Ector County Independent School District

Hays Magnet Academic Academy

2025-2026 Board Goals/Performance Objectives/Strategies

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Board Goals

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

Performance Objective 1: By May of 2026, the % of students performing at the MEETS level on 3rd-5th grade Math STAAR will increase from 72% to 75%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3rd grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Checkpoints; MAP; Benchmarks; Intern Assessments; STAAR

Strategy 1 Details			Reviews			
Strategy 1: Hays STEAM Academy will utilize high quality Tier 1 instruction and differentiation using student math data.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in the number of scholars performing at or above the meets level			**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, Admin **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Achievement 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1 **Funding Sources:** Tutoring - Title One Instructional Continuity - $10,000						

Strategy 2 Details	Reviews			
Strategy 2: Incorporate hands-on and conceptual learning with the use of fraction tiles, number lines, clocks, base-ten blocks, etc., for all learners.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase in the number of scholars performing at or above the meets level **Staff Responsible for Monitoring:** Teachers, Admin **Title I:** 2.51, 2.52, 2.53, 2.534 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Achievement 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1 **Funding Sources:** Math Manipulatives - Title One Instructional Continuity - $500				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 59.88% of students are identified as economically disadvantaged. These factors can negatively impact academic performance, attendance, behavior, and overall well-being. Without intentional, targeted support, students from economically disadvantaged backgrounds may not have equitable opportunities to reach their full potential. **Root Cause**: Barriers such as food insecurity, limited access to educational resources, inconsistent healthcare, and heightened levels of stress

Student Achievement
Problem Statement 2: Data from recent STAAR Math assessments indicate that both White and Hispanic student groups in grades 3-5 are under-performing.   **Root Cause**: Instructional strategies, supports, and hands-on activities are not effectively addressing the specific learning needs of these subgroups in mathematics.

Staff Quality, Recruitment, and Retention
Problem Statement 1: Currently, 35% (9 out of 26) teachers are non-certified, with 19% (5 out of 26) individuals assigned to bilingual classrooms. This shortage of certified educators, particularly in specialized areas such as bilingual education, raises concerns about instructional quality and equitable access to high-quality learning experiences for all students.   **Root Cause**: Delayed certification pathways, competitive job market, and barriers to Bilingual certification

Curriculum, Instruction, and Assessment
Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners.   **Root Cause**: The curriculum may not fully meet the rigor and depth of students performing above grade level.

School Organization
Problem Statement 1: Hays does not receive the necessary support for non-certified teachers which leaves a heavy load for administrators.   **Root Cause**: Due to teachers being non-certified, they are left with the uncertainty of how to navigate curriculum, classroom management, and compliance requirements. This results in increased reliance on campus administrators for day-to-day instructional support, leaving leadership teams overextended and reducing their capacity to focus on strategic school improvement efforts.

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

Performance Objective 2: By May of 2026, the % of students performing at the MEETS level on 3rd-5th grade Reading STAAR will increase from 81% to 83%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Checkpoints; MAP; Benchmarks; Intern Assessments; STAAR

Strategy 1 Details	Reviews			
Strategy 1: Hays STEAM Academy will utilize high quality Tier 1 instruction and differentiation using student reading data.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in the number of scholars performing at or above the meets level **Staff Responsible for Monitoring:** Teachers, Admin **Title I:** 2.51, 2.52, 2.53, 2.533, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1 - School Organization 1 **Funding Sources:** - Title One Instructional Continuity - $10,000				

Strategy 2 Details	Reviews			
Strategy 2: Embed high-impact instructional strategies such as modeling, questioning, and think-alouds during read-alouds and shared reading.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase in the number of scholars performing at or above the meets level **Staff Responsible for Monitoring:** Teachers, Administrators **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1				

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs.   **Root Cause**: Limited student voice and choice

Staff Quality, Recruitment, and Retention
Problem Statement 1: Currently, 35% (9 out of 26) teachers are non-certified, with 19% (5 out of 26) individuals assigned to bilingual classrooms. This shortage of certified educators, particularly in specialized areas such as bilingual education, raises concerns about instructional quality and equitable access to high-quality learning experiences for all students.   **Root Cause**: Delayed certification pathways, competitive job market, and barriers to Bilingual certification
Problem Statement 2: Our current staff retention rate stands at 75%. While this reflects positively on our ability to grow and develop talent, the consistent turnover poses challenges in maintaining continuity, preserving institutional knowledge, and sustaining strong student-teacher relationships. The frequent need to onboard and train new staff also places additional strain on existing team members and leadership.   **Root Cause**: Departures attributed to internal and external promotions.

Curriculum, Instruction, and Assessment
Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners.   **Root Cause**: The curriculum may not fully meet the rigor and depth of students performing above grade level.

School Organization

Problem Statement 1: Hays does not receive the necessary support for non-certified teachers which leaves a heavy load for administrators. **Root Cause**: Due to teachers being non-certified, they are left with the uncertainty of how to navigate curriculum, classroom management, and compliance requirements. This results in increased reliance on campus administrators for day-to-day instructional support, leaving leadership teams overextended and reducing their capacity to focus on strategic school improvement efforts.

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

Performance Objective 3: By May of 2026, the % of 5th grade students performing at the MEETS level on Science STAAR will increase from 46% to 50%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Checkpoints; MAP; Benchmarks; Intern Assessments; STAAR

Strategy 1 Details	Reviews			
Strategy 1: In previous years, the science lab was not consistently incorporated into the campus instructional schedule, resulting in limited access to hands-on, inquiry-based science experiences for students. As of this academic year, the science lab has been formally included in the master schedule.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase usage of Science Lab				
Staff Responsible for Monitoring: Teachers, Administrators				
Title I: 2.51, 2.52, 2.53, 2.534 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1				

Strategy 2 Details	Reviews			
Strategy 2: Collaborate with reading and math teachers to strengthen data interpretation, critical reading of informational texts, and problem-solving within science contexts.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: increased student performance; deeper conceptual understanding **Staff Responsible for Monitoring:** Teachers, Administrators **Title I:** 2.51, 2.52, 2.53, 2.534 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Achievement 1 **Funding Sources:** consumable supply replacement of essential items - Title One School-wide - $5,000				

○ No Progress   ◎ Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: In 2024-'25, only 46% of 5th grade students performed at meets or masters in Science.   **Root Cause**: Minutes taught must be monitored with fidelity.

Staff Quality, Recruitment, and Retention
Problem Statement 1: Currently, 35% (9 out of 26) teachers are non-certified, with 19% (5 out of 26) individuals assigned to bilingual classrooms. This shortage of certified educators, particularly in specialized areas such as bilingual education, raises concerns about instructional quality and equitable access to high-quality learning experiences for all students.   **Root Cause**: Delayed certification pathways, competitive job market, and barriers to Bilingual certification

Curriculum, Instruction, and Assessment
Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners.   **Root Cause**: The curriculum may not fully meet the rigor and depth of students performing above grade level.

School Organization
Problem Statement 1: Hays does not receive the necessary support for non-certified teachers which leaves a heavy load for administrators.   **Root Cause**: Due to teachers being non-certified, they are left with the uncertainty of how to navigate curriculum, classroom management, and compliance requirements. This results in increased reliance on campus administrators for day-to-day instructional support, leaving leadership teams overextended and reducing their capacity to focus on strategic school improvement efforts.

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

Performance Objective 1: The % of students K-3 achieving or exceeding their READING RIT goal will increase from 76% to 78%.

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Strategy 1 Details	Reviews			
Strategy 1: RIT bands target context clues, synonyms/antonyms, word relationships, prefix/suffix knowledge, and Greek & Latin roots. A cognitive word wall will be structured to reinforce these skills.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: increase RIT scores **Staff Responsible for Monitoring:** Teachers, administrators **Title I:** 2.51, 2.52, 2.53, 2.534, 2.535 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1				

Strategy 2 Details	Reviews			
Strategy 2: Teaching figurative language (Identify and interpret similes, metaphors, personification, hyperbole; Analyze word choice and author's purpose; Understand the effect of figurative language on meaning and tone) will directly increase Reading RIT scores, particularly in the Literary Text and Vocabulary domains assessed in NWEA MAP Growth.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased RIT scores **Staff Responsible for Monitoring:** Teachers, Administrators **Title I:** 2.51, 2.52, 2.53, 2.534 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 59.88% of students are identified as economically disadvantaged. These factors can negatively impact academic performance, attendance, behavior, and overall well-being. Without intentional, targeted support, students from economically disadvantaged backgrounds may not have equitable opportunities to reach their full potential. **Root Cause**: Barriers such as food insecurity, limited access to educational resources, inconsistent healthcare, and heightened levels of stress

Staff Quality, Recruitment, and Retention
Problem Statement 1: Currently, 35% (9 out of 26) teachers are non-certified, with 19% (5 out of 26) individuals assigned to bilingual classrooms. This shortage of certified educators, particularly in specialized areas such as bilingual education, raises concerns about instructional quality and equitable access to high-quality learning experiences for all students. **Root Cause**: Delayed certification pathways, competitive job market, and barriers to Bilingual certification

Curriculum, Instruction, and Assessment
Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners. **Root Cause**: The curriculum may not fully meet the rigor and depth of students performing above grade level.

School Organization
Problem Statement 1: Hays does not receive the necessary support for non-certified teachers which leaves a heavy load for administrators. **Root Cause**: Due to teachers being non-certified, they are left with the uncertainty of how to navigate curriculum, classroom management, and compliance requirements. This results in increased reliance on campus administrators for day-to-day instructional support, leaving leadership teams overextended and reducing their capacity to focus on strategic school improvement efforts.

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

Performance Objective 2: The % of K-3 students will show growth from 77% to 80% on their READING MAP ASSESSMENT.

Strategy 1 Details	Reviews			
Strategy 1: Students are responsible for monitoring mastery of the TEKS and updating data trackers after each testing window.	**Formative**			**Summative**
Strategy's Expected Result/Impact: develop foundational skills, vocabulary, informational text, literature	**Oct**	**Jan**	**Mar**	**May**

Staff Responsible for Monitoring: Teachers, Administrators
 	
    Title I:
2.51, 2.52, 2.53, 2.534
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Student Achievement 1, 2 - School Culture and Climate 2				

Strategy 2 Details	Reviews			
Strategy 2: Strengthen phonemic awareness & phonics	**Formative**			**Summative**
Strategy's Expected Result/Impact: daily phonemic awareness routines; systematic phonics instruction; practice decodable texts to build word recognition and fluency; teach and review high-frequency/sight words regularly	**Oct**	**Jan**	**Mar**	**May**

Staff Responsible for Monitoring: Teacher, administrators
 	
    Title I:
2.51, 2.52, 2.53, 2.534
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Demographics 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1				

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 59.88% of students are identified as economically disadvantaged. These factors can negatively impact academic performance, attendance, behavior, and overall well-being. Without intentional, targeted support, students from economically disadvantaged backgrounds may not have equitable opportunities to reach their full potential. **Root Cause**: Barriers such as food insecurity, limited access to educational resources, inconsistent healthcare, and heightened levels of stress

Student Achievement
Problem Statement 1: In 2024-'25, only 46% of 5th grade students performed at meets or masters in Science. **Root Cause**: Minutes taught must be monitored with fidelity.
Problem Statement 2: Data from recent STAAR Math assessments indicate that both White and Hispanic student groups in grades 3-5 are under-performing. **Root Cause**: Instructional strategies, supports, and hands-on activities are not effectively addressing the specific learning needs of these subgroups in mathematics.

School Culture and Climate
Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs. **Root Cause**: Limited student voice and choice

Staff Quality, Recruitment, and Retention
Problem Statement 2: Our current staff retention rate stands at 75%. While this reflects positively on our ability to grow and develop talent, the consistent turnover poses challenges in maintaining continuity, preserving institutional knowledge, and sustaining strong student-teacher relationships. The frequent need to onboard and train new staff also places additional strain on existing team members and leadership. **Root Cause**: Departures attributed to internal and external promotions.

Curriculum, Instruction, and Assessment
Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners. **Root Cause**: The curriculum may not fully meet the rigor and depth of students performing above grade level.

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

Performance Objective 3: The % of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 79% to 82%.

Strategy 1 Details	Reviews			
Strategy 1: Challenge students already at MEETS to analyze deeper meaning, use paired texts, and respond with evidence-based writing.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: increase student mastery of the TEKS **Staff Responsible for Monitoring:** Teachers, Administrators **Title I:** 2.51, 2.52, 2.53, 2.534 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - Curriculum, Instruction, and Assessment 1				

Strategy 2 Details	Reviews			
Strategy 2: Focus small group lessons on high-impact TEKS where students tend to struggle (e.g., inferencing, context clues).	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: increase student mastery of the TEKS **Staff Responsible for Monitoring:** Teachers, Administrators **Title I:** 2.51, 2.52, 2.53, 2.534 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1				

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: 59.88% of students are identified as economically disadvantaged. These factors can negatively impact academic performance, attendance, behavior, and overall well-being. Without intentional, targeted support, students from economically disadvantaged backgrounds may not have equitable opportunities to reach their full potential. **Root Cause**: Barriers such as food insecurity, limited access to educational resources, inconsistent healthcare, and heightened levels of stress
Staff Quality, Recruitment, and Retention
Problem Statement 2: Our current staff retention rate stands at 75%. While this reflects positively on our ability to grow and develop talent, the consistent turnover poses challenges in maintaining continuity, preserving institutional knowledge, and sustaining strong student-teacher relationships. The frequent need to onboard and train new staff also places additional strain on existing team members and leadership. **Root Cause**: Departures attributed to internal and external promotions.
Curriculum, Instruction, and Assessment
Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners. **Root Cause**: The curriculum may not fully meet the rigor and depth of students performing above grade level.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 1: School Connectedness panorama data will increase from 63% to 68%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama Survey; Counselor lessons

Strategy 1 Details	Reviews			
Strategy 1: Promote peer conflict resolution and empathy development.	**Formative**			**Summative**
Strategy's Expected Result/Impact: strengthen school connectedness	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, counselor, administrators				
Title I: 2.531, 2.533 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1, 2				
Strategy 2 Details	Reviews			
Strategy 2: Celebrate student successes by creating positive behavior systems.	**Formative**			**Summative**
Strategy's Expected Result/Impact: strengthen school connectedness	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, counselor, administrators				
Title I: 2.531, 2.533 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1, 2				

No Progress   Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: The Panorama Survey results show that only 57% of students report a positive perception of school climate. A low school climate score can lead to increased behavioral issues, lower academic performance, chronic absenteeism, and decreased staff and student morale. Improving school climate is essential to fostering a sense of belonging, respect, and emotional safety for all students.   **Root Cause**: Peer conflict
Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs.   **Root Cause**: Limited student voice and choice

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 2: Student daily attendance will increase from 96.97% to 97.3%.

Indicators of Success:
Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Daily Attendance

Strategy 1 Details	Reviews			
Strategy 1: Teach attendance expectations as part of school rules and routines.	**Formative**			**Summative**
Strategy's Expected Result/Impact: improved attendance	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, Attendance Clerk, Counselor, Administrators **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.535 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Achievement 2 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				

Strategy 2 Details	Reviews			
Strategy 2: Use MTSS frameworks (Multi-Tiered Systems of Support) to address needs	**Formative**			**Summative**
Strategy's Expected Result/Impact: improved attendance	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, Attendance Clerk, Counselor, Administrators **Title I:** 2.51, 2.52, 2.53, 2.531, 2.533, 2.535 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Achievement 2 - Curriculum, Instruction, and Assessment 1				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 59.88% of students are identified as economically disadvantaged. These factors can negatively impact academic performance, attendance, behavior, and overall well-being. Without intentional, targeted support, students from economically disadvantaged backgrounds may not have equitable opportunities to reach their full potential. **Root Cause**: Barriers such as food insecurity, limited access to educational resources, inconsistent healthcare, and heightened levels of stress

Student Achievement
Problem Statement 2: Data from recent STAAR Math assessments indicate that both White and Hispanic student groups in grades 3-5 are under-performing. **Root Cause**: Instructional strategies, supports, and hands-on activities are not effectively addressing the specific learning needs of these subgroups in mathematics.

School Culture and Climate
Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs. **Root Cause**: Limited student voice and choice

Staff Quality, Recruitment, and Retention
Problem Statement 1: Currently, 35% (9 out of 26) teachers are non-certified, with 19% (5 out of 26) individuals assigned to bilingual classrooms. This shortage of certified educators, particularly in specialized areas such as bilingual education, raises concerns about instructional quality and equitable access to high-quality learning experiences for all students. **Root Cause**: Delayed certification pathways, competitive job market, and barriers to Bilingual certification

Curriculum, Instruction, and Assessment
Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners. **Root Cause**: The curriculum may not fully meet the rigor and depth of students performing above grade level.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 3: Exclusionary disciplinary infractions will decrease from 75% to 70%. We had a total of 16 referrals written. 12 referrals resulted in "Change of Environment."

Strategy 1 Details	Reviews			
Strategy 1: Teach conflict resolution, emotional regulation, and problem-solving	**Formative**			**Summative**
Strategy's Expected Result/Impact: address social emotional needs	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, Counselor, Administrators **Title I:** 2.533, 2.535 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1, 2				
Strategy 2 Details	Reviews			
Strategy 2: Collaborate and provide professional learning from counselors, behavior specialists, and interventionists.	**Formative**			**Summative**
Strategy's Expected Result/Impact: address social emotional needs	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, Counselor, Administrators **Title I:** 2.533, 2.535 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1, 2				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

School Culture and Climate

Problem Statement 1: The Panorama Survey results show that only 57% of students report a positive perception of school climate. A low school climate score can lead to increased behavioral issues, lower academic performance, chronic absenteeism, and decreased staff and student morale. Improving school climate is essential to fostering a sense of belonging, respect, and emotional safety for all students.   **Root Cause**: Peer conflict

Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs.   **Root Cause**: Limited student voice and choice

Board Goal 4: Classroom Excellence

Performance Objective 1: Integrate AVID best teaching strategies into daily classroom instruction and ongoing professional development to enhance academic growth and achievement for 100% of students by the end of the 2025-2026 school year.

Strategy 1 Details	Reviews			
Strategy 1: The Hays STEAM Academy site team will create a plan for the use of grade level appropriate strategies that will be incorporated in grade-level lesson planning in order to provide purposeful WICOR strategies to our scholars.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: improved classroom performance, increased engagement, positive outcomes on local and state assessments. **Staff Responsible for Monitoring:** Teachers, AVID Site Team; Administrators **Title I:** 2.51, 2.52, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1				

Strategy 2 Details	Reviews			
Strategy 2: Hays STEAM Academy will host an AVID Family Experience each 9-weeks during STEAM Nights. Additionally, each grade level will invite parents to attend an annual project presentation showcasing student learning.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: improved classroom performance, increased engagement, positive outcomes on local and state assessments. **Staff Responsible for Monitoring:** Teachers, AVID Site Team; Administrators **Title I:** 2.51, 2.53, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 1, 2				

No Progress　　　Accomplished　　　Continue/Modify　　　Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: The Panorama Survey results show that only 57% of students report a positive perception of school climate. A low school climate score can lead to increased behavioral issues, lower academic performance, chronic absenteeism, and decreased staff and student morale. Improving school climate is essential to fostering a sense of belonging, respect, and emotional safety for all students.   **Root Cause**: Peer conflict
Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs. **Root Cause**: Limited student voice and choice

Staff Quality, Recruitment, and Retention
Problem Statement 1: Currently, 35% (9 out of 26) teachers are non-certified, with 19% (5 out of 26) individuals assigned to bilingual classrooms. This shortage of certified educators, particularly in specialized areas such as bilingual education, raises concerns about instructional quality and equitable access to high-quality learning experiences for all students.   **Root Cause**: Delayed certification pathways, competitive job market, and barriers to Bilingual certification
Problem Statement 2: Our current staff retention rate stands at 75%. While this reflects positively on our ability to grow and develop talent, the consistent turnover poses challenges in maintaining continuity, preserving institutional knowledge, and sustaining strong student-teacher relationships. The frequent need to onboard and train new staff also places additional strain on existing team members and leadership.   **Root Cause**: Departures attributed to internal and external promotions.

Curriculum, Instruction, and Assessment
Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners.   **Root Cause**: The curriculum may not fully meet the rigor and depth of students performing above grade level.

Board Goal 4: Classroom Excellence

Performance Objective 2: Close the opportunity gap and ensure that all students, regardless of socioeconomic status, receive high-quality instruction, social-emotional support, and access to resources necessary for success.

Evaluation Data Sources: % economically disadvantaged; % McKinney-Vento; parent education levels; household income bracket; unemployment rate

Strategy 1 Details	Reviews			
Strategy 1: Use structured SEL lessons (I-Lead) to teach emotional regulation, problem-solving, and resilience.	**Formative**			**Summative**
Strategy's Expected Result/Impact: improved emotional regulation; enhanced problem-solving skills; stronger resilience & perseverance; positive classroom & school culture; academic gains	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, Counselor, Admin **Title I:** 2.531, 2.533 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - School Culture and Climate 1				

Strategy 2 Details	Reviews			
Strategy 2: Train staff to recognize and respond to signs of trauma with compassion and consistency.	**Formative**			**Summative**
Strategy's Expected Result/Impact: With intentional, targeted support, students will have equitable opportunities to reach their full potential.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, Counselor, Admin **Title I:** 2.531, 2.533 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Targeted Support Strategy** **Problem Statements:** Demographics 1 - School Culture and Climate 1				

○ No Progress　　○ Accomplished　　▶ Continue/Modify　　✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 59.88% of students are identified as economically disadvantaged. These factors can negatively impact academic performance, attendance, behavior, and overall well-being. Without intentional, targeted support, students from economically disadvantaged backgrounds may not have equitable opportunities to reach their full potential. **Root Cause**: Barriers such as food insecurity, limited access to educational resources, inconsistent healthcare, and heightened levels of stress
School Culture and Climate
Problem Statement 1: The Panorama Survey results show that only 57% of students report a positive perception of school climate. A low school climate score can lead to increased behavioral issues, lower academic performance, chronic absenteeism, and decreased staff and student morale. Improving school climate is essential to fostering a sense of belonging, respect, and emotional safety for all students.　**Root Cause**: Peer conflict

Board Goal 4: Classroom Excellence

Performance Objective 3: By May 2026, the campus will increase student engagement from 49% to 55%, as measured by student responses on the district's annual student engagement survey, through the implementation of student-led learning opportunities, consistent use of interactive instructional strategies, and increased participation in enrichment activities.

Evaluation Data Sources: Surveys; Evidence of student engagement during walk-throughs; Exit Tickets; Discipline reports

Strategy 1 Details	Reviews			
Strategy 1: Utilize Blended Learning to implement individualized/personalized learning plans for scholars.	**Formative**			**Summative**
Strategy's Expected Result/Impact: increase in student voice and choice	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, Administrators				
Title I:				
2.51, 2.52, 2.53, 2.534				
- **TEA Priorities:**				
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools				
- **ESF Levers:**				
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
- **Targeted Support Strategy**				
Problem Statements: School Culture and Climate 1, 2 - Curriculum, Instruction, and Assessment 1				

Strategy 2 Details	Reviews			
Strategy 2: Create excitement and curiosity in lessons with a mystery, challenge, or question.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Create excitement and curiosity	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, Administrators				
Title I:				
2.51, 2.52, 2.53, 2.534				
- **TEA Priorities:**				
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college				
- **ESF Levers:**				
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
- **Targeted Support Strategy**				
Problem Statements: School Culture and Climate 1, 2				

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: The Panorama Survey results show that only 57% of students report a positive perception of school climate. A low school climate score can lead to increased behavioral issues, lower academic performance, chronic absenteeism, and decreased staff and student morale. Improving school climate is essential to fostering a sense of belonging, respect, and emotional safety for all students.   **Root Cause**: Peer conflict
Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs.   **Root Cause**: Limited student voice and choice

Curriculum, Instruction, and Assessment
Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners.   **Root Cause**: The curriculum may not fully meet the rigor and depth of students performing above grade level.

Board Goal 5: Culture of Excellence

Performance Objective 1: The campus will establish and promote at least one active community partnership per month which is led by students and guided by teachers to ensure students lead change driven by community needs and improvement.

Evaluation Data Sources: Extension of project based learning utilizing Project Lead the Way.

Strategy 1 Details	Reviews			
Strategy 1: Hold an annual "Community Impact Expo" where students present their projects and outcomes to stakeholders and families.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: student empowerment and leadership; real-world application of learning; increased family and stakeholder engagement; positive school culture and climate; deeper community connections; academic & SEL outcomes **Staff Responsible for Monitoring:** Teachers, Counselor; Administrators **Title I:** 2.51, 2.52, 2.53, 2.531, 2.534 **- TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture **- Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1, 2				

Strategy 2 Details	Reviews			
Strategy 2: Publicly recognize community partners and student contributions during Rocket Launch, on campus displays, and via social media.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: student empowerment and leadership; real-world application of learning; increased family and stakeholder engagement; positive school culture and climate; deeper community connections; academic & SEL outcomes **Staff Responsible for Monitoring:** Teachers, Counselor; Administrators **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1, 2				

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: The Panorama Survey results show that only 57% of students report a positive perception of school climate. A low school climate score can lead to increased behavioral issues, lower academic performance, chronic absenteeism, and decreased staff and student morale. Improving school climate is essential to fostering a sense of belonging, respect, and emotional safety for all students.   **Root Cause**: Peer conflict
Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs.   **Root Cause**: Limited student voice and choice

Board Goal 5: Culture of Excellence

Performance Objective 2: School Connectedness panorama data will increase from 63% to 68%.

Evaluation Data Sources: Panorama Survey; Counselor lessons

Strategy 1 Details	Reviews			
Strategy 1: Promote peer conflict resolution and empathy development.	**Formative**			**Summative**
Strategy's Expected Result/Impact: strengthen school connectedness	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teacher, Counselor, Administrators				
Title I: 2.531, 2.533 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1, 2				

Strategy 2 Details	Reviews			
Strategy 2: Celebrate student successes by creating positive behavior systems.	**Formative**			**Summative**
Strategy's Expected Result/Impact: strengthen school connectedness	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Teachers, counselor, administrators				
Title I: 2.531, 2.533 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy** **Problem Statements:** School Culture and Climate 1, 2 **Funding Sources:** Certificates, trophies, small incentives - Title One School- Improvement - $2,000				

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

<table>
<tr><td colspan="1" align="center">School Culture and Climate</td></tr>
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