

**Ector County Independent School District**  
**Hays Magnet Academic Academy**  
**2018-2020 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# Mission Statement

*The mission of the ECISD Community, a passionate, unified, world class leader in education, is to develop world ready, life-long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence: serving as advocate and steward for all students; ensuring relevant teaching, engaged learning, and dynamic innovation; and maximizing all available resources.*

## Beliefs

*We believe that...*

*Each person has inherent worth and unique strengths. Curiosity and learning are natural and grow without limit given stimulation and nurturing. People are interdependent. Each individual has a responsibility to add value to self and community. Individuals are accountable for their choices and actions. Education creates opportunity and opportunity creates a better world. Progress improves and adds value to human life. Fear limits life's potential; courage inspires living. There difference between right and wrong. Values learned at home affect lifetime. Leadership is influence everyone is leader.*

## Campus Mission:

The mission of Hays STEAM Academy is to develop scholars SHINE. SHINE stands for Scholars with **H**onor, **I**ntegrity, and **N**ever-ending **E**nthusiasm.

### A child may qualify for the Hays academic program by meeting the following criteria:

#### **Incoming kindergarten scholars:**

- Score at or above the 69th percentile on the *Readiness Test for Kindergarten*

#### **Incoming first-fifth grade scholars:**

- Potential scholars must score at or above the 50th percentile on a nationally-standardized achievement test. AND
- Meet standard on state assessment (grades 4-5)
- Maintain a 95% attendance record without excessive tardies or late pick-ups.
- Have a record of acceptable behavior (No previous discipline issues or office referrals)
- Have no previous report card grades less than 80% in all core subjects

## **Vision**

Hays STEAM Academy hosts a community of diverse scholars who demonstrate exemplary personal character and social responsibility through intellectual, emotional, and physical excellence.

## **Core Beliefs**

High expectations, together with a strong support system and rigorous curriculum, form the core beliefs at Hays STEAM Academy. Academic achievement, character education, healthy self-esteem, and critical-thinking skills are emphasized for every scholar. The program is designed and differentiated to meet the needs of scholars who work best in an accelerated learning environment. The high academic achievement demonstrated by Hays scholars is the result of a dynamic learning partnership of students, parents, staff, and community.

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# Comprehensive Needs Assessment

Revised/Approved: August 28, 2018

## Demographics

### Demographics Summary

Hays Elementary has been in existence for 62 years. The school was established in 1956. In 1983, Hays became a magnet school. Hays STEAM Academy currently serves our community as an academic magnet school with a focus on STEAM (science, technology, engineering, art, and math).

Based on the 2017-18 PEIMS student data, the student population consists of 409 scholars. The demographic breakdown includes:

202 males 49.39%

207 are female 50.61%

292 are Hispanic 71.39%

76 are white 18.58%

27 are African American 6.60%

10 are two or more races 2.44%

0 are Pacific Islander 0%

and 4 are Asian .98%

Hays has 149 students (36.43%) considered economically disadvantaged, 84 students (20.54%) meeting the criteria for at-risk students, and 3 (.73%) migrant students. Ten students (2.44%) are enrolled in special education (speech only), five students (1.22%) receive dyslexia services, and 62 (15.16%) are LEP students. Fifty-nine (14.43%) students are enrolled in a bilingual education late-exit program.

We have two full-day Pre-Kindergarten units with three and four-year old students with a total of 43 (10.51%) students. One Pre-Kindergarten unit is available for ECISD employees' children only. The second Pre-Kindergarten unit serves full day Pre-K to the public.

One hundred ten (26.89%) gifted and talented students are served through the Scholars in Progress (SIP) classes at Hays.

The percent of classroom teachers who have 0 years of experience make up 6.89%, 1-5 years 20.69%, 6-10 years 34.48%, and more than 10 years 37.93%. A small percentage of teachers, 13.79%, hold a Master's Degree. Two teachers with 25+ years teaching experience have joined the Hays staff this year (2018-19), both of them teaching second grade. Many of the teachers were moved to a new grade-level assignment for the 2018-19 school year by the previous administration. The campus is starting the year with three long-term substitutes: one in Pre-Kindergarten that will finish up her certification, one in first grade bilingual that is certified in Puerto Rico and is working towards certification in the US, and one in 5th grade bilingual who will remain until an international teacher from Mexico arrives in Odessa. There is one new office clerk this year. Both the Principal and Assistant Principal are new to the campus this year. Both administrators bring 25+ years of experience with them. The counselor position was vacant at the end of 2017-18 and a new counselor was assigned for this school year. There are three Instructional Paraprofessionals (aides) on campus working with Pre-K and PE.

The city of Odessa is located in the Permian Basin which is the #1 producer of oil and gas in the United States. Odessa is one of the fastest growing cities in the United States and has a very high cost of living. Hays STEAM Academy draws scholars from many parts of our city. The majority of scholars' parents work during the day, but remain involved in their scholar's school life through parent conferences, school programs, and apps such as Class Dojo. A small percentage of our parents speak Spanish only. Hays is unlike other campuses in the district due to our low rate of student mobility. We lose and/or gain few new students during a school year.

### **Demographics Strengths**

One of the demographic strengths of Hays is the large population of GT students on the campus served by two full time GT teachers. Another strength of the campus is the low turnover rate of staff members as compared to other campuses in our district. At the end of the 2017-18 year, three teachers left the campus and transferred to other elementary schools. The librarian and counselor also left and transferred to other elementary campuses. The principal received a promotion and the Assistant Principal left the district to pursue another opportunity. A front office clerk left the campus during the 2017-18 year due to medical reasons.

Parent involvement is also a strength. Many parents volunteer through the district VIPS program, come to eat lunch with their scholars, and attend school functions regularly. At "Meet the Teacher" in August, 2018, 348 out of 399 scholars had parents attend (87%).

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Parents lack understanding of the STEAM and PBL model of teaching and learning. **Root Cause:** Parents have had little exposure to STEAM and PBL.

## **Student Academic Achievement**

### **Student Academic Achievement Summary**

ISIP Reading results from May 2018 indicate the following:

Total number of students tested: 341

Tier I students: 296 (86.80%)

Tier II students: 34 (9.97%)

Tier III students: 11 (3.22%)

In May 2018, kindergarten had the highest percentage (92%) on Tier I and third grade had the lowest percentage (81%) of students on Tier I. Fifth grade had no students score in Tier III. When comparing beginning of year ISIP scores to end of year scores, There was a gain of 3% in Tier I, a loss of 2% in Tier II, and and a loss of 1% in Tier I students for the campus.

The campus met standard on STAAR 2018 with an overall scaled score of 80 (B) which is down from a 94 in 2017.

Domain I, Student Achievement, had an overall scaled score of 85/B and the campus met standard in this domain; however, this is a drop of 6 points from the 2017 score of 91 in Domain I.

Domain 2, School Progress, had a scaled score of 77/C and met standard. Within this domain, academic growth has a scaled score of 57/F and was rated improvement required which is down 20 points from a 77 in 2017. This is a huge area of concern for this campus. The second part of Domain 2 is relative performance which had a scaled score of 77/C. Relative performance looks at schools with the same percentage of economically disadvantaged students doing better than our campus. Hays had 36.4% of students categorized as economically disadvantaged in 2017-18. Again, the 77 scaled score in this area is down from an 86 in 2017-18.

Domain 3, Closing the Gaps, had a scaled score of 69 (D) which is down from 100 in 2017. In Domain 3, Hays met 0% of the evaluated indicators for growth status. In Domain 3, Academic Achievement Status, the campus met all indicators except for white students in math. The ELP Target, which is determined by the Texas English Language Proficiency Assessment System (TELPAS), met the target with 42% of EL students going up a level on TELPAS. In the STAAR Component Target, which is based on all STAAR tested subjects (reading, writing, science, and writing), all subgroups, with the exception of white students, met the targeted.

### **Student Academic Achievement Strengths**

The number of students on Tier I (86.80%) according to end-of-year (EOY) Istation testing is a strength for the campus. This number indicates that the majority of the scholars are reading at or above grade level by the end of the school year.

Domain I is also a strength compared to other STAAR data. In domain I, all subjects tested (reading, math, writing, and science) had 90% of all students passing. Breakdown of passing scores: "Approaches Grade Level", 53% score "Meets Grade Level", and 26% of students score "Masters Grade Level". Fourth grade writing had 94% of students meet the "Approaches Grade Level" standard and 68% of all students score "Meets Grade Level".

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Not all students are making a year of growth in both reading and math. **Root Cause:** There is a lack of differentiation to meet the needs of EVERY student.

**Problem Statement 2:** Less than 80% of students scored at the "Approaches" level on 5th science STAAR. **Root Cause:** There is a lack of instruction reaching the depth and complexity of the TEKS.

**Problem Statement 3:** Kindergarten teachers need more resources to implement engineering units in the classrooms. **Root Cause:** Kindergarten has no access to the units for Engineering is Elementary.

**Problem Statement 4:** There is a lack of focus on Art, which is the "A" in STEAM. **Root Cause:** Lack of art materials and no art class available on campus



## School Processes & Programs

### School Processes & Programs Summary

Recruitment of highly qualified staff is done at the district level in the Human Resources department. This year the campus is beginning with three long-term substitutes. ECISD has difficulty recruiting teachers to move to this area for many reasons such as the shortage and/or high cost of housing and distance from major cities.

Professional development is planned at the district and campus level. At the campus level, professional development is planned to equip staff to implement STEAM components, AVID, Conscious Discipline, and Depth and Complexity. The CCIT is involved in determining campus needs for professional development. The district provides follow-up with the campus, especially in the area of technology. The campus technology specialist as well as the Chief Technology Officer for the district provide monthly trainings and follow up activities during grade level Professional Learning Community time. The focus on technology instruction is for scholars, not only teachers, to use technology in creative ways to show their learning. Grade level PLCs meet weekly to gather data and look at student progress with administrators. The grade level groups meet frequently during the week to plan activities and assessments. The district Executive Director of Accountability, Assessment, and School Improvement meets with administrators to provide information on state accountability and student performance on district assessments. The administrators are then able to convey accurate, clear information to teachers to help drive instruction.

All scholars at Hays STEAM Academy attend classes in music, computer lab, science lab, library, and a lesson in the Vivarium and Maker-space classrooms. There are multiple opportunities for learning to leave the classroom walls through Lego walls in the hallways, Interactive Flat Panels in the hallways, and marker boards where teachers can pose questions for scholars, staff, and parents to answer. Students also attend guidance/ character education lessons in the SHINE Lab with the counselor at least once monthly. Depth and Complexity and AVID are used schoolwide. Third, fourth, and fifth grade classrooms have 1-1 technology where each student has an iPad. In pre-K through second grade, classes have from 4-6 iPads each. The campus goal is to have 1-1 technology in all classrooms by the end of this school year. All teachers use STEAM curriculum from Project Lead The Way (PLTW) and/or Engineering is Elementary (EIE). The goal is to have a seem less integration of STEAM lessons with the adopted district scope and sequence. Teaching lessons in STEAM and AVID schoolwide helps to prepare Hays scholars for a future where all are ready for college, career, or the military.

Each classroom is able to participate in our community-wide Lemonade Day. Teachers are provided materials to work with scholars on entrepreneurship lessons where they learn to operate their own business. The campus Vivarium Club works with the district Innovation Department to learn about insects with a goal of selling some of the insects to medical researchers for neuro-science research; thereby, generating revenue to support the club.

Scholars who do not perform well on state assessments and/or other classroom assessments are placed on a growth plan. The growth plan for each student lists specific goals to help close the gaps in scholar knowledge. Scholars must stay for tutoring from one to three days if they need assistance with their academic progress. Growth plans are monitored closely by teachers and parents who meet at least once every six weeks.

After school enrichment clubs begin in October and are offered to any scholar not in tutoring. Clubs offer scholars a way to explore interests or develop further skills in an area of interest. In the past clubs have included: Honor Choir, Intramural Sports, Dance, Chess, Vivarium Club, Destination Imagination. There is a need to expand and offer more clubs to meet the needs of all scholars.

Scholars are recognized and celebrated in many ways such as positive office referrals from a teacher, breakfast club and lunch bunch with the counselor, semester awards assemblies, and scholar of the month. These different events celebrate scholars social/emotional and academic progress.

### **School Processes & Programs Strengths**

Hays has a friendly, family-like atmosphere where the staff works as a team and respects one another. Morning Assembly, or Rocket Launch, enhances the collaboration of culture and sets the daily expectation of scholarly behavior.

Multiple learning opportunities is another campus strength. Teachers understand the importance of taking scholars outside of the classroom walls to learn in different environments and settings. Teacher willingness to learn and implement new learning in their lessons is excellent. Teachers are willing to take risks and try new things due to the supportive environment on campus.

Caring for and nurturing each scholar academically, socially and emotionally is a priority for all staff. It is evident from the time you walk into the building that the staff truly cares about each student.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Teachers and staff feel overwhelmed and do not feel appreciated or valued. **Root Cause:** In the past three years, there has been a complete overhaul of the programs on campus.

**Problem Statement 2:** Some professional development does not meet campus needs. **Root Cause:** There is a disconnect between the campus initiatives and professional development.

**Problem Statement 3:** There is an inequity in technology between grade levels. **Root Cause:** Lack of iPads available on campus to meet the 1-1 need.

## Perceptions

### Perceptions Summary

Student attendance at Hays STEAM Academy was 95.9% for 2017-18. All race/ethnicity groups and special populations were within two percentage points of this overall number. The attendance rate did drop slightly by 0.7% from 2016-17. Employee attendance is excellent because teachers understand the importance of their role in learning. There are few substitute teachers available within the district and teachers know that if they are absent, their students are likely to be split among their co-workers on the grade level for the day.

There are few student discipline referrals written at Hays. Most discipline referrals come from the primary grades due to the fact scholars are non-renewed for inappropriate behavior before they reach the upper grades. No students have had to be placed at the elementary alternative campus. This is due to the rigorous expectations for scholars to attend this campus. If a scholar exhibits behaviors that impede the learning of themselves, or others, they are placed on a growth plan where the parent, teacher, and student set goals for the student to correct misbehavior. The campus uses CHAMPS procedures for common areas and classroom activities. On this campus, CHAMPS is known as "SHINE" to fit the school motto. Last year, the campus began learning about and implementing Conscious Discipline in all classrooms. Teachers have had training and have access to online courses, webinars, and resources. The goal of Conscious Discipline is to provide a safe environment where students are taught how to self-regulate. There is a need to have additional training in Conscious Discipline for staff members and for families. The campus has only begun to implement Conscious Discipline and needs more time and training to implement this program with fidelity.

Teacher retention from 2016-17 to 2017-18 was 68.75%. This is 5.95% higher than the previous year. The campus has gone through tremendous change while moving to a STEAM campus. The beginning of the year school climate survey sent to teachers asked teachers to rate the campus climate from 1 to 5 with 1 being poor and 5 being excellent. The campus scored a 4, very good, overall.

Parent/Guardian engagement and participation is encouraged through monthly grade-level music programs, family STEAM nights, the VIPS volunteer program, and family Star Parties. Parents are also provided a Parent-Teacher-Student Compact that outlines the responsibilities of all parties in order for success. The campus has a parent involvement policy that is published on the campus website and explained at parent events. Parents are invited through multiple opportunities to review the compact and policy and give feedback both positive and negative. Parents are welcomed and encouraged to visit their scholar during lunch. Many of our parents with students in the SIP program come to campus to learn and play chess with their scholars. The campus does have some parents who are non-English speaking. More effort needs to be put towards making all parents feel welcome and a valuable part of the campus.

### Perceptions Strengths

Attendance and behavior of scholars and staff are a strength and can be tied to the family-like atmosphere at Hays. Scholars know when they return to school after an absence that they were missed. The learning opportunities on campus are such that scholars do not want to miss out. Staff has a high attendance rate because they understand that no one else can perform the job in the same way if they are absent.

Scholarly behavior of all students is another strength. The staff works hard to instill skills scholars need in order to self-regulate their emotions. Social/emotional learning is valued from Pre-K through fifth grade. Attendance and scholarly behavior are requirements to receive an invitation to attend Hays STEAM Academy and this helps in maintaining campus expectations.

Parent involvement is also a strength. Parents are involved in scholars' learning by signing the daily planner sent home, and attending campus functions.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Parents have little opportunity to give feedback to campus leadership. **Root Cause:** There are few opportunities planned to gather parent feedback.

**Problem Statement 2:** Conscious Discipline is not implemented 100% in all classrooms. **Root Cause:** There has not been enough training in Conscious Discipline for staff and families.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia Data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# Goals

## Goal 1: Hays STEAM Academy will not be rated as an IR campus at the end of 2018-19 school year.

**Performance Objective 1:** All students in kindergarten through fifth grade will show at least one year of growth in reading as measured by Istation, Accelerated Reading Star Assessment, and/or STAAR.

**Evaluation Data Source(s) 1:** Istation Assessments

Reading STAAR grades 4-5

Accelerated Reading Star Assessments

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Students will use Istation in the classroom weekly.</p>	2.4, 2.5, 2.6	Classroom Teachers Administrators	All students will grow at least one year in reading.				
Problem Statements: Student Academic Achievement 1							
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Instruction will be adjusted through the use of campus based formative assessment results (LTS for reading, Istation for reading, K-5)</p>	2.4, 2.5, 2.6	Classroom Teachers					
<p>3) Administrators will conduct walk throughs and provide coaching as needed.</p>	2.4, 2.5	Administration					
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>4) Teachers will use data from Interim Assessments, Unit Tests, Istation and LTS Stride to identify students in Tier 1, 2, and 3. Tutoring will be provided at least three times weekly for any student on Tier 2 or 3.</p>	2.4, 2.5, 2.6	Teachers					
<p><b>Critical Success Factors</b> CSF 1</p> <p>5) All students will participate in the Accelerated Reading program and read in their Zone of Proximal Development.</p>	2.4, 2.5, 2.6	Librarian Classroom Teachers					



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

**Performance Objective 1 Problem Statements:**

**Student Academic Achievement**

**Problem Statement 1:** Not all students are making a year of growth in both reading and math. **Root Cause 1:** There is a lack of differentiation to meet the needs of EVERY student.













**Goal 1:** Hays STEAM Academy will not be rated as an IR campus at the end of 2018-19 school year.

**Performance Objective 2:** All K-5th grade students will improve their math mastery a minimum of one year as measured by classroom assessments and STAAR for 4th and 5th graders.

**Evaluation Data Source(s) 2:** Formative Assessments  
STAAR

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Oct	Dec	Mar	May
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) The following resources will be used: district math curriculum, Project Lead the Way, Engineering is Elementary, Istation math, and LTS Stride. AIVD will be used for vocabulary development, note taking, COSTA's levels of questioning, and organizational skills.</p>	2.4, 2.5, 2.6	Administration Teachers	All students kindergarten through fifth grade will show at least a year of growth in mathematics.				
Problem Statements: Student Academic Achievement 1							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>2) Administrators will provide coaching as needed based on walk throughs.</p>	2.4, 2.5, 2.6	Administrators					
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Teachers will use data from Interim Assessments, Unit Tests, Istation Math and LTS Stride to identify students in Tier 1, 2, and 3. Tutoring will be provided at least three times weekly for any student on Tier 2 or 3.</p>	2.4, 2.5, 2.6	Teachers					
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>4) Teachers will conduct a TEKS study of grade level math TEKS during weekly PLC time. The TEKS study will focus on the verbs within each TEKS. Instruction will be planned to meet the depth and complexity of each TEKS.</p>	2.4, 2.5, 2.6	Administrators					
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Performance Objective 2 Problem Statements:**

**Student Academic Achievement**

**Problem Statement 1:** Not all students are making a year of growth in both reading and math. **Root Cause 1:** There is a lack of differentiation to meet the needs of EVERY student.

**Goal 1:** Hays STEAM Academy will not be rated as an IR campus at the end of 2018-19 school year.

**Performance Objective 3:** All Hays STEAM Academy teachers will implement AVID strategies including but not limited to: COSTA's levels of questioning, note taking skills, organization, and daily reading and writing.

**Evaluation Data Source(s) 3:** Lesson Plans, Walk Through Data, Student Binders and Portfolios

**Summative Evaluation 3:**










Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Oct	Dec	Mar	May
<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6  1) All teachers will complete the AVID foundations training before the end of the fall semester.	2.4, 2.5, 2.6	AVID Site Team Administration	Students will be able to utilize AVID study tools to prepare for classroom assessments.	✔			
<b>Critical Success Factors</b> CSF 5  2) AVID daily planners will be used to continue parent, student, teacher communication about classroom and campus activities.	2.6	Classroom Teachers	Parents will know what their student is learning each day and will be aware of parent involvement opportunities.				
<b>Critical Success Factors</b> CSF 3 CSF 6 CSF 7  3) Hays will continue to be an AVID Certified Elementary by meeting the criteria set forth in the AVID rubric.	2.5, 2.6	AVID Site Team					
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 1:** Hays STEAM Academy will not be rated as an IR campus at the end of 2018-19 school year.

**Performance Objective 4:** Hays fifth grade students will have 100% of students score "Approaches Grade Level Standard" on the 2019 5th grade Science STAAR.

**Evaluation Data Source(s) 4:** Science STAAR scores

**Summative Evaluation 4:**








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Oct	Dec	Mar	May
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) All fifth grade students will receive a minimum of 45 minutes of science instruction daily.</p>	2.4, 2.5, 2.6	5th grade Teachers Administrators	Increase in Science STAAR scores to 90% or better meeting the approaches grade level standard.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) All fifth grade students will participate in "hands-on" labs weekly.</p>	2.4, 2.5, 2.6	Teachers Administrators	Science concepts will become "real" and lead to a better and deeper understanding of the concepts assessed.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6 CSF 7</p> <p>3) Fifth grade will utilize "Satellite Teaching" through Skype at least three days a week. One grade level teacher will be responsible to teach the lessons broadcast into the other fifth grade classrooms while those teachers act as a monitor in the classroom.</p>	2.4, 2.5, 2.6	Fifth Grade Teachers Administrators	All students will receive consistent and high-quality instruction. This model is also a way to coach teachers who are inexperienced in teaching fifth grade science.				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 1:** Hays STEAM Academy will not be rated as an IR campus at the end of 2018-19 school year.

**Performance Objective 5:** Teachers will provide meaningful learning activities for all students.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Staff will participate in a book study using the book "Kids Deserve It"</p>	2.4	Administrators	Students will feel important and empowered every time they walk into the building. Parents will look forward to calls from the school. Teachers will be inspired to take risks and build strong relationships with students and parents.				
Funding Sources: Title IV - 1100.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							










## Goal 2: Hays STEAM Academy will prepare students for success in middle school, high school, and beyond.

**Performance Objective 1:** All teachers grades K-5 will incorporate STEAM (Science, Technology, Engineering, Art, and Math) into daily lessons. Parents will be asked to participate in STEAM Family nights.

**Evaluation Data Source(s) 1:** Lesson Plans, Walkthrough data

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>1) Multiple times weekly, kindergarten through 5th grade teachers will work with students using curriculum from Engineering is Elementary and/or Project Lead the Way.</p>	2.4, 2.5, 2.6	Teachers Administrators	Students will be exposed to real-world tasks and careers. These programs will increase the students' ability to think critically and use their math, science, and technology skills to solve real-world problems.				
Funding Sources: Title IV - 5000.00							
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Family STEAM nights will be held twice yearly.</p>	3.2	Teachers	Parents and family members will have an opportunity to interact with the EIE and PLTW curriculum with their student. They will see Project Based Learning completed by their student and have a better understanding of the engineering and PBL curriculum.				
Problem Statements: Demographics 1 Funding Sources: Title One School-wide - 868.00							
<p>3) Third grade classes will attend art class once per week to work on projects that show science and math and engineering learning through art.</p>	2.4, 2.5	Mrs. Santiago Third grade teachers	All third graders will receive instruction in art weekly.				
Funding Sources: Title IV - 2000.00							
<p><b>Critical Success Factors</b> CSF 5</p> <p>4) Second grade students will receive art instruction provided by the Ellen Noel Art Museum every third week.</p>	3.2	Administrator Second Grade Teachers	All second graders will receive art instruction this year.				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>5) Professional Development will be provided monthly on technology applications and how to incorporate technology in lessons.</p>	2.5, 2.6	Principal Technology Department	Increase in student technology use in each classroom.				
Problem Statements: School Processes & Programs 2							

6) New technology will be purchased for classrooms as the campus works towards being a 1-1 campus with student technology.	2.6	Principal	More students will have access to technology.				
	Problem Statements: Technology 1 Funding Sources: Title One School-wide - 7900.00						
7) All teachers will integrate art in the classroom that demonstrates learning of science, math, engineering, and technology skills.	2.4, 2.5, 2.6	Teachers Administrators	Students will be able to transfer learning from their science, math, engineering and technology lessons to an artistic representation. This will lead to a deeper understanding of the concept.				
	Funding Sources: Title IV - 7000.00						
<b>Critical Success Factors</b> CSF 1 CSF 7 8) Kindergarten will use newly published Engineering is Elementary kits to incorporate higher level math and science in the classroom daily beginning in November.	2.4, 2.5, 2.6	Kindergarten Teachers Administrators	Kindergarten students will leave kindergarten prepared for math and science in first grade. Teachers will have an increased ability to teach STEAM skills to kindergarten.				
	Funding Sources: Title IV - 2800.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

### Performance Objective 1 Problem Statements:

<b>Technology</b>
<b>Problem Statement 1:</b> Not all classrooms have equitable technology resources. <b>Root Cause 1:</b> Lack of funds to purchase additional technology cause inequity.
<b>Demographics</b>
<b>Problem Statement 1:</b> Parents lack understanding of the STEAM and PBL model of teaching and learning. <b>Root Cause 1:</b> Parents have had little exposure to STEAM and PBL.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> Some professional development does not meet campus needs. <b>Root Cause 2:</b> There is a disconnect between the campus initiatives and professional development.

**Goal 3: Hays STEAM Academy will ensure a safe and supportive learning environment and actively engage parents and the community in our students' learning.**

**Performance Objective 1:** District approved positive behavior management programs will be used in 100% of classrooms.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7  1) CHAMPS or "SHINE" as we call it at Hays will be used in all classrooms.	2.5	Administrators Teachers	Students will know expectations for each activity within each classroom leading to less off-task behavior.				
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6  2) Hays will continue to use Conscious Discipline. Teachers will complete the 10 video modules available, have a "calming corner" in each classroom, and discuss Conscious Discipline during PLC meetings multiple times yearly.	2.5, 2.6	Administrators Teachers	Students will develop social/emotional skills to monitor and adjust their own behavior.				
Problem Statements: School Processes & Programs 2 Funding Sources: Title IV - 900.00							
<b>Critical Success Factors</b> CSF 1  3) The school counselor will provide monthly character education lessons with each class.	2.5	Counselor	Students will develop their social/emotional learning skills which will transfer over to the classroom and their lives outside of school.				
= Accomplished                        = Continue/Modify                        = Considerable                        = Some Progress                        = No Progress                        = Discontinue							

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 2:</b> Some professional development does not meet campus needs. <b>Root Cause 2:</b> There is a disconnect between the campus initiatives and professional development.










**Goal 3:** Hays STEAM Academy will ensure a safe and supportive learning environment and actively engage parents and the community in our students' learning.

**Performance Objective 2:** Physical Education and Health classes will promote health and safety, lifelong physical enjoyment, involving family and community in becoming physically healthy.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Oct	Dec	Mar	May
<b>Critical Success Factors</b> CSF 5 CSF 6  1) All families will be invited to walk with their student during weekly PE times.	2.6	Coaches	Increase in parental involvement with PE program.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 3:** Hays STEAM Academy will ensure a safe and supportive learning environment and actively engage parents and the community in our students' learning.

**Performance Objective 3:** VIPS participation will increase in hours as compared to 2017-18.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) A VIPS table will be provided at Meet the Teacher, Open House, and monthly music programs to encourage parents and family members to volunteer.</p>		VIPS chairman Principal	Increase in number of VIPS				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 3:** Hays STEAM Academy will ensure a safe and supportive learning environment and actively engage parents and the community in our students' learning.

**Performance Objective 4:** The campus will ensure consistent safety processes and procedures are implemented .

**Evaluation Data Source(s) 4:** campus documentation of practice drills conducted.

**Summative Evaluation 4:**








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Oct	Dec	Mar	May
1) Monthly fire drills will be scheduled and completed. Lock-down, shelter in place drills will be practiced twice yearly.		Administrators	All students and staff will know what to do in case of an emergency.				
2) Teachers will keep classroom doors locked at all times.		Teachers Administrators					
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 3:** Hays STEAM Academy will ensure a safe and supportive learning environment and actively engage parents and the community in our students' learning.

**Performance Objective 5:** Families and community members will be invited monthly to a "Coffee and Donuts" or "Cokes and Cookies" with the principal.

**Evaluation Data Source(s) 5:** Sign in sheets

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Oct	Dec	Mar	May
<b>Critical Success Factors</b> CSF 5  1) This time will be used to inform parents of Title I plans, solicit input on campus goals and objectives, and build rapport between the campus and community.	3.1, 3.2	Principal	Parent / Community input				
Problem Statements: Perceptions 1							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Performance Objective 5 Problem Statements:**








Perceptions
<b>Problem Statement 1:</b> Parents have little opportunity to give feedback to campus leadership. <b>Root Cause 1:</b> There are few opportunities planned to gather parent feedback.

**Goal 3:** Hays STEAM Academy will ensure a safe and supportive learning environment and actively engage parents and the community in our students' learning.

**Performance Objective 6:** A monthly campus newsletter will be sent from the principal.

**Evaluation Data Source(s) 6:** Newsletters sent through email and posted on campus website.

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<b>Critical Success Factors</b> CSF 5  1) The newsletter will highlight good things happening on campus and upcoming opportunities for family/community involvement.	3.1	Principal	Increased parental / family / community involvement in campus activities.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 4: Hays STEAM Academy will have purposeful, timely, two-way communication with all stakeholders.**

**Performance Objective 1:** Campus communication with families will be timely and purposeful.

**Evaluation Data Source(s) 1:** Newsletters sent through email and posted online.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Oct	Dec	Mar	May
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Monthly newsletters will be sent by the principal to highlight good things on campus and upcoming opportunities for family/parent/community engagement.</p>	3.1	Principal	Parental / family awareness about campus happenings. Parents / families will feel connected to the campus.				
Problem Statements: Demographics 1							
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) Teachers will use AVID daily planners to communicate with families on what students are learning in class, due dates, and upcoming events.</p>		Teachers	Increase parent contact and awareness of classroom activities.				
<p><b>Critical Success Factors</b> CSF 5</p> <p>3) Teachers will contact a family member or guardian of each student during the first three weeks of school.</p>		Teachers	Positive rapport with families				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) Monthly coffee or cokes with the principal will be scheduled during various times to solicit parent feedback on campus policies and procedures as well as to develop the Parent Engagement Policy for the campus.</p>	3.1, 3.2	Principal	Parent Engagement Policy is refined and distributed. Family connection to the school is strengthened.				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Performance Objective 1 Problem Statements:**

**Demographics**




**Problem Statement 1:** Parents lack understanding of the STEAM and PBL model of teaching and learning. **Root Cause 1:** Parents have had little exposure to STEAM and PBL.

**Goal 4:** Hays STEAM Academy will have purposeful, timely, two-way communication with all stakeholders.

**Performance Objective 2:** Communication between staff and administration will be timely and purposeful.

**Evaluation Data Source(s) 2:** weekly bulletins

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Oct	Dec	Mar	May
<b>Critical Success Factors</b> CSF 6  1) Weekly bulletins will be sent out using Smore to inform all staff of campus happenings, due dates, opportunities for professional learning, etc.		Principal	All staff will know ahead of time what is planned for the upcoming week.				
<b>Critical Success Factors</b> CSF 6  2) Monthly celebrations will be planned to let teachers and staff know they are valued and respected.		Administrators Counselors	Increase in campus climate				
Problem Statements: School Processes & Programs 1							
							

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Teachers and staff feel overwhelmed and do not feel appreciated or valued. <b>Root Cause 1:</b> In the past three years, there has been a complete overhaul of the programs on campus.



**Goal 4:** Hays STEAM Academy will have purposeful, timely, two-way communication with all stakeholders.

**Performance Objective 3:** Monthly "Coffee and Donuts" or "Cokes and Cookies" with the Principal will allow parents and community members dedicated time to communicate concerns and recommendations with the administrators.

**Evaluation Data Source(s) 3:** Sign in Sheets








**Summative Evaluation 3:**

**Goal 4:** Hays STEAM Academy will have purposeful, timely, two-way communication with all stakeholders.

**Performance Objective 4:** The Parent and Family Engagement Policy will be posted online on the Hays website as well as sent home with each student. Teachers will review this policy and the parent, teacher, student compact with all parents during the fall parent-teacher conferences.

**Evaluation Data Source(s) 4:** Sign in Sheets from parent-teacher conferences.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) The Parent and Family Engagement Policy will be posted online on the Hays website as well as sent home with each student. Teachers will review this policy and the parent, teacher, student compact with all parents during the fall parent-teacher conferences.</p>	3.1, 3.2	Teachers Administrators	Increase in parent involvement.				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 5: At Hays STEAM Academy, the percentage of 3rd through 5th grade students who meet standard in writing, reading, science and mathematics on the standard state assessment will increase from the overall average 90% to the overall average of 100% by the end of the 2018-2019 school year.**

**Performance Objective 1:** Interim Assessments for grades 3-5 will project 100% of students on track to meet standard in reading and math.

**Evaluation Data Source(s) 1:** Interim Assessments

**Summative Evaluation 1:**

**Goal 5:** At Hays STEAM Academy, the percentage of 3rd through 5th grade students who meet standard in writing, reading, science and mathematics on the standard state assessment will increase from the overall average 90% to the overall average of 100% by the end of the 2018-2019 school year.

**Performance Objective 2:** Grade 5 Unit Assessments in Science will have at least 90% or more students make a 70% score.

**Evaluation Data Source(s) 2:** Unit Assessments

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
<b>Critical Success Factors</b> CSF 1  1) All teachers and students will have access to "Generation Genius" lessons, DIY activities, quizzes, and questions.	2.4, 2.5, 2.6	Administration Teachers	Increase in all students' understanding of science concepts and interest in science.				
Problem Statements: Student Academic Achievement 2 Funding Sources: Title IV - 495.00							
<b>Critical Success Factors</b> CSF 1  2) All teachers and students will have access to BrainPop videos, lessons, and quizzes to use with all students.	2.4, 2.5, 2.6	Teachers Administrators					
Problem Statements: Student Academic Achievement 2 Funding Sources: Title IV - 3090.00							

**Performance Objective 2 Problem Statements:**

<b>Student Academic Achievement</b>
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**Problem Statement 2:** Less than 80% of students scored at the "Approaches" level on 5th science STAAR. **Root Cause 2:** There is a lack of instruction reaching the depth and complexity of the TEKS.

**Goal 5:** At Hays STEAM Academy, the percentage of 3rd through 5th grade students who meet standard in writing, reading, science and mathematics on the standard state assessment will increase from the overall average 90% to the overall average of 100% by the end of the 2018-2019 school year.

**Performance Objective 3:** District SBAs will show that 100% of students are on track to meet standard in 4th writing and 5th science.

**Evaluation Data Source(s) 3:** District SBA data

**Summative Evaluation 3:**

**Goal 6:** At Hays STEAM Academy, the percentage of students in grades K-2 who are reading at or above grade level will be 97% or higher by the end of the 2018-2019 school year.

**Performance Objective 1:** GPM 4.1: The percentage of kindergarten, 1st, and 2nd grade students reading at or above grade level as measured by iStation/Espanol will increase from 87% to 97% by the end of the 2018-2019 school year.

**Evaluation Data Source(s) 1:** Istation reports

**Summative Evaluation 1:**

**Goal 6:** At Hays STEAM Academy, the percentage of students in grades K-2 who are reading at or above grade level will be 97% or higher by the end of the 2018-2019 school year.

**Performance Objective 2:** GPM 4.2 The percentage of Prekindergarten students producing 20 letter sounds on a district checkpoint will be 90% by the end of the 2018-2019 school year.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

A comprehensive was completed with the most recent testing information from the 17-18 year, updated and approved by campus planning team on September 24, 2018.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Campus Improvement Plan was developed by the CCIT committee that includes administrators, counselor, classroom teachers, a parent, and a community member.

### **2.2: Regular monitoring and revision**

The CIP will be monitored and revised monthly at each CCIT meeting. Documentation of monitoring will be listed in the minutes of each meeting.

### **2.3: Available to parents and community in an understandable format and language**

The CIP is available to parents and community members on the Hays website or a printed copy upon request.

### **2.4: Opportunities for all children to meet State standards**

Many of the strategies in the CIP address opportunities for all students to meet State standards. The Title I Schoolwide elemnt strategies are listed below.

### **2.5: Increased learning time and well-rounded education**

The CIP includes multiple strategies to ensure increased learning time and a well-rounded education. These strategies are listed below.

### **2.6: Address needs of all students, particularly at-risk**

The CIP addresses needs of all students, particularly our at-risk population. Strategies are listed below.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

There are many strategies for parent and family engagement in our plan. There is a plan in place to distribute the parent and family engagement policy in both English and Spanish. The Parent and Family Engagement Policy was sent home the week of September 4, 2018.

### **3.2: Offer flexible number of parent involvement meetings**

There are many opportunities for parent involvement meetings at various times of the day in the CIP. These are listed below.

# Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
chavez	PK aide		

# Plan Notes

## PLC updates by Grade levels

## Minutes for CIP

### Federal/State Required Priority Goals:

**Federal State priority goals (SP) are integrated throughout the district improvement plan within the performance objectives identified. The performance objective (PO) will state at the conclusion of the objective which federal & state goals are supported by the objective if applicable.**

(SP1.1) Hays will implement researched and outcome based strategies based on school-wide reform to address gaps in student learning and performance in reading language arts, science, social studies & math to include the following targeted groups: all students, all limited English proficient students, migrant students, special needs students, and at-risk students in a timely manner. (Goal 1, PO 1, PO 3, PO5)

(SP1.2) All Hays students will reach high academic standards, at a minimum attaining proficiency or better in reading language arts, writing, math, science and social studies to include the following sub groups: all Title 1 students, all students, all Limited English Proficient students, migrant students, special needs students, and at-risk students in a timely manner. (Goal 1, PO 1, PO 3, PO 5)

(SP1.3) Improved performance for physical education: All Hays students engaged in the state physical education assessment will show improvement. (Goal 1, PO 12)



(SP1.4) All Hays students will be prepared for college or career readiness. (Goal 1, PO 8, PO 9)

(SP1.5) Improved performance for attendance rate: The attendance rate for Hays students in all targeted subgroups will increase to a minimum of 95%. (Goal 1, PO 13)

(SP1.6) Hays will ensure that early childhood intervention for migrant students/ improved identification and recruitment of migrant students, improved graduation enhancement for migrant students and improved services coordination for migrant students will occur. (Goal 1, PO 1, PO 6)

(SP1.7) Improved performance for participation: TAKS/STAAR: Hays will meet or exceed 95% participation for every subgroup and TAKS/STAAR subject tested. (Goal 1, PO 13)

~~(SP1.8) All students will graduate from high school to include all student subgroups. (Goal 1, PO 10, PO 11)~~

~~(SP1.9) Campuses will provide graduation enhancement opportunities and secondary credit exchange and accrual for migrant students. (Goal 1, PO 1)~~

-

~~(SP2.1) Improved reporting for NGS & secondary credit exchange and accrual for migrant students will occur. (Goal 1, PO 1)~~

(SP2.2) Hays will reduce drop outs through drop out recovery efforts. (Goal 1, PO 1, PO 9, PO 11)

(SP2.3) Transition planning will be addressed at Hays as appropriate to ensure minimal student interruption. (Goal 1, PO 3, PO 4, PO 5 & PO 6)

(SP2.4) Improved coordination of federal, state, and local funds by all stakeholders will occur to include migrant services coordination. (Goal 5, PO1)

~~(SP2.5) Pregnant students and student parents will be supported through a learning environment that is unique to their individual needs in order for them to graduate from high school. (Goal 1, PO 1, PO 3, PO5)~~

(SP2.6) ECISD and Hays will ensure that discipline management practices are in place to provide learning environments that are safe, drug free, and conducive to learning. (Goal 2, PO 1, PO 3, PO5; Goal 3, PO 4 )

(SP2.7) Hays will provide student support for suicide prevention, violence prevention and intervention and harassment and dating violence. (Goal 2, PO 9)

(SP2.8) ECISD and Hays will ensure that every campus has trained teams in the procedures for Texas Behavior Support Initiative (TBSI). (Goal 2, PO 9)

(SP2.9) At Hays, conflict resolution will be addressed to ensure a safe, orderly learning environment that promotes academic achievement, increased attendance and reduction in the number of discipline referrals and drop outs. (Goal 2, PO 9)

(SP2.10) Hays will provide career education to assist students in developing the knowledge, skills and competencies necessary for a broad range of career opportunities and accelerated education. (Goal ?)

(SP3.1) Hays will maintain a professional development plan for teachers, principals and paraprofessionals that will be high quality and ongoing. (Goal ?)

(SP3.2) Hays will ensure that teachers are given the opportunity to give input in the development of academic assessments. (Goal ?)

(SP 3.3) Hays will provide professional development in utilizing technology. (Goal ?)

(SP 3.4) All students at Hays will be taught by highly qualified teachers and highly qualified instructional paraprofessionals. (Goal 1, PO 1, PO 3, PO5)

(SP 3.5)Hays will recruit, hire and retain highly qualified teachers and instructional paraprofessionals. (Goal 3, PO 1, PO 4, PO 7, PO 8)

(SP 3.6) Hays will utilize instructional technology as a teaching tool for student success. (Goal ?)

(SP4.1) Hays will work to improve parent participation to include targeted subgroups: Title 1, Bilingual ESL, and migrant. (Goal ?)

## 2018-2020 Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Julie Marshall	Principal
Administrator	Paula Dannheim	Assistant Principal
Non-classroom Professional	Lynsey Woody	Counselor
Business Representative	Filo Galindo	Community Member
Parent	Vanessa Whitaker	Parent
Classroom Teacher	April Kyer	teacher
Classroom Teacher	Leah Loftin	teacher
Classroom Teacher	Lydia Ybarra	teacher
Classroom Teacher	Daniela Diaz	teacher
Classroom Teacher	Christie Allen	teacher
Classroom Teacher	Lennie Garcia	teacher
Classroom Teacher	Jeannie Elmore	teacher

# Campus Funding Summary

<b>Title One School-wide</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
2	1	2	STEAM supplies for Family STEAM nights		\$868.00
2	1	6	iPads and iPad cases		\$7,900.00
<b>Sub-Total</b>					<b>\$8,768.00</b>
<b>Title IV</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	5	1	Kids Deserve It books		\$1,100.00
2	1	1	Replacement kits for EIE and PLTW		\$5,000.00
2	1	3	Art supplies to integrate with art with science, engineering, and math		\$2,000.00
2	1	7	Art supplies		\$7,000.00
2	1	8	EIE Kindergarten kits		\$2,800.00
3	1	2	Site License and materials for conflict resolution		\$900.00
5	2	1	Generation Genius School Account		\$495.00
5	2	2	BrainPop school account		\$3,090.00
<b>Sub-Total</b>					<b>\$22,385.00</b>
<b>Grand Total</b>					<b>\$31,153.00</b>