

Katy Independent School District

Hayes Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: A

Distinction Designation

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

The mission of Jeanette Hayes Elementary is to promote a love for learning by all students. We will achieve this through a positive partnership between students, staff and community in a nurturing challenging environment. Hayes Elementary will provide a dynamic curriculum enabling students to become responsible, self-sufficient individuals soaring to their highest level of accomplishment.

Vision

Be the Legacy (adopted from KISD)

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Jeanette Hayes Elementary is an EE-5th grade campus in Katy ISD. Current student enrollment is approximately 530. JHE has a diverse population as reflected in our campus demographics. We also house several district Special Education programs including ECSE, Life Skills and Adaptive Behavior. The campus demographics are as follows: white 44.42%, Asian 17.58%, Hispanic 22.68%, African American 6.62% and two or more races 8.51%. Our ESL enrollment is 26.84%, Special Education 30.06%, Economically Disadvantaged 36.29%, and Gifted and Talented 6.05%.

The student mobility rate is 12.2%. The attendance rate at JHE is 96.44%. Jeanette Hayes Elementary is a neighborhood school rich in traditions with the majority of students living within a mile of the school. Three bus routes serve the school for students who live more than a half mile away from campus.

JHE administrators prioritize recruiting and retaining highly qualified teachers and support staff. Candidates are pursued through the Katy ISD Job Fair, personal connections, and utilization of the KISD online application system. Teachers who are new to Katy ISD attend 3 days of orientation including 1 campus day and 2 district days. The JHE leadership team also provides teachers who are new to JHE (but not new to KISD) with optional orientation activities and social events. All teachers in KISD with 2 or fewer years of experience are provided a mentor teacher to serve as a support system.

Demographics Strengths

Demographic strengths at Jeanette Hayes Elementary include:

- Families move to Katy ISD for the schools. Jeanette Hayes Elementary staff and parents have established meaningful relationships in which all stakeholders work together to do what is best for students to succeed academically, socially and emotionally.
- Jeanette Hayes Elementary is a diverse campus with many different cultures, representing 30 different languages. Students, staff, parents and community members are accepting and supportive of one another.
- The mobility rate at Jeanette Hayes Elementary is below the state average.

Problem Statements Identifying Demographics Needs

Problem Statement 1: JHE attendance rate is 96.44%. There is a small group of students who exhibit chronic absenteeism impacting JHE's attendance rate. This has a negative impact on academic achievement and the campus attendance rate.

Root Cause: There are several JHE students take extended vacations or go out of the country while school is in session leading to excessive absences. There are also families who face challenges which impacts regular school attendance.

Problem Statement 2 (Prioritized): Campus data continues to show that Special Education students perform below other student groups in all subject areas on CBAs, Interims and

STAAR Assessments.

Root Cause: All teachers and para professionals need continuing training and professional development in differentiating instruction to meet the needs of all learners.

Student Learning

Student Learning Summary

A focus area for the campus is to grow our STAAR Meets and Masters levels in 3rd through 5th grades. The grade level percentages for Meets and Masters by grade level are below:

- 3rd Grade Reading Language Arts: 89% Meets and 47% Masters
- 3rd Grade Math: 72% Meets and 48% Masters
- 4th Grade Reading Language Arts: 67% Meets and 41% Masters
- 4th Grade Math: 56% Meets and 31% Masters
- 5th Grade Reading Language Arts: 77% Meets and 53% Masters
- 5th Grade Math: 76% Meets and 40% Masters
- 5th Grade Science: 63% Meets and 40% Masters

Student Learning Strengths

Jeanette Hayes Elementary students and staff prioritize academics. Student achievement strengths to celebrate include:

- In 3rd grade Reading Language Arts, 89% of our students achieved Meets or above and the mastery level was 47%.
- In 3rd, 4th and 5th grade Reading Language Arts, the mastery level was 40% or above.
- In 5th grade Science, 63% of students achieved Meets and 40% Masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on 2025 STAAR data, not all students are demonstrating expected or accelerated growth in math and reading.

Root Cause: Current instructional practices are not meeting the needs of all students.

Problem Statement 2 (Prioritized): Based on 2025 STAAR data, there is a discrepancy among student groups..

Root Cause: It is challenging for teachers to plan for and differentiate instruction to meet the varying needs of all students.

School Processes & Programs

School Processes & Programs Summary

Jeanette Hayes Elementary strives to employ quality staff members who are talented, creative and have a passion for building relationships with students in order to increase student learning and achievement. JHE is still in the process of hiring qualified staff for the 2024-2025 school year. Teachers new to the profession or in their second year of teaching are assigned a trained campus mentor who will work closely with these new teachers. Our instructional coach and administration will also work closely with these new teachers as well as continue to support all teachers.

The curriculum, instruction, and assessment at Hayes Elementary is guided by the Texas Essential Knowledge and Skills Objectives (TEKS) and resources from the Katy ISD Curriculum & Instruction Department. All teachers utilize the district Canvas courses for curriculum resources including long-range planning guides, recommended assessments and sample lessons. The campus builds in time for each grade level team to engage in long-range planning and weekly planning.

All teachers on campus attend Professional Development Rotation sessions at a minimum of once per month. The professional development is provided by campus instructional coach, teacher leaders and district specialist. The Campus Improvement Plan will be a driving force in identifying needs for professional development. Jeanette Hayes Elementary believes the continued professional development of teachers is essential to student achievement.

Through our campus budget and support from the Hayes' PTA, staff members have the opportunity to attend professional development outside of KISD and educational conferences. Staff participating in these opportunities will return and share their new learnings with staff members. The staff at JHE, regardless of position, works closely together to ensure our students have the best educational and learning opportunities possible.

JHE will be implementing the updated KISD Balanced Assessment System for the 2025-2026 school year. The updated system limits the quantity of district-required assessments and focuses on campus-developed formative assessments. Students in grades K-5 will participate in the Measure of Academic Progress (MAP) assessment at different times during the year. MAP data will be used to measure both achievement and growth over the year. Formative assessments, including campus-based tests, will be used to guide instruction and develop differentiated lessons for specific students. The leadership team (including administrators and the Instructional Coach) will monitor campus data and meet with teachers to analyze data and create action plans.

School Processes & Programs Strengths

Hayes Elementary has identified the following strengths:

- Teacher generated long range planning (road maps) that target specific TEKS for instruction
- Differentiated PDR sessions at least once per month
- Special projects funding for supplemental tutorial position
- Structured Literacy will be implemented in a workshop model
- Guided math and math stations will be implemented in a math workshop model
- Data driven small groups in Math and Reading will be implemented daily

- Safety drills are performed frequently and efficiently as required
- Instructional time is highly valued and interruptions are kept to a minimum
- Teachers accommodate specific learning needs by evaluating data and planning intentional small group lessons.
- Students receive academic support and classroom accommodations as needed through the MTSS process
- ELL students in need have the opportunity for additional support and after school tutorials
- JHE teachers sponsor after school programs include GEMS Club, Technology Club, Read Deed and Run and Soaring Singers
- After school programs sponsored by outside organizations include science, robotics, cooking and art programs
- Active PTA and ongoing partnership between the campus and community

The retention of quality teachers can be attributed to the positive campus culture at Jeanette Hayes Elementary. This culture is strengthened by the activities below:

- Jeanette Hayes Elementary staff members recognize each other with staff member of the week nominations.
- Staff members are highlighted in the Monday Memo.
- Parents may submit teacher "shout-outs"
- Activities and events are planned throughout the year to foster a positive school culture.
- Teachers are encouraged to attend job embedded as well as Professional Development outside of the campus to enhance instructional practices.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The Instructional Leadership team needs to be consistent in the review of data and working with teachers on data driven action plans that closely monitor students and student growth.

Root Cause: There needs to be consistent follow through throughout the school year.

Perceptions

Perceptions Summary

At Jeanette Hayes Elementary, we strive for our students to be successful life-long learners. Each day on the morning announcements we review our S.O.A.R. acronym that is displayed on a mural at the JHE entrance. (S-Succeed in Life Long Learning, O-Open doors to meet challenges, A-Achieve in academics, R-Respect ourselves and our world). We continue to implement Positive Behavior Intervention Supports. PBIS is a school-wide framework with an emphasis on systems of support that include proactive strategies for defining, teaching and supporting appropriate student behaviors to create positive school environments. JHE has high learning and behavior expectations and students are rewarded for positive behaviors on a daily basis. The students at JHE are motivated to do well in areas of academics and behavior and we continue to seek ways to build-up our students to be kind and respectful citizens.

Keeping in mind the vision and mission of JHE, we will work together to establish shared beliefs and values in order to best meet the varying needs of our students.

Jeanette Hayes Elementary works exceptionally hard to provide a welcoming environment to our families and community. Everyone who enters the doors at JHE is greeted with a smile and a friendly welcome. JHE provides numerous volunteer opportunities for parents to help at school events as well as night and weekend events. The Watch D.O.G.S. Program will begin the 11th year at JHE this year. Our goal is for parent volunteers to feel valued and see themselves as a partner in their child's education. We take pride in the fact that JHE receives numerous compliments from parents and visitors regarding our warm and welcoming environment.

We believe the students at Hayes Elementary deserve to have the very best educational opportunities available. As a campus, we strive each day to provide them a caring and nurturing environment that has high expectations and supports all learners at their varying levels.

A positive climate and culture is a priority at JHE. The Satchel Pulse Culture and Climate anonymous survey is sent to staff members throughout the school year. JHE always score very high on each of the pillars and usually is in the top 10 schools in KISD.

Perceptions Strengths

Jeanette Hayes Elementary celebrates these strengths:

- There are currently 259 active volunteer enrolled in the Raptor Volunteer System for JHE.
- There were over 100 Watch D.O.G.S. on campus during the 2023-2024 school year.
- JHE has an active and supportive PTA which hosts events such as the Father/Daughter Dance, Mother/Son Night, Spring Carnival, etc.
- Hayes consistently receives high scores on each of the pillars of the District Culture and Climate survey.

JHE works hard to maintain these strengths:

- Enews promotes volunteer opportunities and information for school events
- JHE hosts at least 6 spirit nights per year at local restaurants to give back to our community

- JHE celebrates our Book Fair at the Breakfast with Santa Event on the first Saturday in December
- PTA coordinates 2 class parties per year and parents are invited to attend
- JHE teachers celebrate student learning at the end of the school year at Celebrations of Learning and parents are encouraged to attend
- Kindergarten invites parent readers every Friday
- Parents are invited to eat lunch with their students at any time
- We involve high school volunteers at JHE Field Day to assist with the game stations
- Parents are encouraged to lead a Destination Imagination team and are allowed to meet on campus
- Read, Deed and Run promotes community involvement through community deeds
- GEMS Club (Girls Excelling in Math and Science) is offered for 3rd- 5th grade girls
- Choir (JHE Soaring Singers) is offered for 5th grade students
- JHE has at least 2 Watch D.O.G.S. every Friday to encourage fathers and father-figures to be a part of their child's learning
- PTA recognizes volunteer of the month on JHE announcements and enews
- JHE houses the district parent center for parents of ELLs
- Community members volunteer as KEYS mentors, CAT members and volunteers
- We promote our feeder school campus events

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Not all parents are actively involved in the educational process.

Root Cause: This could be contributed to a language barrier, parent work schedule, miscommunication, etc.

Priority Problem Statements

Problem Statement 1: Based on 2025 STAAR data, not all students are demonstrating expected or accelerated growth in math and reading.

Root Cause 1: Current instructional practices are not meeting the needs of all students.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Based on 2025 STAAR data, there is a discrepancy among student groups..

Root Cause 2: It is challenging for teachers to plan for and differentiate instruction to meet the varying needs of all students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Campus data continues to show that Special Education students perform below other student groups in all subject areas on CBAs, Interims and STAAR Assessments.

Root Cause 3: All teachers and para professionals need continuing training and professional development in differentiating instruction to meet the needs of all learners.

Problem Statement 3 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

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





Goals

Goal 1: Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

Performance Objective 1: Information on violence prevention and bullying prevention will be provided to parents, students and teachers.

High Priority

Evaluation Data Sources: Resources provided to staff, observations of safety measures in place, safety training schedule, communication with families, annual bullying survey results, counselor schedule

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional learning and information on violence and bullying prevention will be provided to students and teachers.</p> <p>Strategy's Expected Result/Impact: Staff will be knowledgeable and prepared to address safety related issues. Also, a decrease in discipline referrals, reduced bullying accusations and investigations and improved attendance.</p> <p>Staff Responsible for Monitoring: Safety Liaison, Counselor, Administrators</p>	Formative			Summative
	Oct	Feb	Apr	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 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: HB3: The percent of Hayes Elementary 3rd grade students who achieve Meets and above in Reading will increase to 89% by July 2026.

High Priority

HB3 Goal

Evaluation Data Sources: 2026 Accountability data, formative assessment data, MAP scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers in grades K-5 will use data from Measure of Academic Progress (MAP) and Amira Assessments to create differentiated lessons addressing fluency and comprehension skills.</p> <p>Strategy's Expected Result/Impact: Student growth in the areas of reading fluency and comprehension</p> <p>Staff Responsible for Monitoring: Administrators and Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: HB3: The percent of Hayes Elementary 3rd grade students who achieve Meets and above in Math will increase to 72% by July 2026.

High Priority

HB3 Goal

Evaluation Data Sources: 2026 Accountability data, formative assessment data, MAP scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Data from MAP and campus common assessments will be utilized to create and implement differentiated small group math lessons.</p> <p>Strategy's Expected Result/Impact: Evidence of student growth in the area of math</p> <p>Staff Responsible for Monitoring: Administrators and Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Feb	Apr	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 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.





Performance Objective 3: JHE staff will work to close gaps among all sub populations to ensure all groups tested on STAAR meet Domain III targets.

High Priority

HB3 Goal

Evaluation Data Sources: 2026 STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: 2nd-5th grade teachers will analyze multiple sources of data to identify students who are not making expected growth in reading and utilize data to plan intentional and differentiated small instructional groups.</p> <p>Strategy's Expected Result/Impact: Teachers will know their students who are not making expected growth and utilize data for planning small groups</p> <p>Staff Responsible for Monitoring: Grade level teachers, Academic Support teachers, Special Education teachers, Instructional Coach, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2</p>	Formative			Summative
	Oct	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: Campus data continues to show that Special Education students perform below other student groups in all subject areas on CBAs, Interims and STAAR Assessments. Root Cause: All teachers and para professionals need continuing training and professional development in differentiating instruction to meet the needs of all learners.</p>
Student Learning
<p>Problem Statement 1: Based on 2025 STAAR data, not all students are demonstrating expected or accelerated growth in math and reading. Root Cause: Current instructional practices are not meeting the needs of all students.</p>
<p>Problem Statement 2: Based on 2025 STAAR data, there is a discrepancy among student groups.. Root Cause: It is challenging for teachers to plan for and differentiate instruction to meet the varying needs of all students.</p>

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: JHE will increase student attendance to 96.9% for the 2025-2026 school year .





Evaluation Data Sources: ADA Daily Attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Student attendance incentives will be in place through the school year. Each grade level will have a grade level incentive. Administrators will provide incentives such as the HOT (Hawks on Time) Lottery, morning announcement shout-outs, names drawn for prizes and a monthly challenge and party. Individualized plans will be developed for students with frequent absences.</p> <p>Strategy's Expected Result/Impact: Student absenteeism and tardies will decrease therefore improving student attendance and academic performance.</p> <p>Staff Responsible for Monitoring: Homeroom teachers, Administrators</p>	Formative			Summative
	Oct	Feb	Apr	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 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: Teachers will increase student achievement in 2nd, 3rd, 4th and 5th grade Math by using higher order questions and through student discourse to ensure that at least 85% of students are cognitively engaged when observed.





Evaluation Data Sources: Classroom observations, CBAs, MAP, Cognitive Engagement Rubric

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional Coach will offer Professional Development on planning higher order question and student discourse.</p> <p>Strategy's Expected Result/Impact: Teachers will use learning to preplan questions and discourse activities to check students' understanding and encourage higher level thinking.</p> <p>Staff Responsible for Monitoring: Instructional Coach, Administrators</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional Coach will meet with teams to review assessment data (CBA & MAP) to inform instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will target specific TEKS and skills with their question and discourse in small group.</p> <p>Staff Responsible for Monitoring: Instructional Coach, Administrators</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 6: Increase the number of students scoring at health fitness zones, as measured on Fitness Gram, to contribute to optimal health.





Evaluation Data Sources: Fitness Gram, Class Observation, Formative and Summative Fitness Skill Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus Coordinated Approach to Child Health (CATCH) Committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p>Staff Responsible for Monitoring: Administrators, Physical Education Teacher</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in moderate and vigorous activity, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance, and flexibility.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance, and flexibility through the use of games, activities, and stations and physical education class.</p> <p>Staff Responsible for Monitoring: Administrators, Physical Education Teacher</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: The JHE Leadership Team will utilize information from the Katy ISD Climate and Culture Survey in order to celebrate areas of strength and identify and address areas of need for JHE staff.





Evaluation Data Sources: Katy ISD Climate and Culture Survey sent out multiple times a year to all staff.

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff culture building activities will be held throughout the school year in order to encourage and support a positive school climate.</p> <p>Strategy's Expected Result/Impact: Staff will become more collegial with colleagues inside and outside of their teams.</p> <p>Staff Responsible for Monitoring: Sunshine Committee, Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators will be purposeful in modeling an environment of open communication, mutual respect and compassion for all staff members in order to maintain a trusting and positive relationship with their supervisors.</p> <p>Strategy's Expected Result/Impact: JHE staff will remain at Hayes because it is a positive and engaging place to work. The "Relationship with Supervisor" pillar will continue to be one of the highest scoring on the Katy ISD Climate and Culture Survey.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 2: Differentiated job embedded professional learning opportunities will be provided for Hayes Elementary staff in order to collaborate and make data driven instructional decisions.





Evaluation Data Sources: Professional development will lead to student growth and success as reflected on assessments and behavior data.

Strategy 1 Details	Reviews			
<p>Strategy 1: A Professional Development Rotation (PDR) will be implemented at least once a month for all teachers including ELL and Special Education to receive job embedded professional learning opportunities.</p> <p>Strategy's Expected Result/Impact: Teachers will apply new learnings to their specific instructional area as applicable to improve instructional practices leading to student growth.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach</p>	Formative			Summative
	Oct	Feb	Apr	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 3: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 3: All JHE Teachers will be ESL certified within one year of their hire date.





Evaluation Data Sources: Evidence of ESL certification

Strategy 1 Details	Reviews			
Strategy 1: Provide necessary training and testing information to unsure teachers obtain their ESL certification Strategy's Expected Result/Impact: All required teachers will be ESL certified Staff Responsible for Monitoring: Administrators, ESL ISSTs	Formative			Summative
	Oct	Feb	Apr	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 4: Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.

Performance Objective 1: The percentage of ESL students who improve by at least one level of English Proficiency according to TELPAS will increase by 5%.





Evaluation Data Sources: TELPAS End of Year Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will incorporate sheltered instruction strategies into their daily lessons including frequent opportunities for students to speak, listen, read and write across content areas.</p> <p>Strategy's Expected Result/Impact: Students' understanding and use of academic vocabulary will improve along with their reading, writing, listening and speaking skills.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, ESL Staff</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 1: Hayes Elementary will involve and engage stakeholders through events, partnerships and educational outreach opportunities that support academic achievement.

Evaluation Data Sources: Special events provide a window into instructional practices and pedagogy that will support parents ability to understand and help students at home.

Strategy 1 Details	Reviews			
<p>Strategy 1: Advertise and provide Title III event flyers for Parent Engagement- Enhancing Educational Supports for EB Students; Family Community Engagement- Fostering Statewide Community Connections for Families of EB Students</p> <p>Strategy's Expected Result/Impact: Positive partnership between school and home</p> <p>Staff Responsible for Monitoring: Administrators, ESL ISSTs, Instructional Coach</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide a hands-on STEAM family night for Hayes Families during the 2025-2026 school year that is engaging for parents and students.</p> <p>Strategy's Expected Result/Impact: Enhance school/ home connections</p> <p>Staff Responsible for Monitoring: STEAM Committee, Instructional Coach, Administrators</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Hayes Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Hayes Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Laurie Funes	Academic Support Teacher	1
Nicole Laetsch	Academic Support Teacher	1

Addendums

Hayes Elementary - Enrollment

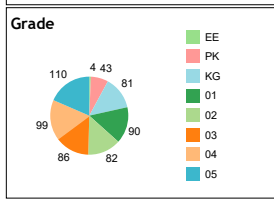
Set Enrollment	595
Building Enrollment	595
District Enrollment	87,950

Grade Distribution

Report Type
None

Building
All

Grade
EE
PK
KG
01
02
03
04
05

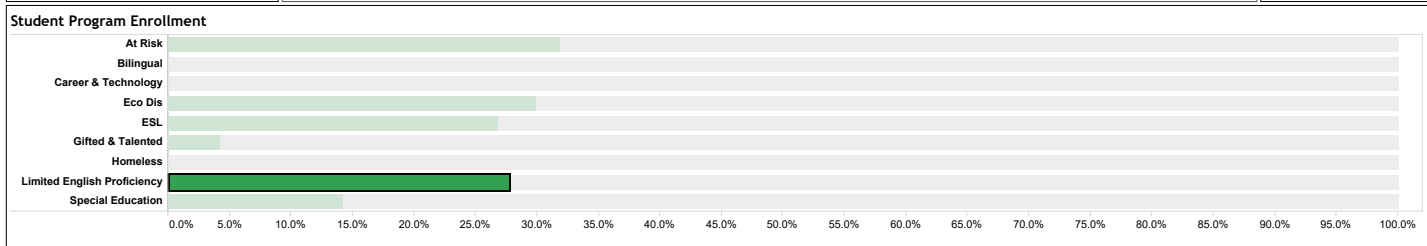
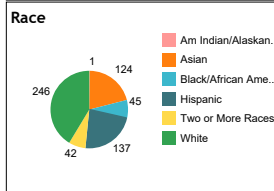


Absence Rate

Student Program
All Students

Apply Filter to District
No

Measure Names





The Percent of **Hayes** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 67% to 69% by July 2029.

Hayes: Goals		2024	2025	2026	2027	2028	2029
		3rd Grade Reading Meets or Above	67%	89%			
		Actual	67%	89%			
		State Rate	46%	49%			
		Met State Rate	Yes	Yes			
		Internal Goal	-	67%	89%	90%	91%
		Met Internal Goal	-	Yes			

MET in 2025

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB		
Hayes: Targets	3rd Grade Reading Meets or Above	Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%	
		2024 Actual	5	80%	23	57%	52	67%	1	100%	20	70%	0		8	75%	26	31%	40	48%	35	60%	
		2025 Target										80%						41%					
		2025 Actual	4	75%	10	80%	39	90%	0		15	93%	0		11	91%	25	68%	25	76%	16	94%	
		Met Target										Y						Y					
		2026 Target																	78%		86%		

The Percent of **Hayes** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 58% to 63% by July 2029.

Hayes: Goals		2024	2025	2026	2027	2028	2029
		3rd Grade Math Meets or Above	58%	72%			
		Actual	58%	72%			
		State Rate	40%	44%			
		Met State Rate	Yes	Yes			
		Internal Goal	-	59%	72%	73%	74%
		Met Internal Goal	-	Yes			

MET in 2025

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB		
Hayes: Targets	3rd Grade Math Meets or Above	Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%	
		2024 Actual	5	60%	22	50%	52	54%	1	100%	20	80%	0		8	50%	26	38%	40	48%	34	53%	
		2025 Target						64%				90%											
		2025 Actual	4	75%	10	40%	39	72%	0		15	87%	0		11	82%	25	44%	25	60%	16	94%	
		Met Target							Y			N											
		2026 Target						50%					95%										