

Profile and Plan Essentials

School		AUN/Branch
Brigadier General Anna Mae Hays Elementary School		000008484
Address 1		
1227 W Gordon St		
Address 2		
City	State	Zip Code
Allentown	PA	18102
Chief School Administrator		Chief School Administrator Email
Dr. Carol Birks		birksc@allentownsd.org
Principal Name		
Naaman Schlegel		
Principal Email		
schlegeln@allentownsd.org		
Principal Phone Number		Principal Extension
4847654775		
School Improvement Facilitator Name		School Improvement Facilitator Email
Melissa Smith		smithm@allentownsd.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Naaman Schlegel	Principal	Brigadier General Anna Mae Hays Elementary School	schlegeln@allentownsd.org
Gizell Aydin	Principal	Brigadier General Anna Mae Hays Elementary School	ayding@allentownsd.org
Tara Walter	Principal	Brigadier General Anna Mae Hays Elementary School	waltert@allentownsd.org
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Kathleen Oswalt	Community Member	PPL	kaoswalt@pplweb.com
Denasia Mosteller	Community Member	Community in Schools	parisep@ciseasternpa.org
Ashby Collazo	Parent	Brigadier General Anna Mae Hays Elementary School	ashby79@msn.com
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Arcelius Brickhouse	District Level Leaders	Allentown School District	brickhousea@allentownsd.org
Dr. Carol Birks	Chief School Administrator	Allentown School District	birksc@allentownsd.org
Liza Zavala	Parent	Brigadier General Anna Mae Hays Elementary School	lizaz102@yahoo.com
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Caitlin Fishman	Parent	Allentown School District	fishmanfive2016@gmail.com

Vision for Learning

Vision for Learning

The Allentown School District envisions a learning community that increases student achievement by cultivating positive relationships, offering rigorous and meaningful curricula, and by empowering the Allentown community.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	True 1	True 2	True 3	True 4	True 5	False 6
False 7	False 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
In English Language Growth and Attainment, in the all student group 40% of ELs met the growth metric. The state average was 31.7% of students meeting the growth metric.	Exceeded the state average by 8.3%.
In Academic Growth Expectations, Hays Elementary's Academic Growth Score met or exceeded all 3 statewide growth metric of 70.	ELA = 73 Math = 93 Science = 70
99.2% of Hays students met the College and Career Readiness Standard, exceeding the state average by 4%.	Above the state-wide average.
In Math Academic Growth Expectations, the All student group had an Academic Growth Score of 93. This exceeded the state average score of 74.9.	Exceeded the state average by 18.1
In Science, the All Student Group had a percentage of 48.4% of students proficient or advanced.	An increase of 16.2% from the previous year!

Challenges

Indicator	Comments/Notable Observations
15.5% of students tested Proficient or Advanced on the ELA PSSAs.	A decrease of 2.8% from last year and 38.4% below the state average.
10.6% of students tested Proficient or Advanced on the Mathematics PSSAs.	A decrease of 2.6% from last year and 29.6% below the state average.
Only 60.4% of students are considered not chronically absent.	This is 17.7% below the state average of 78.1%
0 students in ELA and only 1 student in Math tested Advanced.	This is a decrease from the previous year.
English Language Growth and Attainment All Student Group is 40%	A decrease of 30% from the previous year.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator	Comments/Notable Observations
In ELA, the Multi-Racial student group out-performed the All Student group 26.1% to 15.5%. In Math, the Multi-Racial student group out-performed the All Student group 21.7% to 10.6%	In ELA, the Multi-Racial student group scored 10.6% higher than the All Student group. In Math, the Multi-Racial student group scored 11.1% higher than the All Student group.

ESSA Student Subgroups Multi-Racial (not Hispanic)	
Indicator In ELA, the Black student group out-performed the All Student group 18.5% to 15.5%. In Math, the Black student group out-performed the All Student group 11.1% to 10.6% ESSA Student Subgroups African-American/Black	Comments/Notable Observations In ELA, the Black student group scored 3% higher than the All Student group. In Math, the Black student group scored 0.5% higher than the All Student group.
Indicator 100% of English Learners and Students with Disabilities student groups met the Career Standards Benchmark; this is more than the All Student group which also scored a 99.2% ESSA Student Subgroups English Learners, Students with Disabilities	Comments/Notable Observations

Challenges

Indicator In ELA, the English Learner student group scored considerably lower than the All Student group 7.3% to 15.5%. In Math, the English Learner student group scored considerably lower than the All Student group 3.6% to 10.6% ESSA Student Subgroups English Learners	Comments/Notable Observations In ELA, the English Learner student group scored 8.2% lower than the All Student group. In Math, the English Learner student group scored 7% lower than the All Student group.
Indicator In ELA, the Hispanic student group scored considerably lower than the All Student group 13.2% to 15.5%. In Math, the Hispanic student group scored considerably lower than the All Student group 7.5% to 10.6% ESSA Student Subgroups Hispanic	Comments/Notable Observations In ELA, the Hispanic student group scored 2.3% lower than the All Student group. In Math, the Hispanic student group scored 3.1% lower than the All Student group.
Indicator In ELA, the students with disabilities student group scored considerably lower than the All Student group 1.5% to 15.5%. In Math, the students with disabilities student group scored considerably lower than the All Student group 3% to 10.6%. ESSA Student Subgroups Students with Disabilities	Comments/Notable Observations In ELA, the students with disabilities student group scored 14% lower than the All Student group. In Math, the students with disabilities student group scored 7.6% lower than the All Student group.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

In Science, the All Student Group had a percentage of 48.4% of students proficient or advanced. This is an increase of 16.2% from last year!
99.2% of Hays students met the College and Career Readiness Standard, exceeding the state average by 4%.
In ELA, the Multi-Racial student group out-performed the All Student group 26.1% to 15.5%. In Math, the Multi-Racial student group out-performed the All Student group 21.7% to 10.6%
100% of English Learners and Students with Disabilities student groups met the Career Standards Benchmark; this is more than the All Student group which also scored a 99.2%

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

15.5% of students tested Proficient or Advanced on the ELA PSSAs. A decrease of 2.8% from last year and 38.4% below the state average.
10.6% of students tested Proficient or Advanced on the Mathematics PSSAs. A decrease of 2.6% from last year and 29.6% below the state average.
In ELA, the English Learner student group scored considerably lower than the All Student group 7.3% to 15.5%. In Math, the English Learner student group scored considerably lower than the All Student group 3.6% to 10.6%.
In ELA, the students with disabilities student group scored considerably lower than the All Student group 1.5% to 15.5%. In Math, the students with disabilities student group scored considerably lower than the All Student group 3% to 10.6%.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
STAR Reading - Grade 3	19.8% of 3rd grade students tested proficient or advanced on the end of year STAR Reading Assessment.
DIBELS Assessment	37.1% of Kindergarteners mastered foundational literacy skills based on the literacy DIBELS assessment. This grew by 25% throughout the year. However, we missed our goal of 85% of students demonstrating mastery.
STAR Reading - Grades 1-5	24.2% of students tested proficient in the STAR Reading test. This was lower than our end of year goal of 51.37% of students testing proficient or advanced.
STAR Growth	65.5% of students had an SGP of 35 or more on the STAR Reading Assessment.

English Language Arts Summary

Strengths

Over 65% of Hays students met the yearly growth metric on their STAR Reading Assessment.

Challenges

Overall low proficiency in DIBELS and STAR Reading.

37.1% of Kindergarteners mastered foundational literacy skills based on the literacy DIBELS assessment. This grew by 25% throughout the year. However, we missed our goal of 85% of students demonstrating mastery.

24.2% of students tested proficient in the STAR Reading test. This was lower than our end of year goal of 51.37% of students testing proficient or advanced.

Mathematics

Data	Comments/Notable Observations
USNS Math	29.5% of Kindergarten students scored proficient on their End Of Year USNS Math Assessment.
STAR Math - Grades 1-5	25.3% of Hays students tested proficient or advanced on the STAR Math EOY Benchmark. This missed our annual goal by 16.1%.
STAR Math - Grade 4	34% of 4th grade students tested proficient or advanced on their End of Year STAR Math Test. This is a 10% increase from last year.
STAR Math - Growth	63.9% of students had an SGP of 35 or more on the STAR Reading Assessment.

Mathematics Summary

Strengths

34% of 4th grade students tested proficient or advanced on their End of Year STAR Math Test. This is a 10% increase from last year.

63.9% of students had an SGP of 35 or more on the STAR Reading Assessment.

Challenges

25.3% of Hays students tested proficient or advanced on the STAR Math EOY Benchmark. This missed our annual goal by 16.1%.

29.5% of Kindergarten students scored proficient on their End Of Year USNS Math Assessment.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA Science	48.4% of students tested proficient or advance on the PSSA Science Assessment.

Science, Technology, and Engineering Education Summary

Strengths

Science was the highest tested subject area on the PSSA at Hays.

48.4% of students tested proficient or advance on the PSSA Science Assessment.

Challenges

48.4% of students tested proficient or advance on the PSSA Science Assessment. This is 10.8% less than the statewide average.

Related Academics

Career Readiness

Data	Comments/Notable Observations
99.2% of 5th grade students met the performance standard for Career Readiness.	This is slightly less to last year's total of 100%

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

99.2% of 5th grade students met the performance standard for Career Readiness.
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Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Need to improve completion of career artifacts in grades 4 and lower.

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
PSSA Math	3.6% of English Learners tested Proficient or Advanced on the PSSA Math Assessment.
PSSA ELA	7.3% of English Learners tested Proficient or Advanced on the PSSA ELA Assessment.
STAR Reading	12% of English Learners tested at or above proficiency in STAR Reading
STAR Math	21.2% of English Learners tested at or above proficiency in STAR Math

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
STAR Math	10.9% of students with Disabilities tested Proficient or Advanced on the STAR Math Assessment.
PSSA ELA	1.5% of Students with Disabilities tested Proficient or Advanced on the PSSA ELA Assessment.
STAR Reading	6.3% of students with Disabilities tested Proficient or Advanced on the STAR Reading Assessment.
PSSA Math	3.0% of Students with Disabilities tested Proficient or Advanced on the PSSA Math Assessment.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
STAR Math	In STAR Math 22.1% of students considered Economically Disadvantaged met proficiency.
STAR Reading	In STAR Reading, 20.5% of students considered Economically Disadvantaged met proficiency.
PSSA ELA	10.5% of Students considered Economically Disadvantaged tested Proficient or Advanced on the PSSA ELA Assessment.
PSSA Math	15.3% of Students considered Economically Disadvantaged tested Proficient or Advanced on the PSSA Math Assessment.

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Black	18.5% met proficiency in PSSA ELA 11.1% met proficiency in PSSA Math
Hispanic	13.2% met proficiency in PSSA ELA 7.5% met proficiency in PSSA Math
2 or More Races	26.1% met proficiency in PSSA ELA 21.7% met proficiency in PSSA Math

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

The 2 or More Races student group out-performed the all student group in both PSSA ELA and PSSA Math!
21.2% of English Learners tested at or above proficiency in STAR Math, this is 10.1% higher than last year and almost double the amount of students!

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

3.6% of English Learners tested Proficient or Advanced on the PSSA Math Assessment.
1.5% of Students with Disabilities tested Proficient or Advanced on the PSSA ELA Assessment.
10.5% of Students considered Economically Disadvantaged tested Proficient or Advanced on the PSSA ELA Assessment.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Operational
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Exemplary

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Exemplary

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Not Yet Evident

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Implement evidence-based strategies to engage families to support learning
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.
Continuously monitor implementation of the school improvement plan and adjust as needed

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Align curricular materials and lesson plans to the PA Standards
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school
Provide frequent, timely, and systematic feedback and support on instructional practices
Monitor and evaluate the impact of professional learning on staff practices and student learning
Foster a culture of high expectations for success for all students, educators, families, and community members

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
In Science, the All Student Group had a percentage of 48.4% of students proficient or advanced. This is an increase of 16.2% from last year!	True
99.2% of Hays students met the College and Career Readiness Standard, exceeding the state average by 4%.	False
In ELA, the Multi-Racial student group out-performed the All Student group 26.1% to 15.5%. In Math, the Multi-Racial student group out-performed the All Student group 21.7% to 10.6%	False
Over 65% of Hays students met the yearly growth metric on their STAR Reading Assessment.	True
100% of English Learners and Students with Disabilities student groups met the Career Standards Benchmark; this is more than the All Student group which also scored a 99.2%	False
21.2% of English Learners tested at or above proficiency in STAR Math, this is 10.1% higher than last year and almost double the amount of students!	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.	True
Science was the highest tested subject area on the PSSA at Hays.	False
99.2% of 5th grade students met the performance standard for Career Readiness.	False
Implement evidence-based strategies to engage families to support learning	True
In English Language Arts Academic Growth Expectations, the All student group had an Academic Growth Score of 100. This exceeded the state average score of 75.4.	False
In Math Academic Growth Expectations, the All student group had an Academic Growth Score of 97. This exceeded the state average score of 74.9.	False
In English Language Arts, both the Multi-Racial and the Economically Disadvantaged student groups had a Academic Growth Score of 100.	False
34% of 4th grade students tested proficient or advanced on their End of Year STAR Math Test. This is a 10% increase from last year.	True
The 2 or More Races student group out-performed the all student group in both PSSA ELA and PSSA Math!	False
63.9% of students had an SGP of 35 or more on the STAR Reading Assessment.	False
Continuously monitor implementation of the school improvement plan and adjust as needed	False
48.4% of students tested proficient or advance on the PSSA Science Assessment.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
15.5% of students tested Proficient or Advanced on the ELA PSSAs. A decrease of 2.8% from last year and 38.4% below the state average.	True
10.6% of students tested Proficient or Advanced on the Mathematics PSSAs. A decrease of 2.6% from last year and 29.6% below the state average.	True
In ELA, the English Learner student group scored considerably lower than the All Student group 7.3% to 15.5%. In Math, the English Learner student group scored considerably lower than the All Student group 3.6% to 10.6%.	True
In ELA, the students with disabilities student group scored considerably lower than the All Student group 1.5% to 15.5%. In Math, the students with disabilities student group scored considerably lower than the All Student group 3% to 10.6%.	False
In ELA, the English Learners student group scored 8.5% proficient or advanced which is far below the All Student Group score of 18.3%.	False
Need to improve completion of career artifacts in grades 4 and lower.	False
Overall low proficiency in DIBELS and STAR Reading.	False
37.1% of Kindergarteners mastered foundational literacy skills based on the literacy DIBELS assessment. This grew by 25% throughout the year. However, we missed our goal of 85% of students demonstrating mastery.	False
24.2% of students tested proficient in the STAR Reading test. This was lower than our end of year goal of 51.37% of students testing proficient or advanced.	True
25.3% of Hays students tested proficient or advanced on the STAR Math EOY Benchmark. This missed our annual goal by 16.1%.	False
29.5% of Kindergarten students scored proficient on their End Of Year USNS Math Assessment.	False
Align curricular materials and lesson plans to the PA Standards	True
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	False
Provide frequent, timely, and systematic feedback and support on instructional practices	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	False
48.4% of students tested proficient or advance on the PSSA Science Assessment. This is 10.8% less than the statewide average.	False
3.6% of English Learners tested Proficient or Advanced on the PSSA Math Assessment.	True
1.5% of Students with Disabilities tested Proficient or Advanced on the PSSA ELA Assessment.	True
10.5% of Students considered Economically Disadvantaged tested Proficient or Advanced on the PSSA ELA Assessment.	False
Foster a culture of high expectations for success for all students, educators, families, and community members	True

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Math Scores consistently were lower percentages across all assessments as compared to ELA. Both need improving. Although student growth is evident in benchmark assessments, Hays student achievement percentages at the state level remain stagnant.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
15.5% of students tested Proficient or Advanced on the ELA PSSAs. A decrease of 2.8% from last year and 38.4% below the state average.	Our hypothesized root cause is that if we can create a uniform lesson plan that is followed with fidelity and coherent instruction with evidence-based instructional expectations that include questioning techniques and instruction aligned to grade-level standards and we increase collaborative planning opportunities among our teachers and professional development on the Science of Reading, differentiation, and unpacking grade-level standards then we will increase our overall proficiency in our PSSA ELA scores.	True
10.6% of students tested Proficient or Advanced on the Mathematics PSSAs. A decrease of 2.6% from last year and 29.6% below the state average.	Our hypothesized root cause is that if we can create a uniform lesson plan that is followed with fidelity and coherent instruction with evidence-based instructional expectations that include questioning techniques and instruction aligned to grade-level standards and we increase collaborative planning opportunities among our teachers and professional development on problem solving techniques, differentiation, and unpacking grade-level standards then we will increase our overall proficiency in our PSSA Math scores.	True
In ELA, the English Learner student group scored considerably lower than the All Student group 7.3% to 15.5%. In Math, the English Learner student group scored considerably lower than the All Student group 3.6% to 10.6%.	Our hypothesized root cause is that if we can create a uniform lesson plan that is followed with fidelity and coherent instruction with evidence-based instructional expectations that include questioning techniques and instruction aligned to grade-level standards and we increase collaborative planning opportunities among our teachers and professional development on problem solving techniques, differentiation, and unpacking grade-level standards then we will increase our English Learner proficiency in our PSSA ELA scores.	True
Align curricular materials and lesson plans to the PA Standards		False
24.2% of students tested proficient in the STAR Reading test. This was lower than our end of year goal of 51.37% of students testing proficient or advanced.		False
3.6% of English Learners tested Proficient or Advanced on the PSSA Math Assessment.		False
1.5% of Students with Disabilities tested Proficient or Advanced on the PSSA ELA Assessment.		False
Foster a culture of high expectations for success for all students, educators, families, and community members	Our hypothesized root cause is that if we can create a uniformed lesson plan template, increase collaborative planning opportunities among our teachers and refine	True

	structures/systems around curricular materials while continuing PD on differentiation, enrichment, peer collaboration, and unpacking grade-level standards then we can foster a culture that raises expectations will lead to an increase our overall proficiency in our PSSA ELA and Math scores.	
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Analyzing Strengths

Analyzing Strengths	Discussion Points
Over 65% of Hays students met the yearly growth metric on their STAR Reading Assessment.	
21.2% of English Learners tested at or above proficiency in STAR Math, this is 10.1% higher than last year and almost double the amount of students!	Continue our newly improved system of practice addressing the needs of our EL with strategic small group lessons. Refine the schedule to maximize human resources.
In Science, the All Student Group had a percentage of 48.4% of students proficient or advanced. This is an increase of 16.2% from last year!	Continue our practice of improving students' Science academic growth. Utilize this system in other academic areas to leverage our efforts and improve other prioritized challenges.
Implement evidence-based strategies to engage families to support learning	Continue to educate families and provide more opportunities, ideas and resources to assist in the education of their child.
Partner with local businesses, community organizations, and other agencies to meet the needs of the school.	
34% of 4th grade students tested proficient or advanced on their End of Year STAR Math Test. This is a 10% increase from last year.	Continue our practice of improving students' Math academic growth. Utilize this system in other academic areas to leverage our efforts and improve other prioritized challenges.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Our hypothesized root cause is that if we can create a uniform lesson plan that is followed with fidelity and coherent instruction with evidence-based instructional expectations that include questioning techniques and instruction aligned to grade-level standards and we increase collaborative planning opportunities among our teachers and professional development on the Science of Reading, differentiation, and unpacking grade-level standards then we will increase our overall proficiency in our PSSA ELA scores.
	Our hypothesized root cause is that if we can create a uniform lesson plan that is followed with fidelity and coherent instruction with evidence-based instructional expectations that include questioning techniques and instruction aligned to grade-level standards and we increase collaborative planning opportunities among our teachers and professional development on problem solving techniques, differentiation, and unpacking grade-level standards then we will increase our overall proficiency in our PSSA Math scores.
	Our hypothesized root cause is that if we can create a uniform lesson plan that is followed with fidelity and coherent instruction with evidence-based instructional expectations that include questioning techniques and instruction aligned to grade-level standards and we

	increase collaborative planning opportunities among our teachers and professional development on problem solving techniques, differentiation, and unpacking grade-level standards then we will increase our English Learner proficiency in our PSSA ELA scores.
	Our hypothesized root cause is that if we can create a uniformed lesson plan template, increase collaborative planning opportunities among our teachers and refine structures/systems around curricular materials while continuing PD on differentiation, enrichment, peer collaboration, and unpacking grade-level standards then we can foster a culture that raises expectations will lead to an increase our overall proficiency in our PSSA ELA and Math scores.

Goal Setting

Priority: Our hypothesized root cause is that if we can create a uniform lesson plan that is followed with fidelity and coherent instruction with evidence-based instructional expectations that include questioning techniques and instruction aligned to grade-level standards and we increase collaborative planning opportunities among our teachers and professional development on problem solving techniques, differentiation, and unpacking grade-level standards then we will increase our overall proficiency in our PSSA Math scores.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 2025-2026 academic year, there will be a significant increase in school-wide mathematics performance, characterized by improved foundational skills, conceptual understanding, and successful course completion. Indicators Benchmark Assessments: Increase the percentage of students meeting their individual growth targets in mathematics from (BASELINE) to 3% HIGHER as measured by IXL.			
Measurable Goal Nickname (35 Character Max)			
Math - Spring 2026 PSSA Mathematics			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
To be Determined at Baseline.	To be Determined at Baseline.	To be Determined at Baseline.	3% higher than Baseline of students testing proficient or advanced.

Priority: Our hypothesized root cause is that if we can create a uniform lesson plan that is followed with fidelity and coherent instruction with evidence-based instructional expectations that include questioning techniques and instruction aligned to grade-level standards and we increase collaborative planning opportunities among our teachers and professional development on problem solving techniques, differentiation, and unpacking grade-level standards then we will increase our English Learner proficiency in our PSSA ELA scores.

Outcome Category			
English Language Growth and Attainment			
Measurable Goal Statement (Smart Goal)			
By the end of the 2025-2026 academic year, there will be measurable increase in school-wide literacy rates, ensuring more students achieve proficiency and demonstrate reading and writing growth. English Language Proficiency Increase the percentage of English Learners (ELs) making at least one year's growth on the WIDA ACCESS for ELLS assessment from (BASELINE PERCENT) to 3% HIGHER. Increase the percentage of English Learners (ELs) Making at least one year's growth on the LAS Links assessment from BASELINE % to 3% HIGHER.			
Measurable Goal Nickname (35 Character Max)			
English Language Growth and Attainment			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
To be Determined at LAS Links Baseline.	To be Determined at LAS Links Baseline.	To be Determined at LAS Links Baseline.	3% HIGHER of EL students will have met the PDE Expected Growth Measure from LAS Links Baseline to EOY Assessment.

Priority: Our hypothesized root cause is that if we can create a uniform lesson plan that is followed with fidelity and coherent instruction with evidence-based instructional expectations that include questioning techniques and instruction aligned to grade-level standards and we increase collaborative planning opportunities among our teachers and professional development on the Science of Reading, differentiation, and unpacking grade-level standards then we will increase our overall proficiency in our PSSA ELA scores.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the 2025-2026 academic year, there will be measurable increase in school-wide literacy rates, ensuring more students achieve proficiency and demonstrate reading and writing growth. Indicators: Benchmark Assessments Increase the percentage of students scoring at or above grade-level benchmarks in reading comprehension from BASELINE % to 3% HIGHER as measured by IXL. Early Literacy Proficiency Increase the percentage of Kindergarten students demonstrating foundational literacy skills (e.g., phonological awareness, letter sound recognition, early decoding) from BASELINE % to 3% HIGHER as measured by the Kindergarten DIBELS Phonemic Awareness subtest. Increase the percentage of Kindergarten students demonstrating foundational literacy skills (e.g., phonological awareness, letter sound recognition, early decoding) from BASELINE % to 3% HIGHER as measured by the Kindergarten DIBELS Alphabet Recognition subtest. Increase the percentage of Kindergarten students demonstrating foundational literacy skills (e.g., phonological awareness, letter sound recognition, early decoding) from BASELINE % to 3% HIGHER as measured by the Kindergarten DIBELS Composite Score. English Language Proficiency English Language Proficiency Increase the percentage of English Learners (ELs) making at least one year's growth on the WIDA ACCESS for ELLS assessment from (BASELINE PERCENT) to 3% HIGHER. Increase the percentage of English Learners (ELs) Making at least one year's growth on the LAS Links assessment from BASELINE % to 3% HIGHER.			
Measurable Goal Nickname (35 Character Max)			
English Language Arts			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
To Be Determined at Baseline.	To Be Determined at Baseline.	To Be Determined at Baseline.	3% higher of students testing proficient or advanced.

Priority: Our hypothesized root cause is that if we can create a uniformed lesson plan template, increase collaborative planning opportunities among our teachers and refine structures/systems around curricular materials while continuing PD on differentiation, enrichment, peer collaboration, and unpacking grade-level standards then we can foster a culture that raises expectations will lead to an increase our overall proficiency in our PSSA ELA and Math scores.

Outcome Category			
School climate and culture			
Measurable Goal Statement (Smart Goal)			
By the end of the 2025-2026 academic year, Hays Elementary will foster a more positive and inclusive climate and culture, leading to enhanced student engagement, safety, and overall well-being. Indicators: Student Behavior and Discipline: Maintain the total number of out-of-school suspension from 2 total OSS to 5 or less. Increase the utilization of alternative-to-suspensions interventions by 10% from last year's total. School Climate Survey: Increase the percentage of students reporting a positive sense of belonging and safety on the annual district climate survey from BASELINE to 3% HIGHER. Student Attendance: Reduce the rate of chronic absenteeism from 24.78% to 20%.			

Measurable Goal Nickname (35 Character Max)			
School Climate and Culture			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Less than 20% of students on track (5 absences) to being deemed chronically absent.	Less than 20% of students on track (9 absences) to being deemed chronically absent.	Less than 20% of students on track (14 absences) to being deemed chronically absent.	Less than 20% of students on track (18 absences) to being deemed chronically absent.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
By the end of the 2025-2026 academic year, Hays Elementary will significantly increase family and community engagement, fostering stronger partnerships that support student learning and well-being. Indicators: Parent-Teacher Communication: Increase the percentage of families participating in scheduled report card conferences by 5% from 76% to 81%. School Governance and Leadership: Establish a fully functional Hays Elementary School Governance Council, with documented regular meetings and demonstrated impact on school improvement plans. Community Partnerships: Increase the number of active partnerships with community agencies and post-secondary institutions by 20% or 5 new partnerships specifically focusing on those that directly align with and enhance college and career readiness initiatives.			
Measurable Goal Nickname (35 Character Max)			
Family and Community Engagement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish the Hays Elementary School Governance Council and hold at least 2 meetings.	Have 81% family participation in the report card conferences. Hold at least 5 SGC meetings. Identify 3 new community partnerships.	Have 81% family participation in the report card conferences. Hold at least 8 SGC meetings. Identify 4 new community partnerships.	Have 81% family participation in the report card conferences. Hold at least 10 SGC meetings. Identify 5 new community partnerships.

Outcome Category			
Career Standards Benchmark			
Measurable Goal Statement (Smart Goal)			
By the end of the 2025-2026 academic year, Hays Elementary will significantly enhance students' readiness for college and careers, preparing them for diverse post-secondary pathways. Indicators: Developmental Guidance Lessons Ensure that every student, in grades K-5, actively experience a minimum of 10 hours of developmental guidance lessons focused on college and career readiness topics, including academic planning, financial literacy and career exploration.			
Measurable Goal Nickname (35 Character Max)			
College and Career Readiness			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
50% of 5th grade students will have completed their mandatory career artifacts. Each class will have had at	70% of 5th grade students will have completed their mandatory career artifacts. Each class will have had at	85% of 5th grade students will have completed their mandatory career artifacts. Each class will have had at	100% of 5th grade students will have completed their mandatory career artifacts. Each class will have had at

least 2.5 hours of developmental guidance lessons.	least 5 hours of developmental guidance lessons.	least 7.5 hours of developmental guidance lessons.	least 10 hours of developmental guidance lessons.
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Action Plan

Measurable Goals

Math - Spring 2026 PSSA Mathematics	English Language Arts
English Language Growth and Attainment	Family and Community Engagement
College and Career Readiness	School Climate and Culture

Action Plan For: PLCs at Work

Measurable Goals:	
- By the end of the 2025-2026 academic year, there will be a significant increase in school-wide mathematics performance, characterized by improved foundational skills, conceptual understanding, and successful course completion. Indicators Benchmark Assessments: Increase the percentage of students meeting their individual growth targets in mathematics from (BASELINE) to 3% HIGHER as measured by IXL. - By the end of the 2025-2026 academic year, there will be measurable increase in school-wide literacy rates, ensuring more students achieve proficiency and demonstrate reading and writing growth. Indicators: Benchmark Assessments Increase the percentage of students scoring at or above grade-level benchmarks in reading comprehension from BASELINE % to 3% HIGHER as measured by IXL. Early Literacy Proficiency Increase the percentage of Kindergarten students demonstrating foundational literacy skills (e.g., phonological awareness, letter sound recognition, early decoding) from BASELINE % to 3% HIGHER as measured by the Kindergarten DIBELS Phonemic Awareness subtest. Increase the percentage of Kindergarten students demonstrating foundational literacy skills (e.g., phonological awareness, letter sound recognition, early decoding) from BASELINE % to 3% HIGHER as measured by the Kindergarten DIBELS Alphabet Recognition subtest. Increase the percentage of Kindergarten students demonstrating foundational literacy skills (e.g., phonological awareness, letter sound recognition, early decoding) from BASELINE % to 3% HIGHER as measured by the Kindergarten DIBELS Composite Score. English Language Proficiency English Language Proficiency Increase the percentage of English Learners (ELs) making at least one year's growth on the WIDA ACCESS for ELLS assessment from (BASELINE PERCENT) to 3% HIGHER. Increase the percentage of English Learners (ELs) Making at least one year's growth on the LAS Links assessment from BASELINE % to 3% HIGHER. - By the end of the 2025-2026 academic year, there will be measurable increase in school-wide literacy rates, ensuring more students achieve proficiency and demonstrate reading and writing growth. English Language Proficiency Increase the percentage of English Learners (ELs) making at least one year's growth on the WIDA ACCESS for ELLS assessment from (BASELINE PERCENT) to 3% HIGHER. Increase the percentage of English Learners (ELs) Making at least one year's growth on the LAS Links assessment from BASELINE % to 3% HIGHER.	

Action Step		Anticipated Start/Completion Date	
Continue our Professional Learning Communities to enable leaders and teachers to collaborate systematically to enhance teaching and learning through data-driven analysis. Empower educators through cycles of continuous improvement to improve their knowledge, skills and practices to create effective, rigorous learning environments that are inclusive for all learners.		2025-08-18	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Naaman Schlegel/Principal	EPED for staff for PLC work outside of work hours	No	

Action Step		Anticipated Start/Completion Date	
Develop a system for teachers to conduct peer observations to improve their own personal areas of growth within their instructional capacity. Allow for teachers to present and share their successes within the professional learning communities.		2025-08-18	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Gizell Aydin/Assistant Principal	Materials and Resources to support implementation	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Teams will meet each 5-day week to collaborate and learn from each other to improve their knowledge, skills and instructional practices. Increase in ELA, ELD and Math proficiency scores.	Administrators and ILT members facilitating meetings each 5-day week. Meeting Agendas and sign-in sheets

Action Plan For: IXL Math

Measurable Goals:
By the end of the 2025-2026 academic year, there will be a significant increase in school-wide mathematics performance, characterized by improved foundational skills, conceptual understanding, and successful course completion. Indicators Benchmark Assessments: Increase the percentage of students meeting their individual growth targets in mathematics from (BASELINE) to 3% HIGHER as measured by IXL.

Action Step		Anticipated Start/Completion Date	
Students in grades 1-5 will utilize IXL Math as a personalized instructional computer program daily within the classroom setting.		2025-08-25	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Christy King/Math Intervention Specialist	IXL Math Program for students grades 1-5	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase proficiency in Math scores. Full implementation of the program.	IXL usage reports will be reviewed weekly

Action Plan For: Instructional Decision Making

Measurable Goals:
By the end of the 2025-2026 academic year, there will be a significant increase in school-wide mathematics performance, characterized by improved

foundational skills, conceptual understanding, and successful course completion. Indicators	Benchmark Assessments:	Increase the percentage of students meeting their individual growth targets in mathematics from (BASELINE) to 3% HIGHER as measured by IXL.
• By the end of the 2025-2026 academic year, Hays Elementary will significantly enhance students' readiness for college and careers, preparing them for diverse post-secondary pathways. Indicators:	Developmental Guidance Lessons	Ensure that every student, in grades K-5, actively experience a minimum of 10 hours of developmental guidance lessons focused on college and career readiness topics, including academic planning, financial literacy and career exploration.
• By the end of the 2025-2026 academic year, there will be measurable increase in school-wide literacy rates, ensuring more students achieve proficiency and demonstrate reading and writing growth. Indicators:	Benchmark Assessments	Increase the percentage of students scoring at or above grade-level benchmarks in reading comprehension from BASELINE % to 3% HIGHER as measured by IXL. Early Literacy Proficiency
	Early Literacy Proficiency	Increase the percentage of Kindergarten students demonstrating foundational literacy skills (e.g., phonological awareness, letter sound recognition, early decoding) from BASELINE % to 3% HIGHER as measured by the Kindergarten DIBELS Phonemic Awareness subtest.
		Increase the percentage of Kindergarten students demonstrating foundational literacy skills (e.g., phonological awareness, letter sound recognition, early decoding) from BASELINE % to 3% HIGHER as measured by the Kindergarten DIBELS Alphabet Recognition subtest.
		Increase the percentage of Kindergarten students demonstrating foundational literacy skills (e.g., phonological awareness, letter sound recognition, early decoding) from BASELINE % to 3% HIGHER as measured by the Kindergarten DIBELS Composite Score.
	English Language Proficiency	English Language Proficiency
		Increase the percentage of English Learners (ELs) making at least one year's growth on the WIDA ACCESS for ELLS assessment from (BASELINE PERCENT) to 3% HIGHER.
		Increase the percentage of English Learners (ELs) Making at least one year's growth on the LAS Links assessment from BASELINE % to 3% HIGHER.
• By the end of the 2025-2026 academic year, there will be measurable increase in school-wide literacy rates, ensuring more students achieve proficiency and demonstrate reading and writing growth. English Language Proficiency		Increase the percentage of English Learners (ELs) making at least one year's growth on the WIDA ACCESS for ELLS assessment from (BASELINE PERCENT) to 3% HIGHER.
		Increase the percentage of English Learners (ELs) Making at least one year's growth on the LAS Links assessment from BASELINE % to 3% HIGHER.

Action Step		Anticipated Start/Completion Date	
Ensure appropriate staffing to support instructional improvement to include supervisors of instruction, reading specialists, intervention specialists and teachers.		2025-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Naaman Schlegel/Principal	Title 1 funding to support salaries	No	
Action Step		Anticipated Start/Completion Date	
Implementation of School-Based Instructional Rounds		2025-08-25	2026-06-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Naaman Schlegel/Principal	School Based Instructional Rounds books, substitute teachers, materials and supplies for rounds	Yes	
Action Step		Anticipated Start/Completion Date	
Monitor student progress through data wise protocols and meetings that will occur weekly throughout the academic year.		2025-08-18	2026-06-11

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Naaman Schlegel/Principal	Meeting Wise books, Data Wise books, EPED for members of ILT	No	
Action Step		Anticipated Start/Completion Date	
Implement after school tutoring programs for students identified as struggling in ELA and/or Math.		2025-10-14	2026-05-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Naaman Schlegel/Principal Gizell Aydin/Assistant Principal	EPED for staff working programs, Academic materials, data spreadsheets, program attendance sheets	No	
Action Step		Anticipated Start/Completion Date	
Continue to use Lexia Personalized learning program.		2025-08-25	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Naaman Schlegel/Principal Lauren Rosado/Reading Specialist	Lexia Program, PD, Chromebooks, Headphones, Chargers	Yes	
Action Step		Anticipated Start/Completion Date	
Effectively deliver structured literacy instruction in kindergarten through grade 3, emphasizing foundational literacy skills.		2025-08-25	2026-07-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Naaman Schlegel/Principal Lauren Rosado/Reading Specialist	Heggerty materials, Benchmark Advance Supplemental Materials for foundational literacy skill building.	Yes	
Action Step		Anticipated Start/Completion Date	
Incorporate a uniform writing assignment for our STAR benchmark assessments to serve as a performance diagnostic for students in grades 3-5 to provide a clearer picture of the students assessment capabilities within writing.		2025-09-22	2026-05-22
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Naaman Schlegel/Principal Lauren Rosado/Reading Specialist Diane Riffle/Intervention Specialist	EPED for teachers grading writing assessments	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase proficiency in ELA and Math scores.	Data Spreadsheets, After School Tutoring Attendance tracker

Action Plan For: Educate Parents

Measurable Goals:
By the end of the 2025-2026 academic year, there will be a significant increase in school-wide mathematics performance, characterized by improved

foundational skills, conceptual understanding, and successful course completion. Indicators Benchmark Assessments: Increase the percentage of students meeting their individual growth targets in mathematics from (BASELINE) to 3% HIGHER as measured by IXL.

- By the end of the 2025-2026 academic year, Hays Elementary will significantly enhance students' readiness for college and careers, preparing them for diverse post-secondary pathways. Indicators: Developmental Guidance Lessons Ensure that every student, in grades K-5, actively experience a minimum of 10 hours of developmental guidance lessons focused on college and career readiness topics, including academic planning, financial literacy and career exploration.
- By the end of the 2025-2026 academic year, there will be measurable increase in school-wide literacy rates, ensuring more students achieve proficiency and demonstrate reading and writing growth. Indicators: Benchmark Assessments Increase the percentage of students scoring at or above grade-level benchmarks in reading comprehension from BASELINE % to 3% HIGHER as measured by IXL. Early Literacy Proficiency Increase the percentage of Kindergarten students demonstrating foundational literacy skills (e.g., phonological awareness, letter sound recognition, early decoding) from BASELINE % to 3% HIGHER as measured by the Kindergarten DIBELS Phonemic Awareness subtest. Increase the percentage of Kindergarten students demonstrating foundational literacy skills (e.g., phonological awareness, letter sound recognition, early decoding) from BASELINE % to 3% HIGHER as measured by the Kindergarten DIBELS Alphabet Recognition subtest. Increase the percentage of Kindergarten students demonstrating foundational literacy skills (e.g., phonological awareness, letter sound recognition, early decoding) from BASELINE % to 3% HIGHER as measured by the Kindergarten DIBELS Composite Score. English Language Proficiency English Language Proficiency Increase the percentage of English Learners (ELs) making at least one year's growth on the WIDA ACCESS for ELLS assessment from (BASELINE PERCENT) to 3% HIGHER. Increase the percentage of English Learners (ELs) Making at least one year's growth on the LAS Links assessment from BASELINE % to 3% HIGHER.
- By the end of the 2025-2026 academic year, Hays Elementary will foster a more positive and inclusive climate and culture, leading to enhanced student engagement, safety, and overall well-being. Indicators: Student Behavior and Discipline: Maintain the total number of out-of-school suspension from 2 total OSS to 5 or less. Increase the utilization of alternative-to-suspensions interventions by 10% from last year's total. School Climate Survey: Increase the percentage of students reporting a positive sense of belonging and safety on the annual district climate survey from BASELINE to 3% HIGHER. Student Attendance: Reduce the rate of chronic absenteeism from 24.78% to 20%.
- By the end of the 2025-2026 academic year, there will be measurable increase in school-wide literacy rates, ensuring more students achieve proficiency and demonstrate reading and writing growth. English Language Proficiency Increase the percentage of English Learners (ELs) making at least one year's growth on the WIDA ACCESS for ELLS assessment from (BASELINE PERCENT) to 3% HIGHER. Increase the percentage of English Learners (ELs) Making at least one year's growth on the LAS Links assessment from BASELINE % to 3% HIGHER.
- By the end of the 2025-2026 academic year, Hays Elementary will significantly increase family and community engagement, fostering stronger partnerships that support student learning and well-being. Indicators: Parent-Teacher Communication: Increase the percentage of families participating in scheduled report card conferences by 5% from 76% to 81%. School Governance and Leadership: Establish a fully functional Hays Elementary School Governance Council, with documented regular meetings and demonstrated impact on school improvement plans. Community Partnerships: Increase the number of active partnerships with community agencies and post-secondary institutions by 20% or 5 new partnerships specifically focusing on those that directly align with and enhance college and career readiness initiatives.

Action Step		Anticipated Start/Completion Date	
Make connections with incoming registered Kindergarten families as well as Pre-K families transitioning to Kindergarten		2025-07-01	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	

Naaman Schlegel/Principal	Materials and Resources for incoming Hays families	No	
Action Step		Anticipated Start/Completion Date	
Construct the Hays Parent Governance Council. Hold meetings to have the council help the work of the school.		2025-08-25	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Naaman Schlegel/Principal Gizell Aydin/Assistant Principal	Materials and Resources for meetings and events managed by the council.	No	
Action Step		Anticipated Start/Completion Date	
Coordinate and deliver learning opportunities for families, such as workshops, events and informational sessions to foster their involvement in the academic development of the children.		2025-08-18	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Naaman Schlegel/Principal	Materials and Resources for learning opportunities for families. Parent sign in sheets.	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase the number of participants in Hays FACE events. Increase the number of Hays FACE events. Construct the Hays Parent Governance Council.	Hays Parent Governance Council monthly meeting agendas and sign ins. Hays FACE event agendas and sign-ins.

Action Plan For: Positive Behavioral Interventions and Supports

Measurable Goals:
- By the end of the 2025-2026 academic year, Hays Elementary will foster a more positive and inclusive climate and culture, leading to enhanced student engagement, safety, and overall well-being. Indicators: Student Behavior and Discipline: Maintain the total number of out-of-school suspension from 2 total OSS to 5 or less. Increase the utilization of alternative-to-suspensions interventions by 10% from last year's total. School Climate Survey: Increase the percentage of students reporting a positive sense of belonging and safety on the annual district climate survey from BASELINE to 3% HIGHER. Student Attendance: Reduce the rate of chronic absenteeism from 24.78% to 20%. - By the end of the 2025-2026 academic year, Hays Elementary will significantly increase family and community engagement, fostering stronger partnerships that support student learning and well-being. Indicators: Parent-Teacher Communication: Increase the percentage of families participating in scheduled report card conferences by 5% from 76% to 81%. School Governance and Leadership: Establish a fully functional Hays Elementary School Governance Council, with documented regular meetings and demonstrated impact on school improvement plans. Community Partnerships: Increase the number of active partnerships with community agencies and post-secondary institutions by 20% or 5 new partnerships specifically focusing on those that directly align with and enhance college and career readiness initiatives.

Action Step	Anticipated
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		Start/Completion Date	
Refine and implement a school-wide positive behavior support system across all grade levels that encourages students to work towards school-wide expectations as well as strive to attend school regularly.		2025-08-25	2026-06-10
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Gizell Aydin/Assistant Principal	Materials and resources to support implementation of SWPBISS.	No	
Action Step		Anticipated Start/Completion Date	
Support students and families through a community school model		2025-07-01	2026-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Naaman Schlegel/Principal Denasia Mosteller/CIS Coordinator	CIS Coordinator	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student average school climate score will be at least 3% higher than last year's score. Student Chronic Absenteeism rate will be less than 21.78%	Attendance teams with Assistant Principal leads (people), bi-weekly attendance meetings (frequency), review attendance/discipline data (method) to identify list of families to contact and review attendance or behavior data with (method).

Expenditure Tables

School Improvement Set Aside Grant

False School does not receive School Improvement Set Aside Grant.

Expenditure Description	Action Plan(s)	eGgrant Budget Category (Set Aside grant)	ESSA Tier	Amount
Total Expenditures				

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Total Expenditures			

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
IXL Math	Students in grades 1-5 will utilize IXL Math as a personalized instructional computer program daily within the classroom setting.
Instructional Decision Making	Implementation of School-Based Instructional Rounds
Instructional Decision Making	Continue to use Lexia Personalized learning program.
Instructional Decision Making	Effectively deliver structured literacy instruction in kindergarten through grade 3, emphasizing foundational literacy skills.
Instructional Decision Making	Incorporate a uniform writing assignment for our STAR benchmark assessments to serve as a performance diagnostic for students in grades 3-5 to provide a clearer picture of the students assessment capabilities within writing.

IXL Math and Lexia PD

Action Step		
- Students in grades 1-5 will utilize IXL Math as a personalized instructional computer program daily within the classroom setting. - Continue to use Lexia Personalized learning program.		
Audience		
All Hays Teaching Staff		
Topics to be Included		
IXL Usage Reports, IXL class Reports, student reports, How to create assignments, Lexia Reports, Leveled Lessons, Skill Builders, etc.		
Evidence of Learning		
Completion of data spreadsheets Completion of IXL and Lexia assignments		
Lead Person/Position	Anticipated Start	Anticipated Completion
Christy King/Math Intervention Specialist Lauren Rosado/Reading Specialist	2025-08-18	2026-06-12

Learning Format

Type of Activities	Frequency
Inservice day	four times throughout the year.
Observation and Practice Framework Met in this Plan	
2b: Establishing a Culture for Learning 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

PLC Process at Hays

Action Step		
- Implementation of School-Based Instructional Rounds - Effectively deliver structured literacy instruction in kindergarten through grade 3, emphasizing foundational literacy skills.		
Audience		
All Hays teachers		
Topics to be Included		
Instructional Round model professional learning communities		
Evidence of Learning		
Incorporation of the Instructional Round model Implementation of weekly professional learning communities		
Lead Person/Position	Anticipated Start	Anticipated Completion
Naaman Schlegel/Principal	2025-07-01	2026-06-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	bi-weekly
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Early Literacy Instructional Strategies

Action Step		
Effectively deliver structured literacy instruction in kindergarten through grade 3, emphasizing foundational literacy skills.		
Audience		
All teachers K-3		
Topics to be Included		
Heggerty Science of Reading		
Evidence of Learning		
Learning Walks, Peer Observation		
Lead Person/Position	Anticipated Start	Anticipated Completion
Naaman Schlegel/Principal Lauren Rosado/Assistant Principal	2025-08-18	2026-06-10

Learning Format

Type of Activities	Frequency
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Learning walk	3 times throughout the year
Observation and Practice Framework Met in this Plan	
4e: Growing and Developing Professionally 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Grading Writing Assignments PD

Action Step		
Incorporate a uniform writing assignment for our STAR benchmark assessments to serve as a performance diagnostic for students in grades 3-5 to provide a clearer picture of the students assessment capabilities within writing.		
Audience		
Grade 3-5 teachers		
Topics to be Included		
Rubric interpreting and parts of a TDA		
Evidence of Learning		
Sign In Sheets, teacher grading formula		
Lead Person/Position	Anticipated Start	Anticipated Completion
Naaman Schlegel/Principal	2025-09-30	2026-06-01

Learning Format

Type of Activities	Frequency
Workshop(s)	4 times throughout the year
Observation and Practice Framework Met in this Plan	
3d: Using Assessment in Instruction 1f: Designing Student Assessments	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning about Science of Reading

Action Step	
Effectively deliver structured literacy instruction in kindergarten through grade 3, emphasizing foundational literacy skills.	
Audience	
K-2 teachers	
Topics to be Included	
Science of Reading, building a strong foundation for literacy	
Evidence of Learning	

Sign In Sheets		
Lead Person/Position	Anticipated Start	Anticipated Completion
Lauren Rosado/Reading Specialist	2025-08-18	2026-06-10

Learning Format

Type of Activities	Frequency
Inservice day	4 times throughout the year
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
School Improvement Facilitator Signature	Date