Duncanville Independent School District

Hyman Elementary School

2025-2026 Campus Improvement Plan

Accountability Rating: C

Board Approval Date: October 20, 2025
Public Presentation Date: October 7, 2025

Mission Statement

Duncanville ISD: We engage, equip, and empower all scholars to achieve their unique potential.

Vision

Duncanville ISD: Where dreams are inspired and excellence is achieved.

Value Statement

We are D'Ville...

P - Professionalism

A - Accountability and excellence

N - Nurturing, safe environments

T - Transparent communication

H - Honesty, integrity, and ethics

E - Everyone contributing to student success

R - Relationships, equity, and inclusion

S - Students as our top priority

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Comprehensive Needs Assessment

Demographics

Demographics Summary

C.J. and Anne Hyman Elementary, as part of Duncanville Independent School District, provides a challenging academic environment designed to nurture all students. Through increased levels of collaboration, a focus on student achievement, and a school culture that fosters intellectual curiosity we pride ourselves on giving students a leg up on preparing for life and careers in the 21st century and beyond. Here at Hyman, our vision is to create a community of lifelong responsible learners who strive for excellence in a global society. We provide a welcoming environment where students gain both the social and academic skills needed to put them on the path to college and career readiness. Our faculty and staff build strong relationships through collaboration with our stakeholders, and we are committed to supporting students to reach their highest potential.

School Demographics

2024-2025 Total Student Enrollment: 452

2024-2025 Student Enrollment by Grade Level: EEC- 18; PK- 78; K-61; 1st- 74; 2nd -69; 3rd- 58; 4th-93

2023-2024 Total Student Enrollment: 425

2023-2024 Student Enrollment by Grade Level: EEC- 13; PK- 65; K-62; 1st- 69; 2nd -61; 3rd- 85; 4th-70

2022-2023 Total Student Enrollment: 452

2022-2023 Student Enrollment by Grade Level: EEC- 52; PK-36; K-64; 1st- 60; 2nd -75; 3rd- 81; 4th-84

2021-2022 Total Student Enrollment: 438

2021-2022 Student Enrollment by Grade Level: EEC- 16; PK-52; K-60; 1st- 68; 2nd -83; 3rd- 83; 4th-76

Student Gender

2024-2025 - Male-238 (52.7%); Female- 214 (47.3%);

2023-2024 - Male-211 (49.65%); Female- 214 (50.35%);

2022-2023 - Male-221 (48.9%); Female- 231 (51.1%);

2021-2022- Male-222 (50.7%); Female-216 (49.3%);

Student Enrollment by Ethnicity

2024-2025 - African American-209 (46.2%), Hispanic- 214 (47.3%), Asian- 10 (2.2%), White- 7 (1.5%), Two or More Races-12 (2.7%), Native Hawaiian –Pacific Islander – 0 (0.0%), American Indian - 0 (0/0%

2023-2024 - African American-196 (46.12%), Hispanic- 190 (44.71%), Asian- 12 (2.82%), White- 14 (3.29%), Two or More Races-13 (3.06%), Native Hawaiian –Pacific Islander – 0 (0.0%)

2022-2023 - African American-207 (45.80%), Hispanic- 206 (45.58%), Asian- 15 (3.32%), White- 12 (2.65%), Two or More Races-12 (2.65%), Native Hawaiian –Pacific Islander – 0 (0.0%)

2021-2022 - African American-205 (46.8%), Hispanic- 192 (43.8%), Asian- 17 (3.9%), White- 6 (1.4%), Two or More Races-17 (3.9%), Native Hawaiian –Pacific Islander – 0 (0.0%)

Economically Disadvantaged Students

2024-2025- 320 (70.8%)

2023-2024- 334 (78.6%)

2022-2023- 362 (80.1%)

2021-2022- 293 (67.0%)

Average Daily Attendance: Target Rate (93.0%)

2023-2024 ADA - (94.6%)

2023-2024 ADA - (93.8%)

2022-2023 ADA - (93.4%)

2021-2022 ADA- (92.0%)

EB/ESL Students

2024-2025- 135 (29.9%)

2023-2024- 126 (29.7%)

2022-2023- 126 (27.9%)

2021-2022 – 114 (26.0%)

SPED Students:

2024-2025 -77 (17.0%)

2023-2024-71 (16.7%)

2022-2023-98 (21.7%)

2021-2022 – 73 (16.6%)

GATE Students

2024-2025-33 (7.3%)

2023-2024-31 (7.3%)

2022-2023-52 (11.5%)

2021-2022 – 26 (6.0%)

Student Mobility

2023-2024-66 (20.2%)

2022-2023-38 (11.6%)

2021-2022 – 43 (12.8%)

Student Attrition

2023-2024-75 (21.1%)

2022-2023-102 (27.2%)

2021-2022 – 84 (23.2%)

Demographics Strengths

Our school demonstrates several demographic strengths, including steady enrollment growth with particularly strong participation in early childhood programs, balanced gender representation, and a richly diverse student population with stable representation across ethnic groups. Attendance rates consistently exceed the state target, reflecting strong student engagement and family support. Additionally, the percentage of economically disadvantaged students has decreased over time, while emergent bilingual enrollment continues to grow, indicating confidence in language support services. Declining attrition rates further highlight increasing family stability and commitment to the school community. Together, these factors demonstrate a strong and supportive school environment that fosters inclusivity, consistency, and engagement.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance: While attendance meets the target, it only slightly exceeds it (93.8% vs. 93.0%). Sustaining and improving attendance will remain critical to maximize instructional time.
Root Cause: A small group of students with habitual absenteeism is disproportionately impacting the overall attendance rate. Additionally, absences in the early grades, particularly Pre-K and Kindergarten, may establish patterns of inconsistent attendance that continue throughout the elementary years, contributing to challenges in sustaining and improving overall student attendance.

Problem Statement 2 (Prioritized): Mobility and Attrition: Student mobility rose significantly to 20.2% in 2023-24, and while attrition has declined, 21.1% of students leaving still reflects challenges in retaining families and ensuring stability for student learning.
Root Cause: The emergence of new/competitor schools or improvements in nearby schools (public, private, or charter) might attract parents away from the school. Families may choose institutions that offer more appealing programs, extracurricular activities, or perceived better educational opportunities.

Problem Statement 3 (Prioritized): High Rates of Economically Disadvantaged Students: Although decreasing, 70.8% of students remain economically disadvantaged, indicating that a significant majority of the student body may face barriers to learning that require ongoing support.
Root Cause: The persistent high proportion of economically disadvantaged students (70.8%) suggests ongoing barriers to learning that require comprehensive support strategies to ensure equitable outcomes

Student Learning

Student Learning Summary

The need for instructional adjustments was overtly evident as we continued to look at campus achievement data (Campus-based Assessments, District Assessments, T-TESS Walkthroughs, etc.) for Hyman Elementary. Our data shows that Hyman students are experiencing learning gaps in both Reading and Math. To fuel success, our unwavering emphasis will continue to be on student achievement. We are confident that we will be able to achieve our goal by targeting the following areas: Job-embedded Professional Learning Communities, Data-Driven Culture, Instructional Walkthroughs, and Instructional Coaching.

Student Outcomes and Performance

- **2024-2025 State Accountability: Met Standard (C-73)/ Texas Public School Accountability Rating System. State Accountability Domains: Domain I-Student Achievement: (D-69); Domain II Academic Growth: (C-73)/Relative Performance (D-69); Domain III- Closing the Gaps (C-72)**
- **2023-2024 State Accountability: Met Standard (C-75)/ Texas Public School Accountability Rating System. State Accountability Domains: Domain I-Student Achievement: (D-60); Domain II Academic Growth: (C-76)/Relative Performance (D-62); Domain III- Closing the Gaps (C-73)**
- **2022-2023 State Accountability: Met Standard (A-90)/ Texas Public School Accountability Rating System. State Accountability Domains: Domain I-Student Achievement: (C-72); Domain II Academic Growth: (A-92)/Relative Performance (C-77); Domain III- Closing the Gaps (B-85)**
- **2021-2022 State Accountability: Projected Met Standard (B-83)/ Texas Public School Accountability Rating System. 2022-2023 State Accountability Domains: Domain I-Student Achievement: (64); Domain II Academic Growth: (86)/Relative Performance (60); Domain III- Closing the Gaps (75)**

STAAR Reading (3-4)

- **2025- % Approaches Grade Level (63.0%); 2024- % Meets Grade Level (31.5%); 2024 % Masters Grade Level (10%**
- **2024- % Approaches Grade Level (63.0%); 2024- % Meets Grade Level (31.5%); 2024 % Masters Grade Level (10%)**
- **2023- % Approaches Grade Level (72.0%); 2023- % Meets Grade Level (47%); 2023 % Masters Grade Level (18%)**
- **2022- % Approaches Grade Level (64.0%); 2022% Meets Grade Level (41.0%); 2022 % Masters Grade Level (15.0%)**

STAAR Math (3-4)

- **2025- % Approaches Grade Level (58.0%); 2024- % Meets Grade Level (32.5%); 2024 % Masters Grade Level (10.5%)**
- **2024- % Approaches Grade Level (58.0%); 2024- % Meets Grade Level (32.5%); 2024 % Masters Grade Level (10.5%)**
- **2023- % Approaches Grade Level (63%); 2023- % Meets Grade Level (40%); 2023 % Masters Grade Level (16%)**
- **2022- % Approaches Grade Level (54.0%); 2022% Meets Grade Level (28.0%); 2022 % Masters Grade Level (14.0%)**

I-Ready 2024-2025 BOY - EOY - Math

Campus Placement

- **Mid or Above Grade Level (1% to 27%)**
- **Early On Grade Level: (8% to 15%)**
- **One Grade Level Below: (59% to 47%)**
- **Two Grade Levels Below (23% to 7%)**
- **Three or More Grade Levels Below: (8% to 4%)**

Grade-Level Placement - Kindergarten

- **Mid or Above Grade Level (0% to 30%)**
- **Early On Grade Level: (8% to 8%)**
- **One Grade Level Below: (92% to 55%)**

- **Two Grade Levels Below (0% to 0%)**
- **Three or More Grade Levels Below: (0% to 0%)**

Grade-Level Placement - 1st Grade

- **Mid or Above Grade Level (5% to 29%)**
- **Early On Grade Level: (2% to 7%)**
- **One Grade Level Below: (68% to 59%)**
- **Two Grade Levels Below (25% to 5%)**
- **Three or More Grade Levels Below: (0% to 0%)**

Grade-Level Placement - 2nd Grade

- **Mid or Above Grade Level (0% to 13%)**
- **Early On Grade Level: (5% to 22%)**
- **One Grade Level Below: (51% to 52%)**
- **Two Grade Levels Below (44% to 13%)**
- **Three or More Grade Levels Below: (0% to 0%)**

Grade-Level Placement - 3rd Grade

- **Mid or Above Grade Level (0% to 32%)**
- **Early On Grade Level: (4% to 16%)**
- **One Grade Level Below: (55% to 38%)**
- **Two Grade Levels Below (28% to 8%)**
- **Three or More Grade Levels Below: (10% to 6%)**

Grade-Level Placement - 4th Grade

- **Mid or Above Grade Level (1% to 29%)**
- **Early On Grade Level: (17% to 20%)**
- **One Grade Level Below: (41% to 34%)**
- **Two Grade Levels Below (17% to 6%)**
- **Three or More Grade Levels Below: (23% to 11%)**

I-Ready 2024-2025 BOY - EOY Reading

Campus Placement

- **Mid or Above Grade Level (5% to 31%)**
- **Early On Grade Level: (14% to 19%)**
- **One Grade Level Below: (54% to 35%)**
- **Two Grade Levels Below (17% to 9%)**
- **Three or More Grade Levels Below: (10% to 6%)**

Grade-Level Placement - Kindergarten

- **Mid or Above Grade Level (7% to 28%)**
- **Early On Grade Level: (14% to 24%)**
- **One Grade Level Below: (80% to 48%)**

- **Two Grade Levels Below (0% to 0%)**
- **Three or More Grade Levels Below: (0% to 0%)**

Grade-Level Placement - 1st Grade

- **Mid or Above Grade Level (5% to 24%)**
- **Early On Grade Level: (6% to 8%)**
- **One Grade Level Below: (65% to 56%)**
- **Two Grade Levels Below (24% to 13%)**
- **Three or More Grade Levels Below: (0% to 0%)**

Grade-Level Placement - 2nd Grade

- **Mid or Above Grade Level (3% to 26%)**
- **Early On Grade Level: (13% to 26%)**
- **One Grade Level Below: (49% to 31%)**
- **Two Grade Levels Below (34% to 16%)**
- **Three or More Grade Levels Below: (0% to 0%)**

Grade-Level Placement - 3rd Grade

- **Mid or Above Grade Level (6% to 38%)**
- **Early On Grade Level: (28% to 34%)**
- **One Grade Level Below: (26% to 8%)**
- **Two Grade Levels Below (22% to 14%)**
- **Three or More Grade Levels Below: (18% to 6%)**

Grade-Level Placement - 4th Grade

- **Mid or Above Grade Level (5% to 38%)**
- **Early On Grade Level: (13% to 11%)**
- **One Grade Level Below: (52% to 32%)**
- **Two Grade Levels Below (5% to 1%)**
- **Three or More Grade Levels Below: (25% to 18%)**

2024-2025 TELPAS Campus Data (All Grades)

- **Listening: Advance High 26%; Advance 28%; Intermediate 35%; Beginning 11%**
- **Reading: Advance High 12%; Advance 15%; Intermediate 35%; Beginning 38%**
- **Speaking: Advance High 11%; Advance 28%; Intermediate 40%; Beginning 21%**
- **Writing; Advance High 4%; Advance 18%; Intermediate 32%; Beginning 46%**
- **Composite Advance High 8%; Advance 23%; Intermediate 55%; Beginning 14%**

2023-2024 TELPAS Campus Data (All Grades)

- **Listening: Advance High 20%; Advance 27%; Intermediate 18%; Beginning 35%**
- **Reading: Advance High 7%; Advance 18%; Intermediate 24%; Beginning 51%**
- **Speaking: Advance High 8%; Advance 14%; Intermediate 39%; Beginning 39%**
- **Writing; Advance High 4%; Advance 15%; Intermediate 22%; Beginning 59%**
- **Composite Advance High 4%; Advance 22%; Intermediate 38%; Beginning 36%**

2022-2023 TELPAS Campus Data (All Grades)

- **Listening: Advance High 24%; Advance 18%; Intermediate 27%; Beginning 32%**
- **Reading: Advance High 18%; Advance 15%; Intermediate 33%; Beginning 46%**
- **Speaking: Advance High 8%; Advance 24%; Intermediate 28%; Beginning 41%**
- **Writing; Advance High 3%; Advance 22%; Intermediate 23%; Beginning 51%**
- **Composite Advance High 10%; Advance 19%; Intermediate 32%; Beginning 36%**

Student Learning Strengths

Hyman Elementary students demonstrate notable strengths in growth among below-grade-level learners, particularly in early literacy and numeracy, as well as strong listening skills among English learners. While a stable proportion of students consistently reach Approaches Grade Level in Reading and Math, mastery-level performance remains low, and foundational skills in early grades require additional support. These strengths provide a solid foundation for targeted, data-driven interventions, instructional coaching, and professional learning aimed at closing learning gaps and increasing student achievement across all grade levels

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Low Mastery-Level Performance: Despite a majority of students approaching or meeting grade-level expectations, only 10-18% of students in Grades 3-4 achieve mastery on STAAR Reading and Math, indicating that higher-order thinking and advanced skill development are not consistently supported.
Root Cause: Students may not consistently be exposed to instructional strategies that promote higher-order thinking and mastery-level skills, and teachers may require additional support in differentiating instruction to challenge students beyond basic grade-level expectations.

Problem Statement 2 (Prioritized): Math Skill Development: Although there are gains for students starting below grade level, I-Ready Math data show that a substantial number of students remain one or more grade levels below at the end of the year, reflecting the need for strengthened instruction in conceptual understanding, problem-solving, and higher-order math skills.
Root Cause: Many students are not reaching grade-level proficiency in math because instruction does not consistently provide opportunities for deep conceptual understanding, problem-solving, and higher-order thinking. Limited differentiated support and targeted interventions for students below grade level prevent them from accelerating their learning and closing foundational gaps in math.

Problem Statement 3 (Prioritized): Early-Grade Foundational Gaps: I-Ready diagnostic data reveal that a significant proportion of students in Kindergarten through 2nd grade begin the year one or more grade levels below in Reading and Math, which contributes to persistent learning gaps in later grades and limits students' ability to meet grade-level expectations
Root Cause: A significant number of students enter Kindergarten through 2nd grade with underdeveloped foundational skills in reading and math, compounded by limited early intervention and targeted support, resulting in persistent learning gaps in subsequent grades

Problem Statement 4 (Prioritized): English Learner (ELL) Literacy Challenges: TELPAS data show that English learners at Hyman Elementary have strong listening skills but low proficiency in reading (27% Advance + Advance High) and writing (22% Advance + Advance High), highlighting the need for targeted language and literacy support to ensure equitable academic growth
Root Cause: ELL students' low reading and writing proficiency stems from insufficient scaffolding, targeted language instruction, and structured opportunities to practice academic language, limiting their ability to transfer listening skills into literacy outcomes.

School Processes & Programs

School Processes & Programs Summary

Hyman Elementary has all the components of an outstanding school: a dedicated staff, a supportive and caring community, and a body of students who are eager and willing to learn and excel. While we are extremely proud of our accomplishments thus far, our best work is ahead of us and will be demonstrated through our continued quest for excellence with our students, faculty/staff, parents, and community partners. We are truly proud of who we are as a school, and we make no excuses for who we are and what we expect of ourselves. The core of our work is our campus vision statement, which is to create a community of lifelong, responsible learners who strive for excellence in a global society. We are the Hyman Hawks, where our focus is on effectively teaching, challenging, and inspiring students to become lifelong learners.

Professional Practices

Hyman Elementary faculty and staff implement the district's curriculum, initiatives, and assessments as required by the state of Texas. Hyman bases all of its instruction on the Texas Essential Knowledge and Skills (TEKS) as a means of promoting students' achievement. The instructional staff participates in weekly Professional Learning Community meetings to collaboratively design our instructional goals and program. We utilize various reports to identify students who require academic and behavioral interventions, and based on campus data, professional development is provided to build the capacity of our teachers.

Professional Practices

- **Hyman's faculty and staff implement district curriculum, initiatives, and assessments as required by the state of Texas.**
- **Hyman's faculty and staff base all of its instruction on the Texas Essential Knowledge and Skills (TEKS) to prepare students for state assessments.**
- **Hyman teachers and instructional paraprofessionals are highly qualified as mandated by the State of Texas.**
- **100% of campus-based teachers have completed the Duncanville ISD Professional Development requirements.**
- **Hyman's teaching staff participates in weekly Power Meetings (Look Back and Look Forward) to prepare for instructional planning and delivery.**
- **Based on data, bi-weekly professional development is utilized to build the capacity of our teachers.**
- **Based on the T-TESS Effectiveness Level, the campus administrators and teachers engage in observation and feedback sessions for the purpose of increasing the teachers' content knowledge and pedagogy.**
- **Novice teachers are provided with a grade-level mentor and an instructional coach so that they have the support they need to have success in their first year.**
- **Hyman utilizes District Common Assessments and campus-based Interim Assessments to monitor student progress.**
- **Hyman's instructional design and delivery are focused on creating a positive learning environment.**
- **Hyman develops/follows content-specific nine-week instructional calendars with exemplars.**

Programs and Opportunities for Students

Hyman implements a curriculum written by the District that is aligned to State Standards. Hyman's instructional design and delivery are focused on creating a learning environment where we establish and maintain high expectations, provide "Good-First" instruction, and promote student engagement. We also utilize various summative/ formative assessments as a means of monitoring student progress, and if necessary, teachers will proceed in our district's RtI system of support to provide students with the appropriate interventions to promote student achievement.

Personnel-Policy and Procedures for Staff Quality, Recruitment & Retention

Every member of Hyman's faculty and staff is highly qualified as mandated by the State of Texas. In addition, ninety-eight percent (98.0%) of Professional Campus-Based employees have completed the Duncanville ISD Professional Development requirements. In efforts to improve staff quality, campus administrators utilize the Texas Teacher Evaluation and Support System (T-TESS) coaching model to engage teachers in observation and feedback sessions to increase the teachers' content knowledge and pedagogy. In addition, Novice teachers are provided with a grade-level mentor and access to a Teacher Specialist to provide additional content and pedagogical support.

Teacher Retention Rate:

2024-2025 - (87.25) - 2023-2024 - (85.7%) - 2022-2023 - (84.4%) - 2021-2022 - (84.2%); 2020-2021 - (82.0%); 2019-2020 - (88.0%); 2018-2019 - (84.0%)

Average Years of Teacher Experience:

2024-2025 - 0 Year- 3 (9%); 1-5 Years-4 (32.8%); 6-10 Years- (22.7%); 11-20 Years-15 (17.9%); 20+ Years- (17.9%)

2023-2024 - 0 Year- 3 (12.1%); 1-5 Years-4 (25.7%); 6-10 Years- (18.3%); 11-20 Years-15 (21.8%); 20+ Years- (22.0%)

2022-2023 - 0 year-0 (12.2%); 1-5 years-8 (26.8%); 6-10 Years- (18.4%); 11-20 Years-12 (30.7%); 20+ Years- (11.8%)

School Processes & Programs Strengths

Hyman Elementary showcases a robust framework for excellence characterized by a qualified and dedicated staff, strong professional development practices, a collaborative culture, a focus on student achievement, and community engagement, all of which contribute to fostering a positive learning environment.

1. Dedicated and Qualified Staff

- All faculty and staff are highly qualified as mandated by the State of Texas, ensuring a professional learning environment.
- A high percentage (98.0%) of campus-based employees have completed the required professional development, indicating a commitment to ongoing improvement.

2. Supportive Professional Development

- The school employs a structured approach to professional development, with bi-weekly sessions focused on enhancing teacher capacity.
- The use of the Texas Teacher Evaluation and Support System (T-TESS) provides tailored feedback and coaching to teachers, fostering content knowledge and pedagogical skills.
- New teachers benefit from mentorship programs and access to instructional coaching, helping them to succeed in their roles.

3. Strong Instructional Framework

- The implementation of the Texas Essential Knowledge and Skills (TEKS) helps ensure that instruction aligns with state standards, preparing students effectively for assessments.
- Data-driven instruction, through the use of assessments and monitoring systems, allows teachers to identify and address student needs through targeted interventions.

4. Collaborative Culture

- Regular Professional Learning Community meetings allow staff to collaboratively design instructional goals and programs, promoting a culture of teamwork and shared responsibility for student outcomes.
- The "Power Meetings" encourage reflective practice among teachers, enhancing instructional planning and delivery.

5. Positive Learning Environment

- The school focuses on creating a positive and engaging learning environment, which is crucial for student confidence and success.
- High expectations are established and maintained, promoting a culture of excellence within the school community.

6. Community Engagement

- A supportive and caring community contributes to a nurturing school environment, with active participation from parents and community partners.
- The school’s vision emphasizes the creation of lifelong learners who are responsible and engaged, resonating well with community values.

7. Stable Teacher Retention

- The teacher retention rate has shown stability over the years (ranging from 82.0% to 88.0%), indicating a positive work environment that encourages teachers to remain at the school, which is crucial for student success.
- The average years of teacher experience reflect a mix of novice and veteran teachers, allowing for a balance of fresh perspectives and seasoned expertise.

8. Emphasis on Student Achievement

- The use of various summative and formative assessments to monitor student progress ensures that academic achievement is continually tracked and improved upon.
- The curriculum is aligned to state standards and designed for engagement, demonstrating a holistic approach to education that prioritizes student success.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Data-Driven Instruction: Hyman Elementary teachers have limited experience using student performance data and need training to effectively guide instruction and interventions, ensuring the academic needs of all learners, particularly those requiring targeted support, are met.
Root Cause: Teachers at Hyman Elementary face challenges in using student performance data effectively due to limited targeted training, a high proportion of novice and early-career staff, and insufficient follow-up or coaching. Additional barriers include time constraints, lack of user-friendly data tools, and misalignment between assessments and instructional needs, which hinder the translation of data into

Problem Statement 2 (Prioritized): Teacher Experience and Retention: A significant portion of Hyman Elementary teaching staff is comprised of novice and early-career teachers (41.8% with 0-5 years of experience), which may limit instructional consistency and the ability to implement advanced pedagogical strategies across all classrooms. Additionally, while teacher retention is relatively strong, there is a need
Root Cause: Hyman Elementary has a high proportion of novice and early-career teachers due to recent staff turnover, limited availability of experienced teachers, and competitive hiring in neighboring districts. Retention is affected by workload demand and limited career growth opportunities.

Problem Statement 3 (Prioritized): Teacher Experience and Retention: Despite a relatively stable teacher retention rate (around 85%), there is a noticeable decline in Dual-Language teachers. This trend indicates a potential problem and could impact the continuity and quality of education of Emergent Bilingual students.
Root Cause: A shortage of qualified candidates to fill Dual-Language teaching positions can lead to overworked staff and a sense of instability. If teachers feel they are doing the work of multiple staff members, they may seek opportunities elsewhere.

Problem Statement 4 (Prioritized): Professional Development and Instructional Support: Although all Hyman teachers meet professional development requirements, current training may not fully address individual needs or provide enough follow-up, potentially limiting effective differentiation and the use of research-based strategies for diverse learners.
Root Cause: Professional development at times is generalized, with limited follow-up and resources, and may not fully align with the needs of diverse learners, including SPED and EB/ESL students. These factors can limit differentiation and the effective use of research-based strategies across classrooms.

Perceptions

Perceptions Summary

Hyman Elementary has a long-established tradition of excellence in the Duncanville Independent School District. We care about our students and are committed to providing them with a strong educational foundation. The doors of our school are always open. We encourage you to visit teachers and classrooms throughout the year. We also recommend that you become involved in our school by joining the PTO/SBDM and/or becoming a campus volunteer. The school's success depends on the involvement, commitment, and support of our parents and community stakeholders.

Average Daily Attendance: Target Rate (93.0%)

2023-2024 ADA - (93.8%) 2022-2023 ADA - (93.3%) 2022-2023 ADA - (92.2%)

Chronic Absenteeism

2024-2025- (15.6%) 2022-2023- (21.0%) 2021-2022- (23.4%)

Disciplinary Actions

Discipline Referrals: 2024-2025- (39) 2023-2024- (31);2022-2023 - (51); (2021-2022- (40)

In-School Suspensions: 2024-2025- (0) 2023-2024- (0) 2022-2023 - (1); 2021-2022 (0);

Out-of-School Suspensions: 2024-2025- () 2023-2024- () 2022-2023 - (5); 2021-2022- (5)

Alternative Placement: 2024-2025- (0) 2023-2024- (0) 2022-2023 - (0); 2021-2022- (0)

Perceptions Strengths

Strong Community Engagement: The school actively encourages parental and community involvement, emphasizing the importance of partnerships through initiatives such as the PTO/SBDM and volunteering opportunities. This collaborative approach fosters a sense of community and shared responsibility for student outcomes.

Focus on Student Support: The school's emphasis on providing a strong educational foundation symbolizes its dedication to meeting the academic and social needs of its students. This foundation is critical for ensuring that students are well prepared for future educational endeavors.

Commitment to Student Welfare: Hyman Elementary's open-door policy for parents and community members indicates a transparent and inclusive approach to education, highlighting the school's commitment to creating a welcoming environment for all stakeholders.

Improving Average Daily Attendance (ADA): The school has demonstrated a positive trend in average daily attendance, increasing from 92.0% in 2021-2022 to 93.8% in 2023-2024. Although this is still below the target rate of 97.5%, the consistent improvement indicates a growing commitment from students and families to prioritize attendance.

Decreasing Discipline Referrals: There has been a significant decrease in discipline referrals over the years, dropping from 51 in 2022-2023 to just 31 in 2023-2024. This downward trend may suggest improvements in classroom management, student behavior, and overall school culture.

Stable Alternative Placement Rates: The historical data shows very few cases of alternative placements, with zeros recorded for multiple years, reflecting the school's ability to accommodate students effectively within the main educational setting and support positive behavior without needing to resort to alternative placements.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): To sustain Hyman Elementary's tradition of excellence, there is a critical need to address chronic absenteeism and reduce discipline referrals through stronger family engagement, targeted student supports, and proactive interventions that promote consistent attendance, positive behavior, and academic success.
Root Cause: The primary root cause of chronic absenteeism, flat ADA growth, and increased discipline referrals at Hyman Elementary could be the inconsistent implementation of systems that integrate family engagement, proactive student support, and consistent school-wide practices.

Priority Problem Statements

Problem Statement 1: Low Mastery-Level Performance: Despite a majority of students approaching or meeting grade-level expectations, only 10-18% of students in Grades 3-4 achieve mastery on STAAR Reading and Math, indicating that higher-order thinking and advanced skill development are not consistently supported.

Root Cause 1: Students may not consistently be exposed to instructional strategies that promote higher-order thinking and mastery-level skills, and teachers may require additional support in differentiating instruction to challenge students beyond basic grade-level expectations.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Math Skill Development: Although there are gains for students starting below grade level, I-Ready Math data show that a substantial number of students remain one or more grade levels below at the end of the year, reflecting the need for strengthened instruction in conceptual understanding, problem-solving, and higher-order math skills.

Root Cause 2: Many students are not reaching grade-level proficiency in math because instruction does not consistently provide opportunities for deep conceptual understanding, problem-solving, and higher-order thinking. Limited differentiated support and targeted interventions for students below grade level prevent them from accelerating their learning and closing foundational gaps in math.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: English Learner (ELL) Literacy Challenges: TELPAS data show that English learners at Hyman Elementary have strong listening skills but low proficiency in reading (27% Advance + Advance High) and writing (22% Advance + Advance High), highlighting the need for targeted language and literacy support to ensure equitable academic growth

Root Cause 3: ELL students' low reading and writing proficiency stems from insufficient scaffolding, targeted language instruction, and structured opportunities to practice academic language, limiting their ability to transfer listening skills into literacy outcomes.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Early-Grade Foundational Gaps: I-Ready diagnostic data reveal that a significant proportion of students in Kindergarten through 2nd grade begin the year one or more grade levels below in Reading and Math, which contributes to persistent learning gaps in later grades and limits students' ability to meet grade-level expectations

Root Cause 4: A significant number of students enter Kindergarten through 2nd grade with underdeveloped foundational skills in reading and math, compounded by limited early intervention and targeted support, resulting in persistent learning gaps in subsequent grades

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Attendance: While attendance meets the target, it only slightly exceeds it (93.8% vs. 93.0%). Sustaining and improving attendance will remain critical to maximize instructional time.

Root Cause 5: A small group of students with habitual absenteeism is disproportionately impacting the overall attendance rate. Additionally, absences in the early grades, particularly Pre-K and Kindergarten, may establish patterns of inconsistent attendance that continue throughout the elementary years, contributing to challenges in sustaining and improving overall student attendance.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Mobility and Attrition: Student mobility rose significantly to 20.2% in 2023-24, and while attrition has declined, 21.1% of students leaving still reflects challenges in retaining families and ensuring stability for student learning.

Root Cause 6: The emergence of new/competitor schools or improvements in nearby schools (public, private, or charter) might attract parents away from the school. Families may choose institutions that offer more appealing programs, extracurricular activities, or perceived better educational opportunities.

Problem Statement 6 Areas: Demographics

Problem Statement 7: High Rates of Economically Disadvantaged Students: Although decreasing, 70.8% of students remain economically disadvantaged, indicating that a significant majority of the student body may face barriers to learning that require ongoing support.

Root Cause 7: The persistent high proportion of economically disadvantaged students (70.8%) suggests ongoing barriers to learning that require comprehensive support strategies to ensure equitable outcomes

Problem Statement 7 Areas: Demographics

Problem Statement 8: Data-Driven Instruction: Hyman Elementary teachers have limited experience using student performance data and need training to effectively guide instruction and interventions, ensuring the academic needs of all learners, particularly those requiring targeted support, are met.

Root Cause 8: Teachers at Hyman Elementary face challenges in using student performance data effectively due to limited targeted training, a high proportion of novice and early-career staff, and insufficient follow-up or coaching. Additional barriers include time constraints, lack of user-friendly data tools, and misalignment between assessments and instructional needs, which hinder the translation of data into

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Teacher Experience and Retention: A significant portion of Hyman Elementary teaching staff is comprised of novice and early-career teachers (41.8% with 0-5 years of experience), which may limit instructional consistency and the ability to implement advanced pedagogical strategies across all classrooms. Additionally, while teacher retention is relatively strong, there is a need

Root Cause 9: Hyman Elementary has a high proportion of novice and early-career teachers due to recent staff turnover, limited availability of experienced teachers, and competitive hiring in neighboring districts. Retention is affected by workload demand and limited career growth opportunities.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Teacher Experience and Retention: Despite a relatively stable teacher retention rate (around 85%), there is a noticeable decline in Dual-Language teachers. This trend indicates a potential problem and could impact the continuity and quality of education of Emergent Bilingual students.

Root Cause 10: A shortage of qualified candidates to fill Dual-Language teaching positions can lead to overworked staff and a sense of instability. If teachers feel they are doing the work of multiple staff members, they may seek opportunities elsewhere.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Professional Development and Instructional Support: Although all Hyman teachers meet professional development requirements, current training may not fully address individual needs or provide enough follow-up, potentially limiting effective differentiation and the use of research-based strategies for diverse learners.

Root Cause 11: Professional development at times is generalized, with limited follow-up and resources, and may not fully align with the needs of diverse learners, including SPED and EB/ESL students. These factors can limit differentiation and the effective use of research-based strategies across classrooms.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: To sustain Hyman Elementary's tradition of excellence, there is a critical need to address chronic absenteeism and reduce discipline referrals through stronger family engagement, targeted student supports, and proactive interventions that promote consistent attendance, positive behavior, and academic success.

Root Cause 12: The primary root cause of chronic absenteeism, flat ADA growth, and increased discipline referrals at Hyman Elementary could be the inconsistent implementation of systems that integrate family engagement, proactive student support, and consistent school-wide practices.

Problem Statement 12 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and 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
- Special education/non-special education population including discipline, progress and participation data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data
- T-PESS data

Support Systems and Other Data

- Capacity and resources data
- Budgets/entitlements and expenditures data

Priorities

Priority 1: STUDENT ACADEMIC SUCCESS

Goal 1: By June 2026, student achievement on the third-grade state assessment in Reading at the "Meets" performance level or above will increase from 54% to 55% on the STAAR test.

High Priority

Evaluation Data Sources: STAAR Reading Assessment 2026

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Implement Norm-referenced and Criterion-referenced assessments to identify at-risk students in reading and provide interventions accordingly, including but not limited to tutoring, accelerated instruction, enrichment, mentoring, and online program resources. **Strategy's Expected Result/Impact:** Identification of High and Low Performers will assist us in identifying students who excel and those who may need additional support allowing for targeted teaching strategies and interventions tailored to help students master specific competencies. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach Alexandra Gilmore, Reading Interventionist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 3 - Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Promote the consistent use of a high-quality, research-based reading program (HQIM) in every classroom, fully aligned with state educational standards. **Strategy's Expected Result/Impact:** Consistent implementation of the HQIM reading program across all grade levels will ensure instruction is aligned to state standards and accessible to all students. This approach is expected to enhance student reading achievement, reduce proficiency gaps among subgroups, and strengthen teachers' instructional effectiveness, resulting in higher overall academic outcomes **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: Establish supplementary reading programs (e.g., Systematic Instruction in Phonological Awareness, Phonics and Sight Words, (SIPPs), Leveled Literacy Intervention (LLI) that provide targeted support for students reading below grade level. **Strategy's Expected Result/Impact:** Increased reading proficiency levels among struggling readers, contributing to overall improved test scores. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach Alexandra Gilmore, Reading Interventionist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3, 4				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4: Provide ongoing professional development focused on effective reading instructional strategies, including differentiated instruction, formative assessment, and using technology in the classroom. **Strategy's Expected Result/Impact:** Teachers equipped with the skills and knowledge to implement best practices in reading instruction. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach Alexandra Gilmore, Reading Interventionist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 4				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5: Extended Learning Opportunities- Offer after-school programs and summer reading camps that focus on literacy development and enrichment. **Strategy's Expected Result/Impact:** Offering Extended Learning Opportunities such as after-school programs and summer reading camps focused on literacy development is expected to enhance students' literacy skills, increase engagement, provide individualized support, and reduce achievement gaps, ultimately leading to higher overall academic success. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach Alexandra Gilmore, Reading Interventionist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 6: Parental Engagement and Communication: Facilitate workshops for parents to help them understand the reading curriculum and strategies to support their children at home **Strategy's Expected Result/Impact:** Stronger home-school connections leading to enhanced student motivation and support. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach Alexandra Gilmore, Reading Interventionist Sharon, Holan, Campus Librarian Edith Sanchez, FACE Liaison **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Perceptions 1				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 7: Recognition of Reading Achievements- Implement a reading recognition program (e.g., reading challenges, celebrations of achievement) to motivate students. **Strategy's Expected Result/Impact:** Increased student enthusiasm for reading, as well as improved reading habits and outcomes. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach Alexandra Gilmore, Reading Interventionist Sharon Holan, Campus Librarian **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Demographics

Problem Statement 3: High Rates of Economically Disadvantaged Students: Although decreasing, 70.8% of students remain economically disadvantaged, indicating that a significant majority of the student body may face barriers to learning that require ongoing support. **Root Cause**: The persistent high proportion of economically disadvantaged students (70.8%) suggests ongoing barriers to learning that require comprehensive support strategies to ensure equitable outcomes

Student Learning

Problem Statement 1: Low Mastery-Level Performance: Despite a majority of students approaching or meeting grade-level expectations, only 10-18% of students in Grades 3-4 achieve mastery on STAAR Reading and Math, indicating that higher-order thinking and advanced skill development are not consistently supported. **Root Cause**: Students may not consistently be exposed to instructional strategies that promote higher-order thinking and mastery-level skills, and teachers may require additional support in differentiating instruction to challenge students beyond basic grade-level expectations.

Problem Statement 3: Early-Grade Foundational Gaps: I-Ready diagnostic data reveal that a significant proportion of students in Kindergarten through 2nd grade begin the year one or more grade levels below in Reading and Math, which contributes to persistent learning gaps in later grades and limits students' ability to meet grade-level expectations **Root Cause**: A significant number of students enter Kindergarten through 2nd grade with underdeveloped foundational skills in reading and math, compounded by limited early intervention and targeted support, resulting in persistent learning gaps in subsequent grades

Problem Statement 4: English Learner (ELL) Literacy Challenges: TELPAS data show that English learners at Hyman Elementary have strong listening skills but low proficiency in reading (27% Advance + Advance High) and writing (22% Advance + Advance High), highlighting the need for targeted language and literacy support to ensure equitable academic growth **Root Cause**: ELL students' low reading and writing proficiency stems from insufficient scaffolding, targeted language instruction, and structured opportunities to practice academic language, limiting their ability to transfer listening skills into literacy outcomes.

School Processes & Programs

Problem Statement 4: Professional Development and Instructional Support: Although all Hyman teachers meet professional development requirements, current training may not fully address individual needs or provide enough follow-up, potentially limiting effective differentiation and the use of research-based strategies for diverse learners. **Root Cause**: Professional development at times is generalized, with limited follow-up and resources, and may not fully align with the needs of diverse learners, including SPED and EB/ESL students. These factors can limit differentiation and the effective use of research-based strategies across classrooms.

Perceptions

Problem Statement 1: To sustain Hyman Elementary's tradition of excellence, there is a critical need to address chronic absenteeism and reduce discipline referrals through stronger family engagement, targeted student supports, and proactive interventions that promote consistent attendance, positive behavior, and academic success. **Root Cause**: The primary root cause of chronic absenteeism, flat ADA growth, and increased discipline referrals at Hyman Elementary could be the inconsistent implementation of systems that integrate family engagement, proactive student support, and consistent school-wide practices.

Priority 1: STUDENT ACADEMIC SUCCESS

Goal 2: By June 2026, student achievement on the 1st-grade iReady Reading assessment is expected to increase from 10% to 45% at or above early grade-level.

High Priority

Evaluation Data Sources: iReady Assessments (BOY, MOY, EOY)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Teachers will use iReady diagnostics and short-cycle assessments to identify student strengths and areas for growth. Continuous monitoring of usage and growth reports will guide instructional adjustments to ensure targeted support and continuous progress monitoring **Strategy's Expected Result/Impact:** Using timely iReady data will allow teachers and leaders to target instruction to student needs, strengthen foundational literacy skills, and increase the number of students reaching grade-level proficiency. Data-driven PLCs and campus monitoring will ensure effective interventions, accountability, and early support for struggling readers. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach Alexandra Gilmore, Reading Interventionist **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Implement daily structured literacy routines aligned with the science of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). **Strategy's Expected Result/Impact:** By implementing structured literacy routines, students will develop stronger foundational reading skills, show measurable growth on iReady Reading assessments toward or above the 50th percentile by June 2026, and benefit from consistent, research-based instruction. This approach will also boost student engagement, confidence, and motivation in reading **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach Alexandra Gilmore, Reading Interventionist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: Provide tiered interventions during designated intervention blocks, with fidelity checks by instructional coaches/administrators. **Strategy's Expected Result/Impact:** Targeted Tier II and III interventions will accelerate student growth in foundational reading skills, reduce gaps for below-grade-level learners, and ensure consistent, high-quality instruction through regular fidelity checks and coaching support. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach Alexandra Gilmore, Reading Interventionist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 4				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Student Learning

Problem Statement 3: Early-Grade Foundational Gaps: I-Ready diagnostic data reveal that a significant proportion of students in Kindergarten through 2nd grade begin the year one or more grade levels below in Reading and Math, which contributes to persistent learning gaps in later grades and limits students' ability to meet grade-level expectations **Root Cause**: A significant number of students enter Kindergarten through 2nd grade with underdeveloped foundational skills in reading and math, compounded by limited early intervention and targeted support, resulting in persistent learning gaps in subsequent grades

School Processes & Programs

Problem Statement 4: Professional Development and Instructional Support: Although all Hyman teachers meet professional development requirements, current training may not fully address individual needs or provide enough follow-up, potentially limiting effective differentiation and the use of research-based strategies for diverse learners. **Root Cause**: Professional development at times is generalized, with limited follow-up and resources, and may not fully align with the needs of diverse learners, including SPED and EB/ESL students. These factors can limit differentiation and the effective use of research-based strategies across classrooms.

Priority 1: STUDENT ACADEMIC SUCCESS

Goal 3: By June 2026, student achievement on the 2nd-grade iReady Reading assessment is expected to increase from 18% to 45% at or above early grade-level.

High Priority

Evaluation Data Sources: iReady Assessments (BOY, MOY, EOY)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Teachers will use iReady diagnostics and short-cycle assessments to identify student strengths and areas for growth. Continuous monitoring of usage and growth reports will guide instructional adjustments to ensure targeted support and continuous progress monitoring **Strategy's Expected Result/Impact:** Using timely iReady data will allow teachers and leaders to target instruction to student needs, strengthen foundational literacy skills, and increase the number of students reaching grade-level proficiency. Data-driven PLCs and campus monitoring will ensure effective interventions, accountability, and early support for struggling readers. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach Alexandra Gilmore, Reading Interventionist **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Implement daily structured literacy routines aligned with the science of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). **Strategy's Expected Result/Impact:** By implementing structured literacy routines, students will develop stronger foundational reading skills, show measurable growth on iReady Reading assessments toward or above the 50th percentile by June 2026, and benefit from consistent, research-based instruction. This approach will also boost student engagement, confidence, and motivation in reading. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach Alexandra Gilmore, Reading Interventionist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: Provide tiered interventions during designated intervention blocks, with fidelity checks by instructional coaches/administrators. **Strategy's Expected Result/Impact:** Targeted Tier II and III interventions will accelerate student growth in foundational reading skills, reduce gaps for below-grade-level learners, and ensure consistent, high-quality instruction through regular fidelity checks and coaching support. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach Alexandra Gilmore, Reading Interventionist **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3, 4 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Student Learning

Problem Statement 3: Early-Grade Foundational Gaps: I-Ready diagnostic data reveal that a significant proportion of students in Kindergarten through 2nd grade begin the year one or more grade levels below in Reading and Math, which contributes to persistent learning gaps in later grades and limits students' ability to meet grade-level expectations **Root Cause**: A significant number of students enter Kindergarten through 2nd grade with underdeveloped foundational skills in reading and math, compounded by limited early intervention and targeted support, resulting in persistent learning gaps in subsequent grades

Problem Statement 4: English Learner (ELL) Literacy Challenges: TELPAS data show that English learners at Hyman Elementary have strong listening skills but low proficiency in reading (27% Advance + Advance High) and writing (22% Advance + Advance High), highlighting the need for targeted language and literacy support to ensure equitable academic growth **Root Cause**: ELL students' low reading and writing proficiency stems from insufficient scaffolding, targeted language instruction, and structured opportunities to practice academic language, limiting their ability to transfer listening skills into literacy outcomes.

School Processes & Programs

Problem Statement 1: Data-Driven Instruction: Hyman Elementary teachers have limited experience using student performance data and need training to effectively guide instruction and interventions, ensuring the academic needs of all learners, particularly those requiring targeted support, are met. **Root Cause**: Teachers at Hyman Elementary face challenges in using student performance data effectively due to limited targeted training, a high proportion of novice and early-career staff, and insufficient follow-up or coaching. Additional barriers include time constraints, lack of user-friendly data tools, and misalignment between assessments and instructional needs, which hinder the translation of data into

Priority 1: STUDENT ACADEMIC SUCCESS

Goal 4: By June 2026, student achievement on the third-grade state assessment in Math at the "Meets" performance level or above will increase from 37% to 45% on the STAAR test.

High Priority

Evaluation Data Sources: STAAR Mathematics Assessment 2026

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Implement Norm-referenced and Criterion-referenced assessments to identify at-risk students in math and provide interventions accordingly, including but not limited to tutoring, accelerated instruction, enrichment, mentoring, and online program resources. **Strategy's Expected Result/Impact:** Identification of High and Low Performers: Helps educators identify students who excel and those who may need additional support allowing for targeted teaching strategies and interventions tailored to help students master specific competencies. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach\ Kimetra Williams-Story, Math Interventionist **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Promote the consistent use of a high-quality, research-based mathematics program (HQIM) in every classroom, fully aligned with state educational standards. **Strategy's Expected Result/Impact:** Consistent implementation of the HQIM mathematics program across all grade levels will ensure instruction is aligned to state standards and accessible to all students. This approach is expected to enhance student reading achievement, reduce proficiency gaps among subgroups, and strengthen teachers' instructional effectiveness, resulting in higher overall academic outcomes **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: Implement a multi-tiered system of supports (MTSS) that provides varying levels of intervention based on student needs in the area of mathematics. **Strategy's Expected Result/Impact:** Increased support for struggling students, leading to higher levels of mastery and confidence in math. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach\ Kimetra Williams-Story, Math Interventionist **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4: Extended Learning Opportunities- Offer after-school programs and summer math camps that focus on mathematical development and enrichment. **Strategy's Expected Result/Impact:** By implementing Extended Learning Opportunities such as after-school programs and summer math camps, schools can expect significant improvements in students' mathematical abilities, greater engagement in learning, and overall enhancements in their academic performance and confidence in math. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach\ Kimetra Williams-Story, Math Interventionist **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5: Provide ongoing professional development focused on effective math instructional strategies, including differentiated instruction, formative assessment, and using technology in the classroom. **Strategy's Expected Result/Impact:** Teachers equipped with the skills and knowledge to implement best practices in math instruction. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach\ Kimetra Williams-Story, Math Interventionist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 4				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 6: Parental Engagement and Communication: Facilitate workshops for parents to help them understand the math curriculum and strategies to support their children at home **Strategy's Expected Result/Impact:** Stronger home-school connections leading to enhanced student motivation and support. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach\ Kimetra Williams-Story, Math Interventionist Edith Sanchez- FACE Liason **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4 Problem Statements:

Student Learning
Problem Statement 1: Low Mastery-Level Performance: Despite a majority of students approaching or meeting grade-level expectations, only 10-18% of students in Grades 3-4 achieve mastery on STAAR Reading and Math, indicating that higher-order thinking and advanced skill development are not consistently supported. **Root Cause**: Students may not consistently be exposed to instructional strategies that promote higher-order thinking and mastery-level skills, and teachers may require additional support in differentiating instruction to challenge students beyond basic grade-level expectations.
Problem Statement 2: Math Skill Development: Although there are gains for students starting below grade level, I-Ready Math data show that a substantial number of students remain one or more grade levels below at the end of the year, reflecting the need for strengthened instruction in conceptual understanding, problem-solving, and higher-order math skills. **Root Cause**: Many students are not reaching grade-level proficiency in math because instruction does not consistently provide opportunities for deep conceptual understanding, problem-solving, and higher-order thinking. Limited differentiated support and targeted interventions for students below grade level prevent them from accelerating their learning and closing foundational gaps in math.
School Processes & Programs
Problem Statement 4: Professional Development and Instructional Support: Although all Hyman teachers meet professional development requirements, current training may not fully address individual needs or provide enough follow-up, potentially limiting effective differentiation and the use of research-based strategies for diverse learners. **Root Cause**: Professional development at times is generalized, with limited follow-up and resources, and may not fully align with the needs of diverse learners, including SPED and EB/ESL students. These factors can limit differentiation and the effective use of research-based strategies across classrooms.

Perceptions

Problem Statement 1: To sustain Hyman Elementary's tradition of excellence, there is a critical need to address chronic absenteeism and reduce discipline referrals through stronger family engagement, targeted student supports, and proactive interventions that promote consistent attendance, positive behavior, and academic success. **Root Cause**: The primary root cause of chronic absenteeism, flat ADA growth, and increased discipline referrals at Hyman Elementary could be the inconsistent implementation of systems that integrate family engagement, proactive student support, and consistent school-wide practices.

Priority 1: STUDENT ACADEMIC SUCCESS

Goal 5: By June 2026, student achievement on the 1st-grade iReady Math assessment is expected to increase from 2% to 45% at or above early grade-level.

High Priority

Evaluation Data Sources: iReady Assessments (BOY, MOY, EOY)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Implement differentiated math instruction by grouping students based on iReady diagnostic data, tailoring lessons to individual learning needs using manipulatives, visual models, and real-world problem-solving, and integrating iReady lessons and games to reinforce targeted skills. **Strategy's Expected Result/Impact:** Students will receive instruction targeted to their skill level, leading to increased engagement, mastery of foundational math concepts, improved overall performance on iReady Math assessments, and a reduction in achievement gaps among student subgroups **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach Kimetra Williams-Story, Math Interventionist **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Conduct frequent progress monitoring of usage and growth reports for each student, and holding monthly data meetings to adjust instruction based on performance. **Strategy's Expected Result/Impact:** Students who need additional support will be identified early, allowing teachers to adjust instruction based on real-time data, resulting in more students meeting grade-level expectations and demonstrating measurable growth on iReady. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach Kimetra Williams-Story, Math Interventionist **Problem Statements:** Student Learning 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: Provide tiered interventions and enrichment by delivering high-quality classroom instruction for all students, implementing small-group interventions 2-3 times per week for students below benchmark, providing intensive 1:1 support for students significantly below grade level, and offering enrichment activities for advanced learners. **Strategy's Expected Result/Impact:** Teachers will demonstrate increased instructional effectiveness through the consistent implementation of evidence-based math practices, leading to improved student learning outcomes and measurable growth on iReady assessments. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach Kimetra Williams-Story, Math Interventionist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3				

No Progress Accomplished Continue/Modify Discontinue

Goal 5 Problem Statements:

Student Learning

Problem Statement 2: Math Skill Development: Although there are gains for students starting below grade level, I-Ready Math data show that a substantial number of students remain one or more grade levels below at the end of the year, reflecting the need for strengthened instruction in conceptual understanding, problem-solving, and higher-order math skills. **Root Cause**: Many students are not reaching grade-level proficiency in math because instruction does not consistently provide opportunities for deep conceptual understanding, problem-solving, and higher-order thinking. Limited differentiated support and targeted interventions for students below grade level prevent them from accelerating their learning and closing foundational gaps in math.

Problem Statement 3: Early-Grade Foundational Gaps: I-Ready diagnostic data reveal that a significant proportion of students in Kindergarten through 2nd grade begin the year one or more grade levels below in Reading and Math, which contributes to persistent learning gaps in later grades and limits students' ability to meet grade-level expectations **Root Cause**: A significant number of students enter Kindergarten through 2nd grade with underdeveloped foundational skills in reading and math, compounded by limited early intervention and targeted support, resulting in persistent learning gaps in subsequent grades

School Processes & Programs

Problem Statement 1: Data-Driven Instruction: Hyman Elementary teachers have limited experience using student performance data and need training to effectively guide instruction and interventions, ensuring the academic needs of all learners, particularly those requiring targeted support, are met. **Root Cause**: Teachers at Hyman Elementary face challenges in using student performance data effectively due to limited targeted training, a high proportion of novice and early-career staff, and insufficient follow-up or coaching. Additional barriers include time constraints, lack of user-friendly data tools, and misalignment between assessments and instructional needs, which hinder the translation of data into

Priority 1: STUDENT ACADEMIC SUCCESS

Goal 6: By June 2026, student achievement on the 2nd-grade iReady Math assessment is expected to increase from 8% to 45% at or above early grade-level.

High Priority

Evaluation Data Sources: iReady Assessments (BOY, MOY, EOY)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Implement differentiated math instruction by grouping students based on iReady diagnostic data, tailoring lessons to individual learning needs using manipulatives, visual models, and real-world problem-solving, and integrating iReady lessons and games to reinforce targeted skills. **Strategy's Expected Result/Impact:** Students will receive instruction targeted to their skill level, leading to increased engagement, mastery of foundational math concepts, improved overall performance on iReady Math assessments, and a reduction in achievement gaps among student subgroups **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach Kimetra Williams-Story, Math Interventionist **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Conduct frequent progress monitoring of usage and growth reports for each student, and holding monthly data meetings to adjust instruction based on performance. **Strategy's Expected Result/Impact:** Students who need additional support will be identified early, allowing teachers to adjust instruction based on real-time data, resulting in more students meeting grade-level expectations and demonstrating measurable growth on iReady. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach Kimetra Williams-Story, Math Interventionist **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: Provide tiered interventions and enrichment by delivering high-quality classroom instruction for all students, implementing small-group interventions 2-3 times per week for students below benchmark, providing intensive 1:1 support for students significantly below grade level, and offering enrichment activities for advanced learners. **Strategy's Expected Result/Impact:** Teachers will demonstrate increased instructional effectiveness through the consistent implementation of evidence-based math practices, leading to improved student learning outcomes and measurable growth on iReady assessments. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach Kimetra Williams-Story, Math Interventionist **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 6 Problem Statements:

Student Learning
Problem Statement 3: Early-Grade Foundational Gaps: I-Ready diagnostic data reveal that a significant proportion of students in Kindergarten through 2nd grade begin the year one or more grade levels below in Reading and Math, which contributes to persistent learning gaps in later grades and limits students' ability to meet grade-level expectations **Root Cause**: A significant number of students enter Kindergarten through 2nd grade with underdeveloped foundational skills in reading and math, compounded by limited early intervention and targeted support, resulting in persistent learning gaps in subsequent grades
School Processes & Programs
Problem Statement 1: Data-Driven Instruction: Hyman Elementary teachers have limited experience using student performance data and need training to effectively guide instruction and interventions, ensuring the academic needs of all learners, particularly those requiring targeted support, are met. **Root Cause**: Teachers at Hyman Elementary face challenges in using student performance data effectively due to limited targeted training, a high proportion of novice and early-career staff, and insufficient follow-up or coaching. Additional barriers include time constraints, lack of user-friendly data tools, and misalignment between assessments and instructional needs, which hinder the translation of data into

Priority 1: STUDENT ACADEMIC SUCCESS

Goal 7: By June 2026, student achievement on the state assessments in Reading will increase at approaches from 76% to 85%, meets from 46% to 55%, and masters from 16% to 30% on the STAAR test.

High Priority

Evaluation Data Sources: STAAR Reading Assessment 2026

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Teachers will use STAAR, iReady, and formative assessment data to identify student strengths and gaps. Frequent data meetings will guide instructional adjustments and targeted interventions to support continuous student growth. **Strategy's Expected Result/Impact:** As a campus, we will be able to make instructional decisions based on evidence, targeting skills that will raise performance across all STAAR achievement levels. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Teachers will deliver high-quality, evidence-based reading instruction through HQIM, providing explicit lessons in comprehension, vocabulary, fluency, and phonics with modeling and guided practice to support student mastery. **Strategy's Expected Result/Impact:** Quality Tier-I instruction will accelerate learning for all students, increasing the percentage achieving meets and masters. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Learning 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: Students performing below grade level will receive daily Tier 2 and Tier 3 interventions, with progress closely monitored to ensure effective support and growth. **Strategy's Expected Result/Impact:** Struggling readers will close learning gaps, increasing the percentage achieving approaches and meets on STAAR. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 3, 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 7 Problem Statements:

Student Learning
Problem Statement 1: Low Mastery-Level Performance: Despite a majority of students approaching or meeting grade-level expectations, only 10-18% of students in Grades 3-4 achieve mastery on STAAR Reading and Math, indicating that higher-order thinking and advanced skill development are not consistently supported. **Root Cause**: Students may not consistently be exposed to instructional strategies that promote higher-order thinking and mastery-level skills, and teachers may require additional support in differentiating instruction to challenge students beyond basic grade-level expectations.
Problem Statement 3: Early-Grade Foundational Gaps: I-Ready diagnostic data reveal that a significant proportion of students in Kindergarten through 2nd grade begin the year one or more grade levels below in Reading and Math, which contributes to persistent learning gaps in later grades and limits students' ability to meet grade-level expectations **Root Cause**: A significant number of students enter Kindergarten through 2nd grade with underdeveloped foundational skills in reading and math, compounded by limited early intervention and targeted support, resulting in persistent learning gaps in subsequent grades
Problem Statement 4: English Learner (ELL) Literacy Challenges: TELPAS data show that English learners at Hyman Elementary have strong listening skills but low proficiency in reading (27% Advance + Advance High) and writing (22% Advance + Advance High), highlighting the need for targeted language and literacy support to ensure equitable academic growth **Root Cause**: ELL students' low reading and writing proficiency stems from insufficient scaffolding, targeted language instruction, and structured opportunities to practice academic language, limiting their ability to transfer listening skills into literacy outcomes.

Priority 1: STUDENT ACADEMIC SUCCESS

Goal 8: By June 2026, student achievement on the state assessments in Math will increase at approaches from 55% to 70%, meets from 34% to 45%, and masters from 13% to 30% on the STAAR test.

High Priority

Evaluation Data Sources: STAAR Mathematics Assessment 2026

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Teachers will use STAAR, iReady, and formative assessment data to identify student strengths and gaps. Frequent data meetings will guide instructional adjustments and targeted interventions to support continuous student growth. **Strategy's Expected Result/Impact:** Instruction will be targeted to student needs, leading to increased percentages at approaches, meets, and masters levels. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Teachers will deliver math instruction using HQIM with fidelity, incorporating hands-on manipulatives, visual models, real-world applications, and structured problem-solving routines to enhance student understanding. **Strategy's Expected Result/Impact:** Consistent and rigorous Tier-I instruction ensures that students are thoroughly prepared, thereby supporting increased achievement on STAAR assessments. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: Students performing below grade level will receive daily Tier 2 and Tier 3 interventions targeting specific skills, with instructional coaches monitoring implementation to ensure effectiveness. **Strategy's Expected Result/Impact:** Students who demonstrate challenges with foundational skills will experience accelerated academic growth, resulting in a reduction of unsatisfactory performance levels. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach **Problem Statements:** Student Learning 2				

No Progress Accomplished Continue/Modify Discontinue

Goal 8 Problem Statements:

Student Learning
Problem Statement 1: Low Mastery-Level Performance: Despite a majority of students approaching or meeting grade-level expectations, only 10-18% of students in Grades 3-4 achieve mastery on STAAR Reading and Math, indicating that higher-order thinking and advanced skill development are not consistently supported. **Root Cause**: Students may not consistently be exposed to instructional strategies that promote higher-order thinking and mastery-level skills, and teachers may require additional support in differentiating instruction to challenge students beyond basic grade-level expectations.
Problem Statement 2: Math Skill Development: Although there are gains for students starting below grade level, I-Ready Math data show that a substantial number of students remain one or more grade levels below at the end of the year, reflecting the need for strengthened instruction in conceptual understanding, problem-solving, and higher-order math skills. **Root Cause**: Many students are not reaching grade-level proficiency in math because instruction does not consistently provide opportunities for deep conceptual understanding, problem-solving, and higher-order thinking. Limited differentiated support and targeted interventions for students below grade level prevent them from accelerating their learning and closing foundational gaps in math.

Priority 1: STUDENT ACADEMIC SUCCESS

Goal 9: By June 2026, student achievement on the state assessments in Science will be at Approaches sixty percent (60%) , Meets thirty percent (30%), and Masters fifteen percent (15%) on the STAAR test.

High Priority

Evaluation Data Sources: STAAR Science Assessment 2026

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Teachers will implement HQIM with fidelity, incorporating hands-on labs, experiments, visual models, simulations, and real-world applications to provide rigorous and engaging science instruction. **Strategy's Expected Result/Impact:** Tier-I science instruction is delivered with rigor and engagement, enhancing student comprehension and promoting higher performance on STAAR assessments. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** School Processes & Programs 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Science instruction will be differentiated to meet diverse readiness levels and learning styles through collaborative-grouped instruction, tiered assignments, and inquiry-based learning activities. **Strategy's Expected Result/Impact:** Students receive instruction that is carefully aligned with their individual learning needs, thereby promoting increased achievement across all performance levels. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: Teachers will use benchmark data, and formative assessments to identify student strengths and areas for growth. Weekly grade-level or PLC meetings will guide instructional adjustments to ensure targeted and effective teaching. **Strategy's Expected Result/Impact:** Instruction will be strategically tailored to address individual student needs, thereby fostering growth across approaches, meets, and masters performance levels **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Natasha Banks, Campus Instructional Coach **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 9 Problem Statements:

School Processes & Programs
Problem Statement 1: Data-Driven Instruction: Hyman Elementary teachers have limited experience using student performance data and need training to effectively guide instruction and interventions, ensuring the academic needs of all learners, particularly those requiring targeted support, are met. **Root Cause**: Teachers at Hyman Elementary face challenges in using student performance data effectively due to limited targeted training, a high proportion of novice and early-career staff, and insufficient follow-up or coaching. Additional barriers include time constraints, lack of user-friendly data tools, and misalignment between assessments and instructional needs, which hinder the translation of data into
Problem Statement 4: Professional Development and Instructional Support: Although all Hyman teachers meet professional development requirements, current training may not fully address individual needs or provide enough follow-up, potentially limiting effective differentiation and the use of research-based strategies for diverse learners. **Root Cause**: Professional development at times is generalized, with limited follow-up and resources, and may not fully align with the needs of diverse learners, including SPED and EB/ESL students. These factors can limit differentiation and the effective use of research-based strategies across classrooms.

Priority 2: STUDENT, FAMILIES, AND COMMUNITY CONNECTIONS

Goal 1: By June 2026, stakeholders' beliefs as measured on the Spring Climate Survey "in our commitment to prepare our students for college career readiness," will have a satisfactory rating of greater than or equal to eighty (80%) percent.

Evaluation Data Sources: Post-event surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Organize a series of workshops and support programs that are tailored to the specific needs and interests of families, focusing on topics such as academic support, mental health, nutrition, and community resources. **Strategy's Expected Result/Impact:** Strengthened relationships between the school and families, leading to increased participation in both workshops and overall engagement with school activities. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Dr. Tiffany Clark, Counselor Edith Sanchez, FACE Liaison **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1 Problem Statements:

Perceptions
Problem Statement 1: To sustain Hyman Elementary's tradition of excellence, there is a critical need to address chronic absenteeism and reduce discipline referrals through stronger family engagement, targeted student supports, and proactive interventions that promote consistent attendance, positive behavior, and academic success. **Root Cause**: The primary root cause of chronic absenteeism, flat ADA growth, and increased discipline referrals at Hyman Elementary could be the inconsistent implementation of systems that integrate family engagement, proactive student support, and consistent school-wide practices.

Priority 2: STUDENT, FAMILIES, AND COMMUNITY CONNECTIONS

Goal 2: Enhance family communication and involvement by increasing engagement with school communication platforms, measured through usage data, conference attendance, and surveys.

Evaluation Data Sources: Data sources to measure family communication and involvement include school communication platform analytics, parent-teacher conference attendance, family surveys, event participation records, and outreach documentation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: By June 2026, the school will increase family engagement by regularly sharing school updates, events, and student progress through multiple communication channels--including newsletters, apps, email, text messages, and social media--ensuring that at least 85% of families access or acknowledge communications each month. **Strategy's Expected Result/Impact:** Timely, consistent communication increases family awareness and participation, strengthens school-home partnerships, and supports student learning, achievement, and overall success. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Dr. Tiffany Clark, Counselor **Problem Statements:** Demographics 2 - Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2 Problem Statements:

Demographics
Problem Statement 2: Mobility and Attrition: Student mobility rose significantly to 20.2% in 2023-24, and while attrition has declined, 21.1% of students leaving still reflects challenges in retaining families and ensuring stability for student learning. **Root Cause**: The emergence of new/competitor schools or improvements in nearby schools (public, private, or charter) might attract parents away from the school. Families may choose institutions that offer more appealing programs, extracurricular activities, or perceived better educational opportunities.
Perceptions
Problem Statement 1: To sustain Hyman Elementary's tradition of excellence, there is a critical need to address chronic absenteeism and reduce discipline referrals through stronger family engagement, targeted student supports, and proactive interventions that promote consistent attendance, positive behavior, and academic success. **Root Cause**: The primary root cause of chronic absenteeism, flat ADA growth, and increased discipline referrals at Hyman Elementary could be the inconsistent implementation of systems that integrate family engagement, proactive student support, and consistent school-wide practices.

Priority 2: STUDENT, FAMILIES, AND COMMUNITY CONNECTIONS

Goal 3: By June 2026, ADA will increase from 94.6% to 96.0%

Evaluation Data Sources: PEIMS Average Daily Attendance (ADA) Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Strengthen attendance monitoring by tracking daily attendance, identifying students with frequent absences or tardies through an early warning system, and ensuring timely administrative follow-up with families to address unexcused absences. **Strategy's Expected Result/Impact:** Early identification of students with attendance issues, combined with timely interventions and data-informed decision-making, will improve overall attendance, support instructional continuity, and foster a school-wide culture of accountability and engagement. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Dr. Tiffany Clark, Counselor Laura Spielmann, PIEMS Clerk **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Enhance student motivation and school culture by promoting attendance goals school-wide, recognizing high-attendance classrooms, and providing positive incentives for consistent attendance. **Strategy's Expected Result/Impact:** Raising awareness of attendance goals and providing recognition and incentives will increase student engagement, promote responsibility, and foster a positive school culture, resulting in improved overall attendance. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Dr. Tiffany Clark, Counselor Laura Spielmann, PIEMS Clerk **Problem Statements:** Demographics 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: Implement targeted interventions by providing individualized support plans, involving counselors or support staff, and using peer mentoring to address barriers and improve attendance for students with chronic absenteeism. **Strategy's Expected Result/Impact:** Providing personalized support, staff engagement, and peer mentoring for chronically absent students improves attendance, supports academic growth, and fosters a positive, collaborative school environment. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Dr. Tiffany Clark, Counselor Laura Spielmann, PIEMS Clerk **Problem Statements:** Demographics 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Demographics
Problem Statement 1: Attendance: While attendance meets the target, it only slightly exceeds it (93.8% vs. 93.0%). Sustaining and improving attendance will remain critical to maximize instructional time. **Root Cause**: A small group of students with habitual absenteeism is disproportionately impacting the overall attendance rate. Additionally, absences in the early grades, particularly Pre-K and Kindergarten, may establish patterns of inconsistent attendance that continue throughout the elementary years, contributing to challenges in sustaining and improving overall student attendance.

Priority 3: PERSONNEL AND PROFESSIONAL DEVELOPMENT

Goal 1: By June 2026, the number of teachers meeting "accomplished" or higher on T-TESS Domain-2.2 : Content Knowledge and Expertise will increase from 13%to 18% by June 2026.

Evaluation Data Sources: District Based T-TESS Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Implement regular T-TESS-aligned walkthroughs focused on Domain 2.2, using observation data to create individualized professional growth plans and conducting follow-ups to monitor and reinforce teachers' content knowledge development. **Strategy's Expected Result/Impact:** Regular observations and targeted feedback will strengthen teachers' content knowledge, increase the number rated "accomplished" or higher on T-TESS Domain 2.2, and enhance the rigor and quality of student learning experiences. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal **Problem Statements:** School Processes & Programs 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Offer ongoing, content-specific professional development that deepens subject knowledge, integrates rigorous, standards-aligned strategies, and supports differentiated instruction to meet diverse student needs. **Strategy's Expected Result/Impact:** Targeted professional development will enhance teachers' content knowledge and instructional skills, leading to more rigorous, standards-aligned lessons and increased numbers of teachers rated "accomplished" or higher on T-TESS Domain 2.2. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal **Problem Statements:** School Processes & Programs 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1 Problem Statements:

School Processes & Programs

Problem Statement 4: Professional Development and Instructional Support: Although all Hyman teachers meet professional development requirements, current training may not fully address individual needs or provide enough follow-up, potentially limiting effective differentiation and the use of research-based strategies for diverse learners. **Root Cause**: Professional development at times is generalized, with limited follow-up and resources, and may not fully align with the needs of diverse learners, including SPED and EB/ESL students. These factors can limit differentiation and the effective use of research-based strategies across classrooms.

Priority 3: PERSONNEL AND PROFESSIONAL DEVELOPMENT

Goal 2: The percentage of teachers holding a valid Texas Certification will increase from 78% to 88% by 2028.

Evaluation Data Sources: SBEC Certification Rosters

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Focus on recruiting certified teachers by prioritizing applicants with valid Texas certifications, partnering with universities and teacher preparation programs, and promoting certification benefits at job fairs. **Strategy's Expected Result/Impact:** Prioritizing recruitment of certified teachers will increase the percentage of staff holding valid Texas certifications, strengthen instructional quality, and ensure a highly qualified teacher workforce, ultimately supporting improved student outcomes. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal **Problem Statements:** School Processes & Programs 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Support current teachers pursuing certification by providing structured mentoring, and test-prep workshops or study groups. **Strategy's Expected Result/Impact:** Providing mentoring and test-prep support will increase the number of teachers obtaining or renewing Texas certifications, enhance teacher knowledge and instructional quality, and contribute to a fully certified, highly effective teaching staff. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal **Problem Statements:** School Processes & Programs 2, 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2 Problem Statements:

School Processes & Programs

Problem Statement 2: Teacher Experience and Retention: A significant portion of Hyman Elementary teaching staff is comprised of novice and early-career teachers (41.8% with 0-5 years of experience), which may limit instructional consistency and the ability to implement advanced pedagogical strategies across all classrooms. Additionally, while teacher retention is relatively strong, there is a need **Root Cause**: Hyman Elementary has a high proportion of novice and early-career teachers due to recent staff turnover, limited availability of experienced teachers, and competitive hiring in neighboring districts. Retention is affected by workload demand and limited career growth opportunities.

Problem Statement 3: Teacher Experience and Retention: Despite a relatively stable teacher retention rate (around 85%), there is a noticeable decline in Dual-Language teachers. This trend indicates a potential problem and could impact the continuity and quality of education of Emergent Bilingual students. **Root Cause**: A shortage of qualified candidates to fill Dual-Language teaching positions can lead to overworked staff and a sense of instability. If teachers feel they are doing the work of multiple staff members, they may seek opportunities elsewhere.

Priority 3: PERSONNEL AND PROFESSIONAL DEVELOPMENT

Goal 3: The retention rate of "certified teachers" will increase from 76% to 82% by 2028.

Evaluation Data Sources: Teacher Surveys, Exit Interview,

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Foster a supportive work environment by promoting collaboration and recognition, ensuring equitable access to resources and planning time, and addressing workload concerns to support teacher well-being and effectiveness. **Strategy's Expected Result/Impact:** A supportive work environment will increase teacher satisfaction and engagement, reduce turnover, and contribute to a stable, effective, and collaborative teaching staff, ultimately enhancing student learning and school performance. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal **Problem Statements:** School Processes & Programs 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Implement regular surveys, feedback sessions, and exit interviews to assess teacher satisfaction, identify attrition causes, and monitor retention data to guide strategies toward achieving the 82% target. **Strategy's Expected Result/Impact:** Regular monitoring and feedback will provide actionable insights to improve teacher satisfaction and support, reduce attrition, and increase the retention rate of certified teachers, fostering a stable and effective workforce that enhances student learning. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal **Problem Statements:** School Processes & Programs 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3 Problem Statements:

School Processes & Programs

Problem Statement 2: Teacher Experience and Retention: A significant portion of Hyman Elementary teaching staff is comprised of novice and early-career teachers (41.8% with 0-5 years of experience), which may limit instructional consistency and the ability to implement advanced pedagogical strategies across all classrooms. Additionally, while teacher retention is relatively strong, there is a need **Root Cause**: Hyman Elementary has a high proportion of novice and early-career teachers due to recent staff turnover, limited availability of experienced teachers, and competitive hiring in neighboring districts. Retention is affected by workload demand and limited career growth opportunities.

Problem Statement 3: Teacher Experience and Retention: Despite a relatively stable teacher retention rate (around 85%), there is a noticeable decline in Dual-Language teachers. This trend indicates a potential problem and could impact the continuity and quality of education of Emergent Bilingual students. **Root Cause**: A shortage of qualified candidates to fill Dual-Language teaching positions can lead to overworked staff and a sense of instability. If teachers feel they are doing the work of multiple staff members, they may seek opportunities elsewhere.

Priority 4: FISCAL STEWARDSHIP AND OPERATIONAL EXCELLENCE

Goal 1: The campus will support the district goal regarding the amount of funds spent on "instructional expenditures (Function 11)" to increase from 52.74% to 60% by 2028.

Evaluation Data Sources: Resource Allocation Report/Budget Expenditure Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: The campus principal will regularly review campus budget expenditures by Function Code 11 to ensure maximum allocation toward instruction once a month. **Strategy's Expected Result/Impact:** Monthly reviews establish a routine for financial oversight, holding staff and departments accountable for instructional spending and promoting transparency that helps prevent overspending in non-instructional areas **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Tanesia Brown, Principal Secretary **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: Low Mastery-Level Performance: Despite a majority of students approaching or meeting grade-level expectations, only 10-18% of students in Grades 3-4 achieve mastery on STAAR Reading and Math, indicating that higher-order thinking and advanced skill development are not consistently supported. **Root Cause**: Students may not consistently be exposed to instructional strategies that promote higher-order thinking and mastery-level skills, and teachers may require additional support in differentiating instruction to challenge students beyond basic grade-level expectations.

Priority 4: FISCAL STEWARDSHIP AND OPERATIONAL EXCELLENCE

Goal 2: The campus will support the district goal of improving the School FIRST rating from an A-90 to A-94 by 2028.

Evaluation Data Sources: District Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: The principal will build staff awareness of fiscal compliance through campus training on purchasing and budget procedures twice a year. **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2 Problem Statements:

Student Learning
Problem Statement 1: Low Mastery-Level Performance: Despite a majority of students approaching or meeting grade-level expectations, only 10-18% of students in Grades 3-4 achieve mastery on STAAR Reading and Math, indicating that higher-order thinking and advanced skill development are not consistently supported. **Root Cause**: Students may not consistently be exposed to instructional strategies that promote higher-order thinking and mastery-level skills, and teachers may require additional support in differentiating instruction to challenge students beyond basic grade-level expectations.

Priority 4: FISCAL STEWARDSHIP AND OPERATIONAL EXCELLENCE

Goal 3: The campus will support the district goal in reducing the payroll expenditures by 5% from 85.36% to 80.36% by 2028.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: The principal will work with Human Resources to prioritize campus staffing based on student needs and instructional priorities to reduce expenditures at campus leveling and the district budgeting at district level and the district annual budget review. **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 1: Low Mastery-Level Performance: Despite a majority of students approaching or meeting grade-level expectations, only 10-18% of students in Grades 3-4 achieve mastery on STAAR Reading and Math, indicating that higher-order thinking and advanced skill development are not consistently supported. **Root Cause**: Students may not consistently be exposed to instructional strategies that promote higher-order thinking and mastery-level skills, and teachers may require additional support in differentiating instruction to challenge students beyond basic grade-level expectations.

State Compensatory

Budget for Hyman Elementary School

Total SCE Funds: $1,500.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

State Compensatory Education (SCE) Funds provide extra support for students who are at risk or have not met academic standards. These resources help students succeed through small-group instruction, tutoring, and skill-building activities that supplement the regular classroom program to close learning gaps and improve performance.

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Please see Title1Crate for the following documentation.

1.2: Location for Evidence of Multiple Meetings Held

Please see Title1Crate for the following documentation.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Please see Title1Crate for the following documentation.

2.2: Stakeholders 1114(b)(2)

Please see Title1Crate for the following documentation.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The Campus Improvement Plan (CIP) is made available to the district, parents, and the public in an understandable format and language. The plan is posted on the district and campus websites in both English and Spanish and is accessible for review in the campus front office upon request. Key goals and strategies are communicated in clear, family-friendly language during parent meetings, Site-Based Decision Making (SBDM) committee sessions, and other community events. Parents and community members are notified annually of updates and are asked to provide input to ensure the plan reflects the needs and priorities of all stakeholders.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Our plan is coordinated with Federal, State, local programs, integrating resources to support students' academic, behavioral, and social-emotional needs.

Title I Personnel

Name	Position	Program	FTE
Alexandra Gilmore	Reading Interventionist	Title I	1.0
Kimetra Williams-Story	Math Interventionist	Title I	1.0
Natasha Banks	Instructional Coach	Title I	0.5

Site Based Decision Making Committee

Committee Role	Name	Position
COMMUNITY MEMBER	BRITTANY HERVEY	COMMUNITY MEMBER
BUSINESS REPRESENTATIVE	THOMAS HERVEY	BUSINESS REPRESENTATIVE
PARENT	DESTINY GOODSON	PARENT
PARENT	RAYMOND WILLIAMS	PARENT
CHAIRPERSON	DERRICK ROSS	PRINCIPAL
SCHOOL LEADER	TIFFANY CLARK	COUNSELOR
SCHOOL LEADER	ELIZABETH HUNTER	ASSISTANT PRINCIPAL
SCHOOL LEADER	NATASHA BANKS	CIC
TEACHER	ALEXNDRA GILMORE	READING INTERVENTIONIST
TEACHER	KIMETRA WILLIAMS-STORY	MATH INTERVENTIONIST
PARAPROFESSIONAL	TANESIA BROWN	PRINCIPAL SECRETARY
TEACHER	VICTORIA VEGA	TEACHER
TEACHER	TRACI WILLIAMS	TEACHER
TEACHER	DEMARIO FROST	TEACHER
TEACHER	JANA JAMES	TEACHER
TEACHER	RAVEN HILL	TEACHER
TEACHER	TRISTACA WILLIAMS	TEACHER
TEACHER	ROLANDA ALLEN	TEACHER
TEACHER	TK WOODARD	TEACHER
TEACHER	D'ANGELO FLUELLEN	TEACHER