Duncanville Independent School District

Hyman 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 or above will increase from 45% to 55% on the STAAR test.

Evaluation Data Sources: STAAR Reading Assessment 2027

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Implement Norm-referenced and Criterion-referenced assessments to identify at-risk students in reading and provide interventions accordingly, including but not limited to tutoring, accelerated instruction, enrichment, mentoring, and online program resources. **Strategy's Expected Result/Impact:** Identification of High and Low Performers will assist us in identifying students who excel and those who may need additional support allowing for targeted teaching strategies and interventions tailored to help students master specific competencies. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach Alexandra Gilmore, Reading Interventionist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Promote the consistent use of a high-quality, research-based reading program (HQIM) in every classroom, fully aligned with state educational standards. **Strategy's Expected Result/Impact:** Consistent implementation of the HQIM reading program across all grade levels will ensure instruction is aligned to state standards and accessible to all students. This approach is expected to enhance student reading achievement, reduce proficiency gaps among subgroups, and strengthen teachers' instructional effectiveness, resulting in higher overall academic outcomes **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: Establish supplementary reading programs (e.g., Systematic Instruction in Phonological Awareness, Phonics and Sight Words, (SIPPs), Leveled Literacy Intervention (LLI) that provide targeted support for students reading below grade level. **Strategy's Expected Result/Impact:** Increased reading proficiency levels among struggling readers, contributing to overall improved test scores. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach Alexandra Gilmore, Reading Interventionist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1, 5				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4: Provide ongoing professional development focused on effective reading instructional strategies, including differentiated instruction, formative assessment, and using technology in the classroom. **Strategy's Expected Result/Impact:** Teachers equipped with the skills and knowledge to implement best practices in reading instruction. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach Alexandra Gilmore, Reading Interventionist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1, 5				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5: Extended Learning Opportunities- Offer after-school programs and summer reading camps that focus on literacy development and enrichment. **Strategy's Expected Result/Impact:** Offering Extended Learning Opportunities such as after-school programs and summer reading camps focused on literacy development is expected to enhance students' literacy skills, increase engagement, provide individualized support, and reduce achievement gaps, ultimately leading to higher overall academic success. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach Alexandra Gilmore, Reading Interventionist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1, 5				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6: Parental Engagement and Communication: Facilitate workshops for parents to help them understand the reading curriculum and strategies to support their children at home **Strategy's Expected Result/Impact:** Stronger home-school connections leading to enhanced student motivation and support. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach Alexandra Gilmore, Reading Interventionist LaShawn Williams, Librarian Facilitator Edith Sanchez, FACE Liaison **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, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Perceptions 1				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 7: Recognition of Reading Achievements- Implement a reading recognition program (e.g., reading challenges, celebrations of achievement) to motivate students not to exceed $50 dollars. **Strategy's Expected Result/Impact:** Increased student enthusiasm for reading, as well as improved reading habits and outcomes. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach Alexandra Gilmore, Reading Interventionist LaShawn Williams, Librarian Facilitator **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Student Learning

Problem Statement 1: Although Hyman students are demonstrating significant academic growth, too few students are consistently reaching grade-level proficiency, particularly at the Meets and Masters levels. In 2026, only 45% of students reached Meets in Reading and 32% in Math, while Masters performance was 17% in Reading and 11% in Math. **Root Cause**: Hyman Elementary experiences inconsistencies in instructional rigor, standards alignment, and differentiation, limiting students' access to grade-level, higher-order learning and timely acceleration to address learning gaps.

Problem Statement 5: A substantial percentage of students continue to enter and progress through grade levels with unfinished learning, requiring systematic intervention and acceleration to access grade-level content. **Root Cause**: Students enter grade levels with significant unfinished learning, while interventions require greater focus on accelerating access to grade-level standards, precisely addressing prerequisite skill gaps, and consistently monitoring effectiveness to inform timely instructional adjustments.

Perceptions

Problem Statement 1: To sustain Hyman Elementary's tradition of excellence, there is a critical need to address chronic absenteeism and reduce discipline referrals through stronger family engagement, targeted student supports, and proactive interventions that promote consistent attendance, positive behavior, and academic success. **Root Cause**: The primary root cause of chronic absenteeism, flat ADA growth, and increased discipline referrals at Hyman Elementary could be the inconsistent implementation of systems that integrate family engagement, proactive student support, and consistent school-wide practices.

Priority 1: STUDENT ACADEMIC SUCCESS

Goal 2: By June 2027, student achievement on the 1st-grade iReady Reading assessment is expected to increase from 55% to 65% at or above early grade-level.

Evaluation Data Sources: iReady Assessments (BOY, MOY, EOY)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Teachers will use iReady diagnostics and short-cycle assessments to identify student strengths and areas for growth. Continuous monitoring of usage and growth reports will guide instructional adjustments to ensure targeted support and continuous progress monitoring **Strategy's Expected Result/Impact:** Using timely iReady data will allow teachers and leaders to target instruction to student needs, strengthen foundational literacy skills, and increase the number of students reaching grade-level proficiency. Data-driven PLCs and campus monitoring will ensure effective interventions, accountability, and early support for struggling readers. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach Alexandra Gilmore, Reading Interventionist **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Implement daily structured literacy routines aligned with the science of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). **Strategy's Expected Result/Impact:** By implementing structured literacy routines, students will develop stronger foundational reading skills, show measurable growth on iReady Reading assessments toward or above the 50th percentile by June 2026, and benefit from consistent, research-based instruction. This approach will also boost student engagement, confidence, and motivation in reading **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach Alexandra Gilmore, Reading Interventionist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: Provide tiered interventions during designated intervention blocks, with fidelity checks by instructional coaches/administrators. **Strategy's Expected Result/Impact:** Targeted Tier II and III interventions will accelerate student growth in foundational reading skills, reduce gaps for below-grade-level learners, and ensure consistent, high-quality instruction through regular fidelity checks and coaching support. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach Alexandra Gilmore, Reading Interventionist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 5				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Student Learning

Problem Statement 5: A substantial percentage of students continue to enter and progress through grade levels with unfinished learning, requiring systematic intervention and acceleration to access grade-level content. **Root Cause**: Students enter grade levels with significant unfinished learning, while interventions require greater focus on accelerating access to grade-level standards, precisely addressing prerequisite skill gaps, and consistently monitoring effectiveness to inform timely instructional adjustments.

Priority 1: STUDENT ACADEMIC SUCCESS

Goal 3: By June 2027, student achievement on the 2nd-grade iReady Reading assessment is expected to increase from 55% to 65% at or above early grade-level.

Evaluation Data Sources: iReady Assessments (BOY, MOY, EOY)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Teachers will use iReady diagnostics and short-cycle assessments to identify student strengths and areas for growth. Continuous monitoring of usage and growth reports will guide instructional adjustments to ensure targeted support and continuous progress monitoring **Strategy's Expected Result/Impact:** Using timely iReady data will allow teachers and leaders to target instruction to student needs, strengthen foundational literacy skills, and increase the number of students reaching grade-level proficiency. Data-driven PLCs and campus monitoring will ensure effective interventions, accountability, and early support for struggling readers. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach Alexandra Gilmore, Reading Interventionist **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Implement daily structured literacy routines aligned with the science of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). **Strategy's Expected Result/Impact:** By implementing structured literacy routines, students will develop stronger foundational reading skills, show measurable growth on iReady Reading assessments toward or above the 50th percentile by June 2026, and benefit from consistent, research-based instruction. This approach will also boost student engagement, confidence, and motivation in reading. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach Alexandra Gilmore, Reading Interventionist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: Provide tiered interventions during designated intervention blocks, with fidelity checks by instructional coaches/administrators. **Strategy's Expected Result/Impact:** Targeted Tier II and III interventions will accelerate student growth in foundational reading skills, reduce gaps for below-grade-level learners, and ensure consistent, high-quality instruction through regular fidelity checks and coaching support. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach Alexandra Gilmore, Reading Interventionist **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 5				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Student Learning

Problem Statement 5: A substantial percentage of students continue to enter and progress through grade levels with unfinished learning, requiring systematic intervention and acceleration to access grade-level content. **Root Cause**: Students enter grade levels with significant unfinished learning, while interventions require greater focus on accelerating access to grade-level standards, precisely addressing prerequisite skill gaps, and consistently monitoring effectiveness to inform timely instructional adjustments.

Priority 1: STUDENT ACADEMIC SUCCESS

Goal 4: By June 2027, student achievement on the third-grade state assessment in Math at the "Meets" performance level or above will increase from 33% to 45% on the STAAR test.

Evaluation Data Sources: STAAR Mathematics Assessment 2027

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Implement Norm-referenced and Criterion-referenced assessments to identify at-risk students in math and provide interventions accordingly, including but not limited to tutoring, accelerated instruction, enrichment, mentoring, and online program resources. **Strategy's Expected Result/Impact:** Identification of High and Low Performers: Helps educators identify students who excel and those who may need additional support allowing for targeted teaching strategies and interventions tailored to help students master specific competencies. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach Raven Hill, Math Interventionist **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Promote the consistent use of a high-quality, research-based mathematics program (HQIM) in every classroom, fully aligned with state educational standards. **Strategy's Expected Result/Impact:** Consistent implementation of the HQIM mathematics program across all grade levels will ensure instruction is aligned to state standards and accessible to all students. This approach is expected to enhance student reading achievement, reduce proficiency gaps among subgroups, and strengthen teachers' instructional effectiveness, resulting in higher overall academic outcomes **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: Approaches-to-Meets Acceleration Implement targeted, TEKS-aligned small-group instruction and acceleration cycles to move students performing at Approaches toward Meets through explicit instruction, mathematical reasoning, problem solving, and frequent progress monitoring. **Strategy's Expected Result/Impact:** The expected impact is that students currently performing at the Approaches level will demonstrate measurable growth toward grade-level proficiency by receiving targeted instruction on the specific TEKS and prerequisite skills that are preventing them from reaching Meet **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach Raven Hill, Math Interventionist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1, 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4: Implement a multi-tiered system of supports (MTSS) that provides varying levels of intervention based on student needs in the area of mathematics. **Strategy's Expected Result/Impact:** Increased support for struggling students, leading to higher levels of mastery and confidence in math. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach Raven Hill, Math Interventionist **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 5				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 5: Extended Learning Opportunities- Offer after-school programs and summer math camps that focus on mathematical development and enrichment. **Strategy's Expected Result/Impact:** By implementing Extended Learning Opportunities such as after-school programs and summer math camps, schools can expect significant improvements in students' mathematical abilities, greater engagement in learning, and overall enhancements in their academic performance and confidence in math. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach Raven Hill, Math Interventionist **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 6: Provide ongoing professional development focused on effective math instructional strategies, including differentiated instruction, formative assessment, and using technology in the classroom. **Strategy's Expected Result/Impact:** Teachers equipped with the skills and knowledge to implement best practices in math instruction. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach Raven Hill, Math Interventionist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 7: Parental Engagement and Communication: Facilitate workshops for parents to help them understand the math curriculum and strategies to support their children at home **Strategy's Expected Result/Impact:** Stronger home-school connections leading to enhanced student motivation and support. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach Raven Hill, Math Interventionist Edith Sanchez- FACE Liaison **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 4 Problem Statements:

Student Learning

Problem Statement 1: Although Hyman students are demonstrating significant academic growth, too few students are consistently reaching grade-level proficiency, particularly at the Meets and Masters levels. In 2026, only 45% of students reached Meets in Reading and 32% in Math, while Masters performance was 17% in Reading and 11% in Math. **Root Cause**: Hyman Elementary experiences inconsistencies in instructional rigor, standards alignment, and differentiation, limiting students' access to grade-level, higher-order learning and timely acceleration to address learning gaps.

Problem Statement 2: Mathematics remains a high-leverage area for improvement, as student growth has not yet translated into the same level of grade-level achievement demonstrated in Reading. Although Math Meets increased from 19% in 2024 to 32% in 2026, 68% of students did not reach Meets. **Root Cause**: Significant foundational math gaps and inconsistent differentiated instruction, small-group support, and data-driven responses limit students' access to grade-level TEKS and mastery.

Problem Statement 5: A substantial percentage of students continue to enter and progress through grade levels with unfinished learning, requiring systematic intervention and acceleration to access grade-level content. **Root Cause**: Students enter grade levels with significant unfinished learning, while interventions require greater focus on accelerating access to grade-level standards, precisely addressing prerequisite skill gaps, and consistently monitoring effectiveness to inform timely instructional adjustments.

Perceptions

Problem Statement 1: To sustain Hyman Elementary's tradition of excellence, there is a critical need to address chronic absenteeism and reduce discipline referrals through stronger family engagement, targeted student supports, and proactive interventions that promote consistent attendance, positive behavior, and academic success. **Root Cause**: The primary root cause of chronic absenteeism, flat ADA growth, and increased discipline referrals at Hyman Elementary could be the inconsistent implementation of systems that integrate family engagement, proactive student support, and consistent school-wide practices.

Priority 1: STUDENT ACADEMIC SUCCESS

Goal 5: By June 2027, student achievement on the 1st-grade iReady Math assessment is expected to increase from 46% to 55% at or above early grade-level.

Evaluation Data Sources: iReady Assessments (BOY, MOY, EOY)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Implement differentiated math instruction by grouping students based on iReady diagnostic data, tailoring lessons to individual learning needs using manipulatives, visual models, and real-world problem-solving, and integrating iReady lessons and games to reinforce targeted skills. **Strategy's Expected Result/Impact:** Students will receive instruction targeted to their skill level, leading to increased engagement, mastery of foundational math concepts, improved overall performance on iReady Math assessments, and a reduction in achievement gaps among student subgroups **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach Raven Hill, Math Interventionist **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2, 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Conduct frequent progress monitoring of usage and growth reports for each student, and holding monthly data meetings to adjust instruction based on performance. **Strategy's Expected Result/Impact:** Students who need additional support will be identified early, allowing teachers to adjust instruction based on real-time data, resulting in more students meeting grade-level expectations and demonstrating measurable growth on iReady. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach Raven Hill, Math Interventionist **Problem Statements:** Student Learning 5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: Provide tiered interventions and enrichment by delivering high-quality classroom instruction for all students, implementing small-group interventions 2-3 times per week for students below benchmark, providing intensive 1:1 support for students significantly below grade level, and offering enrichment activities for advanced learners. **Strategy's Expected Result/Impact:** Teachers will demonstrate increased instructional effectiveness through the consistent implementation of evidence-based math practices, leading to improved student learning outcomes and measurable growth on iReady assessments. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach Raven Hill, Math Interventionist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 5				

No Progress Accomplished Continue/Modify Discontinue

Goal 5 Problem Statements:

Student Learning
Problem Statement 2: Mathematics remains a high-leverage area for improvement, as student growth has not yet translated into the same level of grade-level achievement demonstrated in Reading. Although Math Meets increased from 19% in 2024 to 32% in 2026, 68% of students did not reach Meets. **Root Cause**: Significant foundational math gaps and inconsistent differentiated instruction, small-group support, and data-driven responses limit students' access to grade-level TEKS and mastery.
Problem Statement 5: A substantial percentage of students continue to enter and progress through grade levels with unfinished learning, requiring systematic intervention and acceleration to access grade-level content. **Root Cause**: Students enter grade levels with significant unfinished learning, while interventions require greater focus on accelerating access to grade-level standards, precisely addressing prerequisite skill gaps, and consistently monitoring effectiveness to inform timely instructional adjustments.

Priority 1: STUDENT ACADEMIC SUCCESS

Goal 6: By June 2027, student achievement on the 2nd-grade iReady Math assessment is expected to increase from 44% to 55% at or above early grade-level.

Evaluation Data Sources: iReady Assessments (BOY, MOY, EOY)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Implement differentiated math instruction by grouping students based on iReady diagnostic data, tailoring lessons to individual learning needs using manipulatives, visual models, and real-world problem-solving, and integrating iReady lessons and games to reinforce targeted skills. **Strategy's Expected Result/Impact:** Students will receive instruction targeted to their skill level, leading to increased engagement, mastery of foundational math concepts, improved overall performance on iReady Math assessments, and a reduction in achievement gaps among student subgroups **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach Raven Hill, Math Interventionist **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2, 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Conduct frequent progress monitoring of usage and growth reports for each student, and holding monthly data meetings to adjust instruction based on performance. **Strategy's Expected Result/Impact:** Students who need additional support will be identified early, allowing teachers to adjust instruction based on real-time data, resulting in more students meeting grade-level expectations and demonstrating measurable growth on iReady. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach Raven Hill, Math Interventionist **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: Provide tiered interventions and enrichment by delivering high-quality classroom instruction for all students, implementing small-group interventions 2-3 times per week for students below benchmark, providing intensive 1:1 support for students significantly below grade level, and offering enrichment activities for advanced learners. **Strategy's Expected Result/Impact:** Teachers will demonstrate increased instructional effectiveness through the consistent implementation of evidence-based math practices, leading to improved student learning outcomes and measurable growth on iReady assessments. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach Raven Hill, Math Interventionist **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 5				

No Progress Accomplished Continue/Modify Discontinue

Goal 6 Problem Statements:

Student Learning
Problem Statement 2: Mathematics remains a high-leverage area for improvement, as student growth has not yet translated into the same level of grade-level achievement demonstrated in Reading. Although Math Meets increased from 19% in 2024 to 32% in 2026, 68% of students did not reach Meets. **Root Cause**: Significant foundational math gaps and inconsistent differentiated instruction, small-group support, and data-driven responses limit students' access to grade-level TEKS and mastery.
Problem Statement 5: A substantial percentage of students continue to enter and progress through grade levels with unfinished learning, requiring systematic intervention and acceleration to access grade-level content. **Root Cause**: Students enter grade levels with significant unfinished learning, while interventions require greater focus on accelerating access to grade-level standards, precisely addressing prerequisite skill gaps, and consistently monitoring effectiveness to inform timely instructional adjustments.
Perceptions
Problem Statement 1: To sustain Hyman Elementary's tradition of excellence, there is a critical need to address chronic absenteeism and reduce discipline referrals through stronger family engagement, targeted student supports, and proactive interventions that promote consistent attendance, positive behavior, and academic success. **Root Cause**: The primary root cause of chronic absenteeism, flat ADA growth, and increased discipline referrals at Hyman Elementary could be the inconsistent implementation of systems that integrate family engagement, proactive student support, and consistent school-wide practices.

Priority 1: STUDENT ACADEMIC SUCCESS

Goal 7: By June 2027, student achievement on the state assessments in Reading will increase at approaches from 72% to 85%, meets from 45% to 55%, and masters from 15% to 35% on the STAAR test.

Evaluation Data Sources: STAAR Reading Assessment 2027

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Teachers will use STAAR, iReady, and formative assessment data to identify student strengths and gaps. Frequent data meetings will guide instructional adjustments and targeted interventions to support continuous student growth. **Strategy's Expected Result/Impact:** As a campus, we will be able to make instructional decisions based on evidence, targeting skills that will raise performance across all STAAR achievement levels. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach Raven Hill, Math Interventionist **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Teachers will deliver high-quality, evidence-based reading instruction through HQIM, providing explicit lessons in comprehension, vocabulary, fluency, and phonics with modeling and guided practice to support student mastery. **Strategy's Expected Result/Impact:** Quality Tier-I instruction will accelerate learning for all students, increasing the percentage achieving meets and masters. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials **Problem Statements:** Student Learning 5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: Students performing below grade level will receive daily Tier 2 and Tier 3 interventions, with progress closely monitored to ensure effective support and growth. **Strategy's Expected Result/Impact:** Struggling readers will close learning gaps, increasing the percentage achieving approaches and meets on STAAR. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach Raven Hill, Math Interventionist **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 5				

No Progress Accomplished Continue/Modify Discontinue

Goal 7 Problem Statements:

Student Learning
Problem Statement 1: Although Hyman students are demonstrating significant academic growth, too few students are consistently reaching grade-level proficiency, particularly at the Meets and Masters levels. In 2026, only 45% of students reached Meets in Reading and 32% in Math, while Masters performance was 17% in Reading and 11% in Math. **Root Cause**: Hyman Elementary experiences inconsistencies in instructional rigor, standards alignment, and differentiation, limiting students' access to grade-level, higher-order learning and timely acceleration to address learning gaps.
Problem Statement 2: Mathematics remains a high-leverage area for improvement, as student growth has not yet translated into the same level of grade-level achievement demonstrated in Reading. Although Math Meets increased from 19% in 2024 to 32% in 2026, 68% of students did not reach Meets. **Root Cause**: Significant foundational math gaps and inconsistent differentiated instruction, small-group support, and data-driven responses limit students' access to grade-level TEKS and mastery.
Problem Statement 5: A substantial percentage of students continue to enter and progress through grade levels with unfinished learning, requiring systematic intervention and acceleration to access grade-level content. **Root Cause**: Students enter grade levels with significant unfinished learning, while interventions require greater focus on accelerating access to grade-level standards, precisely addressing prerequisite skill gaps, and consistently monitoring effectiveness to inform timely instructional adjustments.

Priority 1: STUDENT ACADEMIC SUCCESS

Goal 8: By June 2027, student achievement on the state assessments in Math will increase at approaches from 55% to 85%, meets from 33% to 45%, and masters from 12% to 35% on the STAAR test.

Evaluation Data Sources: STAAR Mathematics Assessment 2027

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Teachers will use STAAR, iReady, and formative assessment data to identify student strengths and gaps. Frequent data meetings will guide instructional adjustments and targeted interventions to support continuous student growth. **Strategy's Expected Result/Impact:** Instruction will be targeted to student needs, leading to increased percentages at approaches, meets, and masters levels. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Teachers will deliver math instruction using HQIM with fidelity, incorporating hands-on manipulatives, visual models, real-world applications, and structured problem-solving routines to enhance student understanding. **Strategy's Expected Result/Impact:** Consistent and rigorous Tier-I instruction ensures that students are thoroughly prepared, thereby supporting increased achievement on STAAR assessments. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach **Problem Statements:** Student Learning 5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: Students performing below grade level will receive daily Tier 2 and Tier 3 interventions targeting specific skills, with instructional coaches monitoring implementation to ensure effectiveness. **Strategy's Expected Result/Impact:** Students who demonstrate challenges with foundational skills will experience accelerated academic growth, resulting in a reduction of unsatisfactory performance levels. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach Raven Hill, Math Interventionist **Problem Statements:** Student Learning 5				

No Progress Accomplished Continue/Modify Discontinue

Goal 8 Problem Statements:

Student Learning
Problem Statement 5: A substantial percentage of students continue to enter and progress through grade levels with unfinished learning, requiring systematic intervention and acceleration to access grade-level content. **Root Cause**: Students enter grade levels with significant unfinished learning, while interventions require greater focus on accelerating access to grade-level standards, precisely addressing prerequisite skill gaps, and consistently monitoring effectiveness to inform timely instructional adjustments.

Priority 1: STUDENT ACADEMIC SUCCESS

Goal 9: By June 2027, student achievement on the state assessments in Science will be at Approaches 85% , Meets 45%, and Masters 35% on the STAAR test.

Evaluation Data Sources: STAAR Science Assessment 2027

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Teachers will implement HQIM with fidelity, incorporating hands-on labs, experiments, visual models, simulations, and real-world applications to provide rigorous and engaging science instruction. **Strategy's Expected Result/Impact:** Tier-I science instruction is delivered with rigor and engagement, enhancing student comprehension and promoting higher performance on STAAR assessments. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach **ESF Levers:** Lever 4: Academic Experience: High Quality Instructional Materials **Problem Statements:** Student Learning 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Science instruction will be differentiated to meet diverse readiness levels and learning styles through collaborative-grouped instruction, tiered assignments, and inquiry-based learning activities. **Strategy's Expected Result/Impact:** Students receive instruction that is carefully aligned with their individual learning needs, thereby promoting increased achievement across all performance levels. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: Teachers will use benchmark data, and formative assessments to identify student strengths and areas for growth. Weekly grade-level or PLC meetings will guide instructional adjustments to ensure targeted and effective teaching. **Strategy's Expected Result/Impact:** Instruction will be strategically tailored to address individual student needs, thereby fostering growth across approaches, meets, and masters performance levels **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Felisha Fields, Campus Instructional Coach **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 5				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 9 Problem Statements:

Student Learning
Problem Statement 5: A substantial percentage of students continue to enter and progress through grade levels with unfinished learning, requiring systematic intervention and acceleration to access grade-level content. **Root Cause**: Students enter grade levels with significant unfinished learning, while interventions require greater focus on accelerating access to grade-level standards, precisely addressing prerequisite skill gaps, and consistently monitoring effectiveness to inform timely instructional adjustments.

Priority 2: STUDENT, FAMILIES, AND COMMUNITY CONNECTIONS

Goal 1: By June 2027, stakeholders' beliefs as measured on the Spring Climate Survey "in our commitment to prepare our students for college career readiness," will have a satisfactory rating of greater than or equal to eighty (80%) percent.

Evaluation Data Sources: Post-event surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Organize a series of workshops and support programs that are tailored to the specific needs and interests of families, focusing on topics such as academic support, mental health, nutrition, and community resources. **Strategy's Expected Result/Impact:** Strengthened relationships between the school and families, leading to increased participation in both workshops and overall engagement with school activities. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Dr. Tiffany Clark, Counselor Edith Sanchez, FACE Liaison **ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Perceptions 1				

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1 Problem Statements:

Perceptions
Problem Statement 1: To sustain Hyman Elementary's tradition of excellence, there is a critical need to address chronic absenteeism and reduce discipline referrals through stronger family engagement, targeted student supports, and proactive interventions that promote consistent attendance, positive behavior, and academic success. **Root Cause**: The primary root cause of chronic absenteeism, flat ADA growth, and increased discipline referrals at Hyman Elementary could be the inconsistent implementation of systems that integrate family engagement, proactive student support, and consistent school-wide practices.

Priority 2: STUDENT, FAMILIES, AND COMMUNITY CONNECTIONS

Goal 2: By June 2027, enhance family communication and involvement by increasing engagement with school communication platforms, measured through usage data, conference attendance, and surveys.

Evaluation Data Sources: Data sources to measure family communication and involvement include school communication platform analytics, parent-teacher conference attendance, family surveys, event participation records, and outreach documentation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: By June 2027, the school will increase family engagement by regularly sharing school updates, events, and student progress through multiple communication channels--including newsletters, apps, email, text messages, and social media ensuring that at least 85% of families access or acknowledge communications each month. **Strategy's Expected Result/Impact:** Timely, consistent communication increases family awareness and participation, strengthens school-home partnerships, and supports student learning, achievement, and overall success. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Dr. Tiffany Clark, Counselor **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Perceptions
Problem Statement 1: To sustain Hyman Elementary's tradition of excellence, there is a critical need to address chronic absenteeism and reduce discipline referrals through stronger family engagement, targeted student supports, and proactive interventions that promote consistent attendance, positive behavior, and academic success. **Root Cause**: The primary root cause of chronic absenteeism, flat ADA growth, and increased discipline referrals at Hyman Elementary could be the inconsistent implementation of systems that integrate family engagement, proactive student support, and consistent school-wide practices.

Priority 2: STUDENT, FAMILIES, AND COMMUNITY CONNECTIONS

Goal 3: By June 2027, ADA will increase from 93.8% to 95.0%

Evaluation Data Sources: PEIMS Average Daily Attendance (ADA) Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Strengthen attendance monitoring by tracking daily attendance, identifying students with frequent absences or tardies through an early warning system, and ensuring timely administrative follow-up with families to address unexcused absences. **Strategy's Expected Result/Impact:** Early identification of students with attendance issues, combined with timely interventions and data-informed decision-making, will improve overall attendance, support instructional continuity, and foster a school-wide culture of accountability and engagement. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Dr. Tiffany Clark, Counselor Laura Spielmann, PIEMS Clerk **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Enhance student motivation and school culture by promoting attendance goals school-wide, recognizing high-attendance classrooms, and providing positive incentives for consistent attendance. **Strategy's Expected Result/Impact:** Raising awareness of attendance goals and providing recognition and incentives will increase student engagement, promote responsibility, and foster a positive school culture, resulting in improved overall attendance. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Dr. Tiffany Clark, Counselor Laura Spielmann, PIEMS Clerk **Problem Statements:** Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: Implement targeted interventions by providing individualized support plans, involving counselors or support staff, and using peer mentoring to address barriers and improve attendance for students with chronic absenteeism. **Strategy's Expected Result/Impact:** Providing personalized support, staff engagement, and peer mentoring for chronically absent students improves attendance, supports academic growth, and fosters a positive, collaborative school environment. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Dr. Tiffany Clark, Counselor Laura Spielmann, PIEMS Clerk **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Perceptions
Problem Statement 1: To sustain Hyman Elementary's tradition of excellence, there is a critical need to address chronic absenteeism and reduce discipline referrals through stronger family engagement, targeted student supports, and proactive interventions that promote consistent attendance, positive behavior, and academic success. **Root Cause**: The primary root cause of chronic absenteeism, flat ADA growth, and increased discipline referrals at Hyman Elementary could be the inconsistent implementation of systems that integrate family engagement, proactive student support, and consistent school-wide practices.

Priority 3: PERSONNEL AND PROFESSIONAL DEVELOPMENT

Goal 1: By June 2027, the number of teachers meeting "accomplished" or higher on T-TESS Domain-2.2 : Content Knowledge and Expertise will increase from 13%to 18% by June 2027.

Evaluation Data Sources: District Based T-TESS Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Implement regular T-TESS-aligned walkthroughs focused on Domain 2.2, using observation data to create individualized professional growth plans and conducting follow-ups to monitor and reinforce teachers' content knowledge development. **Strategy's Expected Result/Impact:** Regular observations and targeted feedback will strengthen teachers' content knowledge, increase the number rated "accomplished" or higher on T-TESS Domain 2.2, and enhance the rigor and quality of student learning experiences. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Offer ongoing, content-specific professional development/learning that deepens subject knowledge, integrates rigorous, standards-aligned strategies, and supports differentiated instruction to meet diverse student needs. **Strategy's Expected Result/Impact:** Targeted professional development will enhance teachers' content knowledge and instructional skills, leading to more rigorous, standards-aligned lessons and increased numbers of teachers rated "accomplished" or higher on T-TESS Domain 2.2. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1 Problem Statements:

Student Learning

Problem Statement 1: Although Hyman students are demonstrating significant academic growth, too few students are consistently reaching grade-level proficiency, particularly at the Meets and Masters levels. In 2026, only 45% of students reached Meets in Reading and 32% in Math, while Masters performance was 17% in Reading and 11% in Math. **Root Cause**: Hyman Elementary experiences inconsistencies in instructional rigor, standards alignment, and differentiation, limiting students' access to grade-level, higher-order learning and timely acceleration to address learning gaps.

Priority 3: PERSONNEL AND PROFESSIONAL DEVELOPMENT

Goal 2: The percentage of teachers holding a valid Texas Certification will increase from 90% to 95% by 2028.

Evaluation Data Sources: SBEC Certification Rosters

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Focus on recruiting certified teachers by prioritizing applicants with valid Texas certifications, partnering with universities and teacher preparation programs, and promoting certification benefits at job fairs. **Strategy's Expected Result/Impact:** Prioritizing recruitment of certified teachers will increase the percentage of staff holding valid Texas certifications, strengthen instructional quality, and ensure a highly qualified teacher workforce, ultimately supporting improved student outcomes. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Support current teachers pursuing certification by providing structured mentoring, and test-prep workshops or study groups. **Strategy's Expected Result/Impact:** Providing mentoring and test-prep support will increase the number of teachers obtaining or renewing Texas certifications, enhance teacher knowledge and instructional quality, and contribute to a fully certified, highly effective teaching staff. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2 Problem Statements:

Student Learning

Problem Statement 1: Although Hyman students are demonstrating significant academic growth, too few students are consistently reaching grade-level proficiency, particularly at the Meets and Masters levels. In 2026, only 45% of students reached Meets in Reading and 32% in Math, while Masters performance was 17% in Reading and 11% in Math. **Root Cause**: Hyman Elementary experiences inconsistencies in instructional rigor, standards alignment, and differentiation, limiting students' access to grade-level, higher-order learning and timely acceleration to address learning gaps.

Priority 3: PERSONNEL AND PROFESSIONAL DEVELOPMENT

Goal 3: The retention rate of "certified teachers" will increase from 76% to 82% by 2028.

Evaluation Data Sources: Teacher Surveys, Exit Interview,

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: Foster a supportive work environment by promoting collaboration and recognition, ensuring equitable access to resources and planning time, and addressing workload concerns to support teacher well-being and effectiveness. **Strategy's Expected Result/Impact:** A supportive work environment will increase teacher satisfaction and engagement, reduce turnover, and contribute to a stable, effective, and collaborative teaching staff, ultimately enhancing student learning and school performance. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 2: Implement regular surveys, feedback sessions, and exit interviews to assess teacher satisfaction, identify attrition causes, and monitor retention data to guide strategies toward achieving the 82% target. **Strategy's Expected Result/Impact:** Regular monitoring and feedback will provide actionable insights to improve teacher satisfaction and support, reduce attrition, and increase the retention rate of certified teachers, fostering a stable and effective workforce that enhances student learning. **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3 Problem Statements:

Student Learning

Problem Statement 1: Although Hyman students are demonstrating significant academic growth, too few students are consistently reaching grade-level proficiency, particularly at the Meets and Masters levels. In 2026, only 45% of students reached Meets in Reading and 32% in Math, while Masters performance was 17% in Reading and 11% in Math. **Root Cause**: Hyman Elementary experiences inconsistencies in instructional rigor, standards alignment, and differentiation, limiting students' access to grade-level, higher-order learning and timely acceleration to address learning gaps.

Priority 4: FISCAL STEWARDSHIP AND OPERATIONAL EXCELLENCE

Goal 1: The campus will support the district goal regarding the amount of funds spent on "instructional expenditures (Function 11)" to increase from 52.74% to 60% by 2028.

Evaluation Data Sources: Resource Allocation Report/Budget Expenditure Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: The campus principal will regularly review campus budget expenditures by Function Code 11 to ensure maximum allocation toward instruction once a month. **Strategy's Expected Result/Impact:** Monthly reviews establish a routine for financial oversight, holding staff and departments accountable for instructional spending and promoting transparency that helps prevent overspending in non-instructional areas **Staff Responsible for Monitoring:** Derrick Ross, Principal Elizabeth Hunter, Assistant Principal Tanesia Brown, Principal Secretary **Problem Statements:** Student Learning 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: Although Hyman students are demonstrating significant academic growth, too few students are consistently reaching grade-level proficiency, particularly at the Meets and Masters levels. In 2026, only 45% of students reached Meets in Reading and 32% in Math, while Masters performance was 17% in Reading and 11% in Math. **Root Cause**: Hyman Elementary experiences inconsistencies in instructional rigor, standards alignment, and differentiation, limiting students' access to grade-level, higher-order learning and timely acceleration to address learning gaps.

Priority 4: FISCAL STEWARDSHIP AND OPERATIONAL EXCELLENCE

Goal 2: The campus will support the district goal of improving the School FIRST rating from an A-90 to A-94 by 2028.

Evaluation Data Sources: District Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: The principal will build staff awareness of fiscal compliance through campus training on purchasing and budget procedures twice a year. **Problem Statements:** Student Learning 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2 Problem Statements:

Student Learning
Problem Statement 1: Although Hyman students are demonstrating significant academic growth, too few students are consistently reaching grade-level proficiency, particularly at the Meets and Masters levels. In 2026, only 45% of students reached Meets in Reading and 32% in Math, while Masters performance was 17% in Reading and 11% in Math. **Root Cause**: Hyman Elementary experiences inconsistencies in instructional rigor, standards alignment, and differentiation, limiting students' access to grade-level, higher-order learning and timely acceleration to address learning gaps.

Priority 4: FISCAL STEWARDSHIP AND OPERATIONAL EXCELLENCE

Goal 3: The campus will support the district goal in reducing the payroll expenditures by 5% from 85.36% to 80.36% by 2028.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 1: The principal will work with Human Resources to prioritize campus staffing based on student needs and instructional priorities to reduce expenditures at campus leveling and the district budgeting at district level and the district annual budget review. **Problem Statements:** Perceptions 1				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Perceptions
Problem Statement 1: To sustain Hyman Elementary's tradition of excellence, there is a critical need to address chronic absenteeism and reduce discipline referrals through stronger family engagement, targeted student supports, and proactive interventions that promote consistent attendance, positive behavior, and academic success. **Root Cause**: The primary root cause of chronic absenteeism, flat ADA growth, and increased discipline referrals at Hyman Elementary could be the inconsistent implementation of systems that integrate family engagement, proactive student support, and consistent school-wide practices.