

Texas City Independent School District

Hayley Elementary

2023-2024 Improvement Plan



Mission Statement

Hayley Elementary where all students learn, belong, and lead!

Vision

Hayley Elementary creates and provides a safe and encouraging educational environment that allows all children to thrive and become productive members of a multicultural society.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The Site-Based and CNA Committees conducted a thorough analysis of various educational aspects, including student achievement data, instructional methods, curriculum, personnel, organizational structures, demographic information, and survey feedback. The resulting findings are as follows:

1. **Enhancement of MTSS Process**: It is imperative to improve the effectiveness of the Multi-Tiered System of Supports (MTSS) this year, particularly in establishing a clearly defined behavior MTSS process.
2. **Challenges in STAAR Performance**: Our students are facing difficulties in achieving scores at the "approaches," "meets," and "masters" levels in all tested areas of the STAAR assessment.
3. **Lack of Phonics Instruction**: There is a notable absence of phonics instruction across all grade levels, which necessitates attention and improvement.
4. **Learning Gaps**: The committees identified learning gaps among our students, attributed to their limited experiences and the impact of COVID-19-related absences.
5. **Enrollment and Demographics**: Although our enrollment decreased over the past school year, our overall demographics have remained unchanged.
6. **Reading Foundation (Grades K-2)**: Students in grades K-2 are not receiving a strong reading foundation, which is crucial for their success as academic rigor increases in higher grades.
7. **Number Sense Foundation (Grades K-2)**: Similarly, students in grades K-2 lack a robust number sense foundation, hindering their comprehension of advanced math concepts in upper grades.
8. **Articulation of Learning (Grades K-5)**: Students in grades K-5 are struggling to articulate their learning progress or recognize when they have achieved their learning targets.

9. **Building Relationships**: It is essential for our campus to foster stronger relationships among staff members, students, and families while cultivating a culture of mutual respect.
10. **Addressing Attendance and Social/Emotional Needs**: Prioritizing student attendance and attending to their social and emotional needs should be a central focus for the campus.
11. **Reading and Math Proficiency**: The overarching objective should be to increase the number of students reading at their grade level and performing on par with grade-level standards in mathematics.
12. **Rigorous Tier 1 Instruction**: We must ensure that rigorous Tier 1 instruction is consistently implemented across all content areas.

In summary, the Site-Based and CNA Committees have identified critical areas for improvement within our educational system. Addressing these findings will be instrumental in enhancing the educational experience and outcomes for our students.

Demographics

Demographics Summary

The Site Based and Demographics Committee analyzed our data and reported the following findings:

- Hayley Elementary serves 487 students in grades K - 5th. The 2020 - 2021 school year was the first year for Hayley to be K-5th grade. Before, it was K-2nd. Grades K-1 are self-contained while grades 2nd - 5th classes are departmentalized.
- Hayley Elementary serves predominately economically disadvantaged families. Hayley's economically disadvantaged rate is 92.1%.
- High Mobility Rate is 29.2%
- The Average Daily Attendance Rate is 91.1%,
- Hayley Elementary serves students in: Special Education (18%), English Learners (19.43%), At-Risk Students (48.13%), students identified as Gifted and Talented (0.7%), and students identified for 504 services (5%).
- Demographic Percentage of Students: Hispanic (45.63%), African American (37.43%), White (11.23%), 2 or More Races (4.81%), Other (.89%)
-

Needs Identified by the Committee

- First year for principal to serve the campus
- High turnover rate for teachers
- Majority of teachers had 5 or less years of experience (80%)
- High number of special education students
- Culturally responsive professional development is needed

Demographics Strengths

Strengths Identified by the Committee

- All teachers were highly qualified
- Experienced teachers were recruited early
- Attendance rate increased by 1.5%
- Attendance calls were made daily to absent students
- New building
- Professional development was provided for behavior, social/emotional, T-TESS
- Strong mentorship program
- Number of discipline referrals decreased

Student Learning

Student Learning Summary

The Student Learning/Achievement Committee has conducted a thorough analysis of our data and has reported several key findings:

1. There is a pressing need for an increase in highly effective Tier 1 instruction across the board.
2. Our students are facing significant challenges in achieving Approaches, Meets, and Masters levels on STAAR assessments in all tested subject areas.

The committee has identified the following specific needs:

1. A substantial portion of our students scored at the "Did Not Meet" level on STAAR assessments across all areas.
2. The campus must work towards increasing the number of students achieving Approaches, Meets, and Masters levels on STAAR assessments.
3. Currently, there is a lack of established procedures for addressing student failures.
4. Many students are not meeting math standards, particularly struggling with word problems, comprehension, and multi-step problems.
5. Students face difficulties in answering critical thinking and higher-order questions, highlighting the need for skill development in these areas.
6. Our students have limited schema and exposure to various experiences, which negatively impacts their vocabulary usage.
7. There is a need for additional academic time in reading and math, especially in the primary grades, along with the implementation of effective interventions.
8. To enhance language skills and academic vocabulary, all teachers should encourage students to speak in complete sentences and explain their thought processes.
9. Establishing vertically aligned essential standards for math and reading across all grade levels is imperative.
10. Students must take greater ownership of their learning, and efforts to increase engagement are crucial.
11. There is a need to expand family training on the importance of oral language development and ways to support reading at home, delivered through various means.

Addressing these identified needs will be essential in improving student learning and achievement outcomes at our school.

Decreased overall rating from a “C” to an “F”

Domain I – Student Achievement

- **Domain I Score “F” or 50**
- **Science overall is low (29% Approaches, 8% Meets, 1% Masters)**
- **Across all subjects Approaches, Meets and Masters levels need to increase**

Domain 2 B – Relative Performance

- **Scored a 52 or “F” even though we are 29.5% Economically Disadvantaged (A Decrease from 21-22)**

Domain 3 – Closing the Gaps

- **Academic Achievement – 0/12 indicators met.**
- **Academic Growth – 0/6 math indicators met.**
- **EB Language Proficiency – 0 indicators Met.**
- **Student Success Status – 0/7 indicators met**

Student Learning Strengths

Increased overall rating from a “F” to a “C” (+19 points)

Domain 1 - Student Achievement

Increased Domain I score from a 42 to 51

- **Double digits increase in students scoring Approaches, Meets and Masters in: 3rd Grade Reading, 3rd Grade Math, 4th Grade Reading, 5th Grade Reading, 5th Grade Math and Science (Approaches only)**

Domain 2A – Academic Growth

- **Our highest score came from 2A - Scored a 74**
- **Increased Domain 2A score from a 55 to 74**

Domain 3 – Closing the Gaps

- Increased from meeting 1 target to 8 targets
- Met every reading Academic Growth Status target (25.0)
- ELP Status 1/1 indicator met (10.0)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The majority of students are achieving "Did Not Meet Grade Level" in all STAAR assessment areas. **Root Cause:** The Tier 1 instruction that students are currently receiving does not align with the rigor of STAAR across all grade levels. There is a need to enhance teacher clarity regarding essential standards, as well as an increased focus on intervention and the utilization of data to inform instructional decisions.

School Processes & Programs

School Processes & Programs Summary

The Processes/Programs Committee has conducted an analysis of our instructional, curricular, personnel, and organizational data. Based on our findings:

1. Students in grades K-2 are not receiving a solid reading foundation, which is essential for their success when encountering higher levels of rigor in the upper grades.
2. Similarly, students in grades K-2 are lacking a strong foundation in number sense, which is vital for comprehending more advanced math concepts in the upper grades.
3. Across grades K-5, students are facing challenges in effectively expressing their learning progress and identifying when they have achieved their learning objectives.

These findings underscore the need for targeted improvements in our instructional and curricular approaches to better support students in their foundational skills and self-assessment abilities.

Needs Identified by the School Processes & Programs Committee:

- A disproportionate number of students in grades K-2 are reading below grade level.
- Students lack phonological awareness.
- High number of Dyslexia students
- Curriculum resources (HMH, Envision, Interactive Science) do not meet the depth, rigor, complexity, and totality of the TEKS. Not all grade levels have HMH Leveled Readers and teachers must borrow from other grade levels.
- Small group centers/stations/interventions were ineffective due to the lack of classroom management, expectations, implementations.
- Technological glitches make access intervention programs are causing WIN TIME to be ineffective

School Processes & Programs Strengths

Strengths identified by the School Processes & Programs Committee:

- Kindergarten math was developmentally appropriate.
- Leveled Literacy Intervention (LLI) was beneficial for struggling readers.
- Supplemental Aids supported students during STAAR testing.

- Sufficient math resources were available for all students and teachers. (ex. Braining Camp)
- Math and Reading consultant were beneficial in helping teachers understand the TEKS.
- Given the opportunity to create their own grade level assessments.
- Social Studies Weekly resource was beneficial.
- Implementation of PLCs increased the rigor and understanding of instruction.
- Weekly PLCs and planning sessions with instructional specialists increased student achievement and teachers' understanding of the TEKS, data, interventions, and enrichment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Presently, 70% of all students are reading at a level below their grade level. **Root Cause:** Many students exhibit multiple at-risk factors. Specifically, students in grades K-2 are not establishing a solid foundation in fundamental reading skills necessary for the application of advanced reading concepts in higher grades. Additionally, there is a deficiency in phonological awareness among students.

Problem Statement 2 (Prioritized): At present, 65% of all students are achieving below their grade level in mathematics. **Root Cause:** Students in grades K-2 are not receiving a robust foundation in number sense, which is essential for comprehending advanced math concepts in the upper grades. Furthermore, instruction at higher grade levels does not meet the rigor outlined in the TEKS (Texas Essential Knowledge and Skills).

Perceptions

Perceptions Summary

In the current school year, Hayley Elementary initiated the implementation of a school-wide positive behavior intervention support program aimed at fostering a culture of positivity and proactive behavior intervention. However, based on survey data, staff feedback, and input from various stakeholders, several pressing needs and priorities have emerged:

1. **Continued Consistency in Positive Behavioral Supports**: There is a clear consensus that the school should maintain and consistently teach positive behavioral supports as part of its ongoing efforts. A stronger emphasis on implementing these strategies across the campus is essential.
2. **Development of a Behavioral MTSS Process**: The creation of a structured Multi-Tiered System of Support (MTSS) for behavior is needed to effectively address the diverse behavioral needs of students. This should encompass a robust Tier 1 program that benefits the entire school community.
3. **Creating a Safe and Relationship-Building Environment**: It is crucial to establish an environment where students feel safe and can cultivate positive relationships with staff members. This will contribute to a more conducive learning atmosphere.
4. **Community Engagement and Partnerships**: While there have been commendable efforts to engage with the community through various activities and volunteer opportunities, there is a need to continue developing these connections. The formation of a Parent-Teacher Organization (PTO) can further enhance community involvement.

Based on the feedback from students, parents, staff, and the Perceptions Committee, additional needs have been identified:

1. **Student Safety**: Concerns have been raised regarding student safety, particularly due to disruptions and extreme behaviors in classrooms and common areas. Addressing inconsistent discipline and establishing classroom discipline plans is essential to create a safer environment.
2. **Effective Communication**: Improved communication among all stakeholders, including faculty, staff, students, parents, district personnel, and community members, is necessary to ensure everyone is informed and engaged in school activities.
3. **Enrichment Opportunities**: Expanding opportunities for students, such as field trips and extracurricular events, is essential for their holistic development. Additionally, involving families in volunteering on the campus can strengthen the school-community bond.

Addressing these identified needs and priorities will contribute to the continued growth and success of Hayley Elementary's positive behavior intervention support program and overall school environment.

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Problem Statements Identifying Perceptions Needs

Problem Statement 1: The attendance issue at Hayley Elementary is evident, as the Average Daily Attendance (ADA) currently stands at 92.1%. This figure indicates a notable gap between the desired attendance rate and the actual attendance of students, highlighting a pressing concern that requires attention and intervention. **Root Cause:** The root cause of Hayley Elementary's attendance issue, with an Average Daily Attendance (ADA) of 92.1%, can be attributed to several factors. These include insufficient family engagement, transportation challenges, health-related issues, or the need for more effective attendance tracking and incentives.

Priority Problem Statements

Problem Statement 1: The majority of students are achieving "Did Not Meet Grade Level" in all STAAR assessment areas.

Root Cause 1: The Tier 1 instruction that students are currently receiving does not align with the rigor of STAAR across all grade levels. There is a need to enhance teacher clarity regarding essential standards, as well as an increased focus on intervention and the utilization of data to inform instructional decisions.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Presently, 70% of all students are reading at a level below their grade level.

Root Cause 2: Many students exhibit multiple at-risk factors. Specifically, students in grades K-2 are not establishing a solid foundation in fundamental reading skills necessary for the application of advanced reading concepts in higher grades. Additionally, there is a deficiency in phonological awareness among students.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: At present, 65% of all students are achieving below their grade level in mathematics.

Root Cause 3: Students in grades K-2 are not receiving a robust foundation in number sense, which is essential for comprehending advanced math concepts in the upper grades. Furthermore, instruction at higher grade levels does not meet the rigor outlined in the TEKS (Texas Essential Knowledge and Skills).

Problem Statement 3 Areas: School Processes & Programs

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: The percentage of students that score meets grade level or above on STAAR Reading will increase each year through June 2024.

3rd Reading 30%

4th Reading 30%

5th Reading 19%

Performance Objective 1: Hayley Elementary will improve the performance of all students in Reading by increasing meets performance by 10%.

HB3 Goal

Evaluation Data Sources: Student performance on STAAR Reading Grades 3-5.

Strategy 1 Details	Reviews			
<p>Strategy 1: Coaching will be implemented to provide teachers with direct feedback for the professional development training completed on effective reading instructional strategies to increase tier one instruction in RLA .</p> <p>Strategy's Expected Result/Impact: The professional development will be done through monthly faculty meetings, PLCs, literacy academies, a reading consultant, and district training. We expect to increase the number of students reading on grade level.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Campus Instructional Specialist Contracted reading consultant</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: School Processes & Programs 2</p> <p>Funding Sources: - 211 - Title I - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: We will develop a culture of readers. This will be done through a variety of methods including: Individual, class and campus reading goals aligned to the TEKS, book talks, challenges, and increasing access to books for all students.</p> <p>Strategy's Expected Result/Impact: As our campus strives to nurture a culture of avid readers, we anticipate several positive outcomes. We expect our students to:</p> <ol style="list-style-type: none"> Increase Reading Engagement: Students will actively engage in reading by dedicating more time to reading books, fostering a genuine love for literature. Expand Reading Repertoire: There will be a broadening of the variety and number of books that students read, encouraging them to explore diverse genres and topics. Enhance Reading Proficiency: We aim to boost the number of students who achieve grade-level reading proficiency, ensuring they meet or exceed the expected reading standards for their grade. Cultivate Lifelong Readers: By promoting a culture of readers, we aspire to instill a lifelong passion for reading in our students, equipping them with a valuable skill that extends beyond their academic journey. <p>Through our collective efforts, we are committed to fostering an environment where reading is not only a fundamental skill but also a source of enjoyment and enrichment for every student.</p> <p>Staff Responsible for Monitoring: Principal Librarian Reading Interventionist Campus Instructional Specialist Teachers Reading Task Force</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will utilize paraprofessional support to help implement phonemic awareness, reading support, reading comprehension, and written expression in grades K-5 during WIN time, .</p> <p>Strategy's Expected Result/Impact: All student (EB, SPED, 504, GT) will increase their reading levels by the end of the school year.</p> <p>Staff Responsible for Monitoring: Principal Teacher Reading Interventionist Reading Specialist</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will utilize after school tutorials and the ACE (21st Century) program HIT (High Intensity Tutoring) to improve the number of at-risk students achieving at the "meets" level on STAAR in Reading in grades 3-5</p> <p>Strategy's Expected Result/Impact: We will have an increase in Student Achievement. We will have an increase in the number of students obtaining the Meets on STAAR.</p> <p>Staff Responsible for Monitoring: Principal Teacher Reading Interventionist Reading Specialist ACE Coordinator</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: The campus will utilize the Reading Interventionist to implement deeper reading intervention.</p> <p>Strategy's Expected Result/Impact: With intensive reading intervention for students reading below grade level, we expect students to increase their reading levels and comprehension. In addition, we expect STAAR scores to increase</p>	Formative			Summative
	Nov	Jan	Mar	June

for reading. Student reading levels are monitored weekly in PLCs and every six weeks through RTI meetings.

Staff Responsible for Monitoring: Teachers
Reading Interventionist
Principal

Title I:
2.6

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No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 2: At present, 65% of all students are achieving below their grade level in mathematics. **Root Cause:** Students in grades K-2 are not receiving a robust foundation in number sense, which is essential for comprehending advanced math concepts in the upper grades. Furthermore, instruction at higher grade levels does not meet the rigor outlined in the TEKS (Texas Essential Knowledge and Skills).

Goal 2: The percentage of students that score meets grade level or above on STAAR Math will increase each year through June 2024.

3rd - 30%

4th - 20%

5th -25%





Performance Objective 1: Hayley Elementary will improve the performance of all students in Math by increasing meets performance.

HB3 Goal

Evaluation Data Sources: Student performance on STAAR Math Grades 3-5 will increase as compared to 22-23 STAAR results.

Strategy 1 Details	Reviews			
<p>Strategy 1: Coaching will be implemented to provide teachers with direct feedback for the professional development training completed on effective math instructional strategies.</p> <p>Strategy's Expected Result/Impact: The professional development initiatives will be carried out through several channels, including monthly faculty meetings, Professional Learning Communities (PLCs), and district-wide training sessions. Our primary goal is to achieve the following outcomes:</p> <ol style="list-style-type: none"> Enhanced Math Instruction: Through regular professional development opportunities, we aim to empower our educators with the knowledge and strategies needed to improve math instruction in the classroom. Student Achievement: By providing targeted training and support, we anticipate a significant increase in the number of students who attain proficiency in math and perform on grade level. Collaborative Learning: Faculty meetings and PLCs will facilitate collaborative learning among educators, fostering a culture of continuous improvement and shared expertise. Alignment with District Goals: Our district-wide training will ensure alignment with broader district goals, enabling a cohesive and unified approach to improving math education. <p>Through these professional development initiatives, we are committed to equipping our educators with the tools and knowledge necessary to elevate student performance in mathematics, ultimately helping students excel at grade level and beyond.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Student Services Campus Instructional Specialist</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will utilize the Math Interventionist to implement deeper math intervention.</p> <p>Strategy's Expected Result/Impact: With intensive math intervention for students performing below grade level, we expect students to increase their math skills. In addition, we expect STAAR scores to increase for math. Student performing below grade level are monitored weekly in PLCs and every six weeks through RTI meetings.</p> <p>Staff Responsible for Monitoring: Teachers Math Interventionist Principal Campus Instructional Specialist IFT</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will implement math "Happy Math" four days a week 15 minutes daily.</p> <p>Strategy's Expected Result/Impact: Increase in math achievement. This will be monitored through walk-throughs, PLCs and team planning weekly.</p> <p>Staff Responsible for Monitoring: Teachers Math Interventionist Principal Campus Instructional Specialist IFT</p> <p>Funding Sources: - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will utilize after school tutorials and the ACE (21st Century) program HIT (High Intensity Tutoring) to improve the number of at-risk students achieving at the "meets" level on STAAR in Math in grades 3-5.</p> <p>Strategy's Expected Result/Impact: We will have an increase in Student Achievement. We will have an increase in the number of students obtaining the Meets on STAAR.</p> <p>Staff Responsible for Monitoring: Principal Teacher Reading Interventionist Reading Specialist ACE Coordinator</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 5 Details	Reviews			
<p>Strategy 5: The campus will conduct vertical alignment on campus wide essential standard for math k-5</p> <p>How we will monitor: Teachers, instructional specialists, interventionists, and campus administrators will work collaboratively during PLCs and common planning times to understand the specificity of the essential standard in order to provide rigorous and relevant lessons/strategies to ensure academic success for all students.</p> <p>Staff Responsible for Monitoring: Teachers Instructional Specialists Interventionists Campus Administrators</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: The percentage of graduates that meet the criteria for CCMR will increase from 50% to 65% by June 2024.

Performance Objective 1: Hayley Elementary will increase college and career exploration and emphasis throughout the year to support the increase the CCMR indicator by 2% each school year.

HB3 Goal

Evaluation Data Sources: CCMR Indicators

Strategy 1 Details	Reviews			
Strategy 1: Every Monday both students and staff will wear college shirts or Armed Forces Shirts Strategy's Expected Result/Impact: We expect this to increase the students' awareness of different colleges. Staff Responsible for Monitoring: All staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Hayley Elementary will host a career day. Strategy's Expected Result/Impact: We expect this to increase the students' awareness of different careers Staff Responsible for Monitoring: Counselor Teachers Campus Administrators	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Hayley Elementary will host community helpers at our campus throughout the year. Strategy's Expected Result/Impact: We expect this to increase the students' awareness of different careers and knowledge of our community. Staff Responsible for Monitoring: Counselor Campus Administrators Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: In comparison to state standards, Hayley Elementary will narrow the learning gap for every student group on state assessments by achieving or surpassing predetermined targets.

Performance Objective 1: Hayley Elementary will increase the performance of each student group to meet or exceed established targets.

Evaluation Data Sources: Student performance on STAAR 3-5.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will monitor student progress to ensure student needs are being addressed through remediation and interventions. Progress monitoring will be completed weekly through PLCs using CFAs, running records and classroom assessments.</p> <p>Strategy's Expected Result/Impact: To effectively monitor and support student progress, we have established a comprehensive framework that includes weekly Response to Intervention (RTI) and Professional Learning Community (PLC) meetings. These meetings will serve as crucial platforms for assessing and addressing student performance. Here's how this process will work:</p> <ol style="list-style-type: none"> Data Sources: <ul style="list-style-type: none"> STAAR Results: We will analyze STAAR test results to gauge student performance and identify areas of concern. Universal Screeners: These assessments will provide early indicators of potential academic challenges. RTI Minutes/Data: Records of RTI meetings and data collected during interventions will be reviewed. Data Wall: Visual representations of student data will allow for easy tracking and identification of trends. Common Formative Assessments: Regular assessments aligned with curriculum standards will provide insights into student progress. Curriculum-Based Assessments: Assessments tied to the curriculum will help measure proficiency. Benchmarks Intervention Notes: Documentation of specific interventions and their impact on individual students. PLC Minutes: Collaboration records from PLC meetings will inform instructional decisions. Monitoring Progress: <ul style="list-style-type: none"> During RTI and PLC meetings, we will systematically review the data from these various sources to evaluate student progress. We will use this information to identify students who may require additional support or intervention. Adjusting Remediation and Interventions: <ul style="list-style-type: none"> If students are not making the expected progress, we will adapt and modify remediation and intervention strategies based on the data. This may involve altering the frequency, intensity, or type of support provided to individual students. Ongoing Review: <ul style="list-style-type: none"> The process will be continuous, with regular assessments and updates to ensure that students are receiving the appropriate level of support. 	Formative			Summative
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By utilizing these weekly meetings and a data-driven approach, we are dedicated to ensuring that every student's academic needs are identified and addressed promptly, ultimately fostering their success and growth.

Staff Responsible for Monitoring: Principal

Assistant Principal

RTI Committee

Teachers

Title I:

2.4

- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

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Strategy 2 Details

Reviews

Strategy 2: We will utilize a variety of materials and intervention software to teach and reinforce the rigor of STAAR.

Strategy's Expected Result/Impact: Our overarching objective is to significantly raise the number of students who not only meet but also exceed grade-level expectations and established targets. Through our dedicated efforts, data-driven strategies, and collaborative approach, we are committed to achieving this goal and ensuring that every student reaches their full academic potential.

Staff Responsible for Monitoring: Principal

Assistant Principal

Dean of Student Services

Campus Instructional Specialists

Teachers

Title I:

2.6

- **TEA Priorities:**





Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

Formative			Summative
Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize rigor, relevance and depth of knowledge strategies and questioning in their lessons to increase student achievement on STAAR, including the number of students achieving the "meets" and "masters" level.</p> <p>Strategy's Expected Result/Impact: We are determined to improve our STAAR results by increasing the percentage of students achieving the "meets" and "masters" levels across all subject areas. This goal reflects our commitment to providing high-quality education and fostering academic excellence among our students. Through targeted interventions, rigorous instruction, and ongoing support, we aim to see significant growth in student achievement on the STAAR assessments.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Campus Instructional Specialists</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will implement Kagan Structures to increase student engagement and ensure students are participating in learning.</p> <p>Strategy's Expected Result/Impact: Our expectation is for students to take ownership of their learning and, as a result, achieve academic success. We anticipate that this increased student ownership will be evidenced by a rise in the number of students achieving "meets" on the STAAR assessments and consistently meeting or exceeding grade-level standards. This positive shift in academic performance will reflect our commitment to empowering students and providing them with the tools and support needed to excel academically.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists 2nd - 5th Teachers Special Education Teacher</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Hayley Elementary is dedicated to enhancing teacher collective efficacy and reinforcing the quality of Tier 1 instruction by introducing Professional Learning Communities (PLCs) within our campus. In these PLCs, we will focus on several key objectives:</p> <ol style="list-style-type: none"> Unpacking Essential Standards: Teachers will collaboratively dissect the essential curriculum standards to gain a deep understanding of what students are expected to learn. Identifying Learning Targets: Together, educators will identify clear and specific learning targets that align with the unpacked standards. These targets will serve as the foundation for instruction. Setting SMART Goals: Teachers will work on formulating SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals for each learning target. This process ensures that instructional objectives are well-defined and attainable. Developing Aligned Assessments: PLCs will support educators in creating assessments that align with the rigorous learning targets, providing a means to measure student progress effectively. <p>By implementing PLCs with a focus on these critical components, we are committed to strengthening our instructional practices, fostering a culture of collaboration, and ultimately, improving student learning outcomes at Hayley Elementary.</p> <p>Strategy's Expected Result/Impact: Our primary expectation is to see a substantial improvement in student achievement by ensuring the consistent implementation of rigorous Tier 1 instruction. By prioritizing high-quality instruction that aligns with academic standards and meets the diverse needs of our students, we aim to elevate their performance and academic outcomes significantly. This commitment to excellence in Tier 1 instruction underscores our dedication to providing every student with the foundation and support needed to excel academically.</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators Campus Instructional Specialists</p> <p>Title I: 2.5 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: In comparison to state standards, Hayley Elementary will narrow the learning gap for every student group on state assessments by achieving or surpassing predetermined targets.

Performance Objective 2: Hayley Elementary will strategically develop instruction for targeted populations including economically disadvantaged, special education, English Learner and African American students.

Evaluation Data Sources: Student performance

Strategy 1 Details	Reviews			
<p>Strategy 1: Our teachers will maintain comprehensive individual student data records, encompassing running records, student progress assessments, Common Formative Assessment (CFA) data, and specific individualized goals for each student. This data will serve as a critical resource in our commitment to student success by enabling us to achieve the following objectives:</p> <ol style="list-style-type: none"> Monitor Student Progress: The data will be regularly reviewed to track each student's academic journey, ensuring they are making consistent and meaningful progress. Identify Student Needs: By analyzing this data, we will identify areas where students may require additional support or intervention to address individualized needs. Close Achievement Gaps: We will use the data to address achievement gaps among students, tailoring instructional strategies and interventions to promote equitable learning outcomes. STAAR Performance Improvement: Our goal is to increase the number of students achieving "meets" and "masters" levels on the STAAR assessments in all subject areas by utilizing data-driven instructional adjustments. Support English Language Learners: For English as a Second Language (ESL) students, known as English Learners (ELs), we will use this data to ensure they are progressing toward second language acquisition goals, specifically for the TELPAS assessment. <p>By maintaining these individual student data records and leveraging them for informed decision-making, we are dedicated to advancing the academic success and growth of every student while addressing their unique needs and promoting equitable outcomes.</p> <p>Strategy's Expected Result/Impact: In our commitment to student progress and continuous improvement, our teachers will actively participate in weekly Professional Learning Communities (PLCs) where they will share and discuss their individual student data. These PLC meetings will serve as a crucial forum for data-driven decision-making, and the following actions will be taken:</p> <ol style="list-style-type: none"> Data Sharing: Teachers will present their student data, which includes running records, progress assessments, CFA data, and individual goals, during PLC meetings. Data Analysis: PLC members will collaboratively analyze the data to gain insights into student performance, identify trends, and pinpoint areas of concern or success. 	Formative			Summative
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3. **Instructional Adjustments**: Based on the data analysis, teachers will make informed adjustments to their instructional strategies, interventions, and approaches to better meet the unique needs of their students.
4. **Sharing Best Practices**: PLCs provide an opportunity for teachers to share effective instructional practices that have yielded positive results, benefiting their peers.
5. **Goal Setting**: Teachers will collectively set new goals and action plans to target specific areas for improvement in student achievement.
6. **Monitoring Progress**: PLCs will continuously monitor and evaluate the impact of instructional adjustments on student progress.

By integrating regular data-sharing and analysis into our PLC structure, we ensure that our educators are equipped to respond effectively to student needs and collectively work towards enhancing student learning outcomes.

Staff Responsible for Monitoring: Teachers

- Principal
- Assistant Principal
- Dean of Student Services
- Campus Instructional Specialist

Title I:
2.6

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Strategy 2 Details

Reviews

Strategy 2: Our commitment to the success of English Learners (ELs), including Emergent Bilingual (EB) students, is unwavering. To ensure that our Bilingual and English as a Second Language (ESL) teachers are equipped with the most effective instructional strategies, we will facilitate targeted professional development. Here are some key components of this professional development:

1. **Language Acquisition Strategies**: Teachers will be trained in research-based strategies for supporting language acquisition in EB students, emphasizing listening, speaking, reading, and writing skills.

Formative			Summative
Nov	Jan	Mar	June

2. **Culturally Responsive Teaching**: Professional development will address the importance of culturally responsive teaching to create an inclusive and supportive classroom environment that values and celebrates the diverse backgrounds of our EL students.
3. **Differentiated Instruction**: Strategies for differentiating instruction to meet the varying language proficiency levels and academic needs of EB students will be a central focus.
4. **Integration of Language and Content**: Teachers will learn how to seamlessly integrate language instruction with content-area instruction, ensuring that language development occurs across all subjects.
5. **Assessment and Data Analysis**: Training will cover assessment techniques specific to ELs and how to use assessment data to inform instructional decisions.
6. **Parent and Community Engagement**: Strategies for involving parents and the community in supporting the language development and academic success of EL students will also be included.

By investing in professional development for Bilingual and ESL teachers, we aim to equip them with the knowledge and skills necessary to provide our EB students with a high-quality education that supports their language acquisition and overall academic growth.

Strategy's Expected Result/Impact: Our targeted efforts to implement effective instructional strategies for our Emergent Bilingual (EB) students are anticipated to yield positive results in terms of their TELPAS and STAAR scores. Here are the expected outcomes:

1. **TELPAS Score Improvement**: By providing tailored support and instruction, we expect to see an increase in TELPAS (Texas English Language Proficiency Assessment System) scores for our EB students. This progress reflects their enhanced English language proficiency and communication skills.
2. **STAAR Score Enhancement**: Our commitment to effective instructional strategies is likely to lead to improved STAAR scores among EB students in all tested subject areas. This improvement signifies their increased academic readiness and achievement on standardized assessments.
3. **Language Proficiency**: These strategies will not only boost academic performance but also contribute to greater language proficiency among EB students, enabling them to engage more effectively in classroom activities and discussions.
4. **Equitable Education**: Our goal is to promote equitable educational opportunities, ensuring that EB students have equal access to rigorous academic content and can perform at their full potential.
5. **Individualized Support**: These strategies will be customized to address the unique needs of each EB student, providing personalized support to help them succeed academically and linguistically.

In summary, our emphasis on effective instructional strategies for EB students reflects our commitment to their holistic development, encompassing both language skills and academic achievement. As a result, we anticipate improvements in both TELPAS and STAAR scores, furthering their educational success.





Staff Responsible for Monitoring: Bilingual and ESL Teachers

Assistant Principal
Principal

Title I:
2.4

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Strategy 3 Details	Reviews			
<p>Strategy 3: Campus administrators are dedicated to actively monitoring student progress in core subject areas, and to facilitate this process, they will convene weekly meetings with key personnel including the Counselor, Campus Instructional Specialist, and Intervention Specialists. These collaborative meetings will serve the following purposes:</p> <ol style="list-style-type: none"> Data Review: Administrators will analyze data related to student performance in core subjects, including assessments, progress reports, and other relevant information. Identification of At-Risk Students: By examining the data, the team will identify students who may be at risk of falling behind academically or who may require additional support. Intervention Planning: Based on the data and the identification of at-risk students, administrators and specialists will collaborate to develop targeted intervention plans, including individualized strategies and resources. Resource Allocation: The meetings will help ensure that resources, such as instructional materials or personnel, are allocated effectively to support student needs. Progress Monitoring: The team will establish mechanisms for ongoing progress monitoring to track the impact of interventions and make necessary adjustments. Communication: Regular communication and collaboration among all stakeholders will be emphasized to ensure a coordinated effort in supporting student success. Continuous Improvement: Administrators will use these meetings as opportunities for professional development and sharing of best practices to continuously improve instructional strategies and support systems. <p>By holding weekly meetings with these key stakeholders, campus administrators are demonstrating their commitment to proactive and data-driven efforts to enhance student progress and success in core subject areas.</p> <p>Strategy's Expected Result/Impact: Our collective efforts, including the regular monitoring of student progress, targeted interventions, and collaborative strategies, are all aimed at one overarching goal: to see a noticeable improvement in students' progress in core subject areas. By focusing on data-driven decision-making, personalized support, and continuous improvement, we are dedicated to ensuring that each student reaches their full potential and achieves success in their academic journey.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Student Services Counselor Teachers</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Starting from grades 2nd through 5th, our Emergent Bilingual (EB) students will engage in weekly sessions using Summit K12 as a valuable resource to address and close learning gaps. This initiative demonstrates our commitment to providing targeted support to EB students and enhancing their educational experience. Summit K12 will serve as a valuable tool to facilitate this process, offering a structured and effective approach to address specific academic needs and promote academic growth among our EB students.</p> <p>Strategy's Expected Result/Impact: The implementation of the Summit K12 program for our Emergent Bilingual (EB) students in grades 2nd through 5th reflects our commitment to closing the achievement gap. We have high expectations that this targeted intervention will result in significant progress and ultimately lead to the closure of the achievement gap for our EB students in these grade levels. By providing them with the necessary support and resources, we aim to empower our EB students to excel academically and achieve success on par with their peers. This initiative reinforces our dedication to equity and inclusive education for all students.</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Hayley Elementary will create and put into action a thorough plan to ensure the ongoing safety and security of schools and facilities across the district.

Performance Objective 1: Provide a safe and secure environment that is healthy, positive, motivating, and engaging for students.

Evaluation Data Sources: Reduced referral and student accidents, increased participation in school functions

Strategy 1 Details	Reviews			
<p>Strategy 1: Providing training to our staff on effective strategies for working with students identified with ADHD (Attention-Deficit/Hyperactivity Disorder), Autism Spectrum Disorder (ASD), Oppositional Defiant Disorder (ODD), and other emotional disabilities is a crucial step in ensuring that every student receives the support and care they need. Here are some key components of this training:</p> <ol style="list-style-type: none"> Understanding the Disorders: Staff will be educated about the characteristics, symptoms, and challenges associated with ADHD, ASD, ODD, and emotional disabilities. This foundational knowledge is essential for effective support. Behavior Management: Staff will learn evidence-based strategies for behavior management, including positive behavior reinforcement, de-escalation techniques, and conflict resolution strategies. Communication and Social Skills: Training will address ways to improve communication and social skills for students with these disabilities, helping them navigate social interactions successfully. Sensory Sensitivities: For students with sensory sensitivities, staff will be trained on creating sensory-friendly environments and incorporating sensory integration strategies. Collaboration and Support: The importance of collaboration between teachers, special education professionals, and support staff in providing a holistic and coordinated approach to supporting these students will be emphasized. Crisis Intervention: In cases where students may exhibit challenging behaviors, staff will receive training in crisis intervention and de-escalation techniques to ensure safety for all. Individualized Education Plans (IEPs): Training will also cover the development and implementation of effective IEPs tailored to each student's specific needs. Cultural Sensitivity: Recognizing and respecting the cultural backgrounds and individual differences of students and their families will be an integral part of the training. <p>By providing comprehensive training in these areas, we aim to equip our staff with the knowledge and skills necessary to create an inclusive, supportive, and effective learning environment for all students, including those with ADHD, ASD, ODD, and emotional disabilities.</p> <p>Strategy's Expected Result/Impact: Our goals for identified students encompass several important aspects of their educational experience and overall well-being:</p> <ol style="list-style-type: none"> Decrease in Office Referrals: We aim to see a noticeable reduction in the number of office referrals for 	Formative			Summative
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identified students. This reflects our commitment to creating a positive and supportive school environment that minimizes disruptive behaviors and focuses on constructive alternatives to address challenges.

2. ****Increase in Student Achievement****: We expect identified students to experience a significant improvement in their academic performance and achievements. By providing targeted support, personalized interventions, and differentiated instruction, we aim to help them reach their full academic potential.

3. ****Increased Classroom Engagement****: Our goal is to have identified students spend more time actively engaged in the classroom learning experience. This includes reducing disruptions and promoting a positive classroom environment that maximizes their learning opportunities.

Through a combination of supportive interventions, effective teaching strategies, and a nurturing school environment, we are dedicated to improving the overall experience and outcomes for identified students, ensuring they have the opportunity to thrive academically and socially.

Staff Responsible for Monitoring: Teachers
Counselor
Campus Administrators
SPED Teachers

Strategy 2 Details

Reviews

Strategy 2: Implementing Positive Behavior Interventions and Supports (PBIS) strategies to provide regular reward opportunities for all students is a proactive and effective way to promote positive behavior and create a supportive school culture. Here are steps to consider:

- **Establish Clear Expectations****: Define and communicate clear behavior expectations for all students across different settings (classrooms, hallways, cafeteria, etc.). Make these expectations visible and easily accessible to all.
- **Create a Reward System****: Develop a system for recognizing and rewarding positive behaviors. Rewards can be both individual and collective. Consider tangible rewards, such as tokens or points, as well as intangible rewards like praise and

Formative

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June

recognition.

3. **Consistency**: Ensure consistency in applying the reward system. Make sure all staff members are familiar with the system and consistently implement it.
4. **Tiered Approach**: PBIS often follows a tiered approach, where universal strategies apply to all students, targeted strategies address the needs of specific groups, and individualized strategies support students with unique needs. Regular rewards can be part of the universal tier.
5. **Data Collection**: Collect data on behavior incidents, rewards given, and their effectiveness. Use this data to refine and improve the reward system over time.
6. **Involvement of Students**: Involve students in the creation and maintenance of the reward system. This promotes ownership and engagement in positive behavior.
7. **Celebration Events**: Consider holding special events or assemblies to celebrate collective achievements and distribute rewards. This can help build a sense of community and excitement around positive behavior.
8. **Teacher Training**: Provide training for teachers and staff on implementing PBIS strategies effectively. This includes recognizing and reinforcing positive behaviors.
9. **Family Engagement**: Engage families in the PBIS process by sharing information about the system and encouraging consistency between home and school.
10. **Continuous Improvement**: Regularly evaluate the effectiveness of the reward system and make adjustments as needed. Solicit feedback from staff, students, and parents to inform improvements.

By implementing PBIS strategies and offering regular rewards for good behavior, you can create a more positive and inclusive school environment that promotes a culture of respect, responsibility, and cooperation among all students.

Use of Every Nine Weeks Grading period Extravaganza

Strategy's Expected Result/Impact: Implementing a daily reward system using Tiger Bucks and offering students the opportunity to shop at the Tiger Market twice a month is an excellent strategy to promote positive behavior and reduce negative behaviors. Here's how this approach can be effectively implemented:

1. **Tiger Bucks Distribution**: Establish a system for distributing Tiger Bucks to students who exhibit positive behaviors. Clearly define the behaviors that earn Tiger Bucks, ensuring that they align with the school's expectations for behavior.
2. **Daily Recognition**: Consistently recognize and reward students for positive behaviors on a daily basis. This can include verbal praise, certificates, or physical Tiger Bucks that students can accumulate.
3. **Tiger Market**: Create a designated space (Tiger Market) where students can redeem their accumulated Tiger Bucks for a variety of incentives, such as small toys, school supplies, or other desirable items. Make sure the rewards are appealing to different age groups.





4. **Monitoring and Accountability**: Track the distribution of Tiger Bucks and the items students select at the Tiger Market. Use data to identify trends in positive and negative behaviors.
5. **Communication**: Keep parents and guardians informed about the Tiger Bucks system and the Tiger Market. Encourage them to support and reinforce positive behaviors at home.
6. **Celebrate Achievements**: Recognize and celebrate the achievements of students who consistently demonstrate positive behavior. Hold special ceremonies or events to acknowledge their efforts.
7. **Peer Reinforcement**: Encourage peer-to-peer reinforcement by allowing students to nominate their peers for Tiger Bucks when they witness positive behaviors.
8. **Feedback Mechanism**: Establish a feedback mechanism for students to provide suggestions or express their preferences for Tiger Market rewards. This can help maintain student engagement.

By implementing this daily reward system and offering tangible incentives through the Tiger Market, you can create a positive and motivating environment that reinforces good behavior. Over time, you can expect to see a decrease in negative behaviors and a significant increase in positive behaviors among students.

Staff Responsible for Monitoring: Counselor

Principal
Assistant Principal
Teachers

Funding Sources: - 199 - General Fund - \$6,000





<p>4. Monitoring and Accountability: Track the distribution of Tiger Bucks and the items students select at the Tiger Market. Use data to identify trends in positive and negative behaviors.</p> <p>5. Communication: Keep parents and guardians informed about the Tiger Bucks system and the Tiger Market. Encourage them to support and reinforce positive behaviors at home.</p> <p>6. Celebrate Achievements: Recognize and celebrate the achievements of students who consistently demonstrate positive behavior. Hold special ceremonies or events to acknowledge their efforts.</p> <p>7. Peer Reinforcement: Encourage peer-to-peer reinforcement by allowing students to nominate their peers for Tiger Bucks when they witness positive behaviors.</p> <p>8. Feedback Mechanism: Establish a feedback mechanism for students to provide suggestions or express their preferences for Tiger Market rewards. This can help maintain student engagement.</p> <p>By implementing this daily reward system and offering tangible incentives through the Tiger Market, you can create a positive and motivating environment that reinforces good behavior. Over time, you can expect to see a decrease in negative behaviors and a significant increase in positive behaviors among students.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Principal Assistant Principal Teachers</p> <p>Funding Sources: - 199 - General Fund - \$6,000</p>					
Strategy 3 Details		Reviews			
<p>Strategy 3: Hold monthly PBIS (Positive Behavioral Interventions and Supports) meetings with the campus leadership teams to assess the progress of PBIS implementation and discipline data.</p> <p>Strategy's Expected Result/Impact: Results expected are a decrease in negative student behaviors Increase in positive student behaviors</p> <p>Staff Responsible for Monitoring: Assistant Principal Principal Teachers Counselor</p>	Formative			Summative	
	Nov	Jan	Mar	June	
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>					

Goal 6: Hayley Elementary will introduce initiatives to effectively cater to the psychological, social, and behavioral requirements of all students. The effectiveness of these programs will be gauged by a decrease in bullying incidents, a reduction in student discipline referrals, and a decline in student dropout rates.

Performance Objective 1: Implement a campus-wide and classroom behavior management system that allows our diverse student population to perform successfully.

Evaluation Data Sources: Decrease number of discipline referrals, ISS/OSS and DAEP assignments.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will provide regular reward opportunities for all students using PBIS strategies. We will recognize and reward students for positive behavior using a variety of methods: Character shout outs, Tiger Bucks, daily announcements, etc.</p> <p>Strategy's Expected Result/Impact: We will have a decrease in negative student behaviors and an increase in positive student behaviors. This will be monitored through the PBIS Committee at least every nine weeks.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Student Services Counselor Teachers PBIS Committee</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will post school-wide student behavior expectations in hallways and classrooms. Behavior expectations will be explicitly taught at the beginning of school, daily through announcements, the second semester and after Spring Break. Students will also create videos modeling appropriate behavior in order to increase student buy-in and ownership of behaviors.</p> <p>Strategy's Expected Result/Impact: We will have a decrease in negative student behaviors, and an increase in positive student behaviors.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Student Services Counselor Teachers PBIS Committee</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will increase the use of visuals of appropriate behaviors in the classroom (CHAMPS). The classroom expectations will be posted daily and reviewed with students.</p> <p>Strategy's Expected Result/Impact: Decrease in referrals and increase in appropriate classroom behaviors</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 6: Hayley Elementary will introduce initiatives to effectively cater to the psychological, social, and behavioral requirements of all students. The effectiveness of these programs will be gauged by a decrease in bullying incidents, a reduction in student discipline referrals, and a decline in student dropout rates.

Performance Objective 2: Assist students in developing socially appropriate problem-solving abilities.

Evaluation Data Sources: Decrease number of office referrals, ISS and DAEP assignments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Training will be provided to the staff on best strategies targeting the awareness of students' social/emotional needs.</p> <p>Strategy's Expected Result/Impact: We will have a decrease in office referrals. We will have an increase in student achievements and students present more often in the classroom. Training will be provided throughout the year.</p> <p>Staff Responsible for Monitoring: Teachers Counselor Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Through our character education lessons, teachers will promote an anti-bullying environment, violence prevention and interventions on campus. Our school counselor will also provide guidance lessons for classrooms on anti-bullying and violence prevention.</p> <p>Strategy's Expected Result/Impact: We will have a decrease in negative student behaviors, and an increase in positive student behaviors.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will provide individual and group counseling sessions on anger management, self regulation, and grief. This will done through services provided by the Social Emotional Counselor and Communities in Schools.</p> <p>Strategy's Expected Result/Impact: Decrease in office referrals and an increase in students' ability to self regulate</p>	Formative			Summative
	Nov	Jan	Mar	June


emotions.


Staff Responsible for Monitoring: SEL Counselor
Counselor
Communities in Schools
Administrators

Title I:
2.6

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 No Progress

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



 Continue/Modify

 Discontinue

Goal 6: Hayley Elementary will introduce initiatives to effectively cater to the psychological, social, and behavioral requirements of all students. The effectiveness of these programs will be gauged by a decrease in bullying incidents, a reduction in student discipline referrals, and a decline in student dropout rates.

Performance Objective 3: Address the individual needs and talents of students through Fine Arts.

Evaluation Data Sources: Number of state and national performance opportunities.





Strategy 1 Details	Reviews			
<p>Strategy 1: Hayley Elementary will have a schoolwide music performance which all students can participate.</p> <p>Strategy's Expected Result/Impact: Students have an increased interest in Fine Arts.</p> <p>Staff Responsible for Monitoring: Music Teacher Campus Administrators Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 - Title I - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Hayley Elementary will participate in district fine arts performance including Honor Choir and board performance.</p> <p>Strategy's Expected Result/Impact: Students have an increased interest in Fine Arts and belonging on the campus.</p> <p>Staff Responsible for Monitoring: Music Teacher Campus Administrators Fine Arts Director</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 6: Hayley Elementary will introduce initiatives to effectively cater to the psychological, social, and behavioral requirements of all students. The effectiveness of these programs will be gauged by a decrease in bullying incidents, a reduction in student discipline referrals, and a decline in student dropout rates.

Performance Objective 4: Increase student attendance, improve graduation rates, decrease drop-out rates and decrease number of truancy referrals.

Evaluation Data Sources: Attendance rate, graduation rates, cohort and leaver information and truancy docket.





Strategy 1 Details	Reviews			
<p>Strategy 1: Student attendance will be monitored daily by teachers, students, attendance clerk, counselor, CIS, ACE, and administrators by and calls will be placed with students who are absent two days in a row</p> <p>Strategy's Expected Result/Impact: We expect our annual attendance rate to increase to 93%</p> <p>Staff Responsible for Monitoring: Campus Administrators Attendance Clerk Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Hayley Elementary will establish a team dedicated to offering support to students facing attendance challenges and addressing behavior issues that affect their school success.</p> <p>Strategy's Expected Result/Impact: We expect our annual attendance rate to increase and student success to increase from prior year.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Student Success Counselor CIS ACE</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will offer attendance incentives to students, staff, and families who show improved attendance, with the goal of increasing attendance rates each nine-week period. These efforts will include attendance parties, homeroom competitions, individual conferences, and other attractive incentives.</p> <p>Strategy's Expected Result/Impact: We expect our annual attendance rate to increase 93%</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Student Services Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will offer family training sessions throughout the year, emphasizing the significance of attendance, especially for kindergarten students, and its influence on student academic achievement. This outreach will encompass activities such as home visits, parent educational sessions (both virtual and in-person), family-teacher conferences, and outreach walks.</p> <p>Strategy's Expected Result/Impact: Through family training we expect our attendance rate to increase, especially in kindergarten. The campus attendance rate is monitored daily.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Campus Student Success Specialist Teachers</p> <p>Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Hayley Elementary will introduce initiatives to effectively cater to the psychological, social, and behavioral requirements of all students. The effectiveness of these programs will be gauged by a decrease in bullying incidents, a reduction in student discipline referrals, and a decline in student dropout rates.

Performance Objective 5: Assist students in the identification of individual interests and skills.





Evaluation Data Sources: Increased participation, course selection and interest surveys

Strategy 1 Details	Reviews			
Strategy 1: The campus will have a Student Council for 5th graders. Strategy's Expected Result/Impact: Increase in student ownership on the campus Staff Responsible for Monitoring: Counselor Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: Hayley Elementary will furnish resources and apply positive behavior strategies aimed at reducing student disciplinary referrals, leading to a decrease in in-school suspension (ISS), out-of-school suspension (OSS), and discretionary placements to the Disciplinary Alternative Education Program (DAEP).

Performance Objective 1: Create and put into action intervention strategies aimed at addressing student compliance.





Evaluation Data Sources: Decrease number of discipline referrals, ISS, OSS placements

Strategy 1 Details	Reviews			
<p>Strategy 1: As a campus we will develop school-wide behavior expectations. Behavior expectations will be explicitly taught at the beginning of school, daily through announcements, the second semester and after Spring Break. Every month a committee will monitor the data to see if adjustments or additional supports are needed to ensure the strategies are increasing the number of students meeting behavioral expectations.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of referrals.</p> <p>Staff Responsible for Monitoring: PBIS Committee Assistant Principal Dean of Student Success Counselor Principal Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: Hayley Elementary will furnish resources and apply positive behavior strategies aimed at reducing student disciplinary referrals, leading to a decrease in in-school suspension (ISS), out-of-school suspension (OSS), and discretionary placements to the Disciplinary Alternative Education Program (DAEP).

Performance Objective 2: Collaborate with teachers and specialized staff to create personalized behavior plans for students at risk.

Evaluation Data Sources: Tracking behavioral data and implementing behavior plans.





Strategy 1 Details	Reviews			
<p>Strategy 1: We will offer training to the staff to facilitate their support and comprehension of behavioral interventions.</p> <p>Strategy's Expected Result/Impact: We anticipate that this will lead to a reduction in office referrals and a boost in student achievement by maximizing classroom attendance. Training will be conducted during faculty meetings and campus professional development days.</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will establish a comprehensive Behavioral MTSS Committee dedicated to creating individualized plans for students.</p> <p>Strategy's Expected Result/Impact: The behavioral MTSS committee will meet at least every six weeks to develop and monitor individual plans. We expect to have a decrease in office referrals.</p> <p>Staff Responsible for Monitoring: Counselor Campus Administrators Teachers</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: A committee will convene on a weekly basis to address the behavioral challenges faced by individual students, particularly when their behavior is affecting their academic progress. The committee will formulate an action plan.</p> <p>Strategy's Expected Result/Impact: A decrease in office referrals and an increase in student achievement.</p> <p>Staff Responsible for Monitoring: Counselor Campus Administrators CIS ACE</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 8: Hayley Elementary will provide the students and staff with innovative technology equipment, support, and training to facilitate success for all students.

Performance Objective 1: Provide technology equipment, support and training to district staff.

Evaluation Data Sources: Successful implementation of the use of technology.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students and Teachers will use appropriate intervention software to enhance and personalize learning.</p> <p>Strategy's Expected Result/Impact: We will show an increase in student achievement and an increase in the use of technology by students. This will be monitored through weekly walk-throughs, lesson plans, campus usage reports and RTI meetings.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Student Services Campus Instructional Specialists Teachers</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will utilize technology weekly in their classrooms. Teachers will use different instructional technology application to enhance instruction, personalize learning and increase student learning.</p> <p>Strategy's Expected Result/Impact: There will be an increase in student achievement. The use of technology will be monitored weekly through walk-throughs, observations, campus usage reports and team planning.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will utilize educational applications as a tool in the classroom to increase student performance</p> <p>Strategy's Expected Result/Impact: There will be an increase in student achievement. This will be monitored through walk-throughs, observations campus usage reports and student work samples.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will provide technology training throughout the year to increase the use of instructional technology on the campus.</p> <p>Strategy's Expected Result/Impact: The campus usage of educational technology will increase to meet the personalized needs of all students.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 9: Hayley Elementary will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 1: Hayley Elementary will develop highly qualified and effective staff through on-going professional development.

High Priority





Evaluation Data Sources: Retention rate, improved instruction

Strategy 1 Details	Reviews			
<p>Strategy 1: Taking into account input from staff, data analysis, and observations, Hayley Elementary will formulate a comprehensive professional development plan aimed at cultivating a highly qualified and proficient staff.</p> <p>Strategy's Expected Result/Impact: The anticipated outcomes encompass exceptional instructional quality, leading to a subsequent rise in student academic success.</p> <p>Staff Responsible for Monitoring: Campus Administrators Team Leaders Teachers Campus Instructional Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 9: Hayley Elementary will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 2: Promote shared leadership at all levels of the organization through the use of committees and teams.

Evaluation Data Sources: all teachers will have a assigned committee, we will use sign in sheets and agendas





Strategy 1 Details	Reviews			
<p>Strategy 1: We will create teacher led task forces to develop action plans to increase student success. Strategy's Expected Result/Impact: The expected result is an increase in shared ownership in campus decisions. Staff Responsible for Monitoring: Teachers Leadership Team TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: As a campus, we will review and reconsider our campus objectives, mission statement, and vision. Strategy's Expected Result/Impact: The expected result is an increase in shared ownership in campus decisions and an understanding of our what and why. Staff Responsible for Monitoring: Principal Administration TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Goal 9: Hayley Elementary will attract and retain highly qualified, talented employees who demonstrate the willingness and ability to advance the academic achievement of all TCISD students and bring pride to the community.

Performance Objective 3: Attract and keep top-tier, exceptionally skilled personnel.

High Priority





Evaluation Data Sources: Increased retention rate among all staff at Hayley

Strategy 1 Details	Reviews			
<p>Strategy 1: We will attend job fairs and recruit early from a pool of highly effective teachers in core academic subject areas.</p> <p>Strategy's Expected Result/Impact: Expected results are high quality instruction, which in turn will increase student achievement.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will assure all assignments and re-assignments are filled with highly effective staff.</p> <p>Strategy's Expected Result/Impact: The expected results are highly effective instruction, which in turn will increase student</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: We will assess the effectiveness of the campus Teacher Induction Program/Mentorship initiatives and implement modifications to enhance teacher retention efforts within the program.</p> <p>Strategy's Expected Result/Impact: The expected result is to retain new teachers and decrease teacher turnover rate. This will be monitored monthly and at the end of the 2021 - 2022 school year</p> <p>Staff Responsible for Monitoring: Principal Mentor Teachers Mentee Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 10: Hayley Elementary will uphold a favorable reputation among all community stakeholder groups.

Performance Objective 1: Enhance communication and foster collaboration within the school community.





Evaluation Data Sources: Number of parents involved in PTO, campus events, and community representation on QuEST

Strategy 1 Details	Reviews			
<p>Strategy 1: Hayley Elementary will form a Parent-Teacher Organization (PTO). Strategy's Expected Result/Impact: The expected impact is an increase in the number of families involved with the campus. Staff Responsible for Monitoring: Principal Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The school will produce a monthly newsletter for families, providing them with essential dates, educational tips, and campus updates. This newsletter will be disseminated through various channels, including the school website, campus social media profiles, and the marquee, to ensure widespread accessibility. Strategy's Expected Result/Impact: The expected results are an increase in family involvement and families being more informed of events on the campus. Staff Responsible for Monitoring: Counselor Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Hayley Elementary will create a Special Events Committee with the goal of expanding the range of on-campus events to foster greater collaboration within the school community. Strategy's Expected Result/Impact: We expect to have an increase of family, community, and staff involvement on the campus. Staff Responsible for Monitoring: Special Events Committee Teachers Counselor Campus Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Goal 11: Hayley Elementary is committed to offering continuous support and fostering active parental involvement throughout the academic year.

Performance Objective 1: Provide chances for every family to actively participate in their child's educational journey.

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will provide a series of family educational series virtually and/or in-person. The sessions will include, but not limited to: Early literacy, bilingual literacy, technology, attendance, STAAR, homework, and how to establish routines at home. Additionally, the campus will survey the families to see what additional training they might need.</p> <p>Strategy's Expected Result/Impact: The expected results are an increase in family involvement both at the school and in the home. We also expect to increase our student achievement and attendance.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Campus Instructional Specialists Teachers</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will host several special events in the evening and on weekends to increase positive relationships between home and school.</p> <p>Strategy's Expected Result/Impact: The expected impact is an increase in the number of families involved with the campus.</p> <p>Staff Responsible for Monitoring: Campus Administrators Special Events Committee Counselor</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Hayley Elementary will develop community partnerships, such as SMART Family Literacy, UTMB, Junior League of Galveston County, and the City of La Marque and different departments to offer a series of family events increase positive child/parent relationships, develop healthy lifestyles, and increase the use of oral language and reading between child and families.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - 211 - Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The campus will develop and distribute the Parent/Family, Student, School Compact</p> <p>Strategy's Expected Result/Impact: Increased understanding of shared responsibility between school and home.</p> <p>Staff Responsible for Monitoring: Administrators Counselor</p> <p>Title I: 4.1</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2			\$6,000.00
Sub-Total					\$6,000.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$10,000.00
2	1	3			\$0.00
6	3	1			\$1,000.00
11	1	3			\$0.00
Sub-Total					\$11,000.00

Addendums

HAYLEY ELEMENTARY Staff Sign In

Topic: CNA and Program Evaluations, EOY

Date: 5/16/2022

Vianey Alvarez	VA
Tina Beckles	Tina Beckles
Adrienne Bell	
Deietra Bolden	Deetra
Olivia Briand	Olivia
Dedra Brooks	Dedra Brooks
Judi Bucholz	Judi
Alicia Camarillo	Alicia Camarillo
Myles Carr	Myles Carr
Jacquelyn Carbajal	Jacquelyn Carbajal
Letrecia Cash-Peace	Letrecia Cash-Peace
Mary Collinsworth	
Shala Durham-Davis	Shala Durham-Davis
Kelsey Garagnon	Kelsey Garagnon
Jaime Garza	Jaime Garza
Rebecca Giambra	Rebecca Giambra
Gabrielle Gilford	Gabrielle Gilford
Brenda Gonzalez	
Ashley Green	Ashley Green
Crystal Green	
Sherry Hoeckendorf	
Jerrell Hudson	Jerrell Hudson
Joy Hunter	Joy Hunter
Sharonda Kelly-Word	Sharonda Kelly-Word
Reagan Joiner	Reagan Joiner
Katherine Jones	Katherine Jones
Jamal Law	
Arlyssia Lemon	Arlyssia Lemon
Marion Levine	

Janet Guice Janet Guice

Angelina Liles	A. Liles
Blas Martinez	Blas Martinez
Shannon Mayes	Shannon Mayes
Rachel McAdam	Rachel McAdam
Angela McGowen	Angela McGowen
Kylie Nolan	Kylie Nolan
Kimberley Pettigrew	Kimberley Pettigrew
Danielle Phillips	Danielle Phillips
Kimberly Porter	Kimberly Porter
Laura Prino	Laura Prino
Kathleen Pugh	Kathleen Pugh
Anna Roden	Anna Roden
Rayshandrea Rodriguez	Rayshandrea Rodriguez
Nora Ruiz	Nora Ruiz
Veronica Ruiz	Veronica Ruiz
Pricilla Salinas	Pricilla Salinas
Lyndi Shackelford	Lyndi Shackelford
Tami Sillivent	Tami Sillivent
Dominique Singleton	Dominique Singleton
Desiree Spring	Desiree Spring
Allison Swerdlin	Allison Swerdlin
James Taylor	James Taylor
Sheila Tillman-Oliver	Sheila Tillman-Oliver
Claudia Trevino	C. Trevino
Rosie Valdez	Rosie Valdez
Christina VanDerAa	Christina VanDerAa
Corey Ventriss	Corey Ventriss
Rubyolly Villarta	Rubyolly Villarta
Sean Warren	Sean Warren
Kaicha Watkins	Kaicha Watkins
Amber Watson	Amber Watson
Karina Zamora	Karina Zamora



TEXAS CITY INDEPENDENT SCHOOL DISTRICT

Comprehensive Needs Assessment Spring 2022 May 16, 2022 Hayley Elementary

I. Welcome

II. - Introduction to the Comprehensive Needs Assessment

III. Review of Process and Information

IV. Break Out Sessions for CNA

- Pettigrew's Group – C148
- Jones and Porter's Group – PLC Room
- Roden's Group – Science Lab
- McAdam's Group – Library

Comprehensive Needs Assessments Committees
Hayley Elementary School
May 16, 2022

Demographics (Pettigrew)

- Carabjal (K)
- Villarta (1st)
- Camarillo (2nd)
- Martinez (3rd)
- Singleton (4th)
- Trevino (4th)
- Warren (Specials)
- Carr (Special Education)
- Salinas (Paraprofessional)
- Beckles (Paraprofessional)

School Culture and Climate; Family and Community Engagement (Jones)

- Lemon (K)
- Joiner (1st)
- Zamora (2nd)
- VanderAa (3rd)
- Garza (4th)
- Oliver (5th)
- Garagnon (Specials)
- Bolden (Special Education)
- Parent
- Community Member
- R. Valdez (Paraprofessional)
- Hunter (Paraprofessional)
- V. Ruiz (Paraprofessional)
- Levine (Paraprofessional)

Student Academic Achievement (McAdam)

- Watkins (K)
- Alvarez (K)
- Green (1st)
- McGowen (2nd)
- Watson (3rd)
- Spring (4th)
- Bucholz (5th)
- Swerdlin (Interventionist)
- Ventriss (Paraprofessional)
- Lilies (Paraprofessional)
- Mayes (Paraprofessional)
- Brooks (Special Education)

Curriculum, Instruction, Assessment, and Technology (Porter)

- Gilford (K)
- Phillips (1st)
- Kelly-Word (2nd)
- Davis (3rd)
- Cash-Peace (4th)
- Pugh (5th)
- Nolan (Specials)
- Bell (Interventionist)
- Rodriguez (Special Education)
- Briand (Paraprofessional)
- Taylor (Paraprofessional)

TCISD
 Campus Comprehensive
 Needs Assessment
 Spring 2022

1

Comprehensive
 Needs Assessment
 Process

2

Purpose
 Conduct a
 Comprehensive Needs Assessment
 to identify the [redacted] and
 [redacted]
 to develop the Campus Improvement
 Plan.

3

Comprehensive Needs Assessment will focus
 on 4 Areas:

1. Demographics
2. Perceptions
3. Student Learning
4. School Processes

4

Demographics
Who Are We?

Demographics Data
Staff Quality, Recruitment and Retention Data

5

Students

1. Who are we currently serving?
[ethnicity, socioeconomic, gender, special population groups]
1. How do we service [strategies, initiatives, programs] their needs?

6

Staff

1. Who services our Students?
 - i. Are Teachers highly qualified and effective?
1. What are our retention rates of Employees?
1. What Systems do we have to support our staff?
 - Professional Development available?

7

Perceptions

How well do we do business?

School Culture and Climate Data
Family and Community Engagement Data

8

School Culture and Climate

1. What is staff's perception of the school?
1. What is students' perception of the school?

Family and Community Engagement

1. What is parents' perception of the school?
1. What campus structures are in place to foster parent-school collaboration?

Student Academic Achievement

Student Achievement

1. How are our Students performing?
1. What do we do when students are not performing on grade level?
1. What do we do when students are performing on grade level?

Processes & Programs

How do we do business?

Curriculum, Instruction, and Assessment

1. Is instruction cognitively demanding and challenging? How do we know?
1. What materials, resources, and technology and processes do we have to make our instruction highly demanding?

Evaluate State and Federal Program

Program Evaluation

1. Strengths and Needs for the School Year
1. "Needs (Priorities)" for the Upcoming Year
1. Indicate the necessary changes to the program to address the priorities

Campus Multiple Measures of Data Questions to Consider Continuous Improvement Framework

The CNA should reflect the current status of the campus by answering these four questions:

1. *Who are we? (Demographics)*
2. *How well do we do business? (Perceptions)*
3. *How are our students doing? (Student Achievement)*
4. *What are our procedures, methods and practices? (Processes and Programs)*

As part of the continuous improvement planning framework, the committee will conduct the following steps:

1. Start with the big data – the most current student achievement data, such as STAAR, campus-based assessments, PBMAS and attendance.
2. Make a list of current strengths and state why they are strengths.
3. Make a list of current problems identified in the data.
4. Using the thinking questions, brainstorm about why the problems exist. Focus on theories and ideas that are within our control. If other problems are identified, add them to the list.
5. Prioritize the list of problems and determine which are the most important to be included in the improvement plan.
6. Using the data reports, determine why the prioritized problems exist.
7. Write a summary for each of the four focus areas.
8. Indicate the strengths for each of the four focus areas.
9. Develop the problem statements for each of the four focus areas and identify the root cause for each problem statement developed.
10. Set a timeline to collect more data and reconvene to further develop the problem statements and identify root causes.

PERCEPTIONS QUESTIONS

How well do we do business?

PERCEPTIONS: SCHOOL CULTURE AND CLIMATE

How do students describe their campus? How does this differ from teachers' descriptions? What support systems are in place for students who are new to the campus? Do campus activities promote wide-spread student participation? Are they inclusive or exclusive?

How do students describe campus life with regards to respect, relationships, behavior, support, belonging, etc.? Do all student groups have the same perceptions? How does this perception compare with their teachers' perceptions?

What does an analysis of discipline data reveal? What interventions are in place to increase appropriate behavior? Why are disciplinary removals occurring? How often? When? Where? How are the disciplinary practices and decision making evaluated? By whom? How often are adjustments made and why? Are disciplinary policies and practices proactive or reactive? Why? What are the staff patterns with referrals, including specific times when they occur?

What strategies are in place to reduce the threat of bullying? Does the data confirm the strategies are working?

What percentage of students are sent to the DAEP or JJAEP for discretionary purposes? Mandatory purposes? For what offenses? Is one student group more heavily represented than others?

Are effective procedures in place to promote safety? Do students feel safe? How do you know? What do district and/or campus safety audits reveal?

PERCEPTIONS: FAMILY AND COMMUNITY ENGAGEMENT

Is the focus an authentic home/school connection to educate and engage parents in understanding how to support their children? How? What are parents' perceptions of the school's effectiveness? Do they feel welcome? How do you know?

How effective are communications such as the schools' website, mobile app, letters, newspaper articles, etc.? How do you know? Are communications translated into languages other than English when needed?

How are parents and the community involved with the school? Are they involved in meaningful ways that support student learning? How do you know?

What are teachers' expectations for parental involvement? How do you know?

What types of community partnerships exist? How are they recruited?

Do parents and community members participate in the site-based planning committee? How are they selected? Do they feel their participation is necessary and important? How do you know?

Does the campus structure make it easy for parents and the community to be heard and be part of solutions to identified problems?

Perceptions

“Culture, Climate, Values, and Beliefs” (How do we do business?)

Step One: Summary

Using campus reports and information, complete a review, and summarize the findings for the campus:

Step Two: Determine the “Strengths”

From the summary findings, indicate the specific campus strengths that have been identified:

Step Three: Determine “Problem Statement/Root Cause”

From the summary findings, write a problem statement and root cause for the specific “need”. A problem statement is a fact that addresses one problem using who, what, when, and where and is to be clearly written excluding opinions. Identifying the root cause is the key component for developing targeted, effective strategies that are most likely to eliminate the problem.

Problem Statement _____

Root Cause _____

STUDENT ACADEMIC ACHIEVEMENT QUESTIONS

How are our students doing?

How did each student group score on the latest state assessment? Which groups did not meet satisfactory performance? Why? Which groups met satisfactory performance? Why? Is there a significant difference between the performances of different student groups? Why?

Which student groups did not meet growth expectations? Why? Which groups met growth expectations? Why? Is there a significant difference between the performances of different student groups? Why? Which student groups exceeded growth expectations toward Level III Advanced? Why?

Which student groups did not do well on PBMAS? Why? Is there a significant difference between the performances of different student groups? Why?

What are the areas of lowest performance? What does the data look like for the past three years? How does student performance on state assessments compare with student performance on local benchmark assessments and the students' report cards?

Are the majority of failures specific to subjects or teachers? What supports are in place to help? What do classroom observations reveal about class sections with high course failures? How do the campuses systemically address reteaching for students who are absent, particularly for students who are at-risk of failing?

How are individual student needs identified? How are the requirements for accelerated instruction being addressed? How are student-specific services and interventions determined, implemented, monitored, adjusted and evaluated? What structures, including Rtl, are in place to support each student?

How do achievement rates of special education students compare with non-special education students? What plans are in place to support special education students? Their teachers?

What interventions are in place to support students who are not successful? Does the data confirm that the interventions are working? What tools are available to ensure that strategies are designed to improve student performance? How do achievement rates of Section 504 students and students in other special programs compare with all other students? What plans are in place to support them? Their teachers?

How is Rtl being implemented? How are students identified and placed in Rtl? Are the Rtl processes and implementation effective? How is the Rtl process affecting referrals to special education? Are the SSI, ARD, LPAC, 504 and other committee decisions concerning state assessments and interventions appropriate and beneficial for students?

STUDENT ACADEMIC ACHIEVEMENT

“Formative, Summative, and Diagnostic”
(How are our students doing?)

Step One: Summary

Using campus reports and information, complete a review, and summarize the findings for the campus:

Step Two: Determine the “Strengths”

From the summary findings, indicate the specific campus strengths that have been identified:

Step Three: Determine “Problem Statement/Root Cause”

From the summary findings, write a problem statement and root cause for the specific “need”. A problem statement is a fact that addresses one problem using who, what, when, and where and is to be clearly written excluding opinions. Identifying the root cause is the key component for developing targeted, effective strategies that are most likely to eliminate the problem.

Problem Statement _____

Root Cause _____

PROCESSES AND PROGRAMS QUESTIONS

How do we do business? What are our procedures, methods and practices?

PROCESSES AND PROGRAMS: CURRICULUM, INSTRUCTION AND ASSESSMENT

What does the analysis of state assessment reporting categories and student expectations reveal about the strengths and weaknesses of the campus curriculum?

Is the curriculum aligned with the TEKS, English Language Proficiency Standards (ELPS) and College Career Readiness Standards (CCRS)? How do you know?

Does the rigor and relevance of instruction align with the TEKS, ELPS and CCRS? Is instruction cognitively demanding and challenging? How do you know?

Are teachers implementing the district's curriculum with fidelity? How do you know? What are the expectations for students to engage in authentic work and solve complex, real-world problems? How are students making connections with complex concepts and skills across one or more disciplines?

Are professional learning communities using data for instructional planning effectively? How do you know? How is progress tracked for students, staff, grade levels, departments, campuses and the district? Are assessments being used effectively? What do teachers do with the data? How are they tracking student progress and performance? What is the expectation when progress is not occurring?

Are the materials being used supported by scientifically-based research and tightly aligned with the TEKS? How are differentiation and learning scaffolds addressed? What about the use of technology, questioning strategies, manipulatives and other instructional strategies?

How are professional development strategies implemented and monitored?

How are content and language objectives communicated with EL students? How are EL sheltered instruction strategies provided and monitored? How are instructional and linguistic accommodations routinely used in instruction? Are practices effective? How do you know?

How is the campus focused on improving student academic achievement? Is there a sense of urgency and strong commitment? What processes are in place to ensure that the daily demands for schools do not overshadow a focus on improvement? Is a school improvement monitoring calendar in place allowing the campus to revisit its strategies through a formative assessment process and make mid-course adjustments?

How are formal and informal leadership structured? How does this impact decision making and practices?

PROCESSES AND PROGRAMS: TECHNOLOGY

What are campus expectations for the integrated use of technology?

How is technology used to support instruction and learning?

How are instructional materials made available online evaluated for appropriateness and accuracy?

What technology support is available for students? Which students? For teachers/staff? Which teachers/staff?

Is technology available for student use before and after school? For parents?

What training is available for teachers? For staff? For others?

What plans are being made for technology upgrades in 1-5 years?

What barriers reduce the use of technology?

Campus Processes and Programs

"Instructional, Curricular, Personnel (Recruit, Support, and Retain), Organizational, and Administrative"
(What are our programs and processes?)

Step One: Summary

Using campus reports and information, complete a review, and summarize the findings for the campus:

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Problem Statement _____

Root Cause _____

DEMOGRAPHICS: STUDENTS, STAFF, SCHOOL, CAMPUS, PARENTS AND COMMUNITY QUESTIONS

Who are we? With whom are we engaged? With what level of depth and success?
How do we know?

DEMOGRAPHICS: STUDENTS

What percentages of students fall into each ethnic, socioeconomic, gender and special populations group? How have the demographics changed over the last 3-5 years?

Are enrollment numbers declining or increasing? How has enrollment changed over the last 3-5 years? What are the student mobility rates? What support systems are in place to assist these students?

What are the dropout rates and completion rates? Which students and student groups are dropping out? What interventions and support systems are in place to reduce these numbers and keep students in school?

What are the attendance rates? What trends are seen over the last 3-5 years? What interventions are in place to promote high attendance? What are the procedures to track and respond to unexcused absences, tardiness and other practices to improve attendance? What does the student-level data reveal about excused absences, unexcused absences and tardiness?

How do the demographics of the teachers compare with the demographics of the students? What is the average class size?

Which students are identified as at-risk? Which programs are available for students at-risk of dropping out? What does the data indicate about the success or additional support needed?

What does the data indicate about special education when analyzed by student groups and race/ethnicity? What does the data indicate about the success or additional support needed?

What does the data indicate about how EL students are supported? How effective are the services and supports in meeting the cognitive, linguistic and affective needs of ELs?

What does the data indicate about students identified as Migrant? Do they return each year? What time of year? What does the data indicate about the success or additional support needed?

What does the data indicate about how many graduates go on to community college? Universities? Trade schools? Work?

DEMOGRAPHICS: STAFF QUALITY, RECRUITMENT AND RETENTION

Are all teachers state certified? Are instructional paraprofessionals highly qualified?

What are the retention rates for employees? What systems are in place to support new teachers? What strategies and structures are in place to build capacity?

What professional development is available? In what format? How often? What follow-up support is available? What professional development and resources are needed? How are these needs identified?

How are the strengths of the most effective teachers shared with others? What structures are in place to ensure that teachers and others implement what they learn? What support is available for teachers whose student performance is below district, campus, and/or state standards?

Are positions funded with state special allotment and federal funds evaluated every year for necessity and effectiveness?

PD

- Brain - research
- Kagan behavior
- Kagan K-1
- PBIS = Davilis
- Safe place areas
(Buckets, M'owen/workers)
- ~~Free~~ safe place - sensory items

* Add SPED
to lesson
plans

* - para's in
training

DEMOGRAPHICS

“Who Are We and With Whom Are We Engaged?”
(Students, Staff, Schools, Campus, Parents, and Community)

Step One: Summary

Using campus reports and information, complete a review, and summarize the findings for the campus:

Step Two: Determine the “Strengths”

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Problem Statement _____

Root Cause _____

Comprehensive Needs Assessment

Sign In Sheet



CNA Section: Demographics / Student achievement SECTION LEADER: L. McAdams
 DATE: 5/16/2022 LOCATION: Hayley Elementary

Last Name	First Name	Position	Signature
Swerdlin	Allison	Reading Interventionist	Allison Swerdlin
Green	Ashley	1st grade teacher	Ashley Green
Carr	Myles	life skills teacher	Myles Carr
Alvarez	Vianey	Bilingual-Kinder	Vianey Alvarez
Camarillo	Alicia	2nd Bilingual	Alicia Camarillo
McLaren	Angela	2nd grade	Angela McLaren
Becholz	Judi	5th Teacher	Judi Becholz
Spring	Desiree	4th grade	Desiree Spring
Watson	Amber	3rd grade	Amber Watson
Cardajal	Jacquelyn	Kindergarten	Jacquelyn Cardajal
Trevino	Claudia	4th M+S	C. Trevino
Singleton	Dominique	4th Read/EIA	D. Singleton
Salas	Priscilla	Computer Aid	Priscilla Salas
Liles	Angelina	Inclusion	A. Liles
Beckles	Tina	Life skills Aide	Tina Beckles
Martinez	Blas	4th Math	Blas Martinez
(Villarta) Rubyolly	Rubyolly	1st Cerece	Rubyolly
MAJES	Shannen	Inclusion	Shannen
Warren	Sean	PE Teacher	Sean Warren
Brooks	Dedra	BDP Teacher	Dedra Brooks
Watkins	Kaiche	Kindergarten	Kaiche Watkins

Comprehensive Needs Assessment

Student Achievement

Current strengths-List them

Majority of students made growth in Math & Reading
TELPAS growth

Why are they our strengths?

Small groups
Looking at TEKS

Current problems-List them

Students w/ poor attendance did not make growth
Students fell through cracks
No clear data practice
No clear steps for RTI
More RTI training, what data to use

Running Records

Math has been worse than reading

Person is not rigorous at all

Less experienced staff compared to other campuses.

Lack of environment

- Staff attendance / tardies
- Subs need more training
- Subs need more pay
- Reach out to Ready, set, Teach
- Reach out to community about Subbing
- More Staff incentives

Using the thinking questions, brainstorm why the problems exist. Focus on theories and ideas within our control.

Tardies

WIN Schedule

Team Buildings , Staff does not have relationships with one another.

Determine "Problem Statement and Root Cause". Write a problem statement and root cause for the specific need. A problem statement addresses one problem using who, what, when, and where and is clearly written excluding opinions. Identifying the root cause is the key component for developing targeted, effective strategies that are most likely to eliminate the problem.

Comprehensive Needs Assessment

Demographics: Students

Current strengths-List them

New Building

Attendance

Why are they our strengths?

Attendance Phone Calls

Announcements (Praise / shout outs / Incentives)

Current problems-List them

At Risk Numbers

Special Education Training

Identification for SPED (Parent Referral, lack of prenatal care)

Not enough Professional development

Need more bilingual SPED teachers

Culture Responsive Prof. Dev.

Staff demographics do not match students.

Using the thinking questions, brainstorm why the problems exist. Focus on theories and ideas within our control.

- Of 80% of our building, teachers are 5yrs. or less experienced — can change over time in building
- Parent classes

Determine "Problem Statement and Root Cause". Write a problem statement and root cause for the specific need. A problem statement addresses one problem using who, what, when, and where and is clearly written excluding opinions. Identifying the root cause is the key component for developing targeted, effective strategies that are most likely to eliminate the problem.

Comprehensive Needs Assessment

Demographics: Staff Quality, Recruitment, and Retention

Current strengths-List them

Brain Research Training
Social Emotional Training

T-TESS

Why are they our strengths?

mentor teachers
walk-throughs

Current problems-List them

Need more Social Emotional of Kagan Training

K-1st need Kagan Training

More PBIS Training

behavior training

Safe Place locations and bucket orders

Intervention on technology

Lack of technology training

Using the thinking questions, brainstorm why the problems exist. Focus on theories and ideas within our control.

PLC was not ready because it was too much, especially for new teachers. Will introduce new concepts within the next 3 years. Maturity levels, especially 4th grade (COVID, Harvey, etc.). Cousins will be working w/ them to help with those maturity levels.

Determine "Problem Statement and Root Cause". Write a problem statement and root cause for the specific need. A problem statement addresses one problem using who, what, when, and where and is clearly written excluding opinions. Identifying the root cause is the key component for developing targeted, effective strategies that are most likely to eliminate the problem.

Comprehensive Needs Assessment

Processes and Programs: Curriculum, Instruction, and Assessment

Current strengths-List them

- Kinder, Math was development appropriate
- Level Library Intervention
- Supplemental Aides
- Math manipulatives (unitables) ✓
- NMs Clin/Ms Clin's - both beneficial to help understanding the TEKS
- Create our own assessments
- Brainy Camp
- Speed Shakers Weekly

CEAs, Resources

Why are they our strengths?

- HMH - has depth of TEKS, some rigor
- Ask questions based on what the TEKS say
- help understand what to focus on
- Kinder - spiral
- Sequence Monks better - gave students better context to build upon for future lessons
- Spheralists

Current problems-List them

Not enough time

Dylerian Services - needs additional staff bc of #

- Kinder - Ready/Writing - limited resources, NMs incomplete; focus too much on textbook
- HMH - alignment issues with TEKS
- Borrow-level readers from previous grade levels
- Emphasis needs to be shifted - flow of lessons doesn't make sense
- Small group/centers stations - NOT doing their expected interventions time and student behavior
- WIN - Group by reading levels, more systematic system
- No data conversations outside of PLC - NOT in format
 - Small Ready Bank
 - Learning Centers
- Underfunded

- Using the thinking questions, brainstorm why the problems exist. Focus on theories and ideas within our control.
- Not enough background knowledge for our students to connect to real-world problems.
 - Use data - WIN time, small groups
 - Restorative process - what are the benefits / draw backs

Determine "Problem Statement and Root Cause". Write a problem statement and root cause for the specific need. A problem statement addresses one problem using who, what, when, and where and is clearly written excluding opinions. Identifying the root cause is the key component for developing targeted, effective strategies that are most likely to eliminate the problem.

Problem Statement: - kids not reading on grade level
Root Cause: Lack of phonics foundation (phonological awareness)

Comprehensive Needs Assessment
Processes and Programs: Technology

Current strengths-List them

- One-Done devices
- IT tech support on campus
- Single sign-on (classlink)
- Clean tools
- Assessment cameras

Why are they our strengths?

Various apps to use to monitor grade level progression

Current problems-List them

- Need more document cameras
- Speed techs/shutts would like to have the same apps as teachers
- Waterford
- Challenge to find the time to use all tech resources.
- Middle 8 year instructors to tech

-IX-Year

Using the thinking questions, brainstorm why the problems exist. Focus on theories and ideas within our control.

Determine "Problem Statement and Root Cause". Write a problem statement and root cause for the specific need. A problem statement addresses one problem using who, what, when, and where and is clearly written excluding opinions. Identifying the root cause is the key component for developing targeted, effective strategies that are most likely to eliminate the problem.

Problem Statement: All students have access LBDP, Life skills, all students have access to all the apps.

Root cause: Inform IT Director for more easy movement of students

Comprehensive Needs Assessment

Perceptions: Family and Community Engagement

Current strengths-List them

- ① Activities for families - Trick or Treat event, Holiday Music performances, Talent Show, 2nd grade Cycle Houston event, Family Literacy Night
- ② Tiger Store - Community Volunteers
- ③ Parents can have lunch with their child/children
- ④ Community partnerships - Jr. League, Cycle Houston, LM Library, chamber, city of LM, SMART

Why are they our strengths?

- ① Activities are inclusive
Literacy, Backpack Buddies, etc.
- ② Community/parental participation on campus
- ③ Parents engaging with their child/children at school
- ④ Resources for students and staff (books, hygiene, bikes, food, etc.)

Current problems-List them

- ① Communicating with families more about behavior than academics
- ② Lunch behavior when parents eat with their children
- ③ Some activities exclude SpED and BDP students
- ④ Lack of events (field trips, etc.)
- ⑤ Lack of parental support/volunteers

Using the thinking questions, brainstorm why the problems exist. Focus on theories and ideas within our control.

- ① Not hosting Meet the Teacher in the Fall, not sending weekly newsletter teachers or communicating through Remind, Dojo, etc. Parents are unaware of how to communicate with teachers and often express concerns on Facebook or to central office.
- ② Have an administrator or SLD present during all lunches to ensure parents are sitting in designated areas with only their child/children.
Have grade-level lunches and breaks between lunches
- ③ Lack of collaboration/communication among gen. ed. and sp.ed. teachers

④ Lack of planning initiative, COVID

⑤ Lack of desire to have parents in the classroom, COVID

Determine "Problem Statement and Root Cause". Write a problem statement and root cause for the specific need. A problem statement addresses one problem using who, what, when, and where and is clearly written excluding opinions. Identifying the root cause is the key component for developing targeted, effective strategies that are most likely to eliminate the problem.

The Hayley school family needs to extend ^{beyond students and staff} to parents, community members, and other stakeholders throughout the year by creating constant and open communication and collaboration among all parties.

Comprehensive Needs Assessment

Perceptions: School Culture and Climate

Current strengths-List them

- ① growth mindset, high expectations
- ② relationships between students and staff
- ③ PBIS, Character Strong, Tiger bucks

Why are they our strengths?

- ① culture of high expectations from the top down
- ② Knowledge and training of the benefits of developing positive relationships
- ③ Develop structure, provide rewards, create community

Current problems-List them

- ① Students' safety, disruption/violence in classroom/hallways
- ② Lack of community, feeling like a family by staff
- ③ Lack of support for new students

ing the thinking questions, brainstorm why the problems exist. Focus on theories and ideas within our control.

① Inconsistent consequences, staff not reviewing/implementing PBIS procedures, lack of classroom discipline plan with rewards and consequences

② Lack of trust among colleagues, lack of mutual respect among

colleagues, lack of staff events outside of school, inability to talk in hallway, assumptions that staff don't know something, team leader morale

③ Need for a welcome committee, grade level leaders, and school/classroom structures that support new students

Determine "Problem Statement and Root Cause". Write a problem statement and root cause for the specific need. A problem statement addresses one problem using who, what, when, and where and is clearly written excluding opinions. Identifying the root cause is the key component for developing targeted, effective strategies that are most likely to eliminate the problem.

Students and staff are concerned with safety in common areas and classrooms due to outbursts and an absence of a sense of family/community, low morale, and consistency throughout the year, especially when new students or staff arrive and discipline is handled.

Hayley Elementary

QUEST Committee

September 22, 2022

Position	Printed Name	Signature
K Teacher	A. Sudo	
1st Teacher	Jessica J. Shirey Kathleen Pugh	Jessica Shirey Kathleen Pugh
2nd Teacher	Angela McGowan	Angela McGowan
3rd Teacher		
4th Teacher	Emily Crenck	Emily Crenck
5th Teacher	Debie Kaufman	Debie Kaufman
Specials	Steven Kelly	Steven Kelly
Special Education	Steven Kelly	Steven Kelly
Administrator	Rachel McAdam	Rachel McAdam
Instructional Specialist	Deborah Whittington	Deborah Whittington
Instructional Specialist	Lillian Pope	Lillian Pope
District Representative	Tony Furman	Tony Furman
District Representative	Andrea Zepeda	Andrea Zepeda
Parent Representative		
Parent Representative		
Community Representative	Tonia Griffin	Tonia Griffin
Community Representative		
Admin	Kimberly Paul	Kimberly Paul
Admin	Robyn Pesine	Robyn Pesine

QUEST Meeting
Hayley Elementary School
September 22, 2022

I. Introductions

II. QUEST Purpose

Reviewed purpose of Quest

III. District QUEST Representative

We need 2 district representatives

IV. CIP Review and Approval by QUEST Committee

The committee reviewed the CIP
made revisions and accepted it.

