

Wichita Falls Independent School District

Haynes Northwest Academy

2022-2023 Campus Improvement Plan



Mission Statement

The mission at Haynes NWA is to create a safe environment conducive to student focused instruction by collaborating, illuminating positivity, and encouraging a love of learning.

Vision

At Haynes Northwest Academy all students and adults will demonstrate respect for each other through shared responsibility of everyone working together with individual accountability bringing about a positive learning environment.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Haynes Northwest Academy is a small PK-5 elementary school located on the north side of Wichita Falls that has around 200 students per year. We are 85.9% Eco Dis with 21.2% African American, 23.7% Hispanic, 40.4% White and 12.6% 2 or more. 17.2% of students are served with special education services and 2% of students are English Language Learners. The mobility rate is at 18.1%.

All active teachers are certified

Years of experience :

1- Beginners

7- Between 1-5 years

2- Between 6-10 years

6- Between 11-20 years

2- 20+ years

Demographics Strengths

Neighborhood school - all students and parents are within walking distance.

197 enrolled students allow for teachers to know all students in the building.

All students have 45 minutes of intervention every day. Reading intervention occurs two days per week for 45 min and Math occurs for two days a week for 45 min. Students that are not on grade level are taught in small groups (7:1 ratio or less). Students are reassessed for progress every 6 weeks and regrouped.

Small group interventions occur daily in classrooms.

Parent involvement is increasing.

Every homeroom has a room parent. Class parties were arranged by parents.

AR students receive power packs, clothing, meals, and shoe vouchers.

Programs - Counseling services, intervention groups, power packs, Road to College groups, life skills groups, social skills groups, backpack, and school supplies programs

13.1 students per class

Low student/teacher ratio

All teachers know all students in the building. School functions as a community. Every teacher is responsible for every student.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Haynes students are consistently scoring lower on assessments and slower to progress than the rest of the majority of WFISD **Root Cause:** Students' environment is a significant cause for Haynes's students' lower scoring on assessments and progress when compared to the rest of the majority of WFISD.

Problem Statement 2 (Prioritized): Haynes students are consistently scoring lower on assessments and are slower to progress than the rest of the majority of WFISD **Root Cause:** Haynes has a high economically disadvantaged population (89%).

Student Learning

Student Learning Summary

In the 2018-19 School Accountability, Haynes Northwest Academy. Haynes scored 58 in Domain 1, student achievement, which is an F rating. In Domain 2 Part A, Academic Growth, Haynes scored a 72, which is a C rating. In Domain 2 part B – Relative Performance - Haynes scored 59, which is an F rating. In Domain 3, Closing the Gaps, Haynes scored a 70, which is a C rating. The overall rating of Haynes was a 71, which is a C rating and in the met standard range.

Due to COVID-19 in the spring of 2020, STAAR tests were cancelled. Due to the state of emergency because of the pandemic, students took the STAAR test the spring of 2021, but all campuses whose former rating was D or F changed to "Not Rated."

Student Learning Strengths

2019 Scores:

Overall rating of a "C"

Academic growth - 72%

63% of AA students were at approaches or greater for ELA.

63% of Hispanic students were at approaches or greater for ELA.

Both groups out performed white students.

59% of white students were at approaches of greater for math.

White students out performed AA and Hispanic students.

2020-

We assess, discuss the scores as a planning committee, create a plan to reteach or intervene, implement the plan, then reassess the progress of the plan.

* PLC-data reporting

- * MAP testing
- * Weekly assessments
- * Benchmarks (BOY, MOY, EOY)
- * Interim assessments
- * TPRI
- * Unit Assessments
- * Running Records
- * Zearn, Prodigy, Scientific Learning, Education Galaxy, Istation

Special Education students are supported with the following:

- * IEP
 - *Scientific Learning, Education Galaxy
 - * IRG group/small group interventions in the classroom
 - *OT when needed
 - * Speech when needed
- Wind it forward/ wind it backward (Music)
- * Counseling services
 - * Inclusion services
 - * Behavior services

Response to Intervention:

50 minutes 4x a week

- * 2 days dedicated to reading
- * 2 days dedicated to math
- * Extra support pushing with homeroom teachers by non-homeroom teachers (1 per grade level)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): An issue with a gap across the demographic groups is due to learning issues, personal experiences, and at-home support. Haynes students score well below state standards in Domain 1 on state assessments. **Root Cause:** Instability of homelife, economically impoverished area; high turnover of teachers and admin at this campus.

School Processes & Programs

School Processes & Programs Summary

Capturing Kids Hearts campus 2 Years - Recognized as a National Showcase School in April 2019, April 2020, and 2021.

Marzano HRS Level 1 and 2 schools. Recognized for Level 2 in April 2019.

Students and teachers understand that our primary goals at Haynes are academic growth, social/emotional well-being, and safety.

Grade level PLCs every week during the school day.

School Processes & Programs Strengths

Building relationships with students. Intermittent PD throughout the year with self-reflection activities to gauge our efficacy in implementing CKH.

Weekly PLCs with coaches during the school day.

Grade level data is displayed for assessments in the hallway. S's set academic goals and are recognized when goals are met.

A Digital data wall is used to track student progress. Data is used to guide small groups and pinpoint where intervention is needed.

Data walls in the hallway have visual representations of data.

Pre/Post test data shows progress for each individual unit. Running records and sight word counts track progress for ELAR.

Master schedule maximizes the time spent in instruction.

Teachers have many opportunities through WFISD and Region 9 for effective Professional Development.

Safety drills occur and results are recorded in Navigate System.

Parent attendance at various functions throughout the year is increasing. Engagement activities include but are not limited to Fine Art night, Read Across Haynes, Pre K -Literacy night, Open House.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Use of technology to enhance, engage and create projects tied to the curriculum. **Root Cause:** With budget cuts causing the loss of curriculum specialists and technology specialists there will be a lack of availability of technology and training for content-specific areas and content-specific strategies.

Perceptions

Perceptions Summary

Class dojo, phone calls, social media, robocalls, and planners were used to communicate with parents.

Staff members are required to do positive "sunshine calls" to all parents during the first few weeks of school.

Capturing Kids Hearts program in place to build relationships

Parent involvement activities include:

Meet the Teacher

Fine Art Night

Read2Learn Volunteers

PTO memberships have increased from 2018.

Room parents were added this year.

Open House

6 new PIE partners have been added.

Perceptions Strengths

Policies are in place to ensure visitors are screened prior to interactions with students.

Professional Learning Communities are embedded into our master schedule and it allows teachers to collaborate during the school day

Parent engagement attendance increasing

Response to intervention is embedded into our school schedule with students referred to the Student Support Team (SST) periodically (monthly meetings).

Fire and disaster drills are conducted as recommended by the district.

Capturing Kids Hearts elements of "Good Things and Affirmations" are shared on the announcement by students every day.

Capturing Kids Hearts Assembly at beginning of the year to set expectations.

All students are greeted at least twice before entering the building and two more times are entering to start their day.

All homeroom teachers begin their day greeting every student that walks through their door. Teachers also greet students every time they enter into the

classroom after transitions.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of parental and community involvement. **Root Cause:** Lack of time and/or energy due to parental obligations, transportation, or technology.

Priority Problem Statements

Problem Statement 1: Haynes students are consistently scoring lower on assessments and slower to progress than the rest of the majority of WFISD

Root Cause 1: Students' environment is a significant cause for Haynes's students' lower scoring on assessments and progress when compared to the rest of the majority of WFISD.

Problem Statement 1 Areas: Demographics

Problem Statement 2: An issue with a gap across the demographic groups is due to learning issues, personal experiences, and at-home support. Haynes students score well below state standards in Domain 1 on state assessments.

Root Cause 2: Instability of homelife, economically impoverished area; high turnover of teachers and admin at this campus.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Use of technology to enhance, engage and create projects tied to the curriculum.

Root Cause 3: With budget cuts causing the loss of curriculum specialists and technology specialists there will be a lack of availability of technology and training for content-specific areas and content-specific strategies.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Lack of parental and community involvement.

Root Cause 4: Lack of time and/or energy due to parental obligations, transportation, or technology.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Haynes students are consistently scoring lower on assessments and are slower to progress than the rest of the majority of WFISD

Root Cause 5: Haynes has a high economically disadvantaged population (89%).


Problem Statement 5 Areas: Demographics



Goals







Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 1: Maintain 85% of staff from 2021-2022 to the 2022-2023 school year.

Evaluation Data Sources: HR documents Position Control forms and assignments.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Title funds and focus funds will be used to continue professional development for all staff to support improved student achievement. To include but not limited to Seidlitz, Guided Math, Balanced Literacy, TEKS Resource System, HRS, and CKH.</p> <p>Professional development will be provided to focus on improving Tier 1 Instruction, classroom management, reducing behavioral referrals, and building relationships. To include, but not limited to Inclusion/Special Education, TBSI, and the support of English Learners.</p> <p>Strategy's Expected Result/Impact: Routine collaboration on best practices, district and campus policies & procedures, classroom management, curriculum, technology integration, staff involvement, etc., that results in highly effective teaching practices and involvement at the campus and district levels.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The campus will recruit, hire and train skilled professionals in all areas, including administration, teachers, support staff, certified non-teaching staff, etc, in an ongoing effort to increase student achievement and engagement.</p> <p>Strategy's Expected Result/Impact: HR Job Fair and Talent Ed.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Demographics 1</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The campus will assign mentors and an instructional coach to new teachers to help support them in the classroom.</p> <p>Increase job-embedded professional development with Instructional Rounds off campus for all grade levels. 100% of grade levels will participate in Instructional Rounds.</p> <p>Strategy's Expected Result/Impact: PLCs agendas, walk-throughs, instructional rounds schedule.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Instructional Rounds / Professional Development - Title 1 Part A - \$2,200</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The campus will meet all guidelines regarding the certified status requirements for teachers and paraprofessionals. If needed, the campus will provide notifications to parents if the staff does not meet certified status. Any non-qualified staff member will follow a district development certification plan.</p> <p>Strategy's Expected Result/Impact: HR Certified teacher report Principal Attestation</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Utilize TEKS Resource System and the Instructional Focus document to create We Will/I Will statements to frame the lesson. Cameras and microphones will be purchased for each class to facilitate instructional rounds and PLC meetings.</p> <p>Strategy's Expected Result/Impact: Lesson planning will include the We Will/I Will statements and student performance will increase as lessons become more focused. TEKS Resource system will be used to guide instruction.</p> <p>Staff Responsible for Monitoring: Principal Instructional Coach</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Nov	Feb	May
			
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Haynes students are consistently scoring lower on assessments and slower to progress than the rest of the majority of WFISD Root Cause: Students' environment is a significant cause for Haynes's students' lower scoring on assessments and progress when compared to the rest of the majority of WFISD.</p>

Student Learning

Problem Statement 1: An issue with a gap across the demographic groups is due to learning issues, personal experiences, and at-home support. Haynes students score well below state standards in Domain 1 on state assessments. **Root Cause:** Instability of homelife, economically impoverished area; high turnover of teachers and admin at this campus.

School Processes & Programs

Problem Statement 1: Use of technology to enhance, engage and create projects tied to the curriculum. **Root Cause:** With budget cuts causing the loss of curriculum specialists and technology specialists there will be a lack of availability of technology and training for content-specific areas and content-specific strategies.

Goal 2: Build a foundation of literacy and numeracy.


Performance Objective 1: Kindergarten - EOY TX-KEA Reading scores will increase by 15% when compared to the BOY scores of ___% for students who are categorized as in need of support on the TX-KEA testing.



1st Grade - EOY MAP Reading scores will increase by 15% when compared to the BOY scores of ___% for students who are categorized as low and low average moving to average and above in MAPS testing.







2nd Grade - EOY MAP Reading scores will increase by 15% when compared to the BOY scores of ___% for students who are categorized as low and low average moving to average and above in MAPS testing.

Evaluation Data Sources: 2022 EOY Map Data
2022-23 BOY and EOY MAP data

EOY TX-KEA Summary Sheet

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Weekly planning time with Instructional Coach to address and suggest instructional strategies to increase student performance. Strategy's Expected Result/Impact: Focused math and reading lessons to meet the needs of students and address their weaknesses. Staff Responsible for Monitoring: Principal, Coach, teachers</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 2</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: RTI</p> <p>*Title & SCE funds will be used to upgrade and enhance school wide instructional programs. Additional staff may be provided to support at-risk learners.</p> <p>Strategy's Expected Result/Impact: Fill student learning gaps.</p> <p>Staff Responsible for Monitoring: Principal, Coach, Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Guided Math - Title 1 Part A - 211e 11 6399 00 114 9 30 000 - \$725, Covid Aides - SCE - \$40,000</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: MTSS team will monitor student performance and need for RTI, Small Group, Targeted Instruction, and Tutoring.</p> <p>Strategy's Expected Result/Impact: Targeted focus on student deficiencies.</p> <p>Staff Responsible for Monitoring: Principal, Coach, Counselor, Teachers, Diagnostician, Dyslexia Teacher</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: *Encourage parents and families to send students to Pre-k and Kinder by sending home information about Pre-K and Kinder roundup when it is available in the Spring.</p> <p>Materials will be purchased for Haynes families to support them working with their students at home.</p> <p>Strategy's Expected Result/Impact: Student increase in reading fluency and love of reading.</p> <p>Staff Responsible for Monitoring: Principal, Counselor</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Staff will be trained in CKH, Seidlitz, and HRS. Continued staff development will be provided during PLC meetings in the following: CKH, Seidlitz, HRS, Guided Math, Balanced Literacy, ESL, and Special Education.</p> <p>Strategy's Expected Result/Impact: HRS, CKH, Balanced Literacy, Guided Math, and Seidlitz evidence during walk-throughs. PLC agenda and minutes</p> <p>Staff Responsible for Monitoring: Principal Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Haynes students are consistently scoring lower on assessments and slower to progress than the rest of the majority of WFISD Root Cause: Students' environment is a significant cause for Haynes's students' lower scoring on assessments and progress when compared to the rest of the majority of WFISD.</p> <p>Problem Statement 2: Haynes students are consistently scoring lower on assessments and are slower to progress than the rest of the majority of WFISD Root Cause: Haynes has a high economically disadvantaged population (89%).</p>



Student Learning







Problem Statement 1: An issue with a gap across the demographic groups is due to learning issues, personal experiences, and at-home support. Haynes students score well below state standards in Domain 1 on state assessments. **Root Cause:** Instability of homelife, economically impoverished area; high turnover of teachers and admin at this campus.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: Haynes Northwest Academy earned an overall C with a scaled score of 72 for the rating for State accountability. By May 2023, that score will increase to 82%.

Evaluation Data Sources: Spring 2022 STAAR math results for 3rd - 5th-grade students.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Data will be used to track student goals.</p> <p>Celebrations will occur when student goals are met.</p> <p>Strategy's Expected Result/Impact: Student goals and data tracking apparent for all students.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, Teachers</p> <p>Title I: 2.6 - Targeted Support Strategy</p> <p>Problem Statements: Demographics 2</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will be identified and enrolled in accelerated instruction classes based on prior state and district assessments. The classes will provide intensive remediation in preparation for upcoming exams. This will be done during station work in Guided Math and Balanced Literacy and for Crunch time 20 instructional days prior to STAAR. Students will also participate in UIL clubs in order to increase the performance of students on grade level.</p> <p>Strategy's Expected Result/Impact: Unit Assessment increases, Data wall improvement, Benchmark score increases, Classroom assessment improvement.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, Classroom Teachers.</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Tutoring will be offered before, during, or after school.</p> <p>Strategy's Expected Result/Impact: Unit Assessment increases, Data wall improvement, Benchmark score increases, Classroom assessment improvement.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, Classroom Teachers.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Title funds shall be utilized to provide opportunities for children served, to acquire the knowledge and skills contained in the TEKS and meet the state performance standards. Additional technology, headphones, Noise-Cancelling Headphones, Chromebooks, Chromebook carts, and interactive Promethean boards from Delcom will be purchased to allow teachers to create digital lessons for students. Classroom cameras and microphones will be purchased to help with digital lessons. Online instructional programs will be purchased to enhance learning. Supplies for Guided Math will be purchased. Reading materials for the Balanced Literacy library will be purchased, along with STAAR prep materials such as Mentoring Minds, STAAR Ready, Kamico, etc. Instructional Supplies will be purchased with Title Funds. Science Lab materials will be purchased for experiments. Supplies will be purchased for PK and K purposeful play that will increase academic understanding; such as STEAM.</p> <p>Strategy's Expected Result/Impact: Digital classrooms Increased STAAR scores, Increased Benchmark and Unit Assessment scores, Walk-through data</p> <p>Staff Responsible for Monitoring: All Staf</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: online Program - Title 1 Part A - \$4,400, Equipment - Title 1 Part A - \$9,550</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Haynes students are consistently scoring lower on assessments and slower to progress than the rest of the majority of WFISD **Root Cause:** Students' environment is a significant cause for Haynes's students' lower scoring on assessments and progress when compared to the rest of the majority of WFISD.

Problem Statement 2: Haynes students are consistently scoring lower on assessments and are slower to progress than the rest of the majority of WFISD **Root Cause:** Haynes has a high economically disadvantaged population (89%).




Student Learning




Problem Statement 1: An issue with a gap across the demographic groups is due to learning issues, personal experiences, and at-home support. Haynes students score well below state standards in Domain 1 on state assessments. **Root Cause:** Instability of homelife, economically impoverished area; high turnover of teachers and admin at this campus.








Goal 3: Connect high school to career and college.

Performance Objective 1: In grades 1-5, 98% of students will be promoted to the following grade level by May 2023.

Evaluation Data Sources: Campus retention report 2022-2023

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: *School Health Strategies will include Fitness gram in physical education and athletic programs in conjunction with academic performance, attendance rates, and ECD status. The Fitness Gram is required every year to monitor flexibility</p> <p>Staff Responsible for Monitoring: Principal PE Teacher</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 1</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: *Title funds shall be utilized to establish or improve programs of education for neglected, and or delinquent children and youth at risk of dropping out of school. The campus will review the number of students who qualify for homeless status. These at-risk students are eligible for all services under the McKinney-Vento Act. These services will be extended to the families and students. Student Residency Questionnaires (SRQs) will be submitted to the State and Federal Programs Office monthly.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Demographics 2 - Student Learning 1</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: *Students who are assigned to DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in an online alternative curriculum. The DAEP, County Detention, and campus staff will communicate regularly to insure that students' needs are met. Student progress while assigned to the DAEP and County Detention will be monitored. Students at County Detention will be administered a pre and post test before transitioning back to home campus. Students who transition back to campus will have a campus transition meeting with administrator, counselor, and parent.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: *Students and staff will receive training on Bullying prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, and anti-violence techniques, as applicable to grade level/student.</p> <p>*Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.4, 2.5</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: *The campus will identify and monitor students with chronic attendance issues. Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court and make-up school in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing.</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Staff and students will be encouraged to wear college gear and jeans on Wednesdays to promote College readiness and life after high school.</p> <p>Strategy's Expected Result/Impact: Open dialogue with students regarding life after high school and available options</p> <p>Staff Responsible for Monitoring: All Staff</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 2 - Student Learning 1</p>	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Title funds shall be utilized to to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 2</p>	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Prepare 5th- grade students for a successful transition to middle school through counselors scheduling with the Middle schools.</p> <p>Strategy's Expected Result/Impact: Students will get knowledge of opportunities available to them at the middle school level will have less anxiety about transition and life at middle school</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Haynes students are consistently scoring lower on assessments and slower to progress than the rest of the majority of WFISD Root Cause: Students' environment is a significant cause for Haynes's students' lower scoring on assessments and progress when compared to the rest of the majority of WFISD.</p> <p>Problem Statement 2: Haynes students are consistently scoring lower on assessments and are slower to progress than the rest of the majority of WFISD Root Cause: Haynes has a high economically disadvantaged population (89%).</p>

Student Learning

Problem Statement 1: An issue with a gap across the demographic groups is due to learning issues, personal experiences, and at-home support. Haynes students score well below state standards in Domain 1 on state assessments. **Root Cause:** Instability of homelife, economically impoverished area; high turnover of teachers and admin at this campus.






School Processes & Programs

Problem Statement 1: Use of technology to enhance, engage and create projects tied to the curriculum. **Root Cause:** With budget cuts causing the loss of curriculum specialists and technology specialists there will be a lack of availability of technology and training for content-specific areas and content-specific strategies.

Goal 3: Connect high school to career and college.

Performance Objective 2: Students will participate in Science, Technology, Engineering, Arts, and Math (STEAM) activities at least 2 times a month during the 2022-23 school year and participate in the Spring Parent Engagement night.

Evaluation Data Sources: Observation, Spring Parent Engagement Participation

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide opportunities for students to work on STEAM projects that will extend their learning to a higher level.</p> <p>Strategy's Expected Result/Impact: Awareness of career opportunities in the community.</p> <p>Staff Responsible for Monitoring: Principal Teacher</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: - Title 1 Part A - \$5,473</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Use of technology to enhance, engage and create projects tied to the curriculum. Root Cause: With budget cuts causing the loss of curriculum specialists and technology specialists there will be a lack of availability of technology and training for content-specific areas and content-specific strategies.</p>

Goal 4: Improve low performing schools.

Performance Objective 1: Reduce the number of students receiving Tier 2 and 3 instruction in reading from 20 at BOY to less than 10 by May 2023.

Evaluation Data Sources: BOY, MOY, and EOY Tier 3 student roster 2021/2022 and 2022/2023

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Intervention period during the day to provide accelerated instruction for students. Tutoring will be accessible to all students.</p> <p>Strategy's Expected Result/Impact: Improved student achievement</p> <p>Staff Responsible for Monitoring: Principal, Coaches, Teachers and Staff</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: supplies for intervention groups - Title 1 Part A - 211 E 11 6399 00 114 9 30 000 - \$1,086</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Haynes students are consistently scoring lower on assessments and are slower to progress than the rest of the majority of WFISD Root Cause: Haynes has a high economically disadvantaged population (89%).</p>

Goal 4: Improve low performing schools.


Performance Objective 2: Increase the total percentage of student that will "meet expectations" on:


STAAR MATH assessment in grades 3-5 from 12% in 2020 to 40% in 2022


STAAR READING assessment in grades 3-5 from 13% in 2020 to 40% in 2022


STAAR SCIENCE assessment in grade 5 from 8% in 2020 to 25% in 2022


Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Title funds shall be utilized to provide opportunities for children to serve to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards. Additional technology and technological resources, i-pevo pens, headphones/headsets, and licenses (Study Island, Scholastic, Education Galaxy, Lonestar Learning) will be purchased for students to create more modern digital lessons for students. Math supplies and books for book clubs/literature circles will be purchased. Chart paper and chart markers will be purchased to enable teachers to teach Guided Math and Balanced Literacy. Math supplies and books for book clubs/literature circles will be purchased. Dry erase film for chalkboards, tables, and desks, whiteboard collaborator set, flexible seating, supplemental classroom whiteboards, document cameras, headphones, noise-cancelling headphones, and dry erase board will be purchased to help in student instruction. Copy paper, card stock, pencils, pencil sharpeners, pens, dictionaries, highlighters, composition books, Expo markers, erasers, binding combs, ink cartridges, folders, poster board, dividers, construction paper, testing materials, data tracking materials from the print shop, whisper phones, Math and Reading instructional games and resources, and additional resources will be purchased for STAAR specific subjects (Reading and Math).</p> <p>Strategy's Expected Result/Impact: Fill student gaps to increase scores on 3-5 Math STAAR. Staff Responsible for Monitoring: Principal, All Staff</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1 Funding Sources: - Not Funded</p>	Formative		
	Nov	Feb	May
	<div data-bbox="1633 560 1738 657" style="text-align: center;">  <p>75%</p> </div>		

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Haynes students are consistently scoring lower on assessments and slower to progress than the rest of the majority of WFISD **Root Cause:** Students' environment is a significant cause for Haynes's students' lower scoring on assessments and progress when compared to the rest of the majority of WFISD.

Problem Statement 2: Haynes students are consistently scoring lower on assessments and are slower to progress than the rest of the majority of WFISD **Root Cause:** Haynes has a high economically disadvantaged population (89%).






Student Learning

Problem Statement 1: An issue with a gap across the demographic groups is due to learning issues, personal experiences, and at-home support. Haynes students score well below state standards in Domain 1 on state assessments. **Root Cause:** Instability of homelife, economically impoverished area; high turnover of teachers and admin at this campus.

Goal 4: Improve low performing schools.

Performance Objective 3: Increase attendance from 97.2% to 98% for the 2021-23 school year.

Evaluation Data Sources: Monthly/Yearly attendance reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Title funds shall be utilized to to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school.</p> <p>Staff Responsible for Monitoring: Principal, all staff</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: - Title 1 Part A</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: Haynes students are consistently scoring lower on assessments and are slower to progress than the rest of the majority of WFISD Root Cause: Haynes has a high economically disadvantaged population (89%).</p>

Goal 4: Improve low performing schools.

Performance Objective 4: Increase parental Involvement at Haynes and provide education for parents about the importance of setting expectations for school at home.

Evaluation Data Sources: Parent Surveys, Sign-in Sheets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Monthly Parent Meetings - PTO</p> <p>Strategy's Expected Result/Impact: building positive relationships fund-raising planning events that are Covid safe</p> <p>Staff Responsible for Monitoring: Principal and all staff</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Problem Statements: Perceptions 1</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The campus, in consultation with parents and the community, will develop, implement, and review a parental involvement policy. The policy will be published on the school website.</p> <p>Parent Involvement nights for the year will include, but are not limited to.</p> <p>-Parent engagement/Title Meeting -Family Night</p> <p>Strategy's Expected Result/Impact: Improve the relationship between school and home.</p> <p>Title I: 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1 - Perceptions 1</p> <p>Funding Sources: PFE - Title 1 Part A - \$846</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: An issue with a gap across the demographic groups is due to learning issues, personal experiences, and at-home support. Haynes students score well below state standards in Domain 1 on state assessments. Root Cause: Instability of homelife, economically impoverished area; high turnover of teachers and admin at this campus.
Perceptions
Problem Statement 1: Lack of parental and community involvement. Root Cause: Lack of time and/or energy due to parental obligations, transportation, or technology.

State Compensatory

Budget for Haynes Northwest Academy

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1.8

Brief Description of SCE Services and/or Programs

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Personnel for Haynes Northwest Academy

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Orozco, Pamela	Aide	0.9
Rhodes, Teresa	Aide	0.9

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Please see Title1Crate for the following documentation.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

2.2: Regular monitoring and revision

Please see Title1Crate for the following documentation.

2.3: Available to parents and community in an understandable format and language

Please see Title1Crate for the following documentation.

2.4: Opportunities for all children to meet State standards

Please see Title1Crate for the following documentation.

2.5: Increased learning time and well-rounded education

Please see Title1Crate for the following documentation.

2.6: Address needs of all students, particularly at-risk

Please see Title1Crate for the following documentation.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

Please see Title1Crate for the following documentation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Davis, Lacey	Instructional Coach	School Wide	1

Addendums

2022-23 Title I Campus Budget

Haynes Elementary Tristan Browne

Estimated 2022-23 Title I Budget Allocation: \$61,152

Estimated Discretionary Funds: **\$37,173**

Total **\$98,325**

Account Code								Budget	Description
Fund	FC	Obj	S/O	Org	FY	Prog	Proj	Budget	Description
Personnel:									
211	11	6112	00	114	3	30	000	\$2,200	Substitutes
211	11	6118	67	114	3	30	000	\$15,000	Tutoring
211	11	6118	00	114	3	30	000		Teacher Extra Duty Stipend
211	13	6118	00	114	3	30	000		Teacher Extra Duty Stipend for PD
211	11	6119	00	114	3	30	000	\$61,152	Teacher Salaries, Stipends & Benefits
211	11	6129	00	114	3	30	000		Aide Salaries, Stipends & Benefits
Contracted Services:									
211	13	6239	00	114	3	30	000		Region Esc Services
211	11	6248	00	114	3	30	000	\$550	On-line services/Maint agreements: Title I Crate
211	11	6248	00	114	3	30	000	\$4,400	On-line services/Maint agreements
211	34	6294	67	114	3	30	000		Student busing for tutorials
211	11	6297	00	114	3	30	000		Printing
211	11	6299	00	114	3	30	000		Contracted Services - For Students
211	13	6299	00	114	3	30	000		Contracted Services- For Teacher (PD registrations, etc)
Supplies/Computers/Equipment:									
211	11	6329	00	114	3	30	000		Instructional Reading materials/books
211	11	6339	00	114	3	30	000		STAAR Test Booklets /Testing & Study Materials
211	11	6395	00	114	3	30	000		Technology
211	11	6396	00	114	3	30	000	\$9,550	Miscellaneous Equipment: single cost unit \$1,000-\$4,999
211	11	6397	00	114	3	30	000		Software/Licenses
211	11	6399	00	114	3	30	000	\$5,473	Instructional supplies/materials
Travel:									
211	13	6411	00	114	3	30	000		Teacher Staff Development Travel (not registration)
211	11	6412	00	114	3	30	000		Student Travel: Busing and Entrance fees for Field Trips
TOTALS								\$98,325	
Remaining Funds to Allocate:								\$0	

Parent & Family Engagement (PFE):								\$846	
211	61	6239	00	114	3	30	215		<i>PFE Region Service Center Fees (Conference registration)</i>
211	61	6299	00	114	3	30	215		<i>PFE Contracted Services</i>
211	61	6297	00	114	3	30	215		<i>PFE Printing</i>
211	61	6399	00	114	3	30	215	\$450	<i>PFE Supplies</i>
211	61	6411	00	114	3	30	215		<i>PFE Travel Expenses for Conferences</i>
211	61	6499	00	114	3	30	215	\$396	<i>PFE Snacks</i>
TOTALS								\$846	
Remaining Funds to Allocate:								\$0	

Non-transferrable: Encumbered Non-transferrable: Must remain in PFE

Principal Signature: _____
 Date: _____