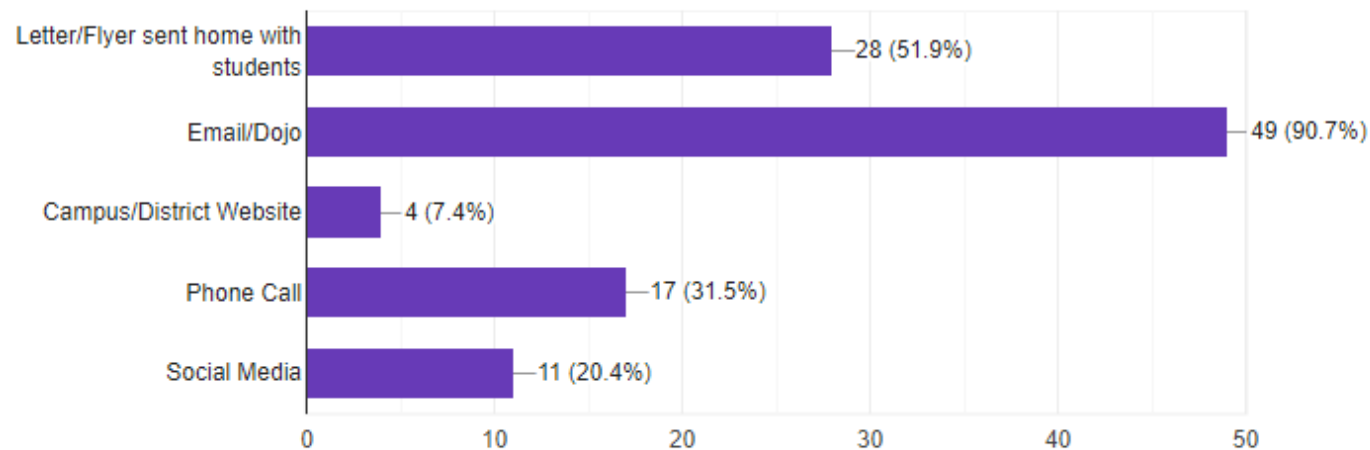
50 responses



How would you prefer to receive information from your child's school? (Check all that apply)

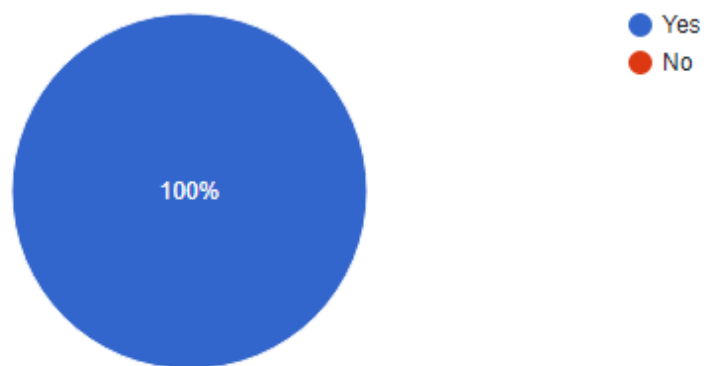
54 responses





Do you know how to contact your child's teacher?

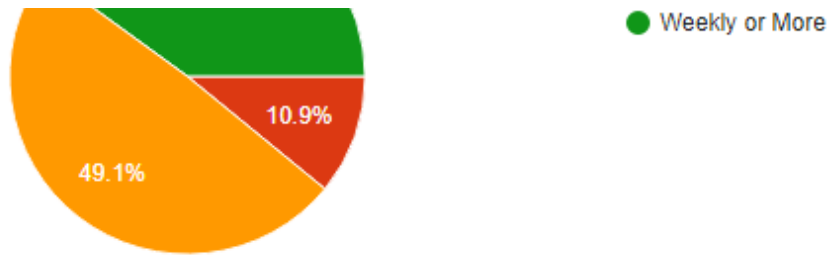
55 responses



How often does your child's teacher communicate with you about your child's progress?

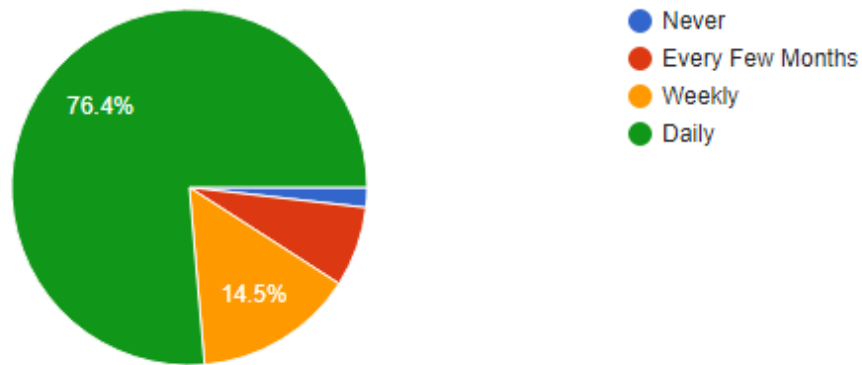
55 responses





How often do you work with your child on their homework?

55 responses



In what ways can the school help you work with your child to do better in school?

26 responses

Everything is great.

Nothing

Take Ipad Access away... Or get I.T. to implement limited access Devices..

The school already does everything in their power to help my child.

Doing good

Having trainings to help them.

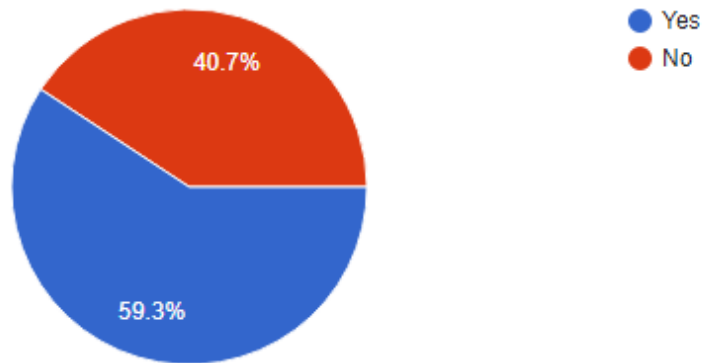
Links to show ways to solve math problems how they work them now days

Give ideas on how to help with reading at home.

Let me know of missing assignments and low grades immediately not when progress reports or report cards come out

Are you aware of opportunities to volunteer at your child's school?

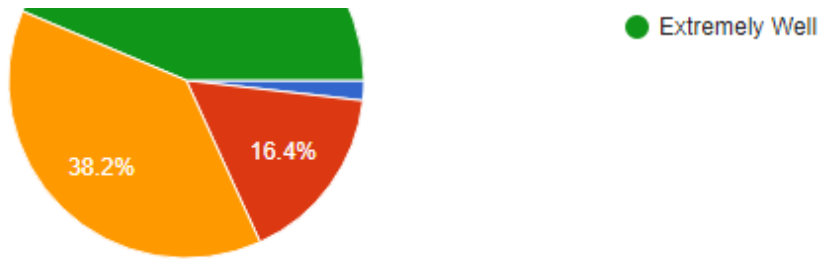
54 responses



How well do you feel the school creates a welcoming environment for parents?

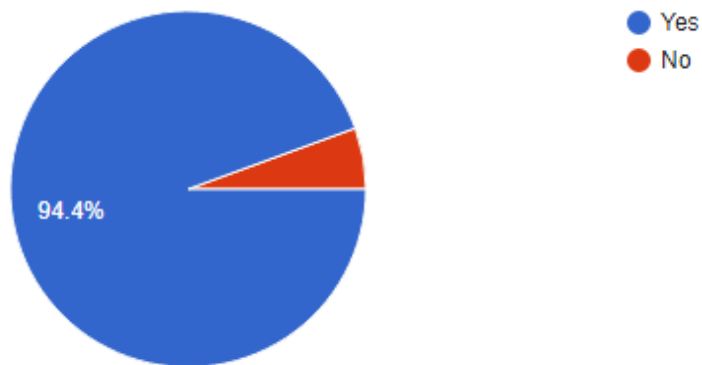
55 responses



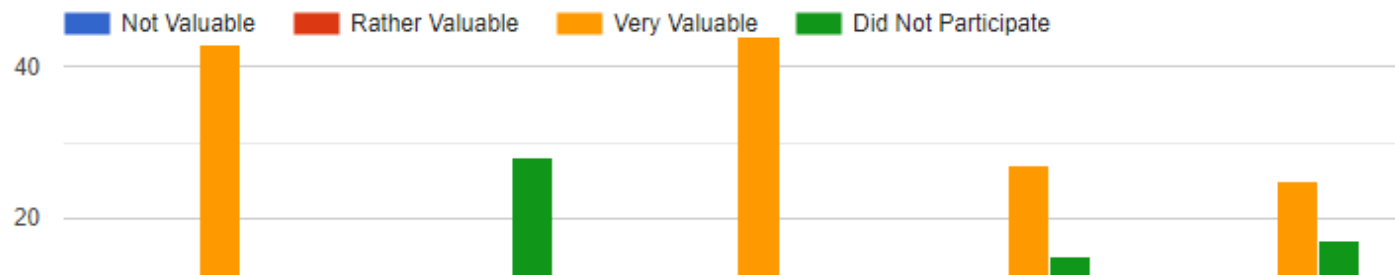


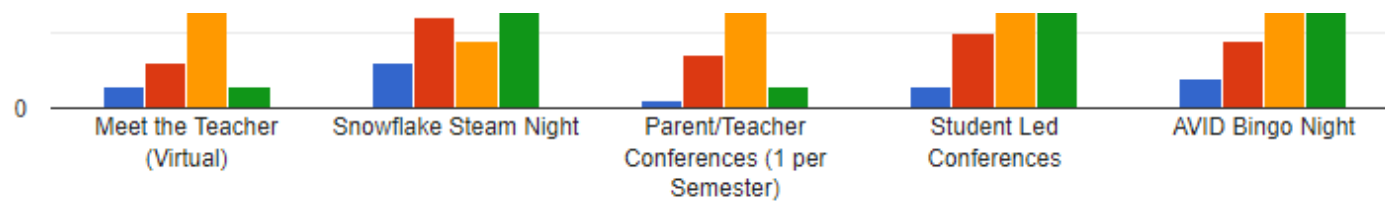
Am I always greeted in a friendly, courteous way when I contact the school either on the phone or in person?

54 responses



For each activity listed below, please provide us with your feedback by checking the box that best describes your opinion.





Suggestions for future parent activities?

18 responses

None right now.

None

More outside activities

We should do a drive by library night where students can sit in the playground with their parents and a blanket and read books and complete activities based on the book.

I'm not sure

More virtual games with students and families.

They loved AVID bingo night so I think more activities that involve the class, not just a do it at home by yourself activity would be better received by scholars.

Give a notice a week or two in advance

In what way can our campus remove barriers to help you become involved in school activities and programs?

19 responses

Bilingual activities.

Maybe send over night work for volunteering in the classroom like vips. Once Covid is over. This way parent can help at night and see what kind of work their kids are doing.

COVID needs to go away

Share out information in advance so that I can add it to my schedule.

Don't just post on class dojo the app is not very reliable

Little by little allow parents to interact, especially ones who have proof of vaccinations.

Provide more online activities until Covid restrictions are further lifted.

More structure

The late dismissal for high school has made things hard. Hopefully next year there won't be such a time

What ways can the school improve communication between parents and the school?

32 responses

No issues

I believe communication is done really well. My son's teacher either Dojos or calls me directly.

Calling me

I do not see any missed communication between myself and our school, I would just like more information on how to volunteer if needed.

More communication from classroom teacher about students progress, abilities, areas of weakness and at home or online ideas to help

home or online ideas to help.

Phone call

I think the school does a great job at communicating with the parents.

Patience, clear communication, understanding

Perceptions Strengths

- Self-Efficacy increased 7 points from the fall.
- Self-Management increased 2 points from the fall.
- Supportive Relationships increased 4 points.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Commitment to parental communications through daily/weekly contact from teachers and administrators. **Root Cause:** Lack of timely parent communication concerning events and student academic progress.

Problem Statement 2 (Prioritized): According to recent survey data, there is a significant number of students who have difficulty self-regulating emotions. **Root Cause:** Increase stress due to pandemic.

Problem Statement 3 (Prioritized): Decrease in parental participation virtually and face-to-face. **Root Cause:** Decrease in parental participation due to the pandemic.

Priority Problem Statements

Problem Statement 1: Not all students achieved projected MAP growth goals for 2020-2021.

Root Cause 1: Lack of personalized learning instruction.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Hays STEAM Academy is in need of enrichment and accelerated programs that challenge the most advanced students.

Root Cause 2: Lack of available professional development

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Continue to meet the needs and interests of more diverse student and parent populations.

Root Cause 3: Increase of diverse students including Russian, Islamic, Turkish, etc.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: 64% of students achieved 'Meets' in STAAR Reading.

Root Cause 4: Instruction is not reaching the depth and complexity of the TEKS.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 34% of 5th grade Hays scholars achieved 'Meets' standard on Science STAAR Assessment.

Root Cause 5: Lack of hands-on lab opportunities due to Covid -19 restrictions.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: 35% of 3rd grade Hays scholars achieved 'Meets' standard on Math STAAR Assessment.

Root Cause 6: Loss of instructional time from March-August 2020.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Lack of focus on high-performing scholars by providing enrichment/acceleration that challenges them.

Root Cause 7: Lack of professional development on personalized learning.

Problem Statement 7 Areas: Demographics

Problem Statement 8: According to recent survey data, there is a significant number of students who have difficulty self-regulating emotions.

Root Cause 8: Increase stress due to pandemic.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Decrease in parental participation virtually and face-to-face.

Root Cause 9: Decrease in parental participation due to the pandemic.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Commitment to parental communications through daily/weekly contact from teachers and administrators.

Root Cause 10: Lack of timely parent communication concerning events and student academic progress.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: High turnover rate for staff resulting in new hires with lack of experience.

Root Cause 11: Promotions within the district.

Problem Statement 11 Areas: Demographics

Problem Statement 12: Bilingual staff reduced by 50% with grade levels combined.

Root Cause 12: Lack of certified bilingual teachers district-wide.

Problem Statement 12 Areas: Demographics

Problem Statement 13: Conscious Discipline is not fully implemented in all classrooms or grade levels because 7 out of 24 teachers are new to the campus.

Root Cause 13: Teachers lack formal training or do not understand how to fit Conscious Discipline into their appropriate grade level.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: AVID is not used with fidelity because 5 out of 24 teachers are new to the campus.

Root Cause 14: Teachers lack formal training in AVID Summer Institute or AVID Foundations.

Problem Statement 14 Areas: School Processes & Programs

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data





- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Foundational Excellence: Hays will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 1: Provide daily and weekly parent communication so that all parents are aware of campus events before they occur.

Evaluation Data Sources: Dojo/Twitter/Facebook
Weekly Teacher Newsletter
Monthly Principal Newsletter

Strategy 1 Details	Reviews			
Strategy 1: 100% of teachers will use Class Dojo as a way to text parents important information on a daily/weekly basis. Strategy's Expected Result/Impact: Improved parent/teacher communication Staff Responsible for Monitoring: Teachers Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Weekly grade level newsletters will be sent home. The principal will send home a monthly family newsletter. The family newsletter will be send home electronically, a link through Class Dojo, and a link posted on Facebook. It will list all upcoming events for the month. The newsletter can be translated into many languages with the click of a button. Strategy's Expected Result/Impact: Improved parent/teacher communication Staff Responsible for Monitoring: Teachers Principal Title I Schoolwide Elements: 2.6, 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Foundational Excellence: Hays will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 2: Engage 100% of parents in campus activities or virtual activities at least once every 9 weeks.

Evaluation Data Sources: Sign-in sheets
Communication logs





Strategy 1 Details	Reviews			
Strategy 1: Parents will be invited to participate in Meet the Teacher; Muffins with Moms; Donuts with Dads; Family STEAM Nights. Staff Responsible for Monitoring: Teachers Administrators Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: snacks, drinks - Title One Instructional Continuity - \$971	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Parents will be provided the opportunity to ask questions and provide feedback to the principal. Strategy's Expected Result/Impact: Parent and community involvement will increase. Misconceptions will be resolved before they are a problem. Ideas and suggestions will be shared by parents. Staff Responsible for Monitoring: Teachers Administrators Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Several "Coffee with the Principal" events will be planned for the year. These events will be held at 8:30am and again at 5:30pm in both English & Spanish. Strategy's Expected Result/Impact: Parents will be able to ask questions and provide feedback to the principal. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details		Reviews			
Strategy 4: Family STEAM nights will be held a minimum of twice per year. Parents will participate in STEAM activities with their scholars. Strategy's Expected Result/Impact: All families will be provided time to experience STEAM activities with their scholars. Staff Responsible for Monitoring: Teachers Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	May
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Goal 1: Foundational Excellence: Hays will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 3: The campus will create community partners by engaging and participating in a classroom community service project led by students and guided by teachers to ensure students lead change driven by community needs and improvements.





Evaluation Data Sources: Social Media Announcements
Pictures

Strategy 1 Details	Reviews			
Strategy 1: 100% of students will participate in campus wide-projects that bring everyone together and make an impact beyond our walls. Strategy's Expected Result/Impact: Connectedness among grade levels. Connection to community. A boost of self-confidence when scholars realize they are apart of something bigger. Staff Responsible for Monitoring: Teachers Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Extend Project Based Learning utilized in engineering to all subjects allowing real-world applications within the community. Strategy's Expected Result/Impact: This will effectively communicate the Hays vision and mission statement to all stakeholders. Staff Responsible for Monitoring: AVID Site Team Administrators Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Foundational Excellence: Hays will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 4: Hays STEAM Academy will maintain the annual student attendance rate of 96.4% in 2022.

Evaluation Data Sources: District Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Teachers will call parents of each student who is absent every day. On the third absence, the attendance clerk will call the parents and document the call in Eduphoria as a warning of a potential growth plan. After 5 absences, the teacher will call the parent and document the call in Eduphoria. After 7 absences, an administrator will call the parent and document the call AND the teacher will initiate a growth plan. Strategy's Expected Result/Impact: Additional contact with parents for each absence will lead to fewer student absences for reasons other than illness. Staff Responsible for Monitoring: Attendance Clerk Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: 100% of scholars in grades K-5, with the help of teachers, will track absences and tardies in a data-tracker or AVID binder/planner. Strategy's Expected Result/Impact: Students and parents will be aware of the number of absences for each student. This will lead to fewer students being placed on growth plans for absences and /or tardies. Staff Responsible for Monitoring: Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Recognition of perfect attendance for the week during Rocket Launch (morning assembly) each Monday. Strategy's Expected Result/Impact: Fewer student absences for reasons other than illness. Staff Responsible for Monitoring: Attendance Clerk Administrator 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Foundational Excellence: Hays will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 5: Hays STEAM Academy will embed technology for anytime, anywhere teaching and learning.

Evaluation Data Sources: Inventory, parent, student, electronic surveys

Strategy 1 Details	Reviews			
Strategy 1: Headphones for grades K-5 will enable students, teachers and leaders to implement and monitor personalized learning for all. Strategy's Expected Result/Impact: Improved student growth during personalized learning. Staff Responsible for Monitoring: Teachers Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: student headphones - Title One Instructional Continuity - \$1,750	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including Learning Management System (LMS) and Adaptive Technology. Strategy's Expected Result/Impact: Empower stakeholders in the use of technology. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Purchase Brainpop & Brainpop Jr technology app for PK-5. Strategy's Expected Result/Impact: Increase timely access to digital content and virtual learning. Staff Responsible for Monitoring: Teachers Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May





Strategy 4 Details		Reviews			
Strategy 4: Hays will utilize technology to provide quality Blended Learning for all students. Strategy's Expected Result/Impact: Student engagement, student achievement, and positive student perceptions of learning increases when blended learning is used. Students also developed additional skills such as the ability to self-pace and self-direct. Staff Responsible for Monitoring: Teachers Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	May
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Goal 1: Foundational Excellence: Hays will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 6: Hays STEAM Academy will develop the adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

Targeted or ESF High Priority

Evaluation Data Sources: Counselor calendar

Strategy 1 Details	Reviews			
Strategy 1: Staff will engage in professional learning regarding Social Emotional Learning research and practice. Strategy's Expected Result/Impact: 100% of Hays teachers will be trained in SEL strategies. Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The school counselor will provide monthly class guidance lessons on managing emotions and good character traits. Strategy's Expected Result/Impact: 100% of scholars will develop tools to manage their own emotions. Scholars will be able to describe specific character traits and examples of each. Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Scholars will begin the day with a 15-minute Social Emotional lesson in the classroom. Strategy's Expected Result/Impact: A sense of belonging; understanding of how to control emotions Staff Responsible for Monitoring: Teachers Counselor Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
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Goal 1: Foundational Excellence: Hays will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.





Performance Objective 7: Hays STEAM Academy will provide a safe and supportive learning environment.

Targeted or ESF High Priority

Evaluation Data Sources: Student/Parent/Teacher surveys

Strategy 1 Details	Reviews			
Strategy 1: The outdoor learning environment will be an extension of the indoor environment by incorporating an open-air space to complete virtual classwork. Strategy's Expected Result/Impact: Students who learn outdoors develop a sense of self-discipline, independence, confidence, creativity, decision-making and problem-solving skills. Staff Responsible for Monitoring: Teachers Administrators Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: The Outdoor Learning Environment will order heavy-duty park benches, heavy duty picnic tables, and additional sails. - Title One School-wide - \$9,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, Stewards of Child prevention program. Counselor will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses. Strategy's Expected Result/Impact: Teacher awareness on the prevention and reporting of child abuse. Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: All school and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures. Strategy's Expected Result/Impact: Teacher awareness of all response procedures and know how to respond appropriately. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: The ECISD comprehensive Guidance and counseling curriculum will continue to be implemented in PK-12 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self efficacy, decision making, behavior and other social-emotional topics. Strategy's Expected Result/Impact: Student awareness on decision making and behavior Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Student Assistance Services Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students. Strategy's Expected Result/Impact: Students will develop strategies to effectively deal with emotional needs. Staff Responsible for Monitoring: counselor Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices. Strategy's Expected Result/Impact: The number of referrals will decline by 10% as students practice acceptable behavior. Staff Responsible for Monitoring: Teachers Administrators Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: ECISD will attach the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. Administrators will follow all legal requirements pertaining to incidents of bullying. School counselors will provide guidance lessons or implement programs to include bullying prevention. Strategy's Expected Result/Impact: 100% of scholars will understand the definition of bullying and learn how to effectively deal with a bully. Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May





Strategy 8 Details	Reviews			
Strategy 8: Campus-level systems and structures will be developed to monitor/improve disaggregated discipline data regularly to inequities. Strategy's Expected Result/Impact: 100% of teachers and administrators will utilize restorative discipline prior to referrals written. Staff Responsible for Monitoring: Teachers Administrators Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 9 Details	Reviews			
Strategy 9: All staff will be trained in the Standard Response Protocol. Monthly drills will be conducted to practice routines and procedures. Strategy's Expected Result/Impact: 100% of staff will know how to respond in the case of emergencies. Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
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Goal 1: Foundational Excellence: Hays will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 8: Hays STEAM Academy will embed AVID best teaching strategies into daily teaching and professional development to promote and enhance academic growth for all students.

Evaluation Data Sources: Monthly AVID Site Team Meetings
Observation





Strategy 1 Details		Reviews			
Strategy 1: The entire campus will create community partners by engaging and participating in a grade level service project led by students and guided by teachers to ensure students lead change driven by community needs and improvement. Strategy's Expected Result/Impact: - Student data. - Extend project based learning utilized in engineering to all subjects allowing real world applications within the community. - Each grade level will decide on their own project. Staff Responsible for Monitoring: Teachers IC Admin Title I Schoolwide Elements: 2.4, 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		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: The Hays STEAM Academy site team teacher members will organize and seek out opportunities to provide AVID professional development within the campus at least once every nine weeks and district level at least once per semester. Strategy's Expected Result/Impact: Academic Support Structures and Rigorous Instructional Practices Staff Responsible for Monitoring: AVID Site Team Teachers IC & Admin Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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		Formative			Summative
		Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: The entire campus will participate in two PLCs per week for training and collaboration in Math and Reading in order to increase student growth while closing achievement gaps. Strategy's Expected Result/Impact: Grade Level Vertical and Horizontal Articulation Academic Support Structures Rigorous Instructional Practices Staff Responsible for Monitoring: Teachers IC & Admin Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: A minimum of 4 teachers will participate in the AVID Summer Institute. Strategy's Expected Result/Impact: Best practices Staff Responsible for Monitoring: AVID Site Team Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
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Goal 1: Foundational Excellence: Hays will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.





Performance Objective 9: 100% of K-5th grade scholars will participate in Engineering lessons using the curriculum from Engineering is Elementary and/or Project Lead the Way. Engineering lessons will occur a minimum of 45 minutes twice a week.

Evaluation Data Sources: Lesson Plans
Observation
Projects posted on social media

Strategy 1 Details	Reviews			
Strategy 1: The teachers are responsible for scheduling Engineering lessons in lesson plans. Strategy's Expected Result/Impact: Student application of content Staff Responsible for Monitoring: teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Incorporate new PLTW kits into weekly Science lessons. Strategy's Expected Result/Impact: Improved 5th grade Science STAAR results Staff Responsible for Monitoring: Teachers Instructional Coach Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Foundational Excellence: Hays will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 10: Hays STEAM Academy will provide the environment conducive to all educational needs in conjunction with the development of a Long-Range Facilities Plan that will move the district forward in the future.





Strategy 1 Details	Reviews			
Strategy 1: Ector County ISD will implement universal free feeding to all elementary students. Strategy's Expected Result/Impact: Student performance will increase when basic needs are met. Staff Responsible for Monitoring: Food Service Personnel Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Invest in Talent: Hays will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: Professional Development will include an implementation that meets the needs of all staff, positively impacts classroom instruction, plans for follow-up training, and includes planning for training new staff in subsequent years.

Evaluation Data Sources: Teacher surveys

Strategy 1 Details	Reviews			
Strategy 1: Hays STEAM Academy will provide professional development opportunities that focus on Data-Driven Instruction (DDI), Observation-Feedback Protocols, Advancement Via Individual Determination (AVID), Blended Learning, Depth and Complexity, Conscious Discipline, and CHAMPS. Strategy's Expected Result/Impact: Increase in teacher effectiveness Staff Responsible for Monitoring: Teachers Administrators Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Conscious Discipline Trainer - Title One School- Improvement - \$12,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: 100% of teachers at Hays STEAM Academy will receive Blended Learning Training. Strategy's Expected Result/Impact: Teachers will learn how to implement blended learning with fidelity. Staff Responsible for Monitoring: Teachers Administrators Instructional Coach Blended Learning Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: 100% of teachers at Hays STEAM Academy will receive AVID Foundations training. Strategy's Expected Result/Impact: Teachers will learn how to provide depth and complexity in lessons. Rigor will be observed in all lessons.	Formative			Summative
	Oct	Jan	Mar	May

Staff Responsible for Monitoring: Administrators AVID Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
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Goal 2: Invest in Talent: Hays will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 2: Hays STEAM Academy will offer a job-embedded, personalized professional learning system for teachers.

Evaluation Data Sources: Eduphoria

Strategy 1 Details	Reviews			
Strategy 1: Each campus administrator will conduct a minimum of 5 documented walk-throughs and/or observation/feedback meetings per week. Strategy's Expected Result/Impact: Individualized teacher support Staff Responsible for Monitoring: Administrators Instructional Coach Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The Instructional Coach will work with 10 teachers per week on developing lessons, interpret data, plan lessons based on data, Relay Coaching, build best practices in teachers, and implement best practices in teachers. Strategy's Expected Result/Impact: Weekly PLC meetings, weekly grade level planning meetings, classroom observation with the coaching cycle, professional development. Strategies will increase student performance. Staff Responsible for Monitoring: Administrator Instructional Coach Title I Schoolwide Elements: 2.4, 2.5 - 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: The principal and assistant principal will work with 4 teachers per week on developing lessons, interpret data, plan lessons based on data, Relay Coaching, build best practices in teachers, and implement best practices in teachers. Strategy's Expected Result/Impact: Weekly PLC meetings, weekly grade level planning meetings, classroom observation with the coaching cycle, professional development. Strategies will increase student performance. Staff Responsible for Monitoring: Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
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Goal 2: Invest in Talent: Hays will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 3: Professional Development will include an implementation that meets the needs of all staff, positively impacts classroom instruction, plans for follow-up training, and includes planning for training new staff in subsequent years.

Evaluation Data Sources: PD yearly plan

Strategy 1 Details	Reviews			
<p>Strategy 1: Support for first-third year teachers will include trainings focused on the Get Better Faster scope and sequence and best practices of classroom instruction found in Teach Like a Champion. This work will be led by the administrators. Follow up observation feedback meetings will occur on a weekly basis to coach and support teachers in providing quality face-to-face instruction.</p> <p>Strategy's Expected Result/Impact: Quality instruction will help to increase the percentage of students performing at or above grade level by 20%.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: The Instructional Coach will work with teachers on developing lessons, interpret data, plan lessons based on data, Relay Coaching, build best practices in teachers, and implement best practices in teachers.</p> <p>Strategy's Expected Result/Impact: Weekly PLC's, weekly grade level planning meetings, classroom observation with the coaching cycle, and delivering professional development that will increase student performance.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Salary of an Instructional Coach - Title One School- Improvement - \$78,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: A dyslexia specialist will provide weekly services to identified scholars using Take Flight . Strategy's Expected Result/Impact: Salary of a Dyslexia Specialist Staff Responsible for Monitoring: Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Salary of a Dyslexia Specialist - Title One Instructional Continuity - \$78,000	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Hays STEAM Academy is in need of enrichment and accelerated programs that challenge the most advanced students. Root Cause: Lack of available professional development

Goal 3: Learning Journey: Hays will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 1: 65% of scholars will meet growth goal in Reading from the BOY MAP to EOY MAP assessment in grades K-5.

Evaluation Data Sources: MAP scores

Reading logs

Short Cycle Assessments/District Benchmarks/Monster Test

Running Records

Strategy 1 Details	Reviews			
Strategy 1: Students will use Imagine Reading skills in the classroom for a minimum of 30 minutes three times a week. Strategy's Expected Result/Impact: 100% of students will grow at least one year in reading ability. Staff Responsible for Monitoring: Teachers Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Administrators will conduct walk-through observations specifically during Guided Reading/ELAR block at least twice monthly for each teacher to monitor the fidelity of instruction. Strategy's Expected Result/Impact: 100% of teachers will provide high-quality ELAR instruction leading to a year of growth for all scholars. Staff Responsible for Monitoring: Teachers Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: The Instructional Coach and Administrators will provide real-time coaching weekly to develop more rigorous instructional strategies. Strategy's Expected Result/Impact: Improve and support teachers.	Formative			Summative
	Oct	Jan	Mar	May

<p>Improve instructional practices.</p> <p>Staff Responsible for Monitoring: Teachers Administrators Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>				



No Progress



Accomplished



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Goal 3: Learning Journey: Hays will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 2: 65% of scholars will meet growth goal in Math from the BOY MAP to EOY MAP assessment in grades K-5.





Evaluation Data Sources: MAP scores
Short Cycle Assessments/District Benchmarks

Strategy 1 Details	Reviews			
Strategy 1: Utilize of Blended Learning Station Rotation Model. Strategy's Expected Result/Impact: Meet students on their level and improve student growth. Staff Responsible for Monitoring: Teachers Administrators Instructional Coach Blended Learning Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Weekly PLC's every Tuesday for Math. Strategy's Expected Result/Impact: Student growth in Math scores Staff Responsible for Monitoring: Teachers IC Admin Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize small group instruction a minimum of twice a week during Math instruction. Strategy's Expected Result/Impact: Student growth Staff Responsible for Monitoring: Teachers IC Admin Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
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Goal 3: Learning Journey: Hays will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 3: 3rd grade Math 'Meets' percentages will increase from 35% (2021 STAAR) to 45% as measured by the 2022 STAAR assessment.

Evaluation Data Sources: TAPR Report

Strategy 1 Details	Reviews			
Strategy 1: 100% of scholars will utilize the Imagine Math program a minimum of 3 times per week. Strategy's Expected Result/Impact: Individual goals will be established for each scholar. Staff Responsible for Monitoring: Teachers Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Students will monitor weekly progress using data trackers. Strategy's Expected Result/Impact: Student Growth Staff Responsible for Monitoring: Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will provide additional Math enrichment 3 days a week during magnet. Strategy's Expected Result/Impact: Student growth Staff Responsible for Monitoring: Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Formative			Summative
	Oct	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 3: Learning Journey: Hays will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 4: 3rd grade Reading 'Meets' percentages will increase from 59% (2021 STAAR) to 65% as measured by the 2022 STAAR Assessment.





Evaluation Data Sources: TAPR Report

Strategy 1 Details	Reviews			
Strategy 1: The campus will implement a consistent process to disaggregate data and monitor data through Professional Learning Communities. Strategy's Expected Result/Impact: Data will reflect data driven lessons/instructions Staff Responsible for Monitoring: Teachers Administrators Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: At least three times per week, administrators and instructional coach will provide coaching during the ELAR block. Strategy's Expected Result/Impact: Fidelity of implementation Staff Responsible for Monitoring: Administrators Instructional Coach Lead Mentor Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: The AVID Site Team will develop monthly model lessons that incorporate Depth and complexity with AVID strategies. Teachers will use these lessons to introduce depth and complexity icons to scholars. Strategy's Expected Result/Impact: 100% of teachers will learn to develop level 3 questions. Staff Responsible for Monitoring: AVID Site TEAM Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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	Formative			Summative
	Oct	Jan	Mar	May
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Goal 3: Learning Journey: Hays will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 5: 4th grade Math 'Meets' percentages will increase from 38% (2021 STAAR) to 45% as measured by the 2022 STAAR Assessment.

Evaluation Data Sources: TAPR Report

Strategy 1 Details	Reviews			
Strategy 1: 100% of scholars will utilize the Imagine Math program a minimum of 3 times per week. Strategy's Expected Result/Impact: Individual goals will be established for each scholar Staff Responsible for Monitoring: Teachers Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide students with a list of TEKS per subject to track progress. Strategy's Expected Result/Impact: Track and monitor success in areas of improvement Staff Responsible for Monitoring: Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 3: Learning Journey: Hays will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 6: 4th grade Reading 'Meets' percentages will increase from 60% (2021 STAAR) to 65% as measured by the 2022 STAAR Assessment.

Evaluation Data Sources: TAPR Report





Strategy 1 Details	Reviews			
Strategy 1: 100% of students will add artifacts in the form of journal entries, images, or other pieces of work that show progress towards mastery. Strategy's Expected Result/Impact: Visual evidence to monitor growth and performance in order to guide next action steps. Staff Responsible for Monitoring: Teachers, IC, Admin Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
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Goal 3: Learning Journey: Hays will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 7: 100% of students in grades K-5 will utilize data trackers and goal setting portfolios to AVID Binder.

Evaluation Data Sources: AVID Binder
Data Trackers





Strategy 1 Details	Reviews			
Strategy 1: 100% of scholars in grades 1-5 will set Reading goals and track them in a Reading Log or student data folder/binder. Strategy's Expected Result/Impact: 100% of scholars will work towards improving their reading level and scores on formative assessments in reading. Teachers will monitor student progress towards goals and assist in goal setting. Staff Responsible for Monitoring: Teachers Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: 100% of scholars in grades 1-5 will conference with an administrator a minimum of twice per year regarding progress towards achieving mastery on STAAR. Strategy's Expected Result/Impact: 100% of scholars will be able to explain their reading goals, progress towards those goals, and any support needed. Scholars will feel connected to another adult in the building other than the classroom teacher and will celebrate progress with this adult at least twice per year. Staff Responsible for Monitoring: Administrators Instructional Coach Counselor Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: 100% of scholars in grades 1-5 will conduct a student-led conference with a parent in the spring of 2022. Strategy's Expected Result/Impact: 100% of scholars will be able to track and explain their reading goals and progress to a parent. Parents will participate in helping the scholar set and reach their personal goals. Staff Responsible for Monitoring: Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Provide students with a list of TEKS per subject to track progress. Strategy's Expected Result/Impact: Track and monitor successes in areas of improvement Staff Responsible for Monitoring: Teachers Administrators Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: 100% of students will add artifacts in the form of journal entries, images, or other pieces of work that show progress towards mastery. Strategy's Expected Result/Impact: Visual evidence to monitor growth and performance in order to guide next action steps. Staff Responsible for Monitoring: Teachers Administrators Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: 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: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 3: Learning Journey: Hays will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 8: 5th grade Science 'Meets' percentages will increase from 34% (2021 STAAR) to 40% as measured by the 2022 STAAR Assessment.

Evaluation Data Sources: TAPR Report

Strategy 1 Details	Reviews			
Strategy 1: 100% of students will participate in the Hays STEAM Academy Science Fair. Grades 2-5 will complete individual projects. K & 1st will turn in individual projects, work with a partner, or participate in a class project. Strategy's Expected Result/Impact: 100% of students will be able to name the steps in the Scientific Method and how to use them to conduct an experiment. Staff Responsible for Monitoring: Teachers Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Teachers will incorporate cross-curricular instructional strategies by integrating Science. Strategy's Expected Result/Impact: Increase in student understanding Staff Responsible for Monitoring: Teachers Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will use Blended Learning Station Rotation Model to incorporate Science in a variety of ways. Strategy's Expected Result/Impact: Increase in student understanding. Staff Responsible for Monitoring: Teachers Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

Title One Instructional Continuity					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	snacks, drinks		\$971.00
1	5	1	student headphones		\$1,750.00
2	3	3	Salary of a Dyslexia Specialist		\$78,000.00
Sub-Total					\$80,721.00
Title One School- Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Conscious Discipline Trainer		\$12,000.00
2	3	2	Salary of an Instructional Coach		\$78,000.00
Sub-Total					\$90,000.00
Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1	The Outdoor Learning Environment will order heavy-duty park benches, heavy duty picnic tables, and additional sails.		\$9,000.00
Sub-Total					\$9,000.00
Grand Total					\$179,721.00

Addendums