Duncanville Independent School District

Hastings Elementary School

2026-2027 Priorities/Goals/Strategies

Mission Statement

Duncanville ISD: We engage, equip, and empower all scholars to achieve their unique potential.

Vision

Duncanville ISD: Where dreams are inspired and excellence is achieved

Value Statement

We are D'Ville...

P - Professionalism

A - Accountability and excellence

N - Nurturing, safe environments

T - Transparent communication

H - Honesty, integrity, and ethics

E - Everyone contributing to student success

R - Relationships, equity, and inclusion

S - Students as our top priority

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Priorities

Priority 1: Student Academic Success

Goal 1: By June 2027, student achievement on the third grade state assessment in Reading at the Meets performance level will increase from 27% to 45% and Masters from 5% to 35%.

HB3 Priority

Evaluation Data Sources: DCAs, Benchmarks and STAAR Reading

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Use iReady reading during WIN time to close instructional gaps. **Strategy's Expected Result/Impact:** Students receive differentiated instruction based on their current performance levels, which accelerates growth for struggling learners while extending advanced readers. This targeted approach helps move more students from Approaches to Meets and Masters. **Staff Responsible for Monitoring:** Delonda Robinson and Joyce Hawkins **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Provide after-school tutoring using Sirius that has STAAR aligned items. **Strategy's Expected Result/Impact:** Students have extended learning time focused on their specific needs using STAAR-aligned materials. This additional practice builds test-taking stamina, improves familiarity with STAAR question formats, and increases overall student achievement. **Staff Responsible for Monitoring:** Delonda Robinson, Joyce Hawkins, Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 2 - School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Student Learning

Problem Statement 1: A significant percentage of students enter the 2026-2027 school year below grade level in reading and mathematics. BOY i-Ready data show that only 25% of students are on or above grade level in reading and 12% in mathematics. In mathematics, 88% are below grade level, including 25% two or more grade levels below. In reading, 75% are below grade level, including 30% two or more grade levels below **Root Cause**: Tier I instruction has not consistently provided the level of rigor, differentiation, productive struggle, and targeted response to student misconceptions necessary to accelerate learning. Inconsistent use of aggressive monitoring, purposeful small-group instruction, and data-driven reteaching has contributed to students entering successive grade levels with unfinished learning.

Problem Statement 2: Student achievement remains below desired proficiency levels on STAAR, particularly at Meets and Masters. Across all 2026 STAAR subjects, 66% achieved Approaches, 39% Meets, and 16% Masters. RLA performance was stronger at 72% Approaches and 47% Meets, while mathematics was 68% Approaches and 40% Meets. **Root Cause**: Students have inconsistent opportunities to engage with grade-level tasks requiring higher-order thinking, written justification, academic discourse, and productive struggle. Instructional pacing and inconsistent checks for understanding can result in students practicing procedures without consistently demonstrating the depth of understanding required for Meets and Masters performance.

School Processes & Programs

Problem Statement 1: Upper elementary students demonstrate significant unfinished learning entering the 2026-2027 school year. In mathematics, 32% of third graders, 39% of fourth graders, and 32% of fifth graders are two or more grade levels below. In reading, 37% of third graders, 39% of fourth graders, and 41% of fifth graders are two or more grade levels below. **Root Cause**: Intervention has not consistently accelerated students at a rate sufficient to close accumulated learning gaps while maintaining access to grade-level instruction. WIN Time, teacher-table instruction, progress monitoring, and student regrouping need greater consistency and alignment to specific skill deficits identified through i-Ready and classroom assessment data.

Priority 1: Student Academic Success

Goal 2: By June 2027, the percentage of 1st grade students at/above the grade level on iReady Reading will increase from 45% to 85%.

Evaluation Data Sources: iReady Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Strengthen phonics/phonological awareness instruction through daily Heggerty instruction. **Strategy's Expected Result/Impact:** The consistent use of Heggerty reduces early reading gaps, increases the percentage of students reading on or above grade level by 2nd grade, and supports long-term growth on iReady Reading and STAAR assessments. **Staff Responsible for Monitoring:** Delonda Robinson, Joyce Hawkins and Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Use iReady during WIN Time to provide differentiated, data-driven instruction tailored to individual student needs **Strategy's Expected Result/Impact:** Using iReady during WIN Time will provide students with targeted practice aligned to their diagnostic results, ensuring instruction meets their individual learning needs. This will close specific skill gaps, accelerate growth for below-grade-level students, and extend learning for advanced students. **Staff Responsible for Monitoring:** Delonda Robinson, Joyce Hawkins and Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2 Problem Statements:

Demographics
Problem Statement 1: Significant achievement gaps persist among student groups. Across all subjects, African American students achieved 35% Meets compared with 40% for Hispanic students, while Economically Disadvantaged students achieved 38% Meets compared with 47% for Non-Economically Disadvantaged students. **Root Cause**: Instruction, intervention, and enrichment have not been consistently differentiated based on disaggregated student data. Academic vocabulary, targeted scaffolds, culturally responsive instructional practices, and WIN Time interventions are not yet implemented with sufficient consistency and precision to accelerate identified student groups.
Student Learning
Problem Statement 1: A significant percentage of students enter the 2026-2027 school year below grade level in reading and mathematics. BOY i-Ready data show that only 25% of students are on or above grade level in reading and 12% in mathematics. In mathematics, 88% are below grade level, including 25% two or more grade levels below. In reading, 75% are below grade level, including 30% two or more grade levels below **Root Cause**: Tier I instruction has not consistently provided the level of rigor, differentiation, productive struggle, and targeted response to student misconceptions necessary to accelerate learning. Inconsistent use of aggressive monitoring, purposeful small-group instruction, and data-driven reteaching has contributed to students entering successive grade levels with unfinished learning.

Priority 1: Student Academic Success

Goal 3: By June 2027, the percentage of 2nd grade students at/above the grade level on iReady Reading will increase from 55% to 85%

Evaluation Data Sources: iReady Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Use iReady personalized lessons during WIN Time to close foundational gaps and provide enrichment for advanced students. **Strategy's Expected Result/Impact:** Students receive differentiated instruction based on their current performance levels, which accelerates growth for struggling learners while extending advanced readers. **Staff Responsible for Monitoring:** Delonda Robinson, Joyce Hawkins, and Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Use vocabulary building strategies during Tier 1 Instruction. **Strategy's Expected Result/Impact:** Embedding vocabulary-building strategies into Tier I instruction strengthens students' word knowledge, which directly improves comprehension across all content areas. **Staff Responsible for Monitoring:** Delonda Robinson, Joyce Hawkins and Prescilla Whitley **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 1: A significant percentage of students enter the 2026-2027 school year below grade level in reading and mathematics. BOY i-Ready data show that only 25% of students are on or above grade level in reading and 12% in mathematics. In mathematics, 88% are below grade level, including 25% two or more grade levels below. In reading, 75% are below grade level, including 30% two or more grade levels below **Root Cause**: Tier I instruction has not consistently provided the level of rigor, differentiation, productive struggle, and targeted response to student misconceptions necessary to accelerate learning. Inconsistent use of aggressive monitoring, purposeful small-group instruction, and data-driven reteaching has contributed to students entering successive grade levels with unfinished learning.

Priority 1: Student Academic Success

Goal 4: By June 2027, student achievement on third grade state assessment in Mathematics at the Meets performance level will increase from 24% to 45%, and Masters from 9% to 35%.

HB3 Priority

Evaluation Data Sources: DCAs, Benchmarks and STAAR Math

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Strengthen Tier I math instruction using Bluebonnet math modules with fidelity. **Strategy's Expected Result/Impact:** Implementing Bluebonnet Math with fidelity ensures that all students receive rigorous, TEKS-aligned Tier I instruction that builds conceptual understanding and procedural fluency. **Staff Responsible for Monitoring:** Delonda Robinson, Joyce Hawkins, Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Provide targeted math tutoring for students below grade level in 3rd-5th grades. **Strategy's Expected Result/Impact:** Using Sirius for targeted math tutoring provides students with STAAR-aligned practice that builds both content knowledge and test-taking skills. The program's focus on high-priority TEKS and rigorous problem types helps close gaps for below-grade-level students while improving their ability to apply strategies to multi-step questions. **Staff Responsible for Monitoring:** Delonda Robinson, Joyce Hawkins, Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 2				

No Progress Accomplished Continue/Modify Discontinue

Goal 4 Problem Statements:

Student Learning
Problem Statement 2: Student achievement remains below desired proficiency levels on STAAR, particularly at Meets and Masters. Across all 2026 STAAR subjects, 66% achieved Approaches, 39% Meets, and 16% Masters. RLA performance was stronger at 72% Approaches and 47% Meets, while mathematics was 68% Approaches and 40% Meets. **Root Cause**: Students have inconsistent opportunities to engage with grade-level tasks requiring higher-order thinking, written justification, academic discourse, and productive struggle. Instructional pacing and inconsistent checks for understanding can result in students practicing procedures without consistently demonstrating the depth of understanding required for Meets and Masters performance.

Priority 1: Student Academic Success

Goal 5: By June 2027, the percentage of 1st grade students at/above the 50th percentile on iReady Math will increase from 49% to 85%.

Evaluation Data Sources: iReady

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Use Reflex Mathematics to strengthen foundational numeracy skills. **Strategy's Expected Result/Impact:** Incorporating Reflex Mathematics into daily math instruction helps students build concrete understanding of abstract concepts, such as place value, operations, and fractions. Hands-on learning supports multiple learning styles, increases engagement, and makes problem-solving more accessible for struggling learners. **Staff Responsible for Monitoring:** Delonda Robinson, Joyce Hawkins and Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Provide targeted small group instruction during WIN time using iReady. **Strategy's Expected Result/Impact:** Targeted small-group instruction during WIN time will close specific learning gaps, increase the percentage of students meeting or exceeding grade-level expectations **Staff Responsible for Monitoring:** Delonda Robinson, Joyce Hawkins, Teachers **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5 Problem Statements:

Student Learning
Problem Statement 1: A significant percentage of students enter the 2026-2027 school year below grade level in reading and mathematics. BOY i-Ready data show that only 25% of students are on or above grade level in reading and 12% in mathematics. In mathematics, 88% are below grade level, including 25% two or more grade levels below. In reading, 75% are below grade level, including 30% two or more grade levels below **Root Cause**: Tier I instruction has not consistently provided the level of rigor, differentiation, productive struggle, and targeted response to student misconceptions necessary to accelerate learning. Inconsistent use of aggressive monitoring, purposeful small-group instruction, and data-driven reteaching has contributed to students entering successive grade levels with unfinished learning.

Priority 1: Student Academic Success

Goal 6: By June 2027, the percentage of 2nd grade students at/above the 50th percentile will increase from 50% to 85%.

Evaluation Data Sources: iReady

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Provide math pull out math intervention for Tier III students and Tier II intervention during WIN time in class. **Strategy's Expected Result/Impact:** Providing Tier III math intervention through targeted pull-outs and Tier II intervention during WIN Time will close foundational skill gaps and accelerate growth for struggling learners. **Staff Responsible for Monitoring:** Delonda Robinson, Joyce Hawkins, Math Interventionist, classroom teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 2 - Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Target fact fluency daily through Bluebonnet Math fluency practice portion of the lesson. **Strategy's Expected Result/Impact:** It will strengthen students' number sense, improve problem-solving efficiency, and support higher performance on classroom assessments, district benchmarks, and STAAR math outcomes **Staff Responsible for Monitoring:** Delonda Robinson, Joyce Hawkins and Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 6 Problem Statements:

Demographics
Problem Statement 2: Students receiving Special Education services demonstrate the largest achievement gap among major student groups. On 2026 STAAR, current Special Education students achieved only 47% Approaches, 14% Meets, and 1% Masters across all subjects. In RLA, only 13% achieved Meets, and in mathematics only 18% achieved Meets. **Root Cause**: Students with disabilities do not consistently receive appropriately scaffolded access to rigorous grade-level Tier I instruction. Inconsistent implementation of accommodations, specially designed instruction, co-teaching/inclusion practices, and coordination between general and Special Education teachers limits students' opportunities to successfully engage with grade-level content.
Student Learning
Problem Statement 1: A significant percentage of students enter the 2026-2027 school year below grade level in reading and mathematics. BOY i-Ready data show that only 25% of students are on or above grade level in reading and 12% in mathematics. In mathematics, 88% are below grade level, including 25% two or more grade levels below. In reading, 75% are below grade level, including 30% two or more grade levels below **Root Cause**: Tier I instruction has not consistently provided the level of rigor, differentiation, productive struggle, and targeted response to student misconceptions necessary to accelerate learning. Inconsistent use of aggressive monitoring, purposeful small-group instruction, and data-driven reteaching has contributed to students entering successive grade levels with unfinished learning.

Priority 1: Student Academic Success

Goal 7: By June 2027, Reading STAAR scores will increase: Approaches from 72% to 85%, Meets from 47% to 50%, Masters from 17% to 35%.

Evaluation Data Sources: DCAs, Benchmarks and STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Embed STAAR question stems in daily instruction. **Strategy's Expected Result/Impact:** Embedding STAAR question stems in daily instruction will familiarize students with the rigor, format, and language of STAAR assessments. This consistent exposure will improve students' ability to analyze multi-step questions, strengthen academic vocabulary, and build test-taking stamina. **Staff Responsible for Monitoring:** Delonda Robinson, Joyce Hawkins, Instructional Support Specialist, Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Use Lead4Ward and item analysis to target TEKS gaps and provide targeted WIN Time for At-Risk students using IXL and Sirius Reading for 3rd-5th grades. **Strategy's Expected Result/Impact:** Using Lead4Ward resources and item analysis will allow teachers to identify specific TEKS where students show the greatest gaps and misconceptions. Targeted reteach and intervention on these standards will result in improved student performance **Staff Responsible for Monitoring:** Delonda Robinson, Joyce Hawkins, Brigett Freeman, Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 7 Problem Statements:

Demographics
Problem Statement 2: Students receiving Special Education services demonstrate the largest achievement gap among major student groups. On 2026 STAAR, current Special Education students achieved only 47% Approaches, 14% Meets, and 1% Masters across all subjects. In RLA, only 13% achieved Meets, and in mathematics only 18% achieved Meets. **Root Cause**: Students with disabilities do not consistently receive appropriately scaffolded access to rigorous grade-level Tier I instruction. Inconsistent implementation of accommodations, specially designed instruction, co-teaching/inclusion practices, and coordination between general and Special Education teachers limits students' opportunities to successfully engage with grade-level content.
Student Learning
Problem Statement 2: Student achievement remains below desired proficiency levels on STAAR, particularly at Meets and Masters. Across all 2026 STAAR subjects, 66% achieved Approaches, 39% Meets, and 16% Masters. RLA performance was stronger at 72% Approaches and 47% Meets, while mathematics was 68% Approaches and 40% Meets. **Root Cause**: Students have inconsistent opportunities to engage with grade-level tasks requiring higher-order thinking, written justification, academic discourse, and productive struggle. Instructional pacing and inconsistent checks for understanding can result in students practicing procedures without consistently demonstrating the depth of understanding required for Meets and Masters performance.

Priority 1: Student Academic Success

Goal 8: By June 2027, Math STAAR scores will increase: Approaches from 68% to 85%, Meets from 40% to 45%, Masters from 19% to 35%.

HB3 Priority

Evaluation Data Sources: DCAs, Benchmarks, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Embed STAAR question stems in daily instruction. **Strategy's Expected Result/Impact:** Embedding STAAR question stems in daily instruction will familiarize students with the rigor, format, and language of STAAR assessments. This consistent exposure will improve students' ability to analyze multi-step questions, strengthen academic vocabulary, and build test-taking stamina. **Staff Responsible for Monitoring:** Delonda Robinson, Joyce Hawkins, Instructional Support Specialist, Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Provide Targeted WIN Time for At-Risk students using IXL and Sirius Mathematics for 3rd-5th grades. **Strategy's Expected Result/Impact:** Providing targeted WIN Time for at-risk students using iReady and Sirius will accelerate growth by addressing individual learning gaps. **Staff Responsible for Monitoring:** Delonda Robinson, Joyce Hawkins, Instructional Support Specialist, Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 8 Problem Statements:

Student Learning
Problem Statement 1: A significant percentage of students enter the 2026-2027 school year below grade level in reading and mathematics. BOY i-Ready data show that only 25% of students are on or above grade level in reading and 12% in mathematics. In mathematics, 88% are below grade level, including 25% two or more grade levels below. In reading, 75% are below grade level, including 30% two or more grade levels below **Root Cause**: Tier I instruction has not consistently provided the level of rigor, differentiation, productive struggle, and targeted response to student misconceptions necessary to accelerate learning. Inconsistent use of aggressive monitoring, purposeful small-group instruction, and data-driven reteaching has contributed to students entering successive grade levels with unfinished learning.
Problem Statement 2: Student achievement remains below desired proficiency levels on STAAR, particularly at Meets and Masters. Across all 2026 STAAR subjects, 66% achieved Approaches, 39% Meets, and 16% Masters. RLA performance was stronger at 72% Approaches and 47% Meets, while mathematics was 68% Approaches and 40% Meets. **Root Cause**: Students have inconsistent opportunities to engage with grade-level tasks requiring higher-order thinking, written justification, academic discourse, and productive struggle. Instructional pacing and inconsistent checks for understanding can result in students practicing procedures without consistently demonstrating the depth of understanding required for Meets and Masters performance.

Priority 1: Student Academic Success

Goal 9: By June 2027, Science STAAR scores will increase from 44% Approaches to 85%, Meets from 17% to 45%, and Masters from 2% to 35%.

Evaluation Data Sources: DCAs, MAP and STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Embed STAAR question stems in daily instruction. **Strategy's Expected Result/Impact:** Embedding STAAR question stems in daily instruction will familiarize students with the rigor, format, and language of STAAR assessments. This consistent exposure will improve students' ability to analyze multi-step questions, strengthen academic vocabulary, and build test-taking stamina. **Staff Responsible for Monitoring:** Delonda Robinson, Joyce Hawkins, Instructional Support Specialist, Teachers **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Embed Spiral review in daily warm-ups. **Strategy's Expected Result/Impact:** Embedding spiral review in daily warm-ups will reinforce retention of previously taught science TEKS **Staff Responsible for Monitoring:** Delonda Robinson, Joyce Hawkins, Instructional Support Specialist, Teachers **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 9 Problem Statements:

Demographics
Problem Statement 1: Significant achievement gaps persist among student groups. Across all subjects, African American students achieved 35% Meets compared with 40% for Hispanic students, while Economically Disadvantaged students achieved 38% Meets compared with 47% for Non-Economically Disadvantaged students. **Root Cause**: Instruction, intervention, and enrichment have not been consistently differentiated based on disaggregated student data. Academic vocabulary, targeted scaffolds, culturally responsive instructional practices, and WIN Time interventions are not yet implemented with sufficient consistency and precision to accelerate identified student groups.
Problem Statement 2: Students receiving Special Education services demonstrate the largest achievement gap among major student groups. On 2026 STAAR, current Special Education students achieved only 47% Approaches, 14% Meets, and 1% Masters across all subjects. In RLA, only 13% achieved Meets, and in mathematics only 18% achieved Meets. **Root Cause**: Students with disabilities do not consistently receive appropriately scaffolded access to rigorous grade-level Tier I instruction. Inconsistent implementation of accommodations, specially designed instruction, co-teaching/inclusion practices, and coordination between general and Special Education teachers limits students' opportunities to successfully engage with grade-level content.
Student Learning
Problem Statement 3: Science achievement is substantially below RLA and mathematics achievement. On 2026 STAAR Science, only 44% of students achieved Approaches, 17% Meets, and 2% Masters, compared with 72/47/17 in RLA and 68/40/19 in mathematics. **Root Cause**: Science instruction has not consistently provided sufficient opportunities for students to develop conceptual understanding, academic vocabulary, application of content, and reasoning through rigorous, TEKS-aligned tasks. Instructional monitoring and intervention have also been more heavily concentrated on RLA and mathematics, resulting in a less systematic response to science learning gaps.

Priority 2: Students, Families, and Community

Goal 1: By June 2027, parent survey responses on "commitment to prepare students for college/career readiness" will increase from 79% to 82%.

Evaluation Data Sources: Parent Leader in Me MRA and Campus based "Parent Surveys"

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Host Career Day featuring information about future careers and include information about DHS pathways and college information. **Strategy's Expected Result/Impact:** Implementation of college and career readiness activities will increase parent confidence in the school's commitment to preparing students for future success. **Staff Responsible for Monitoring:** School Counselor, Committee Leaders, Delonda Robinson, Joyce Hawkins and Teachers **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Perceptions 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Expand Student-Led Conferences where students share not only academic progress, personal goals; but, career interests with parents, reinforcing readiness planning. **Strategy's Expected Result/Impact:** Expanding student-led conferences to include academic progress, personal goals, and career interests will strengthen parent engagement and awareness of their child's readiness planning. Parents will gain clearer insight into how the school supports college and career pathways, while students will build ownership of their learning and future goals. **Staff Responsible for Monitoring:** Campus Committees, School Counselor, Delonda Robinson, Joyce Hawkins **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Perceptions 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1 Problem Statements:

Perceptions
Problem Statement 1: Student perceptions indicate a need to strengthen student voice, trust, and ownership. Declines in Student Empowerment (78-76), Trusting Relationships (78-73), Self-Advocacy (78-72), and Student Goals (81-72) suggest students need more consistent opportunities to make decisions, advocate for themselves, build trusting relationships, and take ownership of their learning. **Root Cause**: Student leadership and ownership practices are not implemented consistently across classrooms. Students have varying opportunities to exercise voice and choice, independently problem-solve, develop trusting relationships with adults, and set, track, reflect on, and celebrate meaningful academic and personal goals.
Problem Statement 2: Parent and family participation in academically focused campus activities is lower than participation in cultural, celebratory, and incentive-based events, limiting opportunities to strengthen the home-school partnership around student learning. **Root Cause**: Academic engagement opportunities may not consistently provide family-friendly formats, flexible scheduling, language supports, practical at-home strategies, and clear connections between participation and student academic success.

Priority 2: Students, Families, and Community

Goal 2: By June 2027, Hastings Elementary will increase overall MRA scores for students, families, and community engagement from the current average of 79 to at least 82.

Evaluation Data Sources: Leader in Me MRA Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Share MRA growth data, leadership highlights, and success stories regularly through parent newsletters and social media to build ownership and transparency among all stakeholders. **Strategy's Expected Result/Impact:** Leadership highlights, and success stories through newsletters and social media will strengthen transparency, celebrate progress, and build shared ownership among students, families, and the community. Stakeholders will report increased awareness of Leader in Me practices and stronger confidence in the school's commitment to leadership development, contributing to an increase in MRA perception scores. **Staff Responsible for Monitoring:** Lighthouse Committee Members, Delonda Robinson, Joyce Hawkins **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Perceptions 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Host a parent workshop that models the 7 Habits, highlight student leadership, and provide families with tools to reinforce leadership at home. **Strategy's Expected Result/Impact:** Hosting family nights and parent workshops that model the 7 Habits, highlight student leadership, and provide families with practical tools will strengthen school-home connections and empower parents to reinforce leadership principles at home. As a result, families will report greater engagement and alignment with Leader in Me practices, leading to improved MRA family and community scores **Staff Responsible for Monitoring:** Lighthouse Committee, Delonda Robinson, Joyce Hawkins **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Perceptions 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2 Problem Statements:

Perceptions
Problem Statement 1: Student perceptions indicate a need to strengthen student voice, trust, and ownership. Declines in Student Empowerment (78-76), Trusting Relationships (78-73), Self-Advocacy (78-72), and Student Goals (81-72) suggest students need more consistent opportunities to make decisions, advocate for themselves, build trusting relationships, and take ownership of their learning. **Root Cause**: Student leadership and ownership practices are not implemented consistently across classrooms. Students have varying opportunities to exercise voice and choice, independently problem-solve, develop trusting relationships with adults, and set, track, reflect on, and celebrate meaningful academic and personal goals.
Problem Statement 2: Parent and family participation in academically focused campus activities is lower than participation in cultural, celebratory, and incentive-based events, limiting opportunities to strengthen the home-school partnership around student learning. **Root Cause**: Academic engagement opportunities may not consistently provide family-friendly formats, flexible scheduling, language supports, practical at-home strategies, and clear connections between participation and student academic success.

Priority 2: Students, Families, and Community

Goal 3: By June 2027, ADA will increase from 94.06% to 94.50%.

Evaluation Data Sources: Weekly ADA Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Continue monthly attendance campaigns with incentives. **Strategy's Expected Result/Impact:** Continuing monthly attendance campaigns with incentives will motivate students and families to prioritize daily attendance. As a result, campus attendance rates will increase, reducing chronic absenteeism and supporting improved student achievement **Staff Responsible for Monitoring:** Attendance Committee, Delonda Robinson, Joyce Hawkins **Title I:** 2.53 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Perceptions 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Consistent parent-school communication on attendance expectations. **Strategy's Expected Result/Impact:** Consistent parent-school communication on attendance expectations will increase family awareness of the importance of daily attendance and reduce misunderstandings about policies. As a result, families will be more proactive in ensuring students attend school regularly, contributing to improved ADA rates and a decrease in chronic absenteeism **Staff Responsible for Monitoring:** Attendance Committee, Delonda Robinson, Joyce Hawkins **Title I:** 2.53 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Perceptions 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3 Problem Statements:

Perceptions
Problem Statement 1: Student perceptions indicate a need to strengthen student voice, trust, and ownership. Declines in Student Empowerment (78-76), Trusting Relationships (78-73), Self-Advocacy (78-72), and Student Goals (81-72) suggest students need more consistent opportunities to make decisions, advocate for themselves, build trusting relationships, and take ownership of their learning. **Root Cause**: Student leadership and ownership practices are not implemented consistently across classrooms. Students have varying opportunities to exercise voice and choice, independently problem-solve, develop trusting relationships with adults, and set, track, reflect on, and celebrate meaningful academic and personal goals.
Problem Statement 2: Parent and family participation in academically focused campus activities is lower than participation in cultural, celebratory, and incentive-based events, limiting opportunities to strengthen the home-school partnership around student learning. **Root Cause**: Academic engagement opportunities may not consistently provide family-friendly formats, flexible scheduling, language supports, practical at-home strategies, and clear connections between participation and student academic success.

Priority 3: Personnel and Professional Development

Goal 1: By June 2027, the number of teachers scoring 'Accomplished' or higher on T-TESS Domain - 2.2 will increase from 38% to 43%.

Evaluation Data Sources: T-TESS Observation & Summative

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Provide coaching cycles focused on Tier 2 & Tier 3 teachers using Get Better Faster. **Strategy's Expected Result/Impact:** Coaching sessions will emphasize differentiated needs identified through walkthroughs, T-TESS data, and student performance trends to move teachers toward Accomplished ratings in targeted domains. **Staff Responsible for Monitoring:** Delonda Robinson and Joyce Hawkins **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1 Problem Statements:

Demographics
Problem Statement 1: Significant achievement gaps persist among student groups. Across all subjects, African American students achieved 35% Meets compared with 40% for Hispanic students, while Economically Disadvantaged students achieved 38% Meets compared with 47% for Non-Economically Disadvantaged students. **Root Cause**: Instruction, intervention, and enrichment have not been consistently differentiated based on disaggregated student data. Academic vocabulary, targeted scaffolds, culturally responsive instructional practices, and WIN Time interventions are not yet implemented with sufficient consistency and precision to accelerate identified student groups.
Problem Statement 2: Students receiving Special Education services demonstrate the largest achievement gap among major student groups. On 2026 STAAR, current Special Education students achieved only 47% Approaches, 14% Meets, and 1% Masters across all subjects. In RLA, only 13% achieved Meets, and in mathematics only 18% achieved Meets. **Root Cause**: Students with disabilities do not consistently receive appropriately scaffolded access to rigorous grade-level Tier I instruction. Inconsistent implementation of accommodations, specially designed instruction, co-teaching/inclusion practices, and coordination between general and Special Education teachers limits students' opportunities to successfully engage with grade-level content.

Priority 3: Personnel and Professional Development

Goal 2: By June 2027, the percentage of teachers holding a valid Texas certification will increase from 86% to 90%.

Evaluation Data Sources: TAPR Report, HR Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Recruit certified teachers through early joy fairs and partnerships. **Strategy's Expected Result/Impact:** Recruiting certified teachers through early job fairs and strategic partnerships will increase the pool of highly qualified applicants holding a valid Texas certification. **Staff Responsible for Monitoring:** Delonda Robinson and Joyce Hawkins. **Title I:** 2.51 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Demographics
Problem Statement 1: Significant achievement gaps persist among student groups. Across all subjects, African American students achieved 35% Meets compared with 40% for Hispanic students, while Economically Disadvantaged students achieved 38% Meets compared with 47% for Non-Economically Disadvantaged students. **Root Cause**: Instruction, intervention, and enrichment have not been consistently differentiated based on disaggregated student data. Academic vocabulary, targeted scaffolds, culturally responsive instructional practices, and WIN Time interventions are not yet implemented with sufficient consistency and precision to accelerate identified student groups.
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Priority 3: Personnel and Professional Development

Goal 3: By June 2027, teacher retention will increase from 71% to 81%.

Evaluation Data Sources: TAPR Report, HR Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Create leadership pathways for teacher-leaders. **Strategy's Expected Result/Impact:** Creating leadership pathways for teacher-leaders will foster a culture of professional growth, recognition, and shared ownership of campus goals. The campus will experience higher morale, stronger team cohesion, and a deeper pipeline of future campus and district leaders. **Staff Responsible for Monitoring:** Delonda Robinson, Joyce Hawkins and Campus Leaders **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1, 2				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Demographics
Problem Statement 1: Significant achievement gaps persist among student groups. Across all subjects, African American students achieved 35% Meets compared with 40% for Hispanic students, while Economically Disadvantaged students achieved 38% Meets compared with 47% for Non-Economically Disadvantaged students. **Root Cause**: Instruction, intervention, and enrichment have not been consistently differentiated based on disaggregated student data. Academic vocabulary, targeted scaffolds, culturally responsive instructional practices, and WIN Time interventions are not yet implemented with sufficient consistency and precision to accelerate identified student groups.
Problem Statement 2: Students receiving Special Education services demonstrate the largest achievement gap among major student groups. On 2026 STAAR, current Special Education students achieved only 47% Approaches, 14% Meets, and 1% Masters across all subjects. In RLA, only 13% achieved Meets, and in mathematics only 18% achieved Meets. **Root Cause**: Students with disabilities do not consistently receive appropriately scaffolded access to rigorous grade-level Tier I instruction. Inconsistent implementation of accommodations, specially designed instruction, co-teaching/inclusion practices, and coordination between general and Special Education teachers limits students' opportunities to successfully engage with grade-level content.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 1: By June 2027, the percent of funds spent on instructional expenditures will increase from 52.74 to 60%.

Evaluation Data Sources: Campus Budget Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Prioritize funding for classroom resources, STEM Clubs and field trips to support the campus academic programs. **Strategy's Expected Result/Impact:** These intentional funding decisions will strengthen instructional quality, promote equity in access to enrichment opportunities, and reinforce Hastings Elementary's commitment to fiscal responsibility and academic excellence. **Staff Responsible for Monitoring:** Delonda Robinson, Elizabeth Ortiz, Joyce Hawkins **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 6: Campus Finance and Operations **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Perceptions 2				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Perceptions
Problem Statement 2: Parent and family participation in academically focused campus activities is lower than participation in cultural, celebratory, and incentive-based events, limiting opportunities to strengthen the home-school partnership around student learning. **Root Cause**: Academic engagement opportunities may not consistently provide family-friendly formats, flexible scheduling, language supports, practical at-home strategies, and clear connections between participation and student academic success.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 2: By June 2027, Hastings will contribute to improving the district's School FIRST rating from A-90 to A-94.

Evaluation Data Sources: Budget Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Monitor the monthly budget reports with the Campus Improvement Committee. **Strategy's Expected Result/Impact:** Monitoring monthly budget reports with the Campus Improvement Committee will ensure transparency, accountability, and informed decision-making regarding campus expenditures. **Staff Responsible for Monitoring:** Delonda Robinson & Campus Improvement Committee **Title I:** 2.51 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 6: Campus Finance and Operations **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Demographics 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2 Problem Statements:

Demographics
Problem Statement 1: Significant achievement gaps persist among student groups. Across all subjects, African American students achieved 35% Meets compared with 40% for Hispanic students, while Economically Disadvantaged students achieved 38% Meets compared with 47% for Non-Economically Disadvantaged students. **Root Cause**: Instruction, intervention, and enrichment have not been consistently differentiated based on disaggregated student data. Academic vocabulary, targeted scaffolds, culturally responsive instructional practices, and WIN Time interventions are not yet implemented with sufficient consistency and precision to accelerate identified student groups.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 3: By June 2027, Hastings will support district efforts to reduce payroll expenditures from 85.36% to 80.36%.

Evaluation Data Sources: Campus Budget

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Building capacity in the instructional aides to maximize their use in critical need areas. **Strategy's Expected Result/Impact:** Building capacity in instructional aides to serve effectively in critical-need areas will maximize the campus's existing human resources and ensure efficient use of allocated funds. As a result, instructional support will become more targeted and consistent across classrooms, reducing the need for additional staffing expenditures while improving student engagement and academic progress in intervention and small-group settings. **Staff Responsible for Monitoring:** Delonda Robinson, Joyce Hawkins, Team Leaders **Title I:** 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building, Lever 6: Campus Finance and Operations **- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** **Problem Statements:** Student Learning 2				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 2: Student achievement remains below desired proficiency levels on STAAR, particularly at Meets and Masters. Across all 2026 STAAR subjects, 66% achieved Approaches, 39% Meets, and 16% Masters. RLA performance was stronger at 72% Approaches and 47% Meets, while mathematics was 68% Approaches and 40% Meets. **Root Cause**: Students have inconsistent opportunities to engage with grade-level tasks requiring higher-order thinking, written justification, academic discourse, and productive struggle. Instructional pacing and inconsistent checks for understanding can result in students practicing procedures without consistently demonstrating the depth of understanding required for Meets and Masters performance.