

# Wichita Falls Independent School District

## Haynes Northwest Academy

### 2022-2023 Goals/Performance Objectives/Strategies



# **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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# 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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Routine collaboration on best practices, district and campus policies &amp; 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><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1</p>	Formative		
	Nov	Feb	May

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> HR Job Fair and Talent Ed.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> PLCs agendas, walk-throughs, instructional rounds schedule.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Instructional Coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>-</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Instructional Rounds / Professional Development - Title 1 Part A - \$2,200</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> HR Certified teacher report Principal Attestation</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>-</p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Principal Instructional Coach</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Haynes students are consistently scoring lower on assessments and slower to progress than the rest of the majority of WFISD <b>Root Cause:</b> 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><b>Strategy 1:</b> Weekly planning time with Instructional Coach to address and suggest instructional strategies to increase student performance.</p> <p><b>Strategy's Expected Result/Impact:</b> Focused math and reading lessons to meet the needs of students and address their weaknesses.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Coach, teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2</p>	Formative		
	Nov	Feb	May



Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: RTI</b></p> <p>*Title &amp; 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><b>Strategy's Expected Result/Impact:</b> Fill student learning gaps.  <b>Staff Responsible for Monitoring:</b> Principal, Coaches, Teachers</p> <p><b>Title I:</b>  2.4, 2.5  - <b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning  - <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2  <b>Funding Sources:</b> 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><b>Strategy 3: MTSS team will monitor student performance and need for RTI, Small Group, Targeted Instruction, and Tutoring.</b></p> <p><b>Strategy's Expected Result/Impact:</b> Targeted focus on student deficiencies.  <b>Staff Responsible for Monitoring:</b> Principal, Coach, Counselor, Teachers, Diagnostician, Dyslexia Teacher</p> <p><b>Title I:</b>  2.4, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1, 2</p>	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> *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><b>Strategy's Expected Result/Impact:</b> Student increase in reading fluency and love of reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> HRS, CKH, Balanced Literacy, Guided Math, and Seidlitz evidence during walk-throughs. PLC agenda and minutes</p> <p><b>Staff Responsible for Monitoring:</b> Principal Instructional Coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Haynes students are consistently scoring lower on assessments and slower to progress than the rest of the majority of WFISD <b>Root Cause:</b> 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><b>Problem Statement 2:</b> Haynes students are consistently scoring lower on assessments and are slower to progress than the rest of the majority of WFISD <b>Root Cause:</b> 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><b>Strategy 1:</b> Data will be used to track student goals.</p> <p>Celebrations will occur when student goals are met.</p> <p><b>Strategy's Expected Result/Impact:</b> Student goals and data tracking apparent for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coach, Teachers</p> <p><b>Title I:</b> 2.6 - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Unit Assessment increases, Data wall improvement, Benchmark score increases, Classroom assessment improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coach, Classroom Teachers.</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Tutoring will be offered before, during, or after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Unit Assessment increases, Data wall improvement, Benchmark score increases, Classroom assessment improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coach, Classroom Teachers.</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> 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.</p> <p>Additional technology, headphones, Chromebooks, Chromebook carts, and interactive Promethean boards from Delcom will be purchased to</p>	Formative		
	Nov	Feb	May

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.

**Strategy's Expected Result/Impact:** Digital classrooms  
 Increased STAAR scores,  
 Increased Benchmark and Unit Assessment scores,  
 Walk-through data

**Staff Responsible for Monitoring:** All Staff

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**- Targeted Support Strategy**

**Problem Statements:** Demographics 1

**Funding Sources:** online Program - Title 1 Part A - \$4,400, Equipment - Title 1 Part A - \$9,550



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><b>Strategy 1:</b> *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><b>Staff Responsible for Monitoring:</b> Principal PE Teacher</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Demographics 2 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> *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><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> *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><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> *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><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Title I:</b> 2.4, 2.5</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> *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><b>Staff Responsible for Monitoring:</b> Principal Counselor</p> <p><b>Funding Sources:</b> - Not Funded</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> 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><b>Strategy's Expected Result/Impact:</b> Open dialogue with students regarding life after high school and available options</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>



Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> 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><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Demographics 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 9 Details	Formative Reviews		
<p><b>Strategy 9:</b> Prepare 5th- grade students for a successful transition to middle school through counselors scheduling with the Middle schools.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Haynes students are consistently scoring lower on assessments and slower to progress than the rest of the majority of WFISD <b>Root Cause:</b> 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><b>Problem Statement 2:</b> Haynes students are consistently scoring lower on assessments and are slower to progress than the rest of the majority of WFISD <b>Root Cause:</b> 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><b>Strategy 1:</b> Provide opportunities for students to work on STEAM projects that will extend their learning to a higher level.</p> <p><b>Strategy's Expected Result/Impact:</b> Awareness of career opportunities in the community.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teacher</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - Title 1 Part A - \$5,473</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			





**Performance Objective 2 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Use of technology to enhance, engage and create projects tied to the curriculum. <b>Root Cause:</b> 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><b>Strategy 1:</b> Intervention period during the day to provide accelerated instruction for students. Tutoring will be accessible to all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Coaches, Teachers and Staff</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 2</p> <p><b>Funding Sources:</b> supplies for intervention groups - Title 1 Part A - 211 E 11 6399 00 114 9 30 000 - \$1,086</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Haynes students are consistently scoring lower on assessments and are slower to progress than the rest of the majority of WFISD <b>Root Cause:</b> 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><b>Strategy 1:</b> 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, 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).  <b>Strategy's Expected Result/Impact:</b> Fill student gaps to increase scores on 3-5 Math STAAR.  <b>Staff Responsible for Monitoring:</b> Principal, All Staff</p> <p><b>Title I:</b>                      2.4, 2.6  <b>- TEA Priorities:</b>                      Improve low-performing schools  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction  <b>- Targeted Support Strategy - Additional Targeted Support Strategy</b>  <b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1  <b>Funding Sources:</b> - Not Funded</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 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><b>Strategy 1:</b> 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><b>Staff Responsible for Monitoring:</b> Principal, all staff</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Demographics 2</p> <p><b>Funding Sources:</b> - Title 1 Part A</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			





**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Haynes students are consistently scoring lower on assessments and are slower to progress than the rest of the majority of WFISD <b>Root Cause:</b> 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><b>Strategy 1:</b> Monthly Parent Meetings - PTO</p> <p><b>Strategy's Expected Result/Impact:</b> building positive relationships fund-raising planning events that are Covid safe</p> <p><b>Staff Responsible for Monitoring:</b> Principal and all staff</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Improve the relationship between school and home.</p> <p><b>Title I:</b> 2.6, 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1 - Perceptions 1</p> <p><b>Funding Sources:</b> PFE - Title 1 Part A - \$846</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			



**Performance Objective 4 Problem Statements:**

<b>Student Learning</b>
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<b>Problem Statement 1:</b> 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. <b>Root Cause:</b> Instability of homelife, economically impoverished area; high turnover of teachers and admin at this campus.
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<b>Perceptions</b>
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<b>Problem Statement 1:</b> Lack of parental and community involvement. <b>Root Cause:</b> Lack of time and/or energy due to parental obligations, transportation, or technology.
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