

Ector County Independent School District

Hays Magnet Academic Academy

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



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 has been in existence for 64 years. The school was established in 1956. In 1983, Hays became a magnet school. Hays STEAM Academy currently serves our community as an Academic School of Choice with a focus on STEAM (Science, Technology, Engineering, Art, and Math).

We have four full-day Pre-Kindergarten units serving three and four-year-old students with a total of 68 scholars. One full-day Pre-Kindergarten unit of 15 students is available for ECISD employees' children ages three and four. One full-day Pre-Kindergarten unit of 12 serves bilingual. The remaining two units are open to the public and serves 21 students each.

The attendance rate for Hays through March 5, 2020 was 96.1%.

Hays employs 31 Teachers, 5 Aides, one Librarian, two Administrators, one Instructional Specialist, one Counselor, one Secretary, one flex aide, and one Attendance Clerk. Hays shares a Dyslexia Therapist with Blackshear Elementary, and a Speech Therapist with another campus. 30 classroom teachers hold a Bachelor's Degree, and seven hold a Master's Degree. Hays staff consists of 23 white females, 28 Hispanic females, 1 other (Asian) female, 2 Hispanic male custodians, and 1 black male administrator.

For the 2020-2021, sixteen staff members are new to Hays, five have 1-5 years experience, 4 have 6-10 years experience, 6 have 11-20 years experience, and 6 have over 20 years experience. Two teachers left the district (relocated) at the end of the 2019-2020 school year. Last year two subs filled vacancies in 1st and 4th grade. They have both been replaced with certified teachers.

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 a few new students during the school year.

Based on the 2019-2020 PEIMS student data, the student populations consists of 389 scholars. The demographic breakdown includes:

STUDENT DATA					
Total Enrollment	416	409	396	389	-7
Total Membership	416	409	396	389	-7
Early Education	0	0	0	0	0
Pre-Kindergarten	56	43	44	44	0
Kindergarten	59	73	68	71	3
Grade 1	60	52	70	66	-4
Grade 2	70	60	50	59	9

Grade 3	71	60	50	50	0
Grade 4	61	64	56	50	-6
Grade 5	39	57	58	49	-9

Ethnic Distribution					
White	82	76	68	69	1
Hispanic / Latino	292	292	281	276	-5
Black or African American	29	27	32	28	-4
Asian	2	4	4	3	-1
American Indian or Alaska Native	1	0	0	0	0
Native Hawaiian/ Pacific Islander	0	0	2	3	1
Two or More	10	10	9	10	1

Special Populations					
At Risk	92	84	83	76	-7
Economic Disadvantaged	185	149	177	152	-25
Lep	64	62	50	61	11
Special Education	3	10	7	10	3
Career & Technology Ed	0	0	0	0	0
Bilingual Education	61	59	51	53	2
ESL Education	4	4	2	2	0
Alternative Language				10	
Gifted & Talented Education	95	110	95	93	-2
Title I	3	409	396	389	-7
Immigrant	7	3	2	5	3
Migrant	1	0	0	0	0
Military Connected	7	4	3	21	18
Foster Care	0	0	2	1	-1
Homeless	3	8	5	3	-2
Dyslexia	1	5	3	3	0

*The current attendance for Hays STEAM Academy is 439.

Demographics Strengths

1. 22% of Hays scholars are in the Gifted & Talented program. They are served on campus by two full-time GT teachers.

- 5th Grade =52%
- 4th =44%
- 3rd =32%

- 2nd =26%
- 1st=18%

2. Parent involvement is also a strength. Many parents volunteer through the district's VIPs program, eat lunch with their scholars, and attend school functions regularly. Hays formed a PTA at the request of parents last year. The PTA currently has 126 members.

3. Another demographic strength is the low turnover of students during the school year. In 2019-2020, 6.3% of students left Hays during the year and very few students enter Hays after school begins.

4. Hays maintains an attendance rate of 96.1% that is above the district and state averages. The district attendance rate is 93.5%; The Texas attendance rate is 95.4%. This is due, in part, to the contract parents must sign to enroll their student at Hays. Students are not allowed more than ten absences to remain at Hays. Teachers and office staff closely monitor attendance and students are placed on a growth plan when they reach seven absences.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Hays STEAM Academy consists of 0% male teachers as compared to the national average of 11%. **Root Cause:** Hays STEAM Academy is 100% staffed by female teachers because of low male participation in elementary education. The national average is 11%.

Problem Statement 2 (Prioritized): Hays STEAM Academy consists of 39% new staff members for the 2020-2021 school year. **Root Cause:** Two new PK classes were established this year. In addition, several teachers accepted promotions within ECISD, while several relocated to different parts of the state. Finally, three permanent subs were replaced with certified teachers.

Student Achievement

Student Achievement Summary

The data below is from the Texas Education Agency (TEA) **School Report Card** from 2018-2019.

Overall Score/Rating = 93%

Student Achievement Domain 1 = 90% = A

School Progress Domain 2 = 85% = B

Closing the Gaps Domain 3 = 100% = A (Top 25%)

Domain 1 Student Achievementys had an overall scaled score of 90/A which is an improvement of five points from the 85/B score in 2018. The campus met the standard in this domain.

Domain 2, School Progress

Within this domain, Academic Growth has a scaled score of 80/B compared to a 57/F in 2018 and a 77/C in 2017. The second part of Domain 2 is Relative Performance which had a scaled score of 85/B compared to 77/C in 2018 and 86/B in 2017.

Relative performance looks at schools with the same percentage of economically disadvantaged students doing better than our campus. Hays had 45% of students categorized as economically disadvantaged in 2018-19.

Domain 3 Closing the Gaps

Hays had a scaled score of 100/A compared to 69/D in 2018 and 100/A in 2017. In Domain 3, Hays met 100% of the evaluated indicators for growth status.

STAAR Results

All Subjects

Year	State	District	Hays	Hispanic	White	Eco Dis
2019			92	93	94	92
2018	77	63	90	90	92	90

All Subjects

2017	75	61	92	91	94	91
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Reading

Year	State	District	Hays	Hispanic	White	Eco Dis
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2019	75	63	95	96	95	94
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2018	74	60	94	82	97	97
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2017	72	57	96	95	100	96
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Math

2019	80	60	92	94	91	92
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2018	81	67	90	90	92	90
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2017	79	64	94	94	94	91
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State Assessment Results -- Approaches

3rd Grade STAAR Reading Approaches Grade Level

Year	State	District	Hays	Hispanic	White	EcoDis
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2019	75	66	94	95	100	100
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2018	77	69	92	91	N/A	N/A
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2017	73	63	96	96	100	96
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3rd Grade STAAR Reading Meets Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
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2019	42	36	55	42	40	42
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2018	43	32	46	44	N/A	N/A
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Year	State	District	Hays	Hispanic	White	Eco Dis
2017	45	34	80	80	85	69

3rd Grade STAAR Reading Masters Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	18	12	37	42	40	42
2018	25	16	24	23	N/A	N/A
2017	29	21	49	48	62	35

3rd Grade STAAR Math Approaches Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	78	64	84	89	80	89
2018	78	69	80	81	N/A	N/A
2017	77	66	94	94	100	92

3rd Grade STAAR Math Meets Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	40	33	61	63	60	68
2018	47	36	39	44		
2017	49	37	72	74	77	62

3rd Grade STAAR Math Masters Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	24	15	36	42	20	47
2018	23	16	17	19	N/A	N/A
2017	26	17	44	48	46	35

4th Grade STAAR Reading Approaches Grade Level

Year	State	District	Hays	Hispanic	White	Eco	Dis
2019	73	65	93	95	90	94	
2018	73	60	92	89		95	
2017	70	55	98	98	100	100	

4th Grade STAAR Reading Meets Grade Level

Year	State	District	Hays	Hispanic	White	Eco	Dis
2019	36	33	57	51	80	53	
2018	46	33	60	59		58	
2017	44	30	78	80	85	81	

4th Grade STAAR Reading Masters Grade Level

Year	State	District	Hays	Hispanic	White	Eco	Dis
2019	28	14	23	21	40	18	
2018	24	16	40	46	N/A	37	
2017	24	14	37	38	46	26	

4th Grade STAAR Math Approaches Grade Level

Year	State	District	Hays	Hispanic	White	Eco	Dis
2019	74	64	93	95	90	94	
2018	78	68	95	93	N/A	N/A	
2017	76	61	88	90	N/A	84	

4th Grade STAAR Math Meets Grade Level

Year	State	District	Hays	Hispanic	White	Eco	Dis
2019	35	38	39	37	50	41	
2018	49	36	50	54	N/A	N/A	
2017	47	32	57	63	N/A	55	

4th Grade STAAR Math Masters Grade Level

Year State District Hays Hispanic White Eco Dis

2019	28	17	27	23	50	24
2018	27	16	26	28	N/A	N/A
2017	27	16	23	30	N/A	29

4th Grade STAAR Writing Approaches Grade Level

Year State District Hays Hispanic White Eco Dis

2019	65	52	95	93	100	94
2018	63	53	94	93	N/A	N/A
2017	65	50	87	85	N/A	90

4th Grade STAAR Writing Meets Grade Level

Year State District Hays Hispanic White Eco Dis

2019	33	21	61	60	60	47
2018	39	29	68	70	N/A	N/A
2017	34	23	55	55	N/A	61

4th Grade STAAR Writing Masters Grade Level

Year State District Hays Hispanic White Eco Dis

2019	10	5	21	16	30	24
2018	11	6	19	20	N/A	N/A
2017	11	6	18	23	N/A	23

5th Grade STAAR Reading Approaches Grade Level

Year State District Hays Hispanic White Eco Dis

2019	77	64	98	98	100	100
2018	84	70	98	97	100	100
2017	82	69	82	89	N/A	N/A

5th Grade STAAR Reading Meets Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	51	37	71	70	63	70
2018	54	38	64	59	77	62
2017	48	32	51	52	N/A	N/A

5th Grade STAAR Reading Masters Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	29	16	39	40	25	40
2018	26	13	31	30	38	38
2017	25	15	26	26	N/A	N/A

5th Grade STAAR Math Approaches Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	83	74	98	98	100	100
2018	91	82	96	95	N/A	95
2017	87	77	100	100	N/A	100

5th Grade STAAR Math Meets Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	56	43	71	70	75	65
2018	58	42	67	78	N/A	71
2017	50	35	67	70	N/A	63

5th Grade STAAR Math Masters Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	36	23	45	47	38	30
2018	30	18	35	35	N/A	48
2017	24	15	33	37	N/A	26

5th Grade STAAR Science Approaches Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	73	59	82	79	89	75
2018	76	66	74	78	77	58
2017	74	61	79	74	89	75

5th Grade STAAR Science Meets Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	48	32	54	53	50	40
2018	41	28	28	28	31	32
2017	42	29	38	41	38	38

5th Grade STAAR Science Masters Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	15	14	20	23	0	15
2018	17	9	0	0	0	0
2017	18	10	15	11	23	11

Pre-K Data: (Information based on 35 Pre-K students)

29 students knew 20 uppercase letters

22 students knew lowercase letters

15 students knew 20 letter sounds.

Student Achievement Strengths

The campus is rated an "A" campus by Texas Education Agency.

3. Campus met 100% of indicators in Domain 3.

4. Every grade level had over 50% of students reach "Meets Grade Level" on STAAR Reading. With 71% of 5th graders reaching the "Meets" standard.

5. Overall the campus had over 50% of students reach "Meets Grade Level" on STAAR Math. 61% of third graders and 71% of 5th graders reached the "Meets" standard

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Compared to the state, not every student is showing growth in reading. Hays growth score was 76 compared to the state growth score of 81. **Root Cause:** Instruction is not reaching the depth and complexity of the TEKS.

Problem Statement 2 (Prioritized): Only 53% of Hays scholars scored at Meets Grade Level or above. We were below the state score of 54% . **Root Cause:** Hays needs to monitor student progress monthly in PLC meetings.

Problem Statement 3 (Prioritized): In 4th grade Reading, 51% Hispanics scored Meets compared to 81% in the white population. In 4th grade math, 37% Hispanics scored Meets or above compared to 50% of white students. **Root Cause:** Teachers need formal training on culturally responsive teaching practices.

Problem Statement 4: Handwriting remains a critical skill in the classroom. **Root Cause:** Scholars need an engaging and developmentally appropriate instructional method to master handwriting as an automatic and comfortable skill.

School Culture and Climate

School Culture and Climate Summary

Student attendance through March 2019-2020 at Hays STEAM Academy was 96.1%.

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

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: Hays STEAM Academy sets high expectations, together with a strong support system and rigorous curriculum, for the core beliefs. 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.

Teachers understand the importance of their role in learning. In 2019-2020, Hays had 5 teachers with more than ten total absences. Two teachers were on maternity leave the first semester. Many of these were due to personal or family illnesses that led to multiple days missed. There are approximately 200 substitute teachers available within the district and teachers know that when they are absent, their students are likely to be split among their co-workers on the grade level. The teachers are excellent to support each other in times of need and do not take advantage of one another.

In 2019-2020 there were 26 discipline referrals written at Hays. In the previous school year (2018-2019) 77 discipline referrals were written. Most discipline referrals come from the primary grades because scholars are non-renewed for inappropriate behavior before they reach the upper grades. If a scholar exhibits behavior that impedes their learning or the learning of other scholars, they are placed on a growth plan. The growth plan meeting with the teacher, parents, and student sets goals for students to show improvement in their behavior. Parents meet with teachers every six weeks to monitor progress. One student was placed at the Elementary Alternative Campus in 2019-2020 for "Use or threat of exhibit or use of a firearm."

The campus uses CHAMPS procedures for common areas and classroom activities. At Hays, CHAMPS is known as "SHINE" to fit the school motto. Three years ago, the campus began implementing Conscious Discipline. There is a varied level of implementation across the classrooms. During 2020-2021, the campus will participate in the remote courses as a group and allow time for those who have implemented Conscious Discipline with success to act as a small group facilitator during the course. These teachers will share their successes with new teachers (and those who have not fully implemented the program) and serve as mentors for Conscious Discipline. There is a need to have training for families in Conscious Discipline. The administrators plan to work with the two ECISD Pre-K centers to determine the best way to roll this out to families.

Parent involvement at Hays is excellent. 100% of students had a parent attend at least one school event in 2019-2020. Parents are engaged through monthly "Coffee & Donuts with the Principal" where short trainings on different topics is offered in English and Spanish. The average attendance for meetings was 30-40 parents per month. We have offered training in AVID, writing, reading, math, and Title I. These sessions occurred at 8:00am or 5:30 pm to

accommodate the working parents. Other ways families are engaged at Hays include monthly music programs, family STEAM nights, the VIPS volunteer program, and family star parties. Parents attend a parent-teacher conference in the first quarter of the year to review classroom and campus expectations, the Title I Parent Involvement Policy, magnet contract, and student goals. In the spring semester, each family is invited to attend a "Student-Led Conference where scholars review their goals, progress towards those goals, and work samples with their families. In the past, parents were encouraged and welcome to eat lunch with their scholars as often as possible. Most days, the cafeteria hosted over 20 parents. Many of our parents with students in the SIP program come to campus on their scholar's SIP day to learn to play chess with their scholars in the cafeteria.

The Vips program consists of 30 men and women who work in the building decorating for parent events, music programs, special events (Christmas, Valentines Day, Shark Finder, Red Ribbon Week, etc). A few volunteer to help seat and monitor students during lunch. They assist teachers by laminating, etc.

The campus does have some parents who are non-English speaking. All parent notes are sent home in English and Spanish. In addition, all training and meetings were translated in Spanish. The monthly Hays Family Newsletter is distributed through SMORE which offers translations in several languages.

Campus Referrals:

2019-2020 = 26

2018-2019 = 77

2017-2018 = 34

2016-2017 = 45

2015-16= 29

School Culture and Climate Strengths

Attendance and behavior of scholars and staff is exemplary. Scholars know to complete missing assignments prior to or after an absence. The learning opportunities on campus are such that scholars do not want to miss out. The staff has a high attendance rate because they understand that no one else can perform the job in the same way they can when they are absent.

The scholarly behavior of all students in another strength. The staff works hard to instill skills scholars need in order to self-regulate their emotions. Social/emotional learning is valued from Pre-K through fifth grade.

We will continue to implement SPECIAL: smile, posture, eye contact, charm, introducing yourself, asking a question, and leaning in and listening.

Parent involvement is also a strength. Parents are involved in scholars' learning by signing the daily planner, communicating with teachers through Class Dojo, and attending campus functions. The campus has 100% participation through Class Dojo.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Conscious Discipline is not fully implemented in all classrooms or grade levels because 11 out of 31 teachers are new to the campus.. **Root Cause:** All teachers have not been trained and some do not understand how Conscious Discipline fits into their grade level. After school training's will begin in September.

Problem Statement 2 (Prioritized): Hays STEAM Academy parents will be have the opportunity to ask questions and provide feedback to the principal. **Root Cause:** Not all parents are skilled in the social media apps Hays STEAM Academy utilizes.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Recruitment and placement of high-quality staff is done at the district level. Open positions have been filled with certified teachers with the exception of a PK bilingual classroom.

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 review campus procedures and expectations, as well as review data.

Teachers in need of improvement receive weekly coaching from an administrator. In addition, teachers meet regularly with the TTess 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.

In 2020-2021, eleven teachers are new to Hays: one teacher is a first year teacher. five have 1-5 years experience, 4 have 6-10 years experience, 6 have 11-20 years experience, and 6 have over 20 years experience. Two teachers left the district (relocated) at the end of the 2019-2020 school year. Two subs who filled vacancies in 1st and 4th grade have been replaced with certified teachers. One teacher was nonrenewed.

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.

Hays employs 30 certified Teachers, 5 Aides, one Librarian, two Administrators, one Counselor, one Secretary, one Magnet Clerk, and one Attendance Clerk. Hays shares a Dyslexia Therapist with Blackshear Elementary, and a Speech Therapist with another campus. 30 classroom teachers hold a Bachelor's Degree and four hold a Master's Degree. 23 are white female, 29 are hispanic which includes 2 male custodians, 1 black male administrator, and 2 other (Asian) females.

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.

The district technology specialist assigned to Hays, Amanda Webber, will provide training and follow-up for using technology to enhance instruction. Monthly technology training occurs during grade-level conference times. The focus is not only on the technology used by teachers but on how scholars can use technology as a creative way to demonstrate their learning. Teachers are expected to use what they have learned during this training to share with the school community via Twitter.

Grade-level PLC's are held every Tuesday in the conference room. 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 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.

Staff Quality, Recruitment, and Retention Strengths

1. The campus is staffed with certified teachers with the exception of a PK bilingual classroom..
2. Small class sizes as compared to the rest of the district.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): At Hays STEAM Academy, 97% of the teachers are certified. **Root Cause:** Permanent subs were utilized in 4th and 1st grades for the duration of the school year as they both were pursuing alternative certification.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

All scholars at Hays STEAM Academy attend Art, Music, and Library every week. Students attend PE classes four times per week. Teachers have a weekly scheduled time to take their classes to the Science Lab or Vivarium, Maker space, and Computer Lab. Classes also attend monthly guidance lessons with the counselor.

There are multiple opportunities for learning in the hallwalls. For example, scholars are able to utilize lego walls, Interactive Flat Panels, and interactive white boards where administrators pose weekly questions for scholars, staff, and visitors to answer.

Depth and Complexity and AVID are used schoolwide. The AVID Site Team meets at least monthly to plan and assess campus AVID initiatives. AVID Ambassadors are a group of students that meet weekly after school to work with teachers on AVID initiatives. The campus participates in monthly community service events including volunteering at the West Texas Food Bank and conducting various supply drives for non-profit agencies. Scholars also participate in Lemondade Day. Teachers are provided materials to work with scholars on entrepreneurship lessons where they learn to operate their own business. The AVID Site Team plans a yearly "Career Week" where scholars are exposed to college choices, career choices, etc. through classroom lessons, research, and a panel of community members that come in to talk about their chosen careers.

Hays partners with Complex Community Federal Credit Union, Sewell Family of Companies, and Junior Achievement to offer JA curriculum in all classrooms Kinder through Fifth grade. These lessons enable community members to be present in our building and deliver high-quality lessons that tie directly into the Math and Social Studies TEKS.

All classrooms, kinder through fifth grade, have 1-1 technology with ipads. In pre-K, there are classroom sets of up to ten iPads per classroom. The campus has a plethora of technology including 3D printers, VR/AR goggles, laptop carts, and interactive flat panels in the hallways and Vivarium.

We have also received Chromebooks for STAAR testing in grades 3-5.

All teachers use the STEAM curriculum from Project Lead The Way (PLTW) and/or Engineering is Elementary (EIE). The goal is to have a seamless integration of STEAM lessons with the adopted district scope and sequence. Teaching lessons in STEAM and AVID using Depth and Complexity helps to prepare Hays scholars for a future where all are ready for the challenges of Middle School.

The campus Vivarium Club works with the district Innovation Department to learn about and breed insects. Middle and High School Science classes are able to use these insects when learning about neuroscience research. The end goal is to sell some of the insects to medical researchers; thereby, generating revenue to support the club.

Hays partners with the West Texas Astronomy Club to offer a Star Party twice a year for scholars and their families and guests. Unfortunately, the parties are very dependent on the weather and were canceled several times last year due to rain and clouds. We had approximately 150 scholars attend with their parents October 4, 2019.

Scholars who do not perform well on state assessments and/or other classroom assessments are placed on a growth plan. Scholars can also be placed on a growth plan for excessive tardies, excessive absences, or misbehavior. The academic growth plan for each scholar lists specific goals for scholars, teachers, and parents to help close academic gaps. All growth plans are monitored closely by teachers and parents who meet at least once every six weeks.

After school enrichment clubs begin in October and are offered to any scholar who meets the application criteria. Clubs offer scholars a way to explore interests or develop further skills in an area of interest. In the past, clubs have included: Honor choir, Intramural Sports, Vivarium Club, and Destination Imagination. There is a need to expand and offer more clubs to meet the needs of all scholars. The goal for 2020-2021 is for each teacher to commit to sponsoring a club for at least one nine-week period. In addition, Hays will also provide after school care for ECISD employees.

Scholars are recognized and celebrated in many ways such as positive office referrals from a teacher, lunch bunch with the counselor, scholar of the month, and semester awards assemblies.

Supplemental resources used are Conscious Discipline, Project Lead the Way, Engineering is Elementary, AVID Certified PK-5 and Social Emotional Learning. AVID, SEL, and Conscious Discipline are integrated into our daily routines.

Curriculum, Instruction, and Assessment Strengths

1. Multiple learning opportunities is another campus strength. Teachers understand the importance of taking scholars outside of the classroom walls to learn in different environments and settings.
2. Teachers willingness to learn and implement new learning in their lessons. Teachers are willing to take risks and try new things due to the supportive environment on campus.
3. Caring for and nurturing each scholar academically, socially and emotionally is a priority for all staff. It is evident from the time you walk into the building that the staff truly cares about each student.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): 37% of teachers do not fully comprehend and use with fidelity the AVID program. **Root Cause:** Not all teachers have attended AVID Summer Institute or AVID Foundations..

Problem Statement 2 (Prioritized): During family STEAM nights, 25% of parents did not comprehend all components of STEAM taught at Hays, especially the engineering component. **Root Cause:** Lack of parental exposure to the engineering curriculum.

Parent and Community Engagement

Parent and Community Engagement Summary

The city of Odessa is located in the Permian Basin which is the #1 producer of oil and gas in the United States. Odessa is one of the fastest-growing cities in the United States and has a very high cost of living. Major employers in the area include oil and gas companies, ECISD, OC, UTPB, ORMC, and MCH.

The Campus Improvement Team has two parent representatives, two business representatives, and two community representatives. These members give the team a different perspective than that of educators.

The campus is fortunate to have high parent involvement. 100% of all scholars had parents attend at least one campus event last school year. Meet the Teacher last year had 87.7% of students have at least one parent present. Hays parents frequently visit the campus during lunchtime. Many days there are five tables full of family members eating lunch with their scholars during each grade level lunch period. Parents attend parent conferences, music programs, and Family STEAM nights.

After Covid-19, we will continue "Coffee and Donuts with the Principal". We had between 2-40 parents attend the monthly meetings. During this time, parents were able to ask questions and give input. A short presentation was made in English and Spanish on different topics throughout the year such as math games with dice and cards, AVID, reading at home, and Conscious Discipline. At the request of our parents, we added sessions at 5:30 to accommodate our working parents.

The campus established a PTA last year at the request of parents. Membership has grown to 126 members. The PTA board has actively been planning parent education programs and fundraisers for the year. PTA recently purchased a portable to secure their belongings.

There is a monthly Hays Family Newsletter sent out electronically. The newsletter is posted on Facebook, Twitter, and Class Dojo. The newsletter is published through Smore which allows parents to translate the newsletter into their preferred language. Other school communication is sent home in English and Spanish. Teachers send out a newsletter electronically or on paper. The newsletter is in Spanish for our bilingual students.

Although Hays is fortunate to have a high average of parental involvement, some parents are unable to attend events due to working multiple jobs. In those situations, the teachers attempt to keep the parent informed through Class Dojo and newsletters in order to make them feel like part of our Hays family.

Parent and Community Engagement Strengths

1. Membership of community members on CIP
2. Active PTA with 126 members

3. 100% Parent Involvement.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Some parents struggle with the virtual learning platform. **Root Cause:** Parents need additional training on maneuvering Seesaw, Google Classroom, etc..

School Context and Organization

School Context and Organization Summary

The campus master schedule is developed using input from teachers. All classrooms schedule a 30 minute remediation time during the school day to pull small groups of less than six students who need intervention in reading and/or math. All K-5 classrooms schedule 90 minutes for ELAR and math. Engineering lessons are scheduled a minimum of 45 minutes, three days per week. All classes attend PE four days a week for 45 minutes, library, music, and art are scheduled one day per week for 45 minutes. Before and after school duty schedules are determined by staff. The staff is asked to pick which time best meets their personal needs. Staff is assigned a certain area of responsibility to monitor during morning or afternoon duty.

After school classes and clubs are offered each nine weeks. Each teacher is asked to teach at least one nine-week period. Classes and clubs offered include Destination Imagination (DI) which is an organization that allows scholars to "Practice the A in STEAM". The mission of DI is to engage participants in project-based challenges that are designed to build confidence and develop extraordinary creativity, critical thinking, communication, and teamwork skills. Other classes and clubs include Honor Choir, Art Club, and Vivarium Club.

In the spring, the AVID Site Team hosts a parent meeting for all 5th-grade parents and scholars. During this special time, past Hays scholars who are now in middle school are invited to speak to our current 5th graders and their parents about the middle school experience. AVID middle school teachers are invited as well. We have door prizes such as combination locks to allow scholars a chance to practice opening a locker. We provide parents and scholars information they may find helpful during the transition to middle school.

Hays uses Conscious Discipline and PBIS / CHAMPS as part of our schoolwide discipline plan. All campus staff is trained in CHAMPS / PBIS. This is the fourth year of implementing Conscious Discipline at Hays. There is a varying degree of training in Conscious Discipline among staff members. Conscious Discipline training for all staff will occur during ten sessions throughout this year. The discipline committee meets regularly to identify areas of improvement and develop a plan to address these areas.

The campus counselor provides monthly lessons to each PK-5 class on social skills, bullying prevention, and other areas of need. She is available for scholars to see during the day if the need arises. The counselor also has group counseling for scholars based on needs. For example, a group that meets together might be scholars with one parent in prison. The school counselor asks for input from teachers when developing the groups. She hosts a Lunch Bunch on Wednesdays where two scholars from each class are selected to eat on the stage with her. This time provides scholars some small group time to visit with the counselor in an informal setting.

The main campus goal is to improve the Domain 2 score as measured by the 2018-2019 STAAR test from an 85 to a 90. Student progress in all grade levels is the focus. This goal is known among the staff and is posted in the PLC Conference Room. Data from unit tests, iStation, interim assessments, and released STAAR tests will be examined to determine progress towards meeting this goal.

All campus decisions are vetted through the Campus Improvement Team.

School Context and Organization Strengths

1. After school classes and clubs that offer enrichment activities for scholars.
2. Staff ownership of the campus goal of improving Domain 2a score.
3. Programs offered by the school counselor.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (Prioritized): Scholars are not offered a STEAM summer learning camp. **Root Cause:** Funds and staffing hinder the summer learning opportunity for scholars.

Technology

Technology Summary

I-Pads are 1-1 for Hays scholars in grades PK-2. Grades 3-5 are 1-1 chromebooks. Teachers are expected to use technology to extend and/or enhance the way scholars show their learning. Technology is not expected to take the place of classroom teachers. The campus has two 3D printers, 30 VR/HR goggle set, clickers, and many robotics resources that all classrooms have access to.

Technology training is held monthly during PLC time for all teachers. During this time, the Campus Technology Specialist provides instruction on how to integrate technology into daily lessons. Administrators attend this training so they know what to look for during classroom visits. Additional technology follow-up and trainings are offered frequently after school. The weekly bulletin from the principal poses challenges for teachers to participate in by using technology in their classrooms.

The campus has purchased subscriptions to Lyrics to Learn, Brain Pop, Generation Genius, and Flocabulary. These resources were sent to the ECISD curriculum department to vet before the campus purchased the licenses.

Teachers utilize SeeSaw, Google Classroom, Imagine Math, Imagine Reading, Generation Genius, Brain Pop, Lyrics to Learn, and Flocabulary daily to support student learning. They are integrated into the synchronous and asynchronous learning times.

Technology Strengths

1. The proficiency of all teachers in technology use and integration.
2. Access to multiple technology resources. (SeeSaw, Google Classroom, etc.)
3. The willingness of staff to learn and incorporate new technology into the classroom.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Teachers are using technology in instruction but are under utilizing technology in student output. **Root Cause:** Only 70% of teachers are using technology as a form of student output/assessment.

Priority Problem Statements

Problem Statement 1: Compared to the state, not every student is showing growth in reading. Hays growth score was 76 compared to the state growth score of 81.

Root Cause 1: Instruction is not reaching the depth and complexity of the TEKS.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Only 53% of Hays scholars scored at Meets Grade Level or above. We were below the state score of 54% .

Root Cause 2: Hays needs to monitor student progress monthly in PLC meetings.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: In 4th grade Reading, 51% Hispanics scored Meets compared to 81% in the white population. In 4th grade math, 37% Hispanics scored Meets or above compared to 50% of white students.

Root Cause 3: Teachers need formal training on culturally responsive teaching practices.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Conscious Discipline is not fully implemented in all classrooms or grade levels because 11 out of 31 teachers are new to the campus..

Root Cause 4: All teachers have not been trained and some do not understand how Conscious Discipline fits into their grade level. After school training's will begin in September.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: 37% of teachers do not fully comprehend and use with fidelity the AVID program.

Root Cause 5: Not all teachers have attended AVID Summer Institute or AVID Foundations..

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: During family STEAM nights, 25% of parents did not comprehend all components of STEAM taught at Hays, especially the engineering component.

Root Cause 6: Lack of parental exposure to the engineering curriculum.

Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 8: Scholars are not offered a STEAM summer learning camp.

Root Cause 8: Funds and staffing hinder the summer learning opportunity for scholars.

Problem Statement 8 Areas: School Context and Organization

Problem Statement 9: Teachers are using technology in instruction but are under utilizing technology in student output.

Root Cause 9: Only 70% of teachers are using technology as a form of student output/assessment.

Problem Statement 9 Areas: Technology

Problem Statement 10: At Hays STEAM Academy, 97% of the teachers are certified.

Root Cause 10: Permanent subs were utilized in 4th and 1st grades for the duration of the school year as they both were pursuing alternative certification.

Problem Statement 10 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 11: Hays STEAM Academy consists of 0% male teachers as compared to the national average of 11%.

Root Cause 11: Hays STEAM Academy is 100% staffed by female teachers because of low male participation in elementary education. The national average is 11%.

Problem Statement 11 Areas: Demographics

Problem Statement 12: Hays STEAM Academy consists of 39% new staff members for the 2020-2021 school year.

Root Cause 12: Two new PK classes were established this year. In addition, several teachers accepted promotions within ECISD, while several relocated to different parts of the state. Finally, three permanent subs were replaced with certified teachers.

Problem Statement 12 Areas: Demographics

Problem Statement 13: Hays STEAM Academy parents will be have the opportunity to ask questions and provide feedback to the principal.

Root Cause 13: Not all parents are skilled in the social media apps Hays STEAM Academy utilizes.

Problem Statement 13 Areas: School Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

Student Data: Student Groups

- 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 rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

- Parent engagement rate
- Parent Involvement Rate

Goals

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

Performance Objective 1: Hays STEAM Academy will increase the annual student attendance rate from 96.1% in 2020 to 97.7% in 2021.

Evaluation Data Sources: District attendance reports

Summative Evaluation: None

Strategy 1: Teachers 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.

<p>Strategy's Expected Result/Impact: More contact with parents for each absence will lead to fewer student absences for reasons other than illness.</p>	Formative
<p>Staff Responsible for Monitoring: Office Staff Teachers Administrators</p>	<p>Oct Jan Mar</p>
<p>Title I Schoolwide Elements: 3.1, 3.2</p>	Summative
<p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	<p>May</p>
<p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	
<p>Problem Statements: School Culture and Climate 2</p>	
<p>Funding Sources: None</p>	

Strategy 2: All PK-5th grade scholars, with the help of teachers, will track their absences and tardies in their AVID binder or 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 tardies.

Staff Responsible for Monitoring: Teachers

Title I Schoolwide Elements: 3.1, 3.2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Curriculum, Instruction, and Assessment 1

Funding Sources: None

Formative

Oct

Jan

Mar

Summative

May

Strategy 3: Recognition for perfect attendance for a week during the All-Call Rocket Launch each Monday.

Strategy's Expected Result/Impact: Fewer student absences for reasons other than illness.

Staff Responsible for Monitoring: Attendance Clerk
Principal

Title I Schoolwide Elements: 3.1, 3.2

TEA Priorities: None

ESF Levers: Lever 3: Positive School Culture

Problem Statements: None

Funding Sources: None

Formative

Oct

Jan

Mar

Summative

May

Strategy 4: Hays parents will participate in the Kinsa program. Kinsa provides families with free thermometers and the Kinsa app, where they can find anonymous info about illnesses on the rise in their child's grade. The school nurses will use the administrator portal to view what is going on in the school, share healthy tips, and send alerts so illnesses do not turn into school-wide epidemics.

Strategy's Expected Result/Impact: Parents will be able to submit information to the nurses via the app and the nurses will be able to message parents in particular classrooms where illness is on the rise.

Staff Responsible for Monitoring: Nurses

Title I Schoolwide Elements: 3.1, 3.2

TEA Priorities: None

ESF Levers: Lever 3: Positive School Culture

Problem Statements: None

Funding Sources: None

Formative

Oct

Jan

Mar

Summative

May

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue





School Culture and Climate

Problem Statement 2: Hays STEAM Academy parents will be have the opportunity to ask questions and provide feedback to the principal. **Root Cause:** Not all parents are skilled in the social media apps Hays STEAM Academy utilizes.

Curriculum, Instruction, and Assessment

Problem Statement 1: 37% of teachers do not fully comprehend and use with fidelity the AVID program. **Root Cause:** Not all teachers have attended AVID Summer Institute or AVID Foundations..

Performance Objective 2: 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: Hays STEAM Academy will implement universal free feeding to all elementary students.		
Strategy's Expected Result/Impact: Student performance will increase when basic needs are met.		Formative
Staff Responsible for Monitoring: Food Service Personnel		Oct
Title I Schoolwide Elements: 2.6	Problem Statements: None	Jan
TEA Priorities: Improve low-performing schools	Funding Sources:	Mar
ESF Levers: Lever 3: Positive School Culture	None	Summative
		May
Strategy 2: 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.		Formative
Staff Responsible for Monitoring: Teachers, Administrators		Oct
Title I Schoolwide Elements: 2.5	Problem Statements: None	Jan
TEA Priorities: Build a foundation of reading and math	Funding Sources:	Mar
ESF Levers: Lever 3: Positive School Culture	Sails, Installation kit, steel wire rope, thimbles and clamps Local \$2,000	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 3: Hays STEAM Academy will provide differentiated processes for priority classrooms/students.

Evaluation Data Sources: Teachers
Administrators

Summative Evaluation: None

Performance Objective 4: Hays STEAM Academy will embed technology for anytime, anywhere teaching and learning.

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

Summative Evaluation: None

Strategy 1: Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Learning Management System (LMS) and Adaptive Technology		
Strategy's Expected Result/Impact: Empower stakeholders in the use of technology		Formative
Staff Responsible for Monitoring: Administrators		Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: Technology 1	Jan
TEA Priorities: Improve low-performing schools	Funding Sources: None	Mar
ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		Summative
		May
Strategy 2: Purchase technology apps such as SeeSaw Premium for PK-2. The premium version provides an unlimited amount of activities and lessons that can be added by the teacher.		
Strategy's Expected Result/Impact: Increase timely access to digital content and virtual learning.		Formative
Staff Responsible for Monitoring: Principal		Oct
Title I Schoolwide Elements: 2.5	Problem Statements: Technology 1	Jan
TEA Priorities: None	Funding Sources: SeeSaw Premium Local \$1,485	Mar
ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		Summative
		May

Strategy 3: 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: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:
None

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

Oct

Jan

Mar

Summative

May



No Progress



Accomplished



Continue/Modify



Discontinue





Technology

Problem Statement 1: Teachers are using technology in instruction but are under utilizing technology in student output. **Root Cause:** Only 70% of teachers are using technology as a form of student output/assessment.

Performance Objective 5: 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.

Evaluation Data Sources: Staff will engage in professional learning about SEL research and practice.

Summative Evaluation: None

Strategy 1: Staff will engage in professional learning about Social Emotional Learning research and practice.	
Strategy's Expected Result/Impact: 100% of Hays teachers will be trained in SEL strategies..	Formative
Staff Responsible for Monitoring: Counselor Teachers Administrators	Oct
	Jan
	Mar
Title I Schoolwide Elements: 2.6	Problem Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: Lever 3: Positive School Culture	None
Summative	
May	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 6: Hays STEAM Academy will provide a safe and supportive learning environment.

Strategy 1: 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.	Formative
Staff Responsible for Monitoring: Counselor	Oct
Title I Schoolwide Elements: 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 3: Positive School Culture	Summative
Problem Statements: None	May
Funding Sources: None	
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. Counselors 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: 100% of teachers will receive training on the prevention and reporting of child abuse.	Formative
Staff Responsible for Monitoring: Counselor Administrators	Oct
Title I Schoolwide Elements: 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 3: Positive School Culture	Summative
Problem Statements: None	May
Funding Sources: None	

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: 100% of teachers will be aware of all response procedures and know how to respond appropriately.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Administrators	
Title I Schoolwide Elements: 2.6	
TEA Priorities: None	
ESF Levers: Lever 3: Positive School Culture	
Problem Statements: None	
Funding Sources: None	

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: 100% of scholars will be educated on decision making and behavior.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Counselor Administrators	
Title I Schoolwide Elements: 2.6	
TEA Priorities: None	
ESF Levers: Lever 3: Positive School Culture	
Problem Statements: None	
Funding Sources: None	

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: 100% of students will develop strategies to effectively deal with emotional needs.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Counselor Administrators	
Title I Schoolwide Elements: 2.6	
TEA Priorities: None	
ESF Levers: Lever 3: Positive School Culture	
Problem Statements: None	
Funding Sources: None	

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.	Formative
Staff Responsible for Monitoring: Administrators Teachers	Oct
Title I Schoolwide Elements: 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 3: Positive School Culture	Summative
Problem Statements: None	May
Funding Sources: None	





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.	Formative
Staff Responsible for Monitoring: Counselor Administrators	Oct
Title I Schoolwide Elements: 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 3: Positive School Culture	Summative
Problem Statements: None	May
Funding Sources: None	

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.	Formative
Staff Responsible for Monitoring: Administrators	Oct
Title I Schoolwide Elements: 2.6	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Summative
Problem Statements: None	May
Funding Sources: None	

Strategy 9: All staff will be trained in the Standard Response Protocol. Monthly drills will be done to practice routines and procedures.

Strategy's Expected Result/Impact: 100% of staff will know how to respond in the case of emergencies		Formative
Staff Responsible for Monitoring: Administrators		
Title I Schoolwide Elements: 2.6	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	Oct
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Jan
		Mar
		Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 7: 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: 100% of classroom teachers will implement AVID processes and strategies in their classrooms.

Summative Evaluation: None

Strategy 1: 100% of teachers will consistently use AVID strategies and AVID strategies for questioning.	
Strategy's Expected Result/Impact: Level 3 questions visible in Lesson Plans; walk-throughs; AVID display of work board	Formative
Staff Responsible for Monitoring: Teachers Administrators AVID Site Team	Oct
Title I Schoolwide Elements: 2.5	Jan
TEA Priorities: Connect high school to career and college	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: Curriculum, Instruction, and Assessment 1	May
Funding Sources: AVID Summer Institute Local \$4,250	
Strategy 2: 100% of teachers PK-5 will be trained in AVID Foundations prior to the end of October.	
Strategy's Expected Result/Impact: All teachers PK-5 will have a basic knowledge of the AVID program and utilize AVID strategies in their classroom.	Formative
Staff Responsible for Monitoring: AVID Site Team	Oct
Title I Schoolwide Elements: 2.5	Jan
TEA Priorities: Connect high school to career and college	Mar
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: Curriculum, Instruction, and Assessment 1	May
Funding Sources: None	

Strategy 3: A minimum of 6 AVID Site Team members will attend AVID summer institute.

<p>Strategy's Expected Result/Impact: The depth of knowledge about the AVID program will increase among AVID Site Team members.</p> <p>Staff Responsible for Monitoring: AVID Site Team</p> <p>Title I Schoolwide Elements: 2.5</p> <p>TEA Priorities: Connect high school to career and college</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: None</p>	Formative
		Oct
		Jan
	Mar	
	Summative	
May		

Strategy 4: 100% of teachers PK-5 will send in monthly documentation of AVID processes and strategies using Photo Circle.

<p>Strategy's Expected Result/Impact: All classroom teachers will implement AVID processes and strategies in their classrooms.</p> <p>Staff Responsible for Monitoring: AVID Site Team</p> <p>Title I Schoolwide Elements: 2.5</p> <p>TEA Priorities: None</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: None</p>	Formative
		Oct
		Jan
	Mar	
	Summative	
May		

Strategy 5: Hays scholars will use AVID strategies to write across the curriculum to explain their learning and problem solving methods.

<p>Strategy's Expected Result/Impact: Instructional leaders will provide Relay coaching and feedback for 100% of teachers.</p> <p>Staff Responsible for Monitoring: Teachers AVID Site Team Administrators</p> <p>Title I Schoolwide Elements: 2.5</p> <p>TEA Priorities: Connect high school to career and college</p> <p>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: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: None</p>	Formative
		Oct
		Jan
	Mar	
	Summative	
May		



No Progress



Accomplished



Continue/Modify



Discontinue





Curriculum, Instruction, and Assessment

Problem Statement 1: 37% of teachers do not fully comprehend and use with fidelity the AVID program. **Root Cause:** Not all teachers have attended AVID Summer Institute or AVID Foundations..

Performance Objective 8: 100% of Pk-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: Posted projects on social media; lesson plans; walk-throughs

Summative Evaluation: None

Strategy 1: 100% of Hays teachers will be trained in Project Lead The Way	
Strategy's Expected Result/Impact: All teachers will implement PLTW lessons in their classrooms.	Formative
Staff Responsible for Monitoring: PLTW Lead Teachers Principal	Oct
Title I Schoolwide Elements: 2.5	Jan
TEA Priorities: Connect high school to career and college	Mar
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: Technology 1	May
Funding Sources: Chevron Grant - PLTW Donated Funds \$9,250	
Strategy 2: Project Lead The Way/EIE materials will be provided for all grade levels PK-5.	
Strategy's Expected Result/Impact: 100% of the teachers will have all of the materials available to use for PLTW lessons.	Formative
Staff Responsible for Monitoring: Principal	Oct
Title I Schoolwide Elements: 2.5	Jan
TEA Priorities: Connect high school to career and college	Mar
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: Student Achievement 2	May
Funding Sources: EIE Replacement Kits Local \$3,600	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Student Achievement	
Problem Statement 2: Only 53% of Hays scholars scored at Meets Grade Level or above. We were below the state score of 54% . Root Cause: Hays needs to monitor student progress monthly in PLC meetings.	
Technology	
Problem Statement 1: Teachers are using technology in instruction but are under utilizing technology in student output. Root Cause: Only 70% of teachers are using technology as a form of student output/assessment.	

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

Performance Objective 1: By May 2021, the Hays teacher turnover rate will decrease from 35% to 15%.

Evaluation Data Sources: Job postings

Summative Evaluation: None

Strategy 1: New teachers and teachers will three years or less of experience will be mentored by a master teacher and administrators. Mentoring will include coaching on classroom instruction, a study of the TEKS, and lesson planning as well as help with classroom management.

Strategy's Expected Result/Impact: New teachers will be supported and able to implement quality instruction.

Staff Responsible for Monitoring: Administrators, Mentor Teachers

Title I Schoolwide Elements: None

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources:

ESF Levers: Lever 1: Strong School Leadership and Planning,
Lever 2: Effective, Well-Supported Teachers

None

Formative

Oct

Jan

Mar

Summative

May

Strategy 2: First Year Teachers will meet a minimum of twice a month with the Principal or Assistant Principal to participate in a study of Teach Like a Champion.

Strategy's Expected Result/Impact: First Year Teachers will be supported and have a forum to discuss concerns and celebrate successes. They will learn new teaching techniques and reflect on the effectiveness of the techniques in their classrooms.

Staff Responsible for Monitoring: Administrators

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: Recruit, support, retain teachers and principals

Funding Sources:

ESF Levers: None

Books Local \$500

Formative

Oct


Jan


Mar

Summative

May

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Performance Objective 2: By May 2021, Hays will retain 85% of certified teachers in grades PK-5.

Evaluation Data Sources: TEA Certification

Summative Evaluation: None





Strategy 1: Hays STEAM Academy will maintain an open-door policy between leadership and teaching staff so teachers feel supported and comfortable.	
Strategy's Expected Result/Impact: Retention of highly qualified employees to fill vacancies.	Formative
Staff Responsible for Monitoring: Administrators	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: Recruit, support, retain teachers and principals	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	
Strategy 2: Teachers will be well trained on content and supplemental STEAM so they are competent delivering instruction in the classroom.	
Strategy's Expected Result/Impact: Retention of highly qualified employees.	Formative
Staff Responsible for Monitoring: Administrators Instructional Specialist	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Recruit, support, retain teachers and principals	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Summative
Problem Statements: Demographics 2	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Demographics	
Problem Statement 2: Hays STEAM Academy consists of 39% new staff members for the 2020-2021 school year. Root Cause: Two new PK classes were established this year. In addition, several teachers accepted promotions within ECISD, while several relocated to different parts of the state. Finally, three permanent subs were replaced with certified teachers.	

Performance Objective 3: Hays teachers will refine the outstanding culture of student-centered decision making and develop a common understanding of quality instructional practices.

Evaluation Data Sources: Students, parents, teachers

Summative Evaluation: None





Strategy 1: Teacher teams will weekly evaluate student work to identify gaps between student products and the exemplars. These gaps will drive the creation of re-teach plans.

Strategy's Expected Result/Impact: Targeted lessons for re-teach will improve student performance.		Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Teachers, Administrators		
Title I Schoolwide Elements: 2.4, 2.5	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 4: In 2020-21, Hays STEAM Academy will offer a job-embedded, personalized professional learning system for teachers.

Evaluation Data Sources: Eduphoria

Summative Evaluation: None

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: Hays STEAM Academy will provide individualized teacher support so a minimum of 10% of the staff leave the campus at the end of the year.	Formative Oct Jan Mar Summative May	
Staff Responsible for Monitoring: Administrators		
Title I Schoolwide Elements: 2.5		Problem Statements: None
TEA Priorities: Recruit, support, retain teachers and principals		Funding Sources: None
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers		
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 5: 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



Summative Evaluation: None

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.

<p>Strategy's Expected Result/Impact: 90% of classroom walk-throughs and lesson plans will show evidence of DDI, AVID, and Blended Learning components.</p>	Formative
<p>Staff Responsible for Monitoring: Administrators Teachers</p>	Oct
<p>Title I Schoolwide Elements: 2.5, 2.6</p>	Jan
<p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p>	Mar
<p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Summative
<p>Problem Statements: School Culture and Climate 1 Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Conscious Discipline Training, books, site license, materials Local \$4,000</p>	May

Strategy 2: Support for first-third year teachers will include a bi-monthly PLC 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 and virtual instruction.

<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</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>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: None</p>	Formative
	<p>Funding Sources: None</p>	Oct
		Jan
		Mar
		Summative
		May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Culture and Climate

Problem Statement 1: Conscious Discipline is not fully implemented in all classrooms or grade levels because 11 out of 31 teachers are new to the campus.. **Root Cause:** All teachers have not been trained and some do not understand how Conscious Discipline fits into their grade level. After school training's will begin in September.

Curriculum, Instruction, and Assessment





Problem Statement 1: 37% of teachers do not fully comprehend and use with fidelity the AVID program. **Root Cause:** Not all teachers have attended AVID Summer Institute or AVID Foundations..

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

Performance Objective 1: The percentage of students reading on grade level in grades K-2 will increase 30% from the BOY MAP to EOY MAP assessment.

Evaluation Data Sources: RIT score from MAP

Summative Evaluation: None

Strategy 1: Students will use MAP 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.	Formative
Staff Responsible for Monitoring: Teachers Administrators	Oct
Title I Schoolwide Elements: 2.4, 2.5	Jan
TEA Priorities: Build a foundation of reading and math	Mar
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: None	May
Funding Sources: None	
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.	Formative
Staff Responsible for Monitoring: Teachers, Administrators	Oct
Title I Schoolwide Elements: None	Jan
TEA Priorities: Build a foundation of reading and math	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	Summative
Problem Statements: None	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 2: 3rd grade reading "Meets" percentages will increase from 54% (2019 STAAR) to 64% (+4% min.) as measured by the 2021 STAAR assessment.

Evaluation Data Sources: TAPR Report

Summative Evaluation: None

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/instruction.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal	
Title I Schoolwide Elements: None	
TEA Priorities: Build a foundation of reading and math	
ESF Levers: Lever 1: Strong School Leadership and Planning	
Problem Statements: None	
Funding Sources: None	
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.	Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Principal Assistant Principal	
Title I Schoolwide Elements: None	
TEA Priorities: Build a foundation of reading and math	
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	
Problem Statements: None	
Funding Sources: None	

Strategy 3: All teachers will have access to Lyrics 2 Learn and Flocabulary to use in planning enrichment activities for reading.

Strategy's Expected Result/Impact: Teachers will use these online programs daily to plan enrichment activities for reading.	Formative
Staff Responsible for Monitoring: Teachers, Principal Assistant Principal	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math	Mar
ESF Levers: None	Summative
Problem Statements: Technology 1	May
Funding Sources: Lyrics2Learn site license; Flocabulary site license Local \$4,500	

Strategy 4: Students will follow Donalyn Miller's "The Book Whisperer and read an average of 40 books for the year.

Strategy's Expected Result/Impact: Focusing on independence, The Book Whisperer provides an outline for how to empower students to lead their own reading.	Formative
Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math	Mar
ESF Levers: None	Summative
Problem Statements: None	May
Funding Sources: None	

Strategy 5: Scholars will utilize Handwriting Without Tears to improve writing skills throughout the curriculum.

Strategy's Expected Result/Impact: Improved handwriting skills by 50%.	Formative
Staff Responsible for Monitoring: Teachers Administrators	Oct
Title I Schoolwide Elements: 2.5, 2.6	Jan
TEA Priorities: Build a foundation of reading and math	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Summative
Problem Statements: Student Achievement 1	May
Funding Sources: Handwriting Without Tears consumables Local \$4,000	



No Progress



Accomplished



Continue/Modify



Discontinue

Student Achievement

Problem Statement 1: Compared to the state, not every student is showing growth in reading. Hays growth score was 76 compared to the state growth score of 81. **Root Cause:** Instruction is not reaching the depth and complexity of the TEKS.





Technology

Problem Statement 1: Teachers are using technology in instruction but are under utilizing technology in student output. **Root Cause:** Only 70% of teachers are using technology as a form of student output/assessment.

Performance Objective 3: 3rd grade math "Meets" percentages will increase from 60% (2019 STAAR) to 67% (+4% min.) as measured by the 2021 STAAR assessment.

Evaluation Data Sources: TAPR Report





Summative Evaluation: None

Strategy 1: At least one time per week, administrators will spend time coaching teachers during the math block.		
Strategy's Expected Result/Impact: Fidelity of implementation.		Formative
Staff Responsible for Monitoring: Administrators		Oct
Title I Schoolwide Elements: None	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources: None	Mar
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers		Summative
		May
Strategy 2: 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.		Formative
Staff Responsible for Monitoring: Teachers Administrators		Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Jan
TEA Priorities: Build a foundation of reading and math	Funding Sources: None	Mar
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 4: The percentage of students that Met Standard on all subjects/grades tested will increase from 58% (2019 STAAR) to 68% (+4% min.) as measured by the 2021 STAAR assessment.

Evaluation Data Sources: TAPR Report





Summative Evaluation: None

Strategy 1: The AVID Site Team will develop monthly model lessons that incorporate Depth and Complexity with AVID strategies. Teachers will use these lessons to introduce the D&C icons to their scholars.	
Strategy's Expected Result/Impact: 100 % of teachers will learn to develop level 3 questions.	Formative
Staff Responsible for Monitoring: AVID Site Team Teachers Administrators	Oct Jan Mar
Title I Schoolwide Elements: 2.4, 2.5	Summative
TEA Priorities: Build a foundation of reading and math	
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	May
Problem Statements: Curriculum, Instruction, and Assessment 1	
Funding Sources: None	
Strategy 2: The AVID Site Team will send out monthly suggestions for using AVID strategies during classroom instruction so that scholars can demonstrate their thinking and problem solving.	
Strategy's Expected Result/Impact: Scholars will be able to explain their thinking and problem solving through AVID strategies.	Formative
Staff Responsible for Monitoring: AVID Site Team	Oct Jan Mar
Title I Schoolwide Elements: 2.5	Summative
TEA Priorities: Build a foundation of reading and math	
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	May
Problem Statements: Curriculum, Instruction, and Assessment 1	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	
Curriculum, Instruction, and Assessment	
Problem Statement 1: 37% of teachers do not fully comprehend and use with fidelity the AVID program. Root Cause: Not all teachers have attended AVID Summer Institute or AVID Foundations..	

Performance Objective 5: Performance Objective 12: The percentage of students meeting or exceeding the growth target will increase from 58% (2019 STAAR) to 62% (+3% min.) as measured by the 2021 STAAR assessment.

Evaluation Data Sources: TAPR Report

Summative Evaluation: None

Strategy 1: 100% of scholars in grades 1-5 will conference with an administrator a minimum of twice per year about their progress towards achieving mastery on STAAR.		
<p>Strategy's Expected Result/Impact: 100% of scholars will be able to explain their goals, progress towards those goals, and any support needed. Scholars will feel connected to another adult in the building other than their classroom teacher and will celebrate progress with this adult at least twice per year.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: Connect high school to career and college</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<p>Formative</p> <p>Oct</p> <p>Jan</p> <p>Mar</p>	
	<p>Problem Statements: None</p>	Summative
	<p>Funding Sources: None</p>	May
Strategy 2: 100% of scholars in grades 1-5 will conduct a student-led conference with a parent in the spring of 2021.		
<p>Strategy's Expected Result/Impact: 100% of scholars will be able to track and explain their goals and progress to a parent. Parents will participate in helping the scholar set and reach their personal goals.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I Schoolwide Elements: 3.2</p> <p>TEA Priorities: None</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<p>Formative</p> <p>Oct</p> <p>Jan</p> <p>Mar</p>	
	<p>Problem Statements: None</p>	Summative
	<p>Funding Sources: None</p>	May
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>		

Performance Objective 6: Implement innovative instructional models which enable personalized learning for all students.

Evaluation Data Sources: Improve quality of instruction


Summative Evaluation: None


Strategy 1: Implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments, Formative Assessments, and Aggressive Monitoring.	
Strategy's Expected Result/Impact: Track learning and growth weekly.	Formative
Staff Responsible for Monitoring: Students Teachers Administrators	Oct
Title I Schoolwide Elements: 2.4, 2.5	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: None	May
Funding Sources: None	
Strategy 2: Implement research based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Enriched Advanced Academics, and/or Project Based Learning.	
Strategy's Expected Result/Impact: Empowering 100% of students by personalizing learning skills.	Formative
Staff Responsible for Monitoring: Students Teachers Administrators	Oct
Title I Schoolwide Elements: 2.4, 2.5	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Summative
Problem Statements: Student Achievement 1	May
Funding Sources: None	

Strategy 3: Continue the Professional Learning Communities where teams, implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path.

Strategy's Expected Result/Impact: 100% of teachers will personalize learning for 100% of students.	Formative Oct Jan Mar
Staff Responsible for Monitoring: Teachers Administrators	
Title I Schoolwide Elements: 2.5 TEA Priorities: None ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	
Problem Statements: None Funding Sources: None	
Summative	
May	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Student Achievement

Problem Statement 1: Compared to the state, not every student is showing growth in reading. Hays growth score was 76 compared to the state growth score of 81. **Root Cause:** Instruction is not reaching the depth and complexity of the TEKS.

Performance Objective 7: English Learners achieving Advanced and Advanced High Composite Level scores will increase by 2 percentage points for the academic year 2020-2021.

Evaluation Data Sources: TELPAS Report; TAPR Report

Summative Evaluation: None

Strategy 1: 100% of bilingual teachers will practice writing in English each month for each subject.		
Strategy's Expected Result/Impact: All EL students will have regular practice writing in English.		Formative
Staff Responsible for Monitoring: Teachers, AP, LPAC Coordinator		Oct
Title I Schoolwide Elements: 2.4, 2.5	Problem Statements: None	Jan
TEA Priorities: Build a foundation of reading and math	Funding Sources:	Mar
ESF Levers: Lever 5: Effective Instruction	None	Summative
		May
Strategy 2: 100% of EL students will practice speaking in English using various apps on the i-Pads or by creating a monthly podcast.		
Strategy's Expected Result/Impact: EL students will have frequent practice speaking into a microphone and listening to their own voice well before TELPAS.		Formative
Staff Responsible for Monitoring: Bilingual Teachers		Oct
Title I Schoolwide Elements: 2.4, 2.5	Problem Statements: None	Jan
TEA Priorities: Build a foundation of reading and math	Funding Sources:	Mar
ESF Levers: Lever 5: Effective Instruction	None	Summative
		May

Strategy 3: LPAC Committee made up of all bilingual teachers and the Assistant Principal will meet at least quarterly to discuss progress of each student and determine any needed interventions/acceleration.

Strategy's Expected Result/Impact: The needs of 100% of EL students will be met and their English proficiency as measured by TELPAS will increase by the end of the school year.

Staff Responsible for Monitoring: Assistant Principal, LPAC Coordinator

Title I Schoolwide Elements: 2.4, 2.5

Problem Statements: None

TEA Priorities: Build a foundation of reading and math

Funding Sources:

ESF Levers: Lever 5: Effective Instruction

None

Formative

Oct

Jan

Mar

Summative

May



No Progress



Accomplished



Continue/Modify







Discontinue

Performance Objective 8: Provide daily and weekly parent communication so that all parents are aware of campus events before they occur.

Evaluation Data Sources: Parent surveys, Class Dojo, Smore, Twitter, Facebook

Summative Evaluation: None

Strategy 1: 100% of teachers will use Class Dojo as a way to text parents important information.	
Strategy's Expected Result/Impact: 100% of teachers will send out weekly reminders of important events.	Formative
Staff Responsible for Monitoring: Teachers, Principal	Oct
Title I Schoolwide Elements: 3.1, 3.2	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 3: Positive School Culture	Summative
Problem Statements: None	May
Funding Sources: None	
Strategy 2: Weekly grade level newsletters will be sent home. The principal will send home a monthly family newsletter. The family newsletter will be sent 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: 100% of parents will be informed of all upcoming event before they occur.	Formative
Staff Responsible for Monitoring: Teachers, Principal	Oct
Title I Schoolwide Elements: 3.1, 3.2	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 3: Positive School Culture	Summative
Problem Statements: None	May
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

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

Evaluation Data Sources: Sign-in sheets

Summative Evaluation: None

Strategy 1: Several "Coffee wit the Principal" events will be planned for the year. These events will be held at 8:30 am and again at 5:30 pm in both English and Spanish.

<p>Strategy's Expected Result/Impact: Parents will be able to ask questions and give feedback to the principal.</p> <p>We will work together with parents to develop the Parent and Family Engagement Policy and the Parent Compact.</p> <p>Parents will have an opportunity to learn about various curriculum initiatives through short trainings.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative
	Oct
	Jan
	Mar
	Summative
	May
<p>Title I Schoolwide Elements: 3.2</p> <p>TEA Priorities: None</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<p>Problem Statements: School Culture and Climate 2</p> <p>Funding Sources: Coffee, juice, donuts, muffins, cups, napkins Title One School-wide \$500</p>

Strategy 2: Family STEAM nights will be held a minimum of twice per year. Parents will participate in STEAM activities with their scholars.

<p>Strategy's Expected Result/Impact: All families will be provided time to experience STEAM activities with their scholars.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p>	Formative
	Oct
	Jan
	Mar
	Summative
	May
<p>Title I Schoolwide Elements: 3.2</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	<p>Problem Statements: School Culture and Climate 2 Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Materials for Family STEAM nights Title One School-wide \$300</p>

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

School Culture and Climate

Problem Statement 2: Hays STEAM Academy parents will be have the opportunity to ask questions and provide feedback to the principal. **Root Cause:** Not all parents are

skilled in the social media apps Hays STEAM Academy utilizes.

Curriculum, Instruction, and Assessment





Problem Statement 2: During family STEAM nights, 25% of parents did not comprehend all components of STEAM taught at Hays, especially the engineering component.

Root Cause: Lack of parental exposure to the engineering curriculum.

Performance Objective 10: 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: Pictures, Letters, Presentations

Summative Evaluation: None

Strategy 1: 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.		Formative
Staff Responsible for Monitoring: AVID Site Team, Administrators		Oct
Title I Schoolwide Elements: 2.4, 2.5	Problem Statements: None	Jan
TEA Priorities: Build a foundation of reading and math	Funding Sources: None	Mar
ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction		Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 11: Students achieving the Meets Standard on the state assessment in Science will increase from 53% to 63% by May 2021.

Evaluation Data Sources: STAAR Data

Summative Evaluation: None

Strategy 1: 100% of students will participate in the Science fair. Grades 3-5 will complete individual projects. K-2 will turn in individual projects, work with a partner, or participate in a class project.

<p>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.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>TEA Priorities: Connect high school to career and college</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: None</p>	Formative
	Oct
	Jan
	Mar
	Summative
	May

Strategy 2: 100% of K-5 teachers will have access to Brain Pop and Generation Genius to use in lesson planning.

<p>Strategy's Expected Result/Impact: Teachers will use multiple resources to plan and implement quality lessons that meet the depth and complexity of the TEKS.</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Technology 1</p> <p>Funding Sources: Brain Pop Site License; Generation Genius Site License Local \$2,500</p>	Formative
	Oct
	Jan
	Mar
	Summative
	May



No Progress



Accomplished



Continue/Modify



Discontinue

Student Achievement

Problem Statement 2: Only 53% of Hays scholars scored at Meets Grade Level or above. We were below the state score of 54% . **Root Cause:** Hays needs to monitor student progress monthly in PLC meetings.

Technology

Problem Statement 1: Teachers are using technology in instruction but are under utilizing technology in student output. **Root Cause:** Only 70% of teachers are using

Performance Objective 12: Students achieving the Masters Standard on the state assessment in Reading will increase from 33% to 43% by May 2021.

Evaluation Data Sources: TAPR Report

Summative Evaluation: None

Strategy 1: 100% of scholars in grades 1-5 will set reading goals and track them in their AVID binder 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.	Formative Oct
Staff Responsible for Monitoring: Teachers	
Title I Schoolwide Elements: 2.4, 2.5, 3.2	Problem Statements: None
TEA Priorities: Build a foundation of reading and math	
ESF Levers: Lever 4: High-Quality Curriculum	Funding Sources: None
	Summative May
Strategy 2: 100% of scholars in grades 3-5 will conference with an administrator a minimum of twice per year about their 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 their classroom teacher and will celebrate progress with this adult at least twice per year.	Formative Oct
Staff Responsible for Monitoring: Principal, Assistant Principal	
Title I Schoolwide Elements: 2.4, 2.5	Problem Statements: None
TEA Priorities: Build a foundation of reading and math	
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Funding Sources: None
	Summative May

Strategy 3: 100% of scholars in grades 1-5 will conduct a student-led conference with a parent in the spring of 2020.

<p>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.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I Schoolwide Elements: 3.2</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative
	Oct
	Jan
	Mar
	Summative
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 13: Students achieving the Writing standard on the state assessment in Writing will increase from 21% to 31% by May 2021.

Evaluation Data Sources: TAPR Report


Summative Evaluation: None


Strategy 1: Fourth grade scholars will use released STAAR writing samples and formative assessment writing samples to practice editing and revising skills a minimum of four times prior to the test.	
Strategy's Expected Result/Impact: 85% of scholars will be able to apply editing and revising skills to authentic student writing.	Formative
Staff Responsible for Monitoring: Teachers, Principal, Assistant Principal	Oct
Title I Schoolwide Elements: 2.4, 2.5	Jan
TEA Priorities: Build a foundation of reading and math	Mar
ESF Levers: Lever 5: Effective Instruction	Summative
Problem Statements: Student Achievement 1	May
Funding Sources: None	
Strategy 2: Fourth grade scholars will practice scoring released STAAR writing samples using the TEA provided scoring rubric a minimum of two times prior to the test.	
Strategy's Expected Result/Impact: Scholars will analyze authentic student writing and determine what it takes, according to the TEA rubric, to achieve a score of 4 in writing.	Formative
Staff Responsible for Monitoring: Teachers, Administrators	Oct
Title I Schoolwide Elements: 2.4, 2.5	Jan
TEA Priorities: None	Mar
ESF Levers: Lever 5: Effective Instruction	Summative
Problem Statements: Student Achievement 1	May
Funding Sources: None	

Strategy 3: 100% of scholars PK-2 grade will use handwriting resources from Handwriting Without Tears to develop fluid, neat handwriting.

<p>Strategy's Expected Result/Impact: Writing will be fluid and enable students to concentrate on content rather than the handwriting process.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	<p>Problem Statements: Student Achievement 1</p>	<p>Funding Sources: consumable workbooks & teacher resources Local \$2,500</p>	Formative
			Oct
			Jan
	Mar	Summative	
	May		

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Student Achievement

Problem Statement 1: Compared to the state, not every student is showing growth in reading. Hays growth score was 76 compared to the state growth score of 81. **Root Cause:** Instruction is not reaching the depth and complexity of the TEKS.

Performance Objective 14: Students achieving the Masters Standard on the state assessment in Science will increase from 20% to 30% by May 2021.

Evaluation Data Sources: TAPR Report

Summative Evaluation: None

Strategy 1: 100% of scholars will participate in weekly hands-on science labs. Scholars will complete a written reflection after each science lab explaining the lab and what was learned.

<p>Strategy's Expected Result/Impact: Students will have hands-on experiences with science and be able to explain their learning through writing.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative
	Oct
	Jan
	Mar
	Summative
<p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: None</p>	May

Strategy 2: As a review of science concepts, pairs of 5th grade students will prepare a short, 30 minutes or less, lesson to present to a lower grade level class.

<p>Strategy's Expected Result/Impact: 100% of scholars will prepare a short lesson on a given science concept. They will be able to teach the concept to a different grade level; thereby, increasing their own knowledge of the topic.</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>TEA Priorities: None</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative
	Oct
	Jan
	Mar
	Summative
<p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: None</p>	May

0% No Progress

100% Accomplished

Continue/Modify

Discontinue





Student Achievement

Problem Statement 2: Only 53% of Hays scholars scored at Meets Grade Level or above. We were below the state score of 54% . **Root Cause:** Hays needs to monitor student progress monthly in PLC meetings.

Performance Objective 15: Coordinated School Health requirements in fitness assessment and physical activity levels will be met by 2020-21 in all physical education classes.

Evaluation Data Sources: fitness gram

Summative Evaluation: None

Strategy 1: 100% of scholars will participate in daily recess for a minimum of 20 minutes.		
Strategy's Expected Result/Impact: 100% of students will be physically active during the day in addition to PE time.		Formative
Staff Responsible for Monitoring: Teachers		Oct
Title I Schoolwide Elements: 2.5, 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: Lever 5: Effective Instruction	None	Summative
		May
Strategy 2: 100% of teachers PK-5 will utilize Go Noodle for classroom breaks and indoor recess when needed.		
Strategy's Expected Result/Impact: 100% of students will have access to physical activity breaks in the classroom on a daily basis.		Formative
Staff Responsible for Monitoring: Teachers		Oct
Title I Schoolwide Elements: 2.5, 2.6	Problem Statements: None	Jan
TEA Priorities: None	Funding Sources:	Mar
ESF Levers: Lever 5: Effective Instruction	None	Summative
		May
 No Progress  Accomplished  Continue/Modify  Discontinue		

Campus Funding Summary

Donated Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1	Chevron Grant - PLTW		\$9,250.00
Sub-Total					\$9,250.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Sails, Installation kit, steel wire rope, thimbles and clamps		\$2,000.00
1	4	2	SeeSaw Premium		\$1,485.00
1	7	1	AVID Summer Institute		\$4,250.00
1	8	2	EIE Replacement Kits		\$3,600.00
2	1	2	Books		\$500.00
2	5	1	Conscious Discipline Training, books, site license, materials		\$4,000.00
3	2	3	Lyrics2Learn site license; Flocabulary site license		\$4,500.00
3	2	5	Handwriting Without Tears consumables		\$4,000.00
3	11	2	Brain Pop Site License; Generation Genius Site License		\$2,500.00
3	13	3	consumable workbooks & teacher resources		\$2,500.00
Sub-Total					\$29,335.00
Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	9	1	Coffee, juice, donuts, muffins, cups, napkins		\$500.00
3	9	2	Materials for Family STEAM nights		\$300.00
Sub-Total					\$800.00
Grand Total					\$39,385.00

Addendums