

Ector County Independent School District

Hays Magnet Academic Academy

2025-2026 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hays STEAM Academy draws scholars from many parts of our city. The majority of parents work during the day but remain involved in their scholar's school life through parent conferences, school programs, and social media. Hays is unlike other campuses in the district due to a low rate of student mobility (3.12%). Students must apply to Hays, pass an entrance exam, and enter the lottery. Once a Hays scholar, the expectation is to maintain 80's or above on report cards, maintain consistent attendance, and avoid disciplinary issues.

- **Pk** is capped at **22** students per class
- **K-4** is capped at **28** students per class
- **5th** is capped at **30** students per class

Demographics Strengths

- 96% attendance rate for the year
- Mobility rate = 3.12%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 59.88% of students are identified as economically disadvantaged. These factors can negatively impact academic performance, attendance, behavior, and overall well-being. Without intentional, targeted support, students from economically disadvantaged backgrounds may not have equitable opportunities to reach their full potential.

Root Cause: Barriers such as food insecurity, limited access to educational resources, inconsistent healthcare, and heightened levels of stress

Student Achievement

Student Achievement Summary

On the 24-25 STAAR test, we had the following percentage of students that were not successful:

RLA	Mathematics
3rd Grade	3rd Grade
Monolingual: 5%	Monolingual: 2%
Bilingual: 7%	Bilingual: 0%
4th Grade	4th Grade
Monolingual: 0%	Monolingual: 9%
Bilingual: 5%	Bilingual: 10%
5th Grade	5th Grade
Monolingual: 4%	Monolingual: 4%
Bilingual: 5%	Bilingual: 0%

Student Achievement Strengths

Our students are required to maintain an 80% average throughout the school year and have less than 10 absences and tardies. By upholding this expectation, we are able to keep our standards high and keep our students accountable for their academic success. Our students are actively involved in AVID from PK-5, and they have access to the STEM Lab, Science Lab, and Project Lead the Way to help implement our STEAM values. Students actively track their data throughout the school year for all assessments (iReady, MAP, SCA's, STAAR, etc.), helping make them aware of their progress and performance in the classroom.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): In 2024-'25, only 46% of 5th grade students performed at meets or masters in Science.

Root Cause: Minutes taught must be monitored with fidelity.

Problem Statement 2 (Prioritized): Data from recent STAAR Math assessments indicate that both White and Hispanic student groups in grades 3-5 are under-performing.

Root Cause: Instructional strategies, supports, and hands-on activities are not effectively addressing the specific learning needs of these subgroups in mathematics.

School Culture and Climate

School Culture and Climate Summary

At Hays STEAM Academy, we are working very hard to create a community of life-long learners by providing a challenging, safe, nurturing and respectful learning environment. We encourage individuals to respect and value hard work each and every day. We believe that together we can provide a safe school environment where all individuals feel welcomed and respected. The staff will serve and support all students as they become creative, independent, and critical thinkers.

Panorama Summary:

Connectedness Indicator = Overall 63%

- How well do people at your school understand the kind of person you are? **57%**
- How positive or negative is the mood at your school? **74%**
- How much support do the adults at your school give you? **83%**
- How fair are the rules at this school? **53%**
- How much respect do students at your school show you? **46%**
- When you are at school, how much do you feel like you belong? **59%**
- How often do your teachers seem excited to be teaching your classes? **67%**
- How well do students follow the rules of your school? **32%**
- How clean is the building where you go to school? **58%**
- How excited are you about going to your classes? **45%**
- How focused are you on the activities in your classes? **69%**
- In your classes, how excited are you to participate? **48%**
- When you are not in school, how often do you talk about ideas from your classes? **29%**
- How interested are you in your classes? **52%**
- How often do your teachers ask you to explain your answers? **86%**
- When you feel like giving up, how likely is it that your teachers will ask you to keep trying? **84%**
- How much do your teachers encourage you to do your best? **91%**
- How often do your teachers take time to make sure you understand your schoolwork? **77%**
- How high are your teachers' expectations of you? **89%**

Engagement = Overall 49%

- How excited are you about going to your classes? **45%**
- How focused are you on the activities in your classes? **69%**
- In your classes, how excited are you to participate? **48%**
- When you are not in school, how often do you talk about ideas from your classes? **29%**
- How interested are you in your classes? **52%**

Rigorous Expectations = Overall 85%

- How often do your teachers ask you to explain your answers? **86%**
- When you feel like giving up, how likely is it that your teachers will ask you to keep trying? **84%**
- How much do your teachers encourage you to do your best? **91%**

- How often do your teachers take time to make sure you understand your schoolwork? **77%**
- How high are your teachers' expectations of you? **89%**

School Climate = Overall 57%

- How positive or negative is the mood at your school? **74%**
- How fair are the rules at this school? **53%**
- How often do your teachers seem excited to be teaching your classes? **67%**
- How well do students follow the rules at your school? **32%**
- How clean is the building where you go to school? **58%**

School Safety = Overall 68%

- How often are people disrespectful to others at your school? **37%**
- How often do students get into physical fights at your school? **82%**
- How likely is it that someone from your school will bully you online? **78%**
- How often do you worry about violence at your school? **60%**
- If a student is bullied in school, how difficult is it for him/her to get help from an adult? **81%**

School Safety (ECISD) = Overall 73%

- Have you been bullied this school year? **57%**
- Do you know how to report bullying at your school? **88%**

Sense of Belonging = Overall 61%

- How well do people at your school understand the kind of person you are? **57%**
- How much support do the adults at your school give you? **83%**
- How much respect do students at your school show you? **46%**
- When you are at school, how much do you feel like you belong? **59%**

School Culture and Climate Strengths

- Staff, students, and families understand and embrace the school's purpose and goals.
- A culture of excellence where every student and adult is expected to succeed.
- Staff work as a team, sharing best practices and supporting each other.
- Mistakes are seen as learning opportunities for both students and staff.
- Achievements are regularly recognized.
- Physical, emotional, and psychological safety are prioritized.
- Students are active participants in their learning and school activities.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): The Panorama Survey results show that only 57% of students report a positive perception of school climate. A low school climate score can lead

to increased behavioral issues, lower academic performance, chronic absenteeism, and decreased staff and student morale. Improving school climate is essential to fostering a sense of belonging, respect, and emotional safety for all students.

Root Cause: Peer conflict

Problem Statement 2 (Prioritized): According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs.

Root Cause: Limited student voice and choice

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Hays STEAM Academy is committed to maintaining high standards in staff quality, recruitment, and retention. We are proud to have a team of educators who demonstrate strong instructional practices, a collaborative mindset, and a dedication to continuous growth. 100% of our staff actively participate in professional learning communities and engage in data-driven decision-making to improve student outcomes.

100% of teachers *must* be certified in GT, AVID Foundations, Project Lead the Way (PLTW), and Blended Learning.

Retention remains a priority, and we continue to support teachers through targeted professional development, recognition initiatives, and leadership pathways. While some turnover is due to internal and external promotions, our focus is on developing and retaining high-performing staff who are committed to student success. These strengths position us well to build a stable, high-quality teaching force and ensure continuity of learning for all students.

Staff Quality, Recruitment, and Retention Strengths

- Certified staff demonstrate high instructional competency and commitment to student growth.
- Teachers work well together in PLCs and support one another professionally.
- Teachers consistently use data to guide planning and address student needs.
- Ongoing, meaningful training supports teacher growth and satisfaction.
- Teachers have opportunities to grow into roles such as lead teachers.
- Teachers are involved in campus decisions, promoting ownership and buy-in.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Currently, 35% (9 out of 26) teachers are non-certified, with 19% (5 out of 26) individuals assigned to bilingual classrooms. This shortage of certified educators, particularly in specialized areas such as bilingual education, raises concerns about instructional quality and equitable access to high-quality learning experiences for all students.

Root Cause: Delayed certification pathways, competitive job market, and barriers to Bilingual certification

Problem Statement 2 (Prioritized): Our current staff retention rate stands at 75%. While this reflects positively on our ability to grow and develop talent, the consistent turnover poses challenges in maintaining continuity, preserving institutional knowledge, and sustaining strong student-teacher relationships. The frequent need to onboard and train new staff also places additional strain on existing team members and leadership.

Root Cause: Departures attributed to internal and external promotions.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, instruction, and assessment at Hay STEAM Academy is guided by Texas Essential Knowledge and Skills Objectives (TEKS), and the ECISD Scope and Sequence.

New hires and/or developing teachers receive a mentor that meets with them weekly in order to develop effective lesson plans, practice tools and techniques for presenting the lessons, and an opportunity to debrief. New teachers and/or developing teachers meet once a week with an administrator to actively engage in "Get Better Faster" study techniques.

Teachers meet 1-on-1 with the T-Tess appraiser to work towards goals listed in their improvement plan. Teachers are supported individually to improve the rigor of instruction. The PLC is also utilized to provide examples of mastery lessons.

Professional development is planned at the district and campus levels. Professional learning at Hays TEM Academy will be planned to equip staff in implementing STEAM components including Project Lead the Way, AVID, Blended learning, Conscious Discipline, and CHAMPS.

Grade-level PLC's are held every Tuesday in the conference room. This time is used to review curriculum, data, assessments, campus initiatives, etc. During PLC time, teachers are encouraged to share effective teaching practices with each other. An administrator is involved in the planning and execution of PLC's. Every Thursday, during grade level meetings, teachers receive support in lesson planning, modeling, and observation/coaching feedback.

Recruitment strategies consist of AVID presentations on the district level. Teachers also excel with social media apps which ensures Hays STEAM Academy is in front of the public sharing the learning on campus. In addition, the principal attends all job fairs sponsored by ECISD.

Curriculum, Instruction, and Assessment Strengths

Curriculum Strengths

- **Standards-Aligned Curriculum:** Curriculum is closely aligned to state and national standards.
- **Vertical and Horizontal Alignment:** Strong collaboration across grade levels ensures coherent learning progression.
- **Rigorous Content:** Curriculum includes challenging, grade-appropriate materials that promote critical thinking.
- **Curriculum Mapping:** Clearly articulated scope and sequence across all content areas.
- **Supplemental Enrichment:** Availability of advanced academic programs, interventions, and enrichment opportunities.

Instructional Strengths

- **Data-Driven Instruction:** Teachers use assessment data to inform instruction and differentiate learning.
- **Student-Centered Learning:** Lessons are designed around student needs, interests, and learning profiles.
- **High-Quality Tier 1 Instruction:** Strong foundational instruction in all core subjects.

- **Engagement Strategies:** Teachers use interactive and research-based strategies to maintain student engagement.
 - **Technology Integration:** Instruction effectively integrates digital tools to enhance learning.
 - **Professional Learning Communities (PLCs):** Teachers collaborate regularly to share best practices and refine instruction.
 - **Clear Learning Targets:** Daily objectives are clearly communicated and understood by students.
 - **Use of Formative Assessments:** Teachers check for understanding throughout instruction to adjust in real-time.
-

Assessment Strengths

- **Balanced Assessment System:** Use of formative, interim, and summative assessments for comprehensive understanding.
- **Frequent Progress Monitoring:** Regular checks ensure students stay on track and receive support as needed.
- **Common Assessments:** Grade-level teams use consistent assessments to ensure equity and rigor.
- **Data Analysis Practices:** Teams meet regularly to analyze data and adjust instruction and interventions.
- **Student Self-Assessment:** Students are encouraged to reflect on their learning and set goals.
- **Feedback Practices:** Timely, specific, and actionable feedback is a regular part of the learning process.
- **Alignment with Curriculum and Instruction:** Assessments match what is taught and how it is taught.
- **Response to Intervention (RTI):** Data is used to inform tiered support systems for academic growth.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners.

Root Cause: The curriculum may not fully meet the rigor and depth of students performing above grade level.

Family and Community Engagement

Family and Community Engagement Summary

Hays recognizes that strong family and community engagement is essential to student success. We strive to build meaningful partnerships with families by fostering open communication, offering inclusive opportunities for involvement, and connecting families with the resources they need to support their children's academic and social-emotional growth. Through culturally responsive outreach, parent education sessions with the counselor, and community collaboration, we aim to create a welcoming school environment where families feel valued and empowered as partners in their child's education.

Family and Community Engagement Strengths

- **Welcoming School Environment**
 - Staff greet families warmly and create a safe, inviting atmosphere.
- **Consistent Communication**
 - Regular newsletters, ClassDojo/Focus messages, and parent-teacher conferences are used to keep families informed.
- **Multilingual Support**
 - Communication is provided in families' home languages, and interpreters are available as needed.
- **Parent Involvement Opportunities**
 - Families are invited to attend school events, volunteer, and participate in classroom and campus activities.
- **Family Education Workshops**
 - Sessions are offered to help families support learning at home (e.g., literacy nights, math strategies, technology training).
- **Community Partnerships**
 - Collaborations with local businesses, colleges and universities, and nonprofit organizations provide additional resources and support.
- **Responsive Support Services**
 - Staff connect families with community resources for food, housing, mental health, and clothing.
- **Active Parent Organizations**
 - PTO/PTA and parent advisory councils provide input and help shape school initiatives.
- **Two-Way Feedback Opportunities**
 - Families have chances to give input through surveys, focus groups, or informal conversations with staff.
- **Celebration of Cultures and Traditions**
 - Events and curriculum highlight the diverse backgrounds of students and their families.
 - Multicultural Family Night

School Organization

School Organization Summary

- Hays STEAM Academy will continue to implement High Impact Tutoring for scholars in grades 3-5 who 'Did Not Meet' on STAAR Reading and Math.
- The DDI Process will be used to analyze MAP, benchmark, and instructional resource data. All of these components will drive instruction, planning and delivery.
- PLC's are scheduled every Tuesday (data dig/Get Better Faster coaching) and Thursday (Grade level planning). Teachers will develop lesson plans and analyze student data.
- AVID and RBL committees will meet monthly to plan lessons that are engaging and rigorous.
- Mandatory faculty meetings are scheduled for the first Monday of every month.
- The faculty and staff consists of 2 administrators, 22 classroom teachers, 5 aides, 4 special area teachers (PE, Art, Music, Library) 3 GT teachers, 1 Dyslexia teacher, 1 virtual Speech teacher.

School Organization Strengths

1. **Clear Leadership Structure**
 - Roles and responsibilities are well-defined across administration, instructional leaders, and support staff.
2. **Collaborative Planning Time**
 - Scheduled time is built into the calendar for grade-level teams and PLCs to plan, analyze data, and align instruction.
3. **Instructional Leadership Focus**
 - Administrators and lead teachers prioritize classroom walkthroughs, feedback, and support for instructional improvement.
4. **Data-Driven Decision Making**
 - Regular use of assessment and attendance data informs instruction, interventions, and schoolwide planning.
5. **Effective Scheduling**
 - Master schedules maximize instructional time and ensure equitable access to core subjects, enrichment, and interventions.
6. **Efficient Operational Systems**
 - Attendance, discipline, safety protocols, and communication systems run smoothly and are consistently applied.
7. **Support Services Integration**
 - Interventionists, special education, counselors, and specialists are effectively scheduled and utilized to support student needs.
8. **Positive Campus Culture Systems**
 - Systems like PBIS, house systems, or SEL frameworks support behavior, belonging, and climate.
9. **Responsive Communication Channels**
 - Clear internal communication (staff updates, protocols) and external communication with families is maintained.
10. **Commitment to Continuous Improvement**
 - The campus uses feedback, data, and reflection to adjust systems and enhance school operations regularly.

Problem Statements Identifying School Organization Needs

Problem Statement 1 (Prioritized): Hays does not receive the necessary support for non-certified teachers which leaves a heavy load for administrators.

Root Cause: Due to teachers being non-certified, they are left with the uncertainty of how to navigate curriculum, classroom management, and compliance requirements. This results in increased reliance on campus administrators for day-to-day instructional support, leaving leadership teams overextended and reducing their capacity to focus on strategic school improvement efforts.

Technology

Technology Summary

By strategically integrating technology into the educational environment, our elementary school aims to enhance learning outcomes, foster digital literacy skills, and streamline administrative processes. Through ongoing support, training, and infrastructure improvements, we are committed to creating a technologically-rich learning environment that prepares students for success in the digital age.

Scholars and teachers utilize 1-to-1 technology in all classrooms. K-1st use i-pads, while 2-5 use chrome books. In addition, Promethean boards have been installed in all classrooms. 100% of teachers have earned an ECISD laptop. On the devices, students utilize I-Ready, Classlinks, Schoology, and iStation.

Technology Strengths

The technology department consistently updates existing programs, i-pads, and chromebooks. The Instructional Specialist assigned to Hays leads professional development once a month during PLC's.

The district technology specialist assigned to Hays will provide training and follow-up for using technology to enhance instruction. Monthly technology training occurs during grade-level conference times. The focus is not only on the technology used by teachers but on how scholars can use technology as a creative way to demonstrate their learning. At Hays, we implement blended learning and utilize technology through personalized playlists and choice boards in the classroom. Our students are familiar with how to navigate platforms and can effectively engage in lessons on their devices.

Priority Problem Statements

Problem Statement 1: The Panorama Survey results show that only 57% of students report a positive perception of school climate. A low school climate score can lead to increased behavioral issues, lower academic performance, chronic absenteeism, and decreased staff and student morale. Improving school climate is essential to fostering a sense of belonging, respect, and emotional safety for all students.

Root Cause 1: Peer conflict

Problem Statement 1 Areas: School Culture and Climate

Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs.

Root Cause 2: Limited student voice and choice

Problem Statement 2 Areas: School Culture and Climate

Problem Statement 3: In 2024-'25, only 46% of 5th grade students performed at meets or masters in Science.

Root Cause 3: Minutes taught must be monitored with fidelity.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: 59.88% of students are identified as economically disadvantaged. These factors can negatively impact academic performance, attendance, behavior, and overall well-being. Without intentional, targeted support, students from economically disadvantaged backgrounds may not have equitable opportunities to reach their full potential.

Root Cause 4: Barriers such as food insecurity, limited access to educational resources, inconsistent healthcare, and heightened levels of stress

Problem Statement 4 Areas: Demographics

Problem Statement 5: Data from recent STAAR Math assessments indicate that both White and Hispanic student groups in grades 3-5 are under-performing.

Root Cause 5: Instructional strategies, supports, and hands-on activities are not effectively addressing the specific learning needs of these subgroups in mathematics.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Hays does not receive the necessary support for non-certified teachers which leaves a heavy load for administrators.

Root Cause 6: Due to teachers being non-certified, they are left with the uncertainty of how to navigate curriculum, classroom management, and compliance requirements. This results in increased reliance on campus administrators for day-to-day instructional support, leaving leadership teams overextended and reducing their capacity to focus on strategic school improvement efforts.

Problem Statement 6 Areas: School Organization

Problem Statement 7: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners.

Root Cause 7: The curriculum may not fully meet the rigor and depth of students performing above grade level.

Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Problem Statement 8: Currently, 35% (9 out of 26) teachers are non-certified, with 19% (5 out of 26) individuals assigned to bilingual classrooms. This shortage of certified educators, particularly in specialized areas such as bilingual education, raises concerns about instructional quality and equitable access to high-quality learning experiences for all students.

Root Cause 8: Delayed certification pathways, competitive job market, and barriers to Bilingual certification

Problem Statement 8 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 9: Our current staff retention rate stands at 75%. While this reflects positively on our ability to grow and develop talent, the consistent turnover poses challenges in maintaining continuity, preserving institutional knowledge, and sustaining strong student-teacher relationships. The frequent need to onboard and train new staff also places additional strain on existing team members and leadership.

Root Cause 9: Departures attributed to internal and external promotions.

Problem Statement 9 Areas: Staff Quality, Recruitment, and Retention

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- 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
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

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
- Gifted and talented 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

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

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

Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.


Performance Objective 1: By May of 2026, the % of students performing at the MEETS level on 3rd-5th grade Math STAAR will increase from 72% to 75%.


High Priority





Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Kindergarten Readiness - % of students meeting kindergarten readiness benchmark - 2026 Goal: 56%, Closing the Gaps Math - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 31%, Gr. 3 Math - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 35%, Gr. 5 Math - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 41%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Checkpoints; MAP; Benchmarks; Intern Assessments; STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Hays STEAM Academy will utilize high quality Tier 1 instruction and differentiation using student math data. Strategy's Expected Result/Impact: Increase in the number of scholars performing at or above the meets level Staff Responsible for Monitoring: Teachers, Admin</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Achievement 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1 Funding Sources: Tutoring - Title One Instructional Continuity - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

Strategy 2 Details	Reviews			
<p>Strategy 2: Incorporate hands-on and conceptual learning with the use of fraction tiles, number lines, clocks, base-ten blocks, etc., for all learners.</p> <p>Strategy's Expected Result/Impact: Increase in the number of scholars performing at or above the meets level</p> <p>Staff Responsible for Monitoring: Teachers, Admin</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, 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>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1</p> <p>Funding Sources: Math Manipulatives - Title One Instructional Continuity - \$500</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 59.88% of students are identified as economically disadvantaged. These factors can negatively impact academic performance, attendance, behavior, and overall well-being. Without intentional, targeted support, students from economically disadvantaged backgrounds may not have equitable opportunities to reach their full potential. Root Cause: Barriers such as food insecurity, limited access to educational resources, inconsistent healthcare, and heightened levels of stress</p>
Student Achievement
<p>Problem Statement 2: Data from recent STAAR Math assessments indicate that both White and Hispanic student groups in grades 3-5 are under-performing. Root Cause: Instructional strategies, supports, and hands-on activities are not effectively addressing the specific learning needs of these subgroups in mathematics.</p>
Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: Currently, 35% (9 out of 26) teachers are non-certified, with 19% (5 out of 26) individuals assigned to bilingual classrooms. This shortage of certified educators, particularly in specialized areas such as bilingual education, raises concerns about instructional quality and equitable access to high-quality learning experiences for all students. Root Cause: Delayed certification pathways, competitive job market, and barriers to Bilingual certification</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners. Root Cause: The curriculum may not fully meet the rigor and depth of students performing above grade level.</p>

School Organization

Problem Statement 1: Hays does not receive the necessary support for non-certified teachers which leaves a heavy load for administrators. **Root Cause:** Due to teachers being non-certified, they are left with the uncertainty of how to navigate curriculum, classroom management, and compliance requirements. This results in increased reliance on campus administrators for day-to-day instructional support, leaving leadership teams overextended and reducing their capacity to focus on strategic school improvement efforts.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.


Performance Objective 2: By May of 2026, the % of students performing at the MEETS level on 3rd-5th grade Reading STAAR will increase from 81% to 83%.


High Priority





Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, Closing the Gaps RLA - The performance of ECISD high focus subgroup compared to their peers across the state of Texas - 2026 Goal: 37%, Gr. 3 Reading - % of 3th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 36%, Gr. 5 Reading - % of 5th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2026 Goal: 46%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Checkpoints; MAP; Benchmarks; Intern Assessments; STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Hays STEAM Academy will utilize high quality Tier 1 instruction and differentiation using student reading data.</p> <p>Strategy's Expected Result/Impact: Increase in the number of scholars performing at or above the meets level</p> <p>Staff Responsible for Monitoring: Teachers, Admin</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1 - School Organization 1</p> <p>Funding Sources: - Title One Instructional Continuity - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Embed high-impact instructional strategies such as modeling, questioning, and think-alouds during read-alouds and shared reading.</p> <p>Strategy's Expected Result/Impact: Increase in the number of scholars performing at or above the meets level</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

School Culture and Climate
<p>Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs. Root Cause: Limited student voice and choice</p>
Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: Currently, 35% (9 out of 26) teachers are non-certified, with 19% (5 out of 26) individuals assigned to bilingual classrooms. This shortage of certified educators, particularly in specialized areas such as bilingual education, raises concerns about instructional quality and equitable access to high-quality learning experiences for all students. Root Cause: Delayed certification pathways, competitive job market, and barriers to Bilingual certification</p> <p>Problem Statement 2: Our current staff retention rate stands at 75%. While this reflects positively on our ability to grow and develop talent, the consistent turnover poses challenges in maintaining continuity, preserving institutional knowledge, and sustaining strong student-teacher relationships. The frequent need to onboard and train new staff also places additional strain on existing team members and leadership. Root Cause: Departures attributed to internal and external promotions.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners. Root Cause: The curriculum may not fully meet the rigor and depth of students performing above grade level.</p>

School Organization

Problem Statement 1: Hays does not receive the necessary support for non-certified teachers which leaves a heavy load for administrators. **Root Cause:** Due to teachers being non-certified, they are left with the uncertainty of how to navigate curriculum, classroom management, and compliance requirements. This results in increased reliance on campus administrators for day-to-day instructional support, leaving leadership teams overextended and reducing their capacity to focus on strategic school improvement efforts.

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.


Performance Objective 3: By May of 2026, the % of 5th grade students performing at the MEETS level on Science STAAR will increase from 46% to 50%.


High Priority





Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Checkpoints; MAP; Benchmarks; Intern Assessments; STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: In previous years, the science lab was not consistently incorporated into the campus instructional schedule, resulting in limited access to hands-on, inquiry-based science experiences for students. As of this academic year, the science lab has been formally included in the master schedule.</p> <p>Strategy's Expected Result/Impact: Increase usage of Science Lab</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Collaborate with reading and math teachers to strengthen data interpretation, critical reading of informational texts, and problem-solving within science contexts.</p> <p>Strategy's Expected Result/Impact: increased student performance; deeper conceptual understanding</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, 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>- Targeted Support Strategy</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: consumable supply replacement of essential items - Title One School-wide - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 1: In 2024-'25, only 46% of 5th grade students performed at meets or masters in Science. Root Cause: Minutes taught must be monitored with fidelity.</p>
Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: Currently, 35% (9 out of 26) teachers are non-certified, with 19% (5 out of 26) individuals assigned to bilingual classrooms. This shortage of certified educators, particularly in specialized areas such as bilingual education, raises concerns about instructional quality and equitable access to high-quality learning experiences for all students. Root Cause: Delayed certification pathways, competitive job market, and barriers to Bilingual certification</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners. Root Cause: The curriculum may not fully meet the rigor and depth of students performing above grade level.</p>
School Organization
<p>Problem Statement 1: Hays does not receive the necessary support for non-certified teachers which leaves a heavy load for administrators. Root Cause: Due to teachers being non-certified, they are left with the uncertainty of how to navigate curriculum, classroom management, and compliance requirements. This results in increased reliance on campus administrators for day-to-day instructional support, leaving leadership teams overextended and reducing their capacity to focus on strategic school improvement efforts.</p>


Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.


Performance Objective 1: The % of students K-3 achieving or exceeding their READING RIT goal will increase from 76% to 78%.





High Priority

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Strategy 1 Details	Reviews			
<p>Strategy 1: RIT bands target context clues, synonyms/antonyms, word relationships, prefix/suffix knowledge, and Greek & Latin roots. A cognitive word wall will be structured to reinforce these skills.</p> <p>Strategy's Expected Result/Impact: increase RIT scores</p> <p>Staff Responsible for Monitoring: Teachers, administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1 - School Organization 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Teaching figurative language (Identify and interpret similes, metaphors, personification, hyperbole; Analyze word choice and author's purpose; Understand the effect of figurative language on meaning and tone) will directly increase Reading RIT scores, particularly in the Literary Text and Vocabulary domains assessed in NWEA MAP Growth.</p> <p>Strategy's Expected Result/Impact: Increased RIT scores Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 59.88% of students are identified as economically disadvantaged. These factors can negatively impact academic performance, attendance, behavior, and overall well-being. Without intentional, targeted support, students from economically disadvantaged backgrounds may not have equitable opportunities to reach their full potential. Root Cause: Barriers such as food insecurity, limited access to educational resources, inconsistent healthcare, and heightened levels of stress</p>
Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: Currently, 35% (9 out of 26) teachers are non-certified, with 19% (5 out of 26) individuals assigned to bilingual classrooms. This shortage of certified educators, particularly in specialized areas such as bilingual education, raises concerns about instructional quality and equitable access to high-quality learning experiences for all students. Root Cause: Delayed certification pathways, competitive job market, and barriers to Bilingual certification</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners. Root Cause: The curriculum may not fully meet the rigor and depth of students performing above grade level.</p>



School Organization

Problem Statement 1: Hays does not receive the necessary support for non-certified teachers which leaves a heavy load for administrators. **Root Cause:** Due to teachers being non-certified, they are left with the uncertainty of how to navigate curriculum, classroom management, and compliance requirements. This results in increased reliance on campus administrators for day-to-day instructional support, leaving leadership teams overextended and reducing their capacity to focus on strategic school improvement efforts.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Performance Objective 2: The % of K-3 students will show growth from 77% to 80% on their READING MAP ASSESSMENT.

High Priority

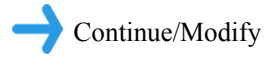
Strategy 1 Details	Reviews			
<p>Strategy 1: Students are responsible for monitoring mastery of the TEKS and updating data trackers after each testing window.</p> <p>Strategy's Expected Result/Impact: develop foundational skills, vocabulary, informational text, literature</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2 - School Culture and Climate 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Strengthen phonemic awareness & phonics</p> <p>Strategy's Expected Result/Impact: daily phonemic awareness routines; systematic phonics instruction; practice decodable texts to build word recognition and fluency; teach and review high-frequency/sight words regularly</p> <p>Staff Responsible for Monitoring: Teacher, administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: 59.88% of students are identified as economically disadvantaged. These factors can negatively impact academic performance, attendance, behavior, and overall well-being. Without intentional, targeted support, students from economically disadvantaged backgrounds may not have equitable opportunities to reach their full potential. **Root Cause:** Barriers such as food insecurity, limited access to educational resources, inconsistent healthcare, and heightened levels of stress

Student Achievement

Problem Statement 1: In 2024-'25, only 46% of 5th grade students performed at meets or masters in Science. **Root Cause:** Minutes taught must be monitored with fidelity.
Problem Statement 2: Data from recent STAAR Math assessments indicate that both White and Hispanic student groups in grades 3-5 are under-performing. **Root Cause:** Instructional strategies, supports, and hands-on activities are not effectively addressing the specific learning needs of these subgroups in mathematics.

School Culture and Climate

Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs. **Root Cause:** Limited student voice and choice

Staff Quality, Recruitment, and Retention

Problem Statement 2: Our current staff retention rate stands at 75%. While this reflects positively on our ability to grow and develop talent, the consistent turnover poses challenges in maintaining continuity, preserving institutional knowledge, and sustaining strong student-teacher relationships. The frequent need to onboard and train new staff also places additional strain on existing team members and leadership. **Root Cause:** Departures attributed to internal and external promotions.



Curriculum, Instruction, and Assessment

Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners. **Root Cause:** The curriculum may not fully meet the rigor and depth of students performing above grade level.

Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.


Performance Objective 3: The % of 3rd grade students performing at the MEETS level on their READING STAAR ASSESSMENT will increase from 79% to 82%.

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Challenge students already at MEETS to analyze deeper meaning, use paired texts, and respond with evidence-based writing.</p> <p>Strategy's Expected Result/Impact: increase student mastery of the TEKS</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Focus small group lessons on high-impact TEKS where students tend to struggle (e.g., inferencing, context clues).</p> <p>Strategy's Expected Result/Impact: increase student mastery of the TEKS</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: 59.88% of students are identified as economically disadvantaged. These factors can negatively impact academic performance, attendance, behavior, and overall well-being. Without intentional, targeted support, students from economically disadvantaged backgrounds may not have equitable opportunities to reach their full potential. **Root Cause:** Barriers such as food insecurity, limited access to educational resources, inconsistent healthcare, and heightened levels of stress

Staff Quality, Recruitment, and Retention

Problem Statement 2: Our current staff retention rate stands at 75%. While this reflects positively on our ability to grow and develop talent, the consistent turnover poses challenges in maintaining continuity, preserving institutional knowledge, and sustaining strong student-teacher relationships. The frequent need to onboard and train new staff also places additional strain on existing team members and leadership. **Root Cause:** Departures attributed to internal and external promotions.

Curriculum, Instruction, and Assessment

Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners. **Root Cause:** The curriculum may not fully meet the rigor and depth of students performing above grade level.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.







Performance Objective 1: School Connectedness panorama data will increase from 63% to 68%.

High Priority

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Panorama Survey; Counselor lessons

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote peer conflict resolution and empathy development.</p> <p>Strategy's Expected Result/Impact: strengthen school connectedness</p> <p>Staff Responsible for Monitoring: Teachers, counselor, administrators</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Culture and Climate 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Celebrate student successes by creating positive behavior systems.</p> <p>Strategy's Expected Result/Impact: strengthen school connectedness</p> <p>Staff Responsible for Monitoring: Teachers, counselor, administrators</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Culture and Climate 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
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Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: The Panorama Survey results show that only 57% of students report a positive perception of school climate. A low school climate score can lead to increased behavioral issues, lower academic performance, chronic absenteeism, and decreased staff and student morale. Improving school climate is essential to fostering a sense of belonging, respect, and emotional safety for all students. **Root Cause:** Peer conflict

Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs. **Root Cause:** Limited student voice and choice



Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 2: Student daily attendance will increase from 96.97% to 97.3%.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%

Evaluation Data Sources: Daily Attendance

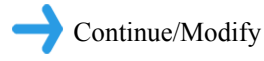
Strategy 1 Details	Reviews			
<p>Strategy 1: Teach attendance expectations as part of school rules and routines.</p> <p>Strategy's Expected Result/Impact: improved attendance</p> <p>Staff Responsible for Monitoring: Teachers, Attendance Clerk, Counselor, Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Achievement 2 - School Culture and Climate 2 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			
Strategy 2 Details	Reviews			
<p>Strategy 2: Use MTSS frameworks (Multi-Tiered Systems of Support) to address needs</p> <p>Strategy's Expected Result/Impact: improved attendance</p> <p>Staff Responsible for Monitoring: Teachers, Attendance Clerk, Counselor, Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Student Achievement 2 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: 59.88% of students are identified as economically disadvantaged. These factors can negatively impact academic performance, attendance, behavior, and overall well-being. Without intentional, targeted support, students from economically disadvantaged backgrounds may not have equitable opportunities to reach their full potential. **Root Cause:** Barriers such as food insecurity, limited access to educational resources, inconsistent healthcare, and heightened levels of stress

Student Achievement

Problem Statement 2: Data from recent STAAR Math assessments indicate that both White and Hispanic student groups in grades 3-5 are under-performing. **Root Cause:** Instructional strategies, supports, and hands-on activities are not effectively addressing the specific learning needs of these subgroups in mathematics.

School Culture and Climate

Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs. **Root Cause:** Limited student voice and choice

Staff Quality, Recruitment, and Retention







Problem Statement 1: Currently, 35% (9 out of 26) teachers are non-certified, with 19% (5 out of 26) individuals assigned to bilingual classrooms. This shortage of certified educators, particularly in specialized areas such as bilingual education, raises concerns about instructional quality and equitable access to high-quality learning experiences for all students. **Root Cause:** Delayed certification pathways, competitive job market, and barriers to Bilingual certification

Curriculum, Instruction, and Assessment

Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners. **Root Cause:** The curriculum may not fully meet the rigor and depth of students performing above grade level.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 3: Exclusionary disciplinary infractions will decrease from 75% to 70%. We had a total of 16 referrals written. 12 referrals resulted in "Change of Environment."

Strategy 1 Details	Reviews			
<p>Strategy 1: Teach conflict resolution, emotional regulation, and problem-solving Strategy's Expected Result/Impact: address social emotional needs Staff Responsible for Monitoring: Teachers, Counselor, Administrators</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Collaborate and provide professional learning from counselors, behavior specialists, and interventionists. Strategy's Expected Result/Impact: address social emotional needs Staff Responsible for Monitoring: Teachers, Counselor, Administrators</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Culture and Climate 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

School Culture and Climate
<p>Problem Statement 1: The Panorama Survey results show that only 57% of students report a positive perception of school climate. A low school climate score can lead to increased behavioral issues, lower academic performance, chronic absenteeism, and decreased staff and student morale. Improving school climate is essential to fostering a sense of belonging, respect, and emotional safety for all students. Root Cause: Peer conflict</p>


School Culture and Climate


Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs. **Root Cause:** Limited student voice and choice





Board Goal 4: Classroom Excellence

Performance Objective 1: Integrate AVID best teaching strategies into daily classroom instruction and ongoing professional development to enhance academic growth and achievement for 100% of students by the end of the 2025-2026 school year.

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: The Hays STEAM Academy site team will create a plan for the use of grade level appropriate strategies that will be incorporated in grade-level lesson planning in order to provide purposeful WICOR strategies to our scholars.</p> <p>Strategy's Expected Result/Impact: improved classroom performance, increased engagement, positive outcomes on local and state assessments.</p> <p>Staff Responsible for Monitoring: Teachers, AVID Site Team; Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1, 2 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Hays STEAM Academy will host an AVID Family Experience each 9-weeks during STEAM Nights. Additionally, each grade level will invite parents to attend an annual project presentation showcasing student learning.</p> <p>Strategy's Expected Result/Impact: improved classroom performance, increased engagement, positive outcomes on local and state assessments.</p> <p>Staff Responsible for Monitoring: Teachers, AVID Site Team; Administrators</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: School Culture and Climate 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
<p>Problem Statement 1: The Panorama Survey results show that only 57% of students report a positive perception of school climate. A low school climate score can lead to increased behavioral issues, lower academic performance, chronic absenteeism, and decreased staff and student morale. Improving school climate is essential to fostering a sense of belonging, respect, and emotional safety for all students. Root Cause: Peer conflict</p>
<p>Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs. Root Cause: Limited student voice and choice</p>
Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: Currently, 35% (9 out of 26) teachers are non-certified, with 19% (5 out of 26) individuals assigned to bilingual classrooms. This shortage of certified educators, particularly in specialized areas such as bilingual education, raises concerns about instructional quality and equitable access to high-quality learning experiences for all students. Root Cause: Delayed certification pathways, competitive job market, and barriers to Bilingual certification</p>
<p>Problem Statement 2: Our current staff retention rate stands at 75%. While this reflects positively on our ability to grow and develop talent, the consistent turnover poses challenges in maintaining continuity, preserving institutional knowledge, and sustaining strong student-teacher relationships. The frequent need to onboard and train new staff also places additional strain on existing team members and leadership. Root Cause: Departures attributed to internal and external promotions.</p>

Curriculum, Instruction, and Assessment







Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners. **Root Cause:** The curriculum may not fully meet the rigor and depth of students performing above grade level.

Board Goal 4: Classroom Excellence

Performance Objective 2: Close the opportunity gap and ensure that all students, regardless of socioeconomic status, receive high-quality instruction, social-emotional support, and access to resources necessary for success.

High Priority

Evaluation Data Sources: % economically disadvantaged; % McKinney-Vento; parent education levels; household income bracket; unemployment rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Use structured SEL lessons (I-Lead) to teach emotional regulation, problem-solving, and resilience.</p> <p>Strategy's Expected Result/Impact: improved emotional regulation; enhanced problem-solving skills; stronger resilience & perseverance; positive classroom & school culture; academic gains</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Admin</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Train staff to recognize and respond to signs of trauma with compassion and consistency.</p> <p>Strategy's Expected Result/Impact: With intentional, targeted support, students will have equitable opportunities to reach their full potential.</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Admin</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Demographics 1 - School Culture and Climate 1</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: 59.88% of students are identified as economically disadvantaged. These factors can negatively impact academic performance, attendance, behavior, and overall well-being. Without intentional, targeted support, students from economically disadvantaged backgrounds may not have equitable opportunities to reach their full potential.

Root Cause: Barriers such as food insecurity, limited access to educational resources, inconsistent healthcare, and heightened levels of stress

School Culture and Climate


Problem Statement 1: The Panorama Survey results show that only 57% of students report a positive perception of school climate. A low school climate score can lead to increased behavioral issues, lower academic performance, chronic absenteeism, and decreased staff and student morale. Improving school climate is essential to fostering a sense of belonging, respect, and emotional safety for all students. **Root Cause:** Peer conflict


Board Goal 4: Classroom Excellence


Performance Objective 3: By May 2026, the campus will increase student engagement from 49% to 55%, as measured by student responses on the district's annual student engagement survey, through the implementation of student-led learning opportunities, consistent use of interactive instructional strategies, and increased participation in enrichment activities.

High Priority


Evaluation Data Sources: Surveys; Evidence of student engagement during walk-throughs; Exit Tickets; Discipline reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Blended Learning to implement individualized/personalized learning plans for scholars.</p> <p>Strategy's Expected Result/Impact: increase in student voice and choice</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Culture and Climate 1, 2 - Curriculum, Instruction, and Assessment 1</p>	Formative			Summative
	Oct	Jan	Mar	May
				


Strategy 2 Details	Reviews			
<p>Strategy 2: Create excitement and curiosity in lessons with a mystery, challenge, or question.</p> <p>Strategy's Expected Result/Impact: Create excitement and curiosity</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Culture and Climate 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			




No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:


School Culture and Climate
<p>Problem Statement 1: The Panorama Survey results show that only 57% of students report a positive perception of school climate. A low school climate score can lead to increased behavioral issues, lower academic performance, chronic absenteeism, and decreased staff and student morale. Improving school climate is essential to fostering a sense of belonging, respect, and emotional safety for all students. Root Cause: Peer conflict</p>
<p>Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs. Root Cause: Limited student voice and choice</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: There is evidence of gaps in curriculum rigor and inconsistent instructional practices. These factors contribute to uneven student performance, hindering the ability to close achievement gaps and ensure academic growth for all learners. Root Cause: The curriculum may not fully meet the rigor and depth of students performing above grade level.</p>


Board Goal 5: Culture of Excellence





Performance Objective 1: The campus will establish and promote at least one active community partnership per month which is led by students and guided by teachers to ensure students lead change driven by community needs and improvement.

High Priority

Evaluation Data Sources: Extension of project based learning utilizing Project Lead the Way.

Strategy 1 Details	Reviews			
<p>Strategy 1: Hold an annual "Community Impact Expo" where students present their projects and outcomes to stakeholders and families.</p> <p>Strategy's Expected Result/Impact: student empowerment and leadership; real-world application of learning; increased family and stakeholder engagement; positive school culture and climate; deeper community connections; academic & SEL outcomes</p> <p>Staff Responsible for Monitoring: Teachers, Counselor; Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Culture and Climate 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>Some Progress</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: Publicly recognize community partners and student contributions during Rocket Launch, on campus displays, and via social media.</p> <p>Strategy's Expected Result/Impact: student empowerment and leadership; real-world application of learning; increased family and stakeholder engagement; positive school culture and climate; deeper community connections; academic & SEL outcomes</p> <p>Staff Responsible for Monitoring: Teachers, Counselor; Administrators</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Culture and Climate 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:







School Culture and Climate
<p>Problem Statement 1: The Panorama Survey results show that only 57% of students report a positive perception of school climate. A low school climate score can lead to increased behavioral issues, lower academic performance, chronic absenteeism, and decreased staff and student morale. Improving school climate is essential to fostering a sense of belonging, respect, and emotional safety for all students. Root Cause: Peer conflict</p> <p>Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs. Root Cause: Limited student voice and choice</p>

Board Goal 5: Culture of Excellence

Performance Objective 2: School Connectedness panorama data will increase from 63% to 68%.

High Priority

Evaluation Data Sources: Panorama Survey; Counselor lessons

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote peer conflict resolution and empathy development. Strategy's Expected Result/Impact: strengthen school connectedness Staff Responsible for Monitoring: Teacher, Counselor, Administrators</p> <p>- TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: School Culture and Climate 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
Strategy 2 Details	Reviews			
<p>Strategy 2: Celebrate student successes by creating positive behavior systems. Strategy's Expected Result/Impact: strengthen school connectedness Staff Responsible for Monitoring: Teachers, counselor, administrators</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: School Culture and Climate 1, 2 Funding Sources: Certificates, trophies, small incentives - Title One School- Improvement - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	May
	 Some Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

School Culture and Climate

Problem Statement 1: The Panorama Survey results show that only 57% of students report a positive perception of school climate. A low school climate score can lead to increased behavioral issues, lower academic performance, chronic absenteeism, and decreased staff and student morale. Improving school climate is essential to fostering a sense of belonging, respect, and emotional safety for all students. **Root Cause:** Peer conflict

Problem Statement 2: According to the most recent Panorama Survey, only 49% of students report feeling engaged in school. Low engagement negatively impacts academic performance, behavior, and overall school satisfaction, and may be a sign that students do not find school relevant, welcoming, or supportive of their interests and needs. **Root Cause:** Limited student voice and choice

Targeted Support Strategies

Board Goal	Objective	Strategy	Description
1	1	1	Hays STEAM Academy will utilize high quality Tier 1 instruction and differentiation using student math data.
1	1	2	Incorporate hands-on and conceptual learning with the use of fraction tiles, number lines, clocks, base-ten blocks, etc., for all learners.
1	2	2	Embed high-impact instructional strategies such as modeling, questioning, and think-alouds during read-alouds and shared reading.
1	3	1	In previous years, the science lab was not consistently incorporated into the campus instructional schedule, resulting in limited access to hands-on, inquiry-based science experiences for students. As of this academic year, the science lab has been formally included in the master schedule.
1	3	2	Collaborate with reading and math teachers to strengthen data interpretation, critical reading of informational texts, and problem-solving within science contexts.
2	3	1	Challenge students already at MEETS to analyze deeper meaning, use paired texts, and respond with evidence-based writing.
3	1	1	Promote peer conflict resolution and empathy development.
3	1	2	Celebrate student successes by creating positive behavior systems.
4	2	1	Use structured SEL lessons (I-Lead) to teach emotional regulation, problem-solving, and resilience.
4	2	2	Train staff to recognize and respond to signs of trauma with compassion and consistency.
4	3	1	Utilize Blended Learning to implement individualized/personalized learning plans for scholars.
4	3	2	Create excitement and curiosity in lessons with a mystery, challenge, or question.
5	1	1	Hold an annual "Community Impact Expo" where students present their projects and outcomes to stakeholders and families.
5	1	2	Publicly recognize community partners and student contributions during Rocket Launch, on campus displays, and via social media.
5	2	1	Promote peer conflict resolution and empathy development.
5	2	2	Celebrate student successes by creating positive behavior systems.

Additional Targeted Support Strategies

Board Goal	Objective	Strategy	Description
1	1	1	Hays STEAM Academy will utilize high quality Tier 1 instruction and differentiation using student math data.

Campus Funding Summary

Title One Instructional Continuity					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutoring		\$10,000.00
1	1	2	Math Manipulatives		\$500.00
1	2	1			\$10,000.00
Sub-Total					\$20,500.00
Title One School- Improvement					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	2	Certificates, trophies, small incentives		\$2,000.00
Sub-Total					\$2,000.00
Title One School-wide					
Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	consumable supply replacement of essential items		\$5,000.00
Sub-Total					\$5,000.00