

Ector County Independent School District

Hays Magnet Academic Academy

2019-2020 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Top 25 Percent: Comparative Academic Growth



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 **Honor, Integrity, and Never-ending Enthusiasm.**

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 63 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).

Based on the 2018-19 PEIMS student data, the student population consists of 396 scholars. The demographic breakdown includes:

184 males (46.46%)

212 are female (53.54%)

281 are Hispanic (70.95%)

68 are white (17.17%)

32 are African American (8.08%)

9 are two or more races (2.27%)

2 are Pacific Islander (.50%)

4 are Asian (1.01%)

Hays has 177 students, (44.69%), considered economically disadvantaged students. 83 students, (20.95%), meeting the criteria for at-risk students, and no migrant students. Seven students, (1.76%), are enrolled in special education (speech only), three students, (.75%), receive dyslexia services, and 50, (12.62%), are LEP students. 51 students, (12.87%), are enrolled in a bilingual education program. Two students, (.50%), are classified as ESL students. Five students, (1.26%), are classified as homeless. 95 students, (23.98%), are served through the district Scholars in Progress program for students identified gifted and talented.

We have two full-day Pre-Kindergarten units serving three and four year old students with a total of 44 scholars. One full-day Pre-Kindergarten unit of 22 students is available for ECISD employees' children ages three and four. The second full-day Pre-Kindergarten unit is open to the public and serves 22 students.

Attendance rate for Hays was 96.1% for 2018-2019.

Hays employees 28 Classroom Teachers, three Aides, two Administrators, one Instructional Specialist, one Counselor, one Secretary, one Magnet Clerk, and one Attendance Clerk. Hays shares a Dyslexia Therapist with Blackshear Elementary and a Speech Therapist with Blanton Elementary. All classroom teachers hold a Bachelor's Degree, (100%), and three hold a Master's Degree, (10.7%). All staff at Hays, with the exception of two custodians, are female. 64.9% of personnel are white and 29.23% are Hispanic.

In 2018-2019, two teachers were beginning teachers, seven had between 1-5 years of experience, 8 had between 6-10 years of experience, four had between 11-20 years of experience, and seven had over 20 years of experience. Eight teachers left the campus at the end of 2018-2019 school year, which is 28.57% of the classroom teachers. Of these eight, one transferred to a Technology Specialist position, three transferred to other ECISD campuses, one moved out of town, one left the district. Beginning in 2019-2020, Hays has a long-term substitute teacher in first grade bilingual and in fourth grade. Two additional long-term substitutes are working in first and third grades to cover teachers on maternity leave. Four teachers will begin their first year in the classroom. Hays had added an Art Teacher and an Instructional Specialist this year.

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 few new students during a school year.

Demographics Strengths

1. The large population of GT students on the campus are served by two full time GT teachers.
2. Parent involvement is also a strength. Many parents volunteer through the district's VIPS program, come to eat lunch with their scholars, and attend school functions regularly. At "Meet the Teacher" in August, 2018, 348 out of 399 scholars had parents attend (87%). Hays has recently formed a PTA at the request of parents and had over 40 parents in attendance at the June meeting.
3. Another demographic strength is the low turnover of students during the school year. Rarely does a student leave during the year and very few students enter Hays after school begins.
4. Hays maintains a good attendance rate that is above the district and state averages. 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 in the program. Teachers and office staff closely monitor attendance and students are placed on a growth plan when they reach a predetermined number of absences.

Student Achievement

Student Achievement Summary

ISIP Reading results from May 2019 indicate the following:

Total number of students tested: 339

Tier I students: 314 (92.62%)

Tier II students: 17 (5.01%)

Tier III students: 8 (2.3%)

In May 2019, second and fifth grades had the highest percentage (96%) on Tier I and first grade had the lowest percentage (85%) of students on Tier I.

Grade Level Average Lexile Levels in May 2019

Kindergarten - 30L

First Grade- 360L

Second Grade- 740 L

Third Grade- 965 L

Fourth Grade- 995 L

Fifth Grade- 1065 L

All of these Lexile levels are on track or above the average Lexile levels for College and Career Readiness according to the website <https://Lexile.com/parents-students/measuring-growth-Lexile-measures/evaluating-performance-by-grade/>

The campus met standard on STAAR 2019 with an overall score of an "A" which is an improvement from the 2018 rating of "B".

Domain I Student Achievement

Hays 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 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 an 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
2017	75	61	92	91	94	91

Reading

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

Math

2019	80	60	92	94	91	92
2018	81	67	90	90	92	90
2017	79	64	94	94	94	91

State Assessment Results -- Approaches

3rd Grade STAAR Reading Approaches Grade Level

Year	State	District	Hays	Hispanic	White	EcoDis
2019	75	66	94	95	100	100
2018	77	69	92	91	N/A	N/A
2017	73	63	96	96	100	96

3rd Grade STAAR Reading Meets Grade Level

Year	State	District	Hays	Hispanic	White	Eco Dis
2019	42	36	55	42	40	42
2018	43	32	46	44	N/A	N/A
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		

Year State District Hays Hispanic White Eco Dis

2017	49	37	72	74	77	62
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3rd Grade STAAR Math Masters Grade Level

Year State District Hays Hispanic White Eco Dis

2019	24	15	36	42	20	47
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2018	23	16	17	19	N/A	N/A
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2017	26	17	44	48	46	35
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4th Grade STAAR Reading Approaches Grade Level

Year State District Hays Hispanic White Eco Dis

2019	73	65	93	95	90	94
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2018	73	60	92	89		95
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2017	70	55	98	98	100	100
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4th Grade STAAR Reading Meets Grade Level

Year State District Hays Hispanic White Eco Dis

2019	36	33	57	51	80	53
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2018	46	33	60	59		58
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2017	44	30	78	80	85	81
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4th Grade STAAR Reading Masters Grade Level

Year State District Hays Hispanic White Eco Dis

2019	28	14	23	21	40	18
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2018	24	16	40	46	N/A	37
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2017	24	14	37	38	46	26
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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

Year State District Hays Hispanic White Eco Dis

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

Year	State	District	Hays	Hispanic	White	Eco Dis
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

Four Year Old Pre- K Data

33 four-year old scholars finished the school year at Hays.

100% are able to identify 20 or more capital letters

94% are able to identify 20 or more lower case letters

100% are able to produce the correct sound for a given letter

91% can name all 26 capital letters

82% can name all 26 lower case letters

76% can produce all 26 letter sounds

Three Year Old Pre K Data

Ten three year old scholar's finished the year at Hays.

15.9 is the average number of capital letters identified.

14.1 is the average number of lower case letters identified.

11.3 is the average number of correct sounds produced for a given letter.

Student Achievement Strengths

1. All of the average grade Level Lexile levels are on track or above the average Lexile levels for College and Career Readiness according to the website <https://Lexile.com/parents-students/measuring-growth-Lexile-measures/evaluating-performance-by-grade/>
2. 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: Not every student is making a year of growth in reading and math. **Root Cause:** Instruction is not reaching the depth and complexity of the TEKS.

Problem Statement 2: Less than 70% of Hays students reached the "Meets Standard" on any STAAR test. **Root Cause:** Instruction is not reaching the depth and complexity of the TEKS. Edit Associated Areas

Problem Statement 3: Less than 50% of Hays students reached the "Masters Standard" on any STAAR test. **Root Cause:** Instruction is not reaching the depth and complexity of the TEKS.

Problem Statement 4: Istation scores indicate that not all classes made the same amount of progress in one year. **Root Cause:** All students do not receive the same quality of instruction.

Problem Statement 5: Students are unable to explain their learning or thought process in writing. **Root Cause:** Lack of time spent writing across content areas.

School Culture and Climate

School Culture and Climate Summary

Student attendance for 2018-2019 at Hays STEAM Academy was 96.1% up from 95.9% for 2017-18.

Employee attendance is good. Teachers understand the importance of their role in learning. In 2018-2019, Hays had several teachers with more than ten total absences. Many of these were due to personal or family illnesses that led to multiple days missed. There are few 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 2018-2019 there were 77 discipline referrals written for 35 different scholars at Hays. Most discipline referrals come from the primary grades due to the fact 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. No students were placed at the Elementary Alternative Campus in 2018-2019.

The campus uses CHAMPS procedures for common areas and classroom activities. At Hays, CHAMPS is known as "SHINE" to fit the school motto. Two years ago, the campus began implementing Conscious Discipline. There is a varied level of implementation across the classrooms. During 2019-2020, the campus will participate in the online 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 PreK centers to determine the best way to roll this out to families.

In 2018-2019 a school climate survey was sent to staff. 97% indicated the campus climate as favorable. The greatest strength of the campus compared to other elementary schools, according to the survey, is Staff and Family Relationships. This was rated 92% favorable which is 26 points more than the average elementary school. 96% of those surveyed responded favorable to the question "How much trust exists between school leaders and faculty?" This is up 32 points for fall 2017.

Parent involvement at Hays is excellent. 100% of students had a parent attend at least one school event in 2018-2019. Parents are engaged through monthly "Coffee and Donuts with the Principal" where short trainings on different topics are offered in English and Spanish. Average attendance for these meetings was 20-40 parents per month. Last year, we had trainings on AVID, writing, reading, math, and Title I. These sessions occurred early in the school day or prior to dismissal. This year, there will be an additional offering at 5:30 p.m. to meet the needs of working families. 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. Parents are encouraged and welcome to eat lunch with their scholars as often as possible. Most days, the cafeteria hosts over 20 parents. Many of our parents with students in the SIP program come to campus on their scholar's SIP day to learn and play chess with their scholars in the cafeteria.

The campus does have some parents who are non-English speaking. An effort is made to send home all notes in Spanish as well as to provide all trainings and meetings in Spanish. The monthly Hays Family Newsletter is sent out through SMORE which offers translation in several languages.

School Culture and Climate Strengths

1. Attendance and behavior of scholars and staff are a strength. Scholars know when they return to school after an absence that they were missed. The learning opportunities on campus are such that scholars do not want to miss out. Staff has a high attendance rate because they understand that no one else can perform the job in the same way they can if they are absent.

2. Scholarly behavior of all students is 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.

3. Parent involvement is also a strength. Parents are involved in scholars' learning by signing the daily planner sent home and attending campus functions.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Conscious Discipline is not fully implemented in all classrooms. **Root Cause:** All teachers have not been trained and some do not understand how Conscious Discipline fits into their grade level.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Recruitment and placement of high quality staff is done at the district level.

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 mentee are expected to meet at least weekly for 30 minutes. New teachers meet monthly with administrators and the Instructional Specialist to review campus procedures and expectations, as well as review data.

Teachers in need of improvement meet regularly with their TTESS appraiser and the Instructional Specialist to work towards goals listed in their improvement plan. Professional Development to help improve instruction is determined on an individual basis for these teachers.

Eight teachers left the campus at the end of 2018-2019 school year, which is 28.57% of the classroom teachers. Of these eight, one transferred to a Technology Specialist position, three transferred to other ECISD campuses, one moved out of town, one left the district, and two that were uncertified were replaced by certified teachers.

Four teachers will begin their first year in the classroom this year. The first grade bilingual teacher is a long term substitute who is certified in Puerto Rico and working on her certification in Texas. Hays has added an Art Teacher and an Instructional Specialist this year. Average class sizes for PK are 22. Average class sizes, as of August 12, for other grades are as follows: Kindergarten monolingual 20.3, Kindergarten bilingual 11, First grade monolingual 18.6, First Grade bilingual 7, Second grade monolingual 15.3, Second grade bilingual 11, Third grade monolingual 19.5, Third grade bilingual 9, Fourth grade monolingual 20, Fourth grade bilingual 11, Fifth grade monolingual 19.5, Fifth grade bilingual 8.

Hays employees 26 Classroom Teachers, two Gifted and Talented teachers, three Instructional Paraprofessionals, two Administrators, one Instructional Specialist, one Counselor, one Secretary, one Magnet Clerk, and one Attendance Clerk. Hays shares a Dyslexia Therapist with Blackshear Elementary and two Speech Therapists with other campuses. All classroom teachers hold a Bachelor's Degree, 100%, and three hold a Master's Degree, 10.7%. All staff at Hays, with the exception of two custodians, are female. 64.9% of personnel are white and 29.23% are Hispanic.

In 2018-2019, two teachers were beginning teachers, seven had between 1-5 years of experience, eight had between 6-10 years of experience, four had between 11-20 years of experience, and seven had over 20 years of experience. Six teachers left the campus at the end of 2018-2019 school year, which is 28.57% of the classroom teachers. Of these six, one transferred to a Technology Specialist position, three transferred to other ECISD campuses, one moved out of town, one left the district. Beginning in 2019-2020, Hays is fully staffed. One teacher will begin the Odessa Pathways program, the first grade bilingual teacher is certified in Puerto Rico and four additional teachers will begin their first year in the classroom. Hays had added an Art Teacher and an Instructional Specialist this year.

Professional development is planned at the district and campus level. 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, AVID, Conscious Discipline and CHAMPS, and Depth and Complexity. Teachers were surveyed using Google Forms in May 2019 about Professional Learning needs 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 technology use 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 these trainings and to share with the school community via Twitter.

Grade-level PLCs are held weekly in the conference room. This time is used to review curriculum, data, assessments, etc.. It is also used for time to train on campus initiatives. During PLC time, teachers are encouraged and asked to share effective teaching practices with each other. An administrator or the Instructional Specialist meets with teachers during this time. Teachers who have data showing weak student performance are offered assistance from the Instructional Specialist and/or administrators in planning and execution of lessons. This can include help in lesson planning, modeling and co-teaching lessons, and observation and coaching feedback.

Employee Data:

Year	# Admin	# Teachers	Instructional Paraprofessionals
16/17	2	32	3
17/18	2	29	3
18/19	2	25	3
19/20	2	26	3

Employee Retention Percentages (% remained from year to year)

Year	Admin	Teachers	Instructional Paraprofessional
16/17 to 17/18	100%	69%	67%
17/18 to 18/19	0%	88%	67%
18/19 to 19/20	100%	79%	100%

Staff Quality, Recruitment, and Retention Strengths

1. The campus is fully staffed with the exception of first grade bilingual which is staffed with a long-term substitute certified in Puerto Rico and a 4th grade teacher enrolled in the OPT program.
2. Small class sizes as compared to the rest of the district.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

All scholars at Hays STEAM Academy attend classes in music, art, and library each week . Students attend PE class 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 to leave the classroom walls through Lego walls in the hallways, Interactive Flat Panels in the hallways, and marker boards where teachers 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 three times 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. In addition, each classroom has the opportunity to participate in Lemonade 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 and Junior Achievement to offer JA curriculum in all classrooms Kindergarten 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 Kindergarten 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.

All teachers use 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 neuro-science 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 weather and were cancelled last year due to rain and clouds. The first one is scheduled for October, 2019 this year.

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 2019-2020 is for each teacher to commit to sponsoring a club for at least one nine-week period.

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.

Curriculum, Instruction, and Assessment Strengths

1. Hays has a friendly, family-like atmosphere where staff work as a team and respect one another. Morning Assembly, or Rocket Launch, enhances the collaboration of culture and sets the daily expectation of scholarly behavior.
2. 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.
3. Teacher willingness to learn and implement new learning in their lessons is excellent. Teachers are willing to take risks and try new things due to the supportive environment on campus.
4. 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: All teachers do not fully comprehend and use with fidelity the AVID program. **Root Cause:** Not all teachers have attended AVID Summer Institute.

Problem Statement 2: Parents do not comprehend all components of STEAM taught at Hays, especially the engineering component. **Root Cause:** Lack of parental exposure to the engineering curriculum.

Problem Statement 3: Conscious Discipline is not fully implemented across the campus. **Root Cause:** Not all teachers have been trained in Conscious Discipline or understand how it fits into their grade level.

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, the school district, Odessa College, University of Texas Permian Basin, and two hospitals.

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 held on August 15, 2019 had 87.7% of students have at least one parent present. Hays parents frequently visit the campus during lunch time. Many days there are two 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.

Last year, we began "Coffee and Donuts with the Principal". We had between 20-50 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 will add sessions at 5:30 to accommodate our working parents.

The campus established a PTA this year at the request of parents. Over 40 people attended the first meeting in June. The PTA board has actively been planning parent education programs and fundraisers for the year.

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 weekly 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 cases, 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 CIT.

2. Active PTA.

3. Parent Involvement

School Context and Organization

School Context and Organization Summary

The campus master schedule was 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 is scheduled a minimum of 45 minutes, three days per week. All classes attend PE 4 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 are asked to pick which time best meets their personal needs. Staff are 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 two nine week periods. 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 evening, 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. 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 one scholar from each class is 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 this year is to improve the Domain 2 score as measured by the 2020 STAAR test from an 85 to a 90. Student progress in all grade levels is the focus. This goal was shared with the staff during August PD and will be 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.

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. The school counselor program offerings.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Scholars are not offered summer learning. **Root Cause:** There is nothing offered in the summer for STEAM education.

Technology

Technology Summary

iPads are 1-1 for Hays scholars in grades K-5. PK classrooms have a set of six to ten iPads for scholar use. 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 the 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 these trainings 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.

Technology Strengths

1. Number of iPads available on campus.
2. Access to multiple technology resources.
3. Willingness of staff to learn and incorporate technology into the classroom.

Problem Statements Identifying Technology Needs

Problem Statement 1: Using technology to demonstrate student learning and/or understanding is not integrated into all teacher's lesson plans weekly. **Root Cause:** Teachers need more practice in how to use technology to assess student learning.

Priority Problem Statements

Problem Statement 1: Not every student is making a year of growth in reading and math.

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

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Less than 70% of Hays students reached the "Meets Standard" on any STAAR test.

Root Cause 2: Instruction is not reaching the depth and complexity of the TEKS. Edit Associated Areas

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Less than 50% of Hays students reached the "Masters Standard" on any STAAR test.

Root Cause 3: Instruction is not reaching the depth and complexity of the TEKS.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Istation scores indicate that not all classes made the same amount of progress in one year.

Root Cause 4: All students do not receive the same quality of instruction.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Students are unable to explain their learning or thought process in writing.

Root Cause 5: Lack of time spent writing across content areas.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Conscious Discipline is not fully implemented in all classrooms.

Root Cause 6: All teachers have not been trained and some do not understand how Conscious Discipline fits into their grade level.

Problem Statement 6 Areas: School Culture and Climate

Problem Statement 7: All teachers do not fully comprehend and use with fidelity the AVID program.

Root Cause 7: Not all teachers have attended AVID Summer Institute.

Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Problem Statement 8: Parents do not comprehend all components of STEAM taught at Hays, especially the engineering component.

Root Cause 8: Lack of parental exposure to the engineering curriculum.

Problem Statement 8 Areas: Curriculum, Instruction, and Assessment

Problem Statement 9: Conscious Discipline is not fully implemented across the campus.

Root Cause 9: Not all teachers have been trained in Conscious Discipline or understand how it fits into their grade level.

Problem Statement 9 Areas: Curriculum, Instruction, and Assessment

Problem Statement 10: Scholars are not offered summer learning.

Root Cause 10: There is nothing offered in the summer for STEAM education.

Problem Statement 10 Areas: School Context and Organization

Problem Statement 11: Using technology to demonstrate student learning and/or understanding is not integrated into all teacher's lesson plans weekly.

Root Cause 11: Teachers need more practice in how to use technology to assess student learning.

Problem Statement 11 Areas: Technology

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
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- 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
- Male / Female performance, progress, and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

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

Goals





Goal 1: Hays STEAM Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas exceed state averages by 10% by 2024.

Performance Objective 1: Students achieving the Meets Standard on the state assessments in Reading will increase from 61% to 71% by May 2020.

Evaluation Data Source(s) 1: STAAR Reading tests Grades 3, 4, 5 2019 and 2020

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities Build a foundation of reading and math 1) The campus will implement a consistent process to disaggregate data and monitor data through Professional Learning Communities (PLCs).</p>	2.4, 2.5, 2.6	Teachers, Principal, Assistant Principal, Instructional Specialist	<p>Data will reflect data driven lessons/instruction.</p> <p>71% of students for all tested grades and content areas will achieve the Meets Standard on short cycle assessments, released test and STAAR tests.</p>				
Problem Statements: Student Achievement 1, 2, 3							
<p>TEA Priorities Build a foundation of reading and math 2) Students will use iStation in the classroom weekly for a minimum of 30 minutes. Students with an overall iStation score between 50-70% will use iStation for a minimum of 60 minutes weekly. Students with an overall iStation score below 50% will use iStation for a minimum of 90 minutes weekly.</p>	2.4, 2.5, 2.6	Classroom teachers, Administrators	All students will grow at least one year in reading ability.				
Problem Statements: Student Achievement 1, 2, 3							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math 3) 3) 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.	2.4, 2.5, 2.6	Administrators	All teachers will provide high-quality ELAR instruction leading to a year of growth for all scholars.				
TEA Priorities Build a foundation of reading and math 4) At least one time per week, administrators and the Instructional Specialist will spend time coaching teachers during the Guided Reading / ELAR block.	2.4, 2.5, 2.6	Administrators Instructional Specialist	Fidelity of implementation of the new ELAR textbook.				
Problem Statements: Student Achievement 1, 2, 3, 4							
TEA Priorities Build a foundation of reading and math 5) All teachers will have access to Lyrics 2 Learn and Flocabulary to use in planning enrichment activities for reading.	2.4	Administrators Teachers	Teachers will use these online programs to plan enrichment activities for reading.				
Problem Statements: Student Achievement 1							
Funding Sources: Title One School-wide - 4000.00							
6) All scholars K-5 will utilize the Accelerated Reading program.	2.4, 2.5	Teachers, Librarian, Administrators	Scholars will read daily at school and at home in their Zone of Proximal Development. Scholars will test on their books as they finish reading. Goals will be set for individual students to work towards.				
Problem Statements: Student Achievement 1							
Funding Sources: Title One School-wide - 5560.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Not every student is making a year of growth in reading and math. Root Cause 1: Instruction is not reaching the depth and complexity of the TEKS.
Problem Statement 2: Less than 70% of Hays students reached the "Meets Standard" on any STAAR test. Root Cause 2: Instruction is not reaching the depth and complexity of the TEKS. Edit Associated Areas
Problem Statement 3: Less than 50% of Hays students reached the "Masters Standard" on any STAAR test. Root Cause 3: Instruction is not reaching the depth and complexity of the TEKS.

Student Achievement

Problem Statement 4: Istation scores indicate that not all classes made the same amount of progress in one year. **Root Cause 4:** All students do not receive the same quality of instruction.





Goal 1: Hays STEAM Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas exceed state averages by 10% by 2024.

Performance Objective 2: Students achieving the Meets Standard on the state assessments in Math will increase from 57% to 67% by May 2020.

Evaluation Data Source(s) 2: STAAR Math tests Grades 3, 4, 5 2019 and 2020.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p>TEA Priorities Build a foundation of reading and math 1) The campus will implement a consistent process to disaggregate data and monitor data through Professional Learning Communities (PLCs).</p>	2.4, 2.5, 2.6	Teachers, Principal, Assistant Principal, Instructional Specialist	<p>Data will reflect data driven lessons/instruction.</p> <p>67% of students for all tested grades and content areas will achieve the Meets Standard on short cycle assessments, released test and STAAR test:</p>				
<p>TEA Priorities Build a foundation of reading and math 2) One teacher from each grade level in K-5 will train their grade level in Number Talks. Number Talks will be part of the math instruction block across all classrooms K-5 at least three times weekly.</p>	2.4, 2.5, 2.6	Number Talks representative, Classroom teachers, Administration, Instructional Specialist	Students will become more fluent in number sense by the end of the school year.				
<p>TEA Priorities Build a foundation of reading and math 3) All students K-5 will use Imagine Math a minimum of one time weekly to review / reteach TEKS they scored low on during a formative assessment. For those students who are behind grade level in math or performing below the 70%, Imagine Math will be used a minimum of 90 minutes weekly.</p>	2.4, 2.5, 2.6	Classroom teacher Instructional Specialist Administrators	All students K-5 will grow at least one year in their math ability.				
Problem Statements: Student Achievement 1, 2, 3							
<p>TEA Priorities Build a foundation of reading and math 4) Administrators will conduct walk through observations specifically during math block at least twice monthly for each teacher to monitor the fidelity of instruction.</p>	2.4, 2.5, 2.6	Administrators	All teachers will provide high-quality math instruction leading to a year of growth for all scholars.				
Problem Statements: Student Achievement 1, 2, 3							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:


Student Achievement
Problem Statement 1: Not every student is making a year of growth in reading and math. Root Cause 1: Instruction is not reaching the depth and complexity of the TEKS.
Problem Statement 2: Less than 70% of Hays students reached the "Meets Standard" on any STAAR test. Root Cause 2: Instruction is not reaching the depth and complexity of the TEKS. Edit Associated Areas
Problem Statement 3: Less than 50% of Hays students reached the "Masters Standard" on any STAAR test. Root Cause 3: Instruction is not reaching the depth and complexity of the TEKS.

Goal 1: Hays STEAM Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas exceed state averages by 10% by 2024.

Performance Objective 3: Students achieving the Meets Standard on the state assessment in Writing will increase from 61% to 71% by May 2020.

Evaluation Data Source(s) 3: STAAR Writing test Grade 4: 2019 and 2020.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) A vertical writing collaborative will be formed from one teacher from each grade level K-5. This group will meet a minimum of one time per month to determine student expectations for writing for the next month. Plans will be shared with the entire staff through grade level planning meetings. Fidelity of implementation will be monitored by the lead teacher for each grade level, the Instructional Specialist, and Administrators.	2.4, 2.5, 2.6	Lead Teachers Administrators Instructional Specialist	The team will develop consistent expectations for writing instruction across the grade levels. All K-5 teachers will spend time teaching writing in all subjects their classrooms.				
2) All scholars will complete a minimum of one monthly writing sample. Each teacher will bring examples of low, medium, and high writing samples to the monthly PLC meeting. Teachers will work together to score the writing and discuss common areas of strength and concerns. This will be used to inform the planning of the writing team.	2.4, 2.5, 2.6	Administrators Teachers Lead Grade Level Teachers Instructional Specialist	Teachers will develop and refine common expectations for student writing.				
3) All teachers K-5 will incorporate writing into each subject area: ELAR, math, science, social studies, health, and engineering a minimum of one time per grading period.	2.4, 2.5, 2.6	Writing Collaborative Administrators Teachers Instructional Specialist	Students will be able to explain their thinking and learning across the disciplines through writing. EL students will increase their proficiency level on the writing portion of TELPAS.				
							

Performance Objective 3 Problem Statements:


Student Achievement
Problem Statement 2: Less than 70% of Hays students reached the "Meets Standard" on any STAAR test. Root Cause 2: Instruction is not reaching the depth and complexity of the TEKS. Edit Associated Areas
Problem Statement 3: Less than 50% of Hays students reached the "Masters Standard" on any STAAR test. Root Cause 3: Instruction is not reaching the depth and complexity of the TEKS.
Problem Statement 5: Students are unable to explain their learning or thought process in writing. Root Cause 5: Lack of time spent writing across content areas.

Goal 1: Hays STEAM Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas exceed state averages by 10% by 2024.

Performance Objective 4: Students achieving the Meets Standard on the state assessment in Science will increase from 53% to 63% by May 2020.

Evaluation Data Source(s) 4: STAAR Science test Grade 5 2019 and 2020.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) All fifth graders will participate in the science fair and complete a project on their own.	2.4, 2.5, 2.6	5th Grade Teachers	5th grade students will be able to name the steps in the scientific method and how to use them to conduct an experiment.				
Problem Statements: Student Achievement 2, 3							
2) All K-5 teachers will have access to Brain Pop and Generation Genius to use in lesson planning.	2.4, 2.5, 2.6	Principal Teachers	Teachers will use multiple resources to plan and implement quality lessons that meet the depth and complexity of the TEKS.				
Problem Statements: Student Achievement 2, 3							
Funding Sources: Title One School-wide - 2550.00							
							

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 2: Less than 70% of Hays students reached the "Meets Standard" on any STAAR test. Root Cause 2: Instruction is not reaching the depth and complexity of the TEKS. Edit Associated Areas
Problem Statement 3: Less than 50% of Hays students reached the "Masters Standard" on any STAAR test. Root Cause 3: Instruction is not reaching the depth and complexity of the TEKS.

Goal 1: Hays STEAM Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas exceed state averages by 10% by 2024.

Performance Objective 5: Students achieving the Masters Standard on the state assessment in Reading will increase from 33% to 43% by May 2020.

Evaluation Data Source(s) 5: STAAR Reading tests Grades 3, 4, 5; 2019 and 2020.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math 1) All scholars in grades 1-5 will set reading goals and track them in their AVID binder or student data folder/binder.	2.4, 2.6	Teachers	All 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.				
Problem Statements: Student Achievement 1, 3							
TEA Priorities Build a foundation of reading and math 2) All scholars in grades 3-5 will conference with an administrator, counselor, or instructional specialist a minimum of twice per year about their progress towards achieving mastery on STAAR.	2.4, 2.6	Administrators Counselor Instructional Specialist	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.				
Problem Statements: Student Achievement 1, 3							
3) All scholars in grades 1-5 will conduct a Student-Led Conference with a parent in the spring of 2020.	2.4, 2.6, 3.2	Teachers	All 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.				
Problem Statements: Student Achievement 1, 3							

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 1: Not every student is making a year of growth in reading and math. Root Cause 1: Instruction is not reaching the depth and complexity of the TEKS.

Student Achievement

Problem Statement 3: Less than 50% of Hays students reached the "Masters Standard" on any STAAR test. **Root Cause 3:** Instruction is not reaching the depth and complexity of the TEKS.

Goal 1: Hays STEAM Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas exceed state averages by 10% by 2024.

Performance Objective 6: Students achieving the Masters Standard on the state assessment in Math will increase from 36% to 46% by May 2020.

Evaluation Data Source(s) 6: STAAR Math tests Grades 3, 4, 5 2019 and 2020.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) A summer enrichment STEAM camp will be held in the summer of 2020 for Hays STEAM Academy scholars.	2.4, 2.5, 2.6	Administration	Scholars will have an opportunity to participate in enrichment activities to deepen their understanding of STEAM .				
Problem Statements: School Context and Organization 1 Funding Sources: Title One School-wide - 20000.00							
TEA Priorities Build a foundation of reading and math 2) All scholars in grades 1-5 will set math goals and track them in their AVID binder or student data folder/binder.	2.4	teachers	All scholars will work towards improving their math fluency and ability and scores on formative assessments in math. Teachers will monitor student progress towards goals and assist in goal setting.				
Problem Statements: Student Achievement 1, 3							
3) All scholars in grades 3-5 will conference with an administrator, counselor, or instructional specialist a minimum of twice per year about their progress towards achieving mastery on STAAR.	2.4, 2.6	Administrators Counselor Instructional Specialist	Scholars will be able to explain their math 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.				
Problem Statements: Student Achievement 1, 3							
4) All scholars in grades 1-5 will conduct a Student-Led Conference with a parent in the spring of 2020.	2.4, 2.6, 3.2	Teachers	All scholars will be able to track and explain their math goals and progress to a parent. Parents will participate in helping the scholar set and reach their personal goals.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math 5) One teacher from each grade level K-5 will be trained in Number Talks. These teachers will share information with their teams and incorporate Number Talks as part of their lesson plans.	2.4, 2.5, 2.6	Teachers Administrators Instructional Specialist	Scholars will participate in Number Talks which are short discussions among a teacher and scholars about how to solve a particular mental math problem. The focus is not on the correct answer, but on all the possible methods of finding the answer. This will increase the scholars' ability to think at a high level.				

Performance Objective 6 Problem Statements:


Student Achievement
Problem Statement 1: Not every student is making a year of growth in reading and math. Root Cause 1: Instruction is not reaching the depth and complexity of the TEKS.
Problem Statement 3: Less than 50% of Hays students reached the "Masters Standard" on any STAAR test. Root Cause 3: Instruction is not reaching the depth and complexity of the TEKS.
School Context and Organization
Problem Statement 1: Scholars are not offered summer learning. Root Cause 1: There is nothing offered in the summer for STEAM education.

Goal 1: Hays STEAM Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas exceed state averages by 10% by 2024.

Performance Objective 7: Students achieving the Writing Standard on the state assessment in Writing will increase from 21% to 31% by May 2020.

Evaluation Data Source(s) 7: STAAR Writing test Grade 4 2019 and 2020.

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Fourth grade scholars will use released STAAR writing samples and formative assessment writing samples to practice editing and revising skills.	2.4	Teachers Administrators	Scholars will be able to apply editing and revising skills to authentic student writing.				
Problem Statements: Student Achievement 3							
2) Fourth grade scholars will practice scoring released STAAR writing samples using the TEA provided scoring rubric.	2.4	Teachers Instructional Specialist Administrators	Scholars will analyze authentic student writing and determine what it takes, according to the the TEA rubric, to achieve a score of 4 in writing.				
Problem Statements: Student Achievement 3							
3) Scholars will be encouraged to write in a journal during the morning dropoff time before morning assembly begins.	2.5	Administrators Teachers with morning duty in cafeteria	Students will increase the amount of time they spend writing.				
Problem Statements: Student Achievement 3							
							

Performance Objective 7 Problem Statements:

Student Achievement
Problem Statement 3: Less than 50% of Hays students reached the "Masters Standard" on any STAAR test. Root Cause 3: Instruction is not reaching the depth and complexity of the TEKS.

Goal 1: Hays STEAM Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas exceed state averages by 10% by 2024.

Performance Objective 8: Students achieving the Masters Standard on the state assessment in Science will increase from 20% to 30% by May 2020.

Evaluation Data Source(s) 8: STAAR Science Grade 5 2019 and 2020.

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) All 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.	2.4	Teachers Administrators Instructional Specialist	Students will have hands-on experiences with science and be able to explain their learning through writing.				
Problem Statements: Student Achievement 3, 5							
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.	2.4, 2.6	Teachers Administrators	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.				
Problem Statements: Student Achievement 3							

Performance Objective 8 Problem Statements:

Student Achievement
Problem Statement 3: Less than 50% of Hays students reached the "Masters Standard" on any STAAR test. Root Cause 3: Instruction is not reaching the depth and complexity of the TEKS.
Problem Statement 5: Students are unable to explain their learning or thought process in writing. Root Cause 5: Lack of time spent writing across content areas.

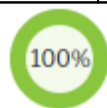
Goal 1: Hays STEAM Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas exceed state averages by 10% by 2024.

Performance Objective 9: Hays student attendance rate will increase from 96.1% to 97.7% by May 2020 (State average was 95.7% in 2017).

Evaluation Data Source(s) 9: District Attendance Reports

Summative Evaluation 9:

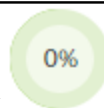
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Office staff will call parent of each student who is absent every day and document the call in Eduphoria. On the After 3 absences, the attendance clerk will call the parents 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.		Office Staff Teachers Administrators	More contact with parents for each absence will lead to fewer student absences for reasons other than illness.				
2) All PK-5th grade scholars, with the help of teachers, will track their absences and tardies in their AVID binder or planner.		Teachers	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.				
3) Recognition for perfect attendance for a week during morning assembly each Monday.		Attendance Clerk Principal	Fewer student absences for reasons other than illness.				
4) Hays parents will be able to 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 the administrator portal to view what's going on in the school, share healthy tips, and send alerts so illnesses don't turn into school-wide epidemics.		School Nurses	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.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: Hays STEAM Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas exceed state averages by 10% by 2024.

Performance Objective 10: Coordinated School Health requirements in fitness assessment and physical activity levels will be met by 2020-21 in physical education classes.

Evaluation Data Source(s) 10: FitnessGram Annual Report

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) All students will participate in daily recess for a minimum of 15 minutes.		Teachers	Students will be physically active during the school day in addition to PE time.				
2) All scholars will participate in PE class four times weekly for 45 minutes. This is above the state required minutes.		Classroom teachers, Principal, PE Coach	Students will spend time each week doing physical activity.				
3) Teachers PK-5 will utilize Go Noodle for classroom breaks and indoor recess when needed.		Teachers	Students will have access to physical activity breaks in the classroom on a daily basis.				





 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 1: Hays STEAM Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas exceed state averages by 10% by 2024.

Performance Objective 11: English Learners achieving Advanced and Advanced High Composite Level scores will increase by 2 percentage points for the academic year 2019-2020.

Evaluation Data Source(s) 11: TELPAS Advanced Level from 41.18% to 42.18%
 TELPAS Advanced High Level from 27.45% to 29.45%

Summative Evaluation 11:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) All bilingual teachers will practice writing in English each month for each subject.	2.4, 2.5, 2.6	Classroom Teachers AP, LPAC Coordinator	All EL students will have regular practice writing in English.				
Problem Statements: Student Achievement 5							
2) All EL students will practice speaking in English using various apps on the ipads or by creating a monthly podcast.	2.4, 2.5, 2.6	Teachers AP, LPAC Chairman	EL students will have frequent practice speaking into a microphone and listening to their own voice well before TELPAS.				
3) All bilingual students will be read to in English. Kindergarten and first grade teachers will read books in English during ESL time. Second-fifth grade teachers will read books in English during ESL time and scholars will read books in English that are on their reading level in English as determined by iStation.	2.4, 2.5, 2.6	Bilingual Teachers	Bilingual students' understanding of English will increase during the year. Students in grades 2-5 will show an increase in English reading level as measured by iStation and TELPAS.				
4) 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 and needed interventions / acceleration.	2.4, 2.5, 2.6	Assistant Principal	The needs of all EL students will be met and their English proficiency as measured by TELPAS will increase by the end of the school year.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 11 Problem Statements:

Student Achievement

Problem Statement 5: Students are unable to explain their learning or thought process in writing. **Root Cause 5:** Lack of time spent writing across content areas.

Goal 1: Hays STEAM Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas exceed state averages by 10% by 2024.

Performance Objective 12: All teachers will consistently use AVID strategies in their classroom.

Evaluation Data Source(s) 12: Photo Circle documentation of AVID strategies.

Summative Evaluation 12:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) All teachers PK-5 will be trained in AVID Foundations prior to the end of October.	2.5, 2.6	AVID Site Team	All teachers PK-5 will have a basic knowledge of the AVID program and utilize AVID strategies in their classrooms.				
Problem Statements: Curriculum, Instruction, and Assessment 1							
2) 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.	2.5, 2.6	AVID Site Team	All teachers and scholars will have an understanding of the D&C icons and be able to use AVID strategies to demonstrate understanding.				
Problem Statements: Curriculum, Instruction, and Assessment 1							
3) A minimum of six AVID Site Team members will attend AVID summer institute.	2.5	AVID Site Team	The depth of knowledge about the AVID program will increase among AVID Site Team members.				
Problem Statements: Curriculum, Instruction, and Assessment 1							
Funding Sources: Title One School-wide - 12000.00							
4) All teachers PK-5 will send in monthly documentation of AVID processes and strategies using Photo Circle.	2.6	AVID Site Team	All classroom teachers will implement AVID processes and strategies in their classrooms.				
Problem Statements: Curriculum, Instruction, and Assessment 1							

Performance Objective 12 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: All teachers do not fully comprehend and use with fidelity the AVID program. Root Cause 1: Not all teachers have attended AVID Summer Institute.

Goal 1: Hays STEAM Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas exceed state averages by 10% by 2024.

Performance Objective 13: Hays scholars will use AVID strategies to write across the curriculum to explain their learning and problem solving methods.

Evaluation Data Source(s) 13: Writing Portfolios for students.

Summative Evaluation 13:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) The Writing Collaborative and 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.	2.4, 2.5, 2.6	AVID Site Team Writing Collaborative	All teachers will use AVID strategies for writing. Scholars will be able to explain their thinking and problem solving through AVID writing strategies.				


Goal 1: Hays STEAM Academy will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas exceed state averages by 10% by 2024.


Performance Objective 14: Instructional leaders will provide coaching and feedback for all teachers.


Evaluation Data Source(s) 14: Walk through forms and data.


Summative Evaluation 14:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals 1) Campus instructional leaders use normed tools and processes to conduct observations, capture trends, and track student progress over time.	2.4, 2.5, 2.6	Administrators	Campus instructional leaders will use the data to provide targeted feedback to teachers.				
TEA Priorities Recruit, support, retain teachers and principals 2) Campus instructional leaders conduct coaching meetings within 48 hours of an observation and include high-leverage, bite-sized, and actionable feedback with opportunities to practice.	2.4, 2.5, 2.6	Administrators	Improved teacher performance and student learning.				



 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Goal 2: Hays STEAM Academy will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District and Campus goals and improve student learning.

Performance Objective 1: By May 2021, the Hays teacher turnover rate will decrease to 16% or less (state turnover rate is 16.6%).

Evaluation Data Source(s) 1: TAPR Report
System Vacancies

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) New teachers and teachers with three years or less of experience will be mentored by a master teacher, the Instructional Specialist, and/or administrators. Mentoring will include coaching on classroom instruction, study of the TEKS, and lesson planning as well as help with classroom management.		Administrators Mentor Teachers Instructional Specialist	New teachers will be supported and able to implement quality instruction.				
2) First Year Teachers will meet a minimum of twice a month with the Principal, Assistant Principal, and/or Instructional Specialist to participate in a study of Teach Like a Champion.		Administrators	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.				
Problem Statements: Student Achievement 4							

Performance Objective 1 Problem Statements:


Student Achievement
Problem Statement 4: Istation scores indicate that not all classes made the same amount of progress in one year. Root Cause 4: All students do not receive the same quality of instruction.

Goal 2: Hays STEAM Academy will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District and Campus goals and improve student learning.

Performance Objective 2: Hays will reduce teacher vacancies from three in 2018-19 to one by October of the 2020-21 school year.

Evaluation Data Source(s) 2: TAPR Report - Retention

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Hays administrators will attend all job fairs sponsored by ECISD to recruit quality teachers.		Administrators	Administrators will recruit highly qualified teachers for all positions.				
2) Employment opportunities will be advertised on the Hays Facebook and Twitter page.		Administrators	Recruitment of highly qualified employees to fill vacancies.				
							

Goal 2: Hays STEAM Academy will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District and Campus goals and improve student learning.

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 Source(s) 3: Book study responses on Google Classroom.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Hays teachers and administration will participate in two book studies during the year to refine the culture of Hays and develop a common understanding of quality instructional practices.	2.5, 2.6	Administrators	Teachers will discuss common expectations of quality instructional practices and work collaboratively to refine the positive culture at Hays.				
Funding Sources: Title One School-wide - 2500.00							
TEA Priorities Build a foundation of reading and math 2) Teacher teams will frequently evaluate student work to identify gaps between student products and the exemplars. These gaps will drive the creation of re-teach plans.	2.4, 2.5, 2.6	Teachers, Instructional Specialist, Administrators	Targeted lessons for re-teach will improve student performance.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 3: Hays STEAM Academy will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 1: Improve how welcome parents feel at Hays from 69.2% "Very Welcome" in 2018-2019 to an 80% "Very Welcome" as measured by a campus created Customer Service Survey by May 2020.

Evaluation Data Source(s) 1: Campus Created Parent Survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) All parents will be greeted immediately when entering the office. The office staff will listen their concerns, document the needs, and have the appropriate staff member reply within 24 hours.		Office Staff, Principal	Increase in the response time to parent concerns/needs.				

Goal 3: Hays STEAM Academy will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 2: Provide parent communication so that all parents are aware of campus events before they occur.

Evaluation Data Source(s) 2: Monthly Campus Family Newsletters

Weekly Grade Level / Teacher Newsletters


Parent Link


Class Dojo


Marquee


Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) All teachers will use Class Dojo as a way to text parents important information.		Principal, Teachers	All teachers will send out weekly reminders of important events.				
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 is able to be translated into many languages with the click of a button.		Teachers, Principal	Parents will be informed of all upcoming events before they occur.				



 = Accomplished

 = Continue/Modify

 = No Progress


 = Discontinue

Goal 3: Hays STEAM Academy will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 3: Engage all parents in a campus activity at least twice yearly.

Evaluation Data Source(s) 3: Sign in Sheets

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Several "Coffee with the Principal" events will be planned for the year. These events will be held at 8:30 a.m. and again at 5:30 p.m. in both English and Spanish.	3.1, 3.2	Principal	<p>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>				
2) Family STEAM nights will be held a minimum of twice per year. Parents will participate in STEAM activities with their scholars.	3.1, 3.2	Principal Teachers	All families will be provided time to experience STEAM activities with their scholars.				
<p>Problem Statements: Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Title One School-wide - 1500.00</p>							
							

Performance Objective 3 Problem Statements:


Curriculum, Instruction, and Assessment
Problem Statement 2: Parents do not comprehend all components of STEAM taught at Hays, especially the engineering component. Root Cause 2: Lack of parental exposure to the engineering curriculum.

Goal 4: Hays STEAM Academy will provide and promote a safe climate that is conducive to learning.

Performance Objective 1: Conscious Discipline will be offered to support the unique needs of students at various social/ emotional levels of functioning in order to promote a safe climate that is conducive to learning.

Evaluation Data Source(s) 1: Sign in Sheets from Staff Trainings

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) All teachers will complete 10 online units of Conscious Discipline.	2.5	Administrators Teachers	All teachers will implement Conscious Discipline in their classrooms.				
	Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 3						
2) All teachers will provide a calming corner in the classroom. This is a place where scholars can go to refocus and calm down.	2.5	Administrators Teachers	Students will be able to better manage their own emotions and responses to events.				
	Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 3						
3) A team of at least three teachers and administrators will attend the week long summer Conscious Discipline training in the summer of 2020.		Principal	The team of teachers and administrators will bring back information to train other staff members.				
	Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 3 Funding Sources: Title Two Professional Development - 10000.00						
4) All teachers will be trained in suicide prevention and reporting to CPS.		Counselor	All teachers will understand and follow district procedures for reporting students who may be depressed or suicidal. Teachers will follow state law and report suspected abuse or neglect to CPS within 48 hours.				
5) The school counselor will provide monthly class guidance lessons on managing emotions and good character traits.		Counselor	Scholars will develop tools to manage their own emotions. Scholars will be able to describe specific character traits and examples of each.				
6) The counselor will host "Lunch Bunch" every Wednesday.		Teachers, Counselor	Two scholars from each class will be selected weekly to eat lunch with the counselor. This will allow scholars extra time to form a relationship with the counselor.				
							

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: Conscious Discipline is not fully implemented in all classrooms. **Root Cause 1:** All teachers have not been trained and some do not understand how Conscious Discipline fits into their grade level.

Curriculum, Instruction, and Assessment

Problem Statement 3: Conscious Discipline is not fully implemented across the campus. **Root Cause 3:** Not all teachers have been trained in Conscious Discipline or understand how it fits into their grade level.

Goal 4: Hays STEAM Academy will provide and promote a safe climate that is conducive to learning.

Performance Objective 2: Hays will ensure training for 100% of the staff will occur annually to promote the safety of all students.

Evaluation Data Source(s) 2: Staff Sign-in

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) All staff will be trained in the Standard Response Protocol. Monthly drills will be done to practice routines and procedures.		Administrators	All staff will know how to respond in the case of emergencies.				


Goal 4: Hays STEAM Academy will provide and promote a safe climate that is conducive to learning.

Performance Objective 3: Hays will utilize PBIS / CHAMPS throughout the building and in each classroom.

Evaluation Data Source(s) 3: Evidence of CHAMPS during classroom walk throughs.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) The campus discipline committee will attend training in August on PBIS / CHAMPS and then train the entire staff.		Discipline Committee, Assistant Principal	All students and teachers will observe common area expectations. Teachers will use CHAMPS to help students understand expectations for each activity and transition resulting in fewer discipline issues.				
2) The counselor will lead group counseling on a variety of topics for selected scholars throughout the year.		Counselor	Students will common concerns (ex: parent in prison, divorce) will meet with the counselor in a group setting to discuss concerns and develop coping techniques.				



100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue

Goal 5: Hays STEAM Academy will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 1: The leadership team will create a long-range improvement plan for expenditures by October 30, 2019.

Evaluation Data Source(s) 1: Long-range financial plan

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) The leadership team will meet to review expenditures from the past three years and develop a financial plan for this year and the following two years.		Principal	A three year plan will be written to address technology, engineering, classroom furniture, teaching supplies, and other major expenses.				

Goal 5: Hays STEAM Academy will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 2: All 2019-2020 requests for professional development will include an implementation plan that reflects the financial impact from the initial training to follow up training for years 2 and 3 and include planning for new employees.

Evaluation Data Source(s) 2: Professional Development Plans

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) All teachers requesting to attend a conference will submit a plan of what they hope to learn and how they plan to share that learning with the campus upon return. Teachers will include in the request any follow up training that will be needed and the cost if applicable.		Principal	Teachers attending training will be responsible to return and train their grade level or all staff on information learned. The cost of follow up training will be included in long-range financial planning.				
							

Goal 6: Hays STEAM Academy will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district, campus, and with all stakeholders.

Performance Objective 1: 100% of the Hays Campus Improvement Plan will be aligned to the district improvement plan by August 2019.

Evaluation Data Source(s) 1:

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) The Campus Improvement Team will use the district improvement plan as a guide when developing the Campus Improvement Plan for this year.		Principal, Campus Improvement Team	Campus and district goals will be aligned.				

Goal 6: Hays STEAM Academy will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district, campus, and with all stakeholders.

Performance Objective 2: Increase the use of parent portal activity to 100% by May, 2020.

Evaluation Data Source(s) 2: txConnect administrator reports

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Teachers will show parents how to log in to Parent Portal during fall parent conferences. During spring Student Led Conferences, teachers will make sure parents are still able to log in to Parent Portal and will update any personal information that has changed.		Teachers Office Staff	All parents will have immediate access to student grades and attendance. All parents of returning students will be able to register their child online using Parent Portal in summer 2020.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 6: Hays STEAM Academy will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district, campus, and with all stakeholders.

Performance Objective 3: Teachers will use technology to enhance classroom lessons at least two times per week.

Evaluation Data Source(s) 3: Lesson Plans
Pictures shared on Twitter

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Professional Learning about technology will be offered once a month during PLC.		Principal, Instructional Specialist	Teachers will have new technology tools to use during instruction.				
Problem Statements: Technology 1							
2) All teachers will use technology a minimum of twice per week to monitor students' understanding of the curriculum. This does not include student time spent on iStation or Imagine Math.	2.4, 2.5, 2.6	Administrators, Instructional Specialist, Teachers	Students will be able to demonstrate their understanding of the curriculum using technology.				
Problem Statements: Technology 1							
							

Performance Objective 3 Problem Statements:


Technology
Problem Statement 1: Using technology to demonstrate student learning and/or understanding is not integrated into all teacher's lesson plans weekly. Root Cause 1: Teachers need more practice in how to use technology to assess student learning.

Goal 6: Hays STEAM Academy will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district, campus, and with all stakeholders.

Performance Objective 4: The campus will utilize Google Classroom to house all communication.

Evaluation Data Source(s) 4: Google Classroom

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) All staff will join the Hays Google Classroom. All announcements, schedules, weekly bulletins, book study questions, TTESS sign ups, etc... will be housed here.		Administrators, Counselors, Instructional Specialist	All staff will know where to find important information pertaining to the campus. All information will be housed in a central location that can be accessed from work or home.				
							

Campus Funding Summary

Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Lyrics2Learn		\$2,000.00
1	1	5	Flocabulary		\$2,000.00
1	1	6			\$5,560.00
1	4	2	Brain Pop License		\$2,050.00
1	4	2	Generation Genius License		\$500.00
1	6	1	STEAM Summer Camp		\$20,000.00
1	12	3	AVID Summer Institute		\$12,000.00
2	3	1	Books for Book Study		\$2,500.00
3	3	2	Materials for Family STEAM nights		\$1,500.00
Sub-Total					\$48,110.00
Title Two Professional Development					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	3	Conscious Discipline Training		\$10,000.00
Sub-Total					\$10,000.00
Grand Total					\$58,110.00