

# **Killeen Independent School District**

## **Hay Branch Elementary School**

**2024-2025**

**Accountability Rating: D**



# Mission Statement

Our mission is to provide a safe and caring learning environment where each and every student will rise to the top of their dreams because incorporating character, relationships and academics into all of their learning.

## Vision

"We are the Hay Branch Hawks and we will rise to the top!" is the campus vision at Hay Branch Elementary. This vision began with the dream of Mrs. Alice Douse who chose the hawk as the mascot for Hay Branch when she opened the school in 1986.

This vision is the key for each and every decision we will make. In order to rise to the top we will utilize the foundations of character, relationships and academics to follow the path to the success of each and every single child who enters our campus.

With this common vision, we are able to work toward overall campus success.

# Table of Contents

- Comprehensive Needs Assessment ..... 4
  - Student Success ..... 4
  - Human Capital ..... 8
  - Financial Stewardship ..... 10
- Priorities ..... 11
  - Priority 1: Student Success ..... 11
  - Priority 2: Human Capital ..... 29
  - Priority 3: Financial Stewardship ..... 37
- SBDM & Title I Stakeholders (ES) ..... 46

# Comprehensive Needs Assessment

Revised/Approved: June 20, 2024

## Student Success

### Student Success Summary

#### Goal 1: Pathways for All students to build connections

Hay Branch Elementary is a Title I elementary school in Killeen ISD serving the families in the Westcliff community in Killeen, Texas. We serve approximately 600 students in grades PK4-5th grade.

Our mission is to provide a safe and caring learning environment where each and every student will rise to the top of their dreams by incorporating character, relationships and academics into all of their learning.

"We are the Hay Branch Hawks and we will rise to the top!" is the campus vision at Hay Branch Elementary. This vision began with the dream of Mrs. Alice W. Douse who chose the hawk as the mascot for Hay Branch when she opened the school in 1986. This vision is the key for each and every decision we will make. In order to rise to the top we will utilize the foundations of character, relationships and academics to follow the path to the success of each and every single child who enters our campus. With this common vision, we are able to work toward overall campus success.

Utilizing Capturing Kids Hearts will provide us with a solid tool to prepare the pathways for all students to build connections. Teaching the whole child is important to us. By utilizing the components of character, relationships and academics, we will rise to the top in 2024-2025. The key is to build relationships where children know that they are valued. In the 2024-2025 school year, all KISD schools will participate in Capturing Kids Hearts. CKH is a program for K-12 educators that aims to develop healthy relationships and effective skills in schools to:

- \* Relationships: Build productive relationships between students, teachers, and colleagues
- \* Social-emotional wellbeing: Create a relationship-driven campus culture and strengthen student connectedness
- \* Classroom management: Develop self-managing classrooms and decrease discipline issues

During the 2023-2024 school year, 459 students exhibited a behavior violating the KISD Student Code of Conduct which resulted in the students receiving a written office referral. 18% of these students received more than one office referral during the school year.

While the number of office referrals did not decrease in the 2023-2024 school year; it was significantly lower than the 2022-2023 school year. We expect a much better outcome in the 2024-2025 school year as we incorporate Capturing Kids Hearts.

Safety of our students and staff is most important. We meet the state and district required "locked door" checks. Additionally, we participate in all required safety drills. Our Safe & Supportive Schools team meets regularly to review the safety and security of all students, staff, families and visitors.

#### Goal 2: All student meet or exceed the Texas grade level standards in reading and writing

A recent review of the 2023-2024 STAAR data notes that we earned a score of 74 on closing the gaps. This achievement follows our goal of rising and building students. The

achievement scores from the 2023-2024 STAAR reading and writing reflect that our students have performed better in 4th and 5th grade for STAAR reading achievement based on their Meet and Masters levels. The 3rd grade students showed a decline in reading performance in Meets standards but did improve at the Masters levels. Overall, Hay Branch students showed an increase of 5% in Meets in reading and an increase of 12% in Masters. While we are showing growth, the percentage meeting and mastering needs improvement. Overall growth of reading and writing for all students will be a primary focus in the 2024-2025 school year.

On the 2024 STAAR reading, 28% of the third grade students met or exceeded the state's expected standard of achievement, reflecting a decrease of 7% from 2023. 12% of the third grade students mastered reading reflecting a 1% increase from 2023.

On the 2024 STAAR reading, 35% of the fourth grade students met or exceeded the state's expected standard of achievement, reflecting an increase of 4% from 2023. 8% of the fourth grade students mastered reading reflecting a 1% increase from 2023.

On the 2024 STAAR reading, 39% of the fifth grade students met or exceeded the state's expected standard of achievement, reflecting an increase of 17% from 2023. 16% of the fifth grade students mastered reading reflecting a 10% increase from 2023.

Economically disadvantaged students who took the 2024 STAAR reading were 1% less successful at meeting the state's standard. For reading, 35% of Hay Branch's economically disadvantaged students met or exceeded the standard as compared to 36% of non-economically disadvantaged students. This was an increase or decrease from 2023 when \_\_\_% of economically disadvantaged students met or exceeded the state standard for STAAR reading. While, this subgroup is basically equal to the whole group, 35% meeting standard is not acceptable. Reading instruction will be a primary focus for the 2024-2025 school year.

Emerging bilingual (EB) students did not perform as well as their English as a first language peers on the 2024 STAAR. For reading 25% of Hay Branch's EB students met or exceeded the standard as compared to 36% of English as a first language students. This data is reflective of 10 students in grades 3-5. This was a increase/decrease from 2023 when \_\_\_% met or exceeded the state standard for STAAR reading. Growth of our EB student population's academic success will be a focus in the 2024-2025 school year.

STAAR is not the only data reviewed and monitored. Students in K-5th grade also participate in a universal screening test called NWEA MAP. This assessment takes place three times a year. At the end of the school year, we reviewed data for all grades. We noted individual growth based on RIT scores. The expectation was for each child to grow 10 RIT points. Overall, Hay Branch Elementary grew 9.4 in the RIT reading scores. The individual student growth became a focus at Hay Branch beginning in March of 2023- 2024 and will be the focus in 2024-2025.

Our pre-kindergarten students also complete a universal screener called CIRCLE. The CIRCLE data from the 2023-2024 school year reflects 77% of the Hay Branch students met mastery for all literacy skills evaluated, The foundation of literacy will be the focus in 2024-2025.

Building a deeper understanding of vertical alignment of reading and writing skills from prekindergarten through fifth grade will be a focus during the 2024-2025 school year. Differentiated instruction with a focus on building solid foundations of reading comprehension, vocabulary and phonemic awareness will be a focus during the 2024-2025 school year. Hay Branch has a district instructional coach, an intervention teacher, and a campus instructional coach. As a team, we will build a deeper understanding of instructional needs and practices to work to ensure our student needs are met.

### **Goal 3: All student meet or exceed the Texas grade level standards in math**

A recent review of the 2023-2024 STAAR data for math reflect that our students have performed better in 4th grade for STAAR math achievement based on their Meet and Masters levels. The 3rd grade students maintained the same level of performance in Meets standards and improved at the Masters levels. The 5th grade students declined in both Meets and Masters levels. Overall, Hay Branch students scored 27% Meets which is an increase of 3% in Meets in math and an increase of 4% in Masters. While we are showing growth, the percentage meeting and mastering needs improvement. Overall growth of math for all students will be a primary focus in the 2024-2025 school year.

On the 2024 STAAR math, 30% of the third grade students met or exceeded the state's expected standard of achievement, maintaining the same level from 2023. 14% of the third grade students mastered math reflecting a 5% increase from 2023.

On the 2024 STAAR math, 23% of the fourth grade students met or exceeded the state's expected standard of achievement, reflecting an increase of 16% from 2023. 6% of the fourth

grade students mastered reading reflecting a 6% increase from 2023.

On the 2024 STAAR math, 21% of the fifth grade students met or exceeded the state's expected standard of achievement, reflecting an decrease of 5% from 2023. 4% of the fifth grade students mastered math reflecting a 2% decrease from 2023.

Economically disadvantaged students who took the 2024 STAAR math were 1% less successful at meeting the state's standard. For math, 26 % of Hay Branch's economically disadvantaged students met or exceeded the standard as compared to 27 % of non-economically disadvantaged students. This was an increase or decrease from 2023 when \_\_\_% of economically disadvantaged students met or exceeded the state standard for STAAR math. While, this subgroup is basically equal to the whole group, 27% meeting standard is not acceptable. Math instruction will be a primary focus for the 2024-2025 school year.

There are 10 Emerging bilingual (EB) students at Hay Branch in 3rd-5th grade. Emerging bilingual (EB) students did not perform as well as their English as a first language peers on the 2024 STAAR. For math 25% of Hay Branch's EB students met or exceeded the standard as compared to 27% of English as a first language students. This was a increase/ decrease from 2023 when \_\_\_% met or exceeded the state standard for STAAR math. Growth of our EB student population's academic success will be a focus in the 2024-2025 school year.

STAAR is not the only data reviewed and monitored. Students in K-5th grade also participate in a universal screening test called NWEA MAP. This assessment takes place three times a year. At the end of the school year, we reviewed data for all grades. We noted individual growth based on RIT scores. The expectation was for each child to grow 10 RIT points. Overall, Hay Branch Elementary grew 11.7 in the RIT math scores. K-2nd RIT math scores were significantly higher than 3rd-5th RIT math scores. The individual student growth became a focus at Hay Branch beginning in March of 2023- 2024 and will be the focus in 2024-2025.

Our pre-kindergarten students also complete a universal screener called CIRCLE. The CIRCLE data from the 2023-2024 school year reflects 81 % of the Hay Branch students met mastery. The foundation of number sense and math will be the focus in 2024-2025.

On the 2024 STAAR science, 1% of the students met or exceeded the state's expected standard of achievement, decreasing from 12% in 2023. Only 16% approached standard on the 2024 STAAR science. For this reason, Hay Branch will place a focus on science instruction in all grades during the 2024-2025 school year.

#### **Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, and/or enter the workforce**

One of the things that makes Hay Branch a great place is the diversity of the student population. The 2023-2024 TAPR reflects an ethnic distribution of 49% African-American, 26% Hispanic, 13% Two or more races, and 10% White. The remaining 2% students are Asian, American Indian, or Pacific Islander.

Hay Branch Elementary is a Title I school. 86%% of our students are economically disadvantaged. 1 % are Emerging Bilingual. 19% of our students receive special education and 11 % receive services for dyslexia. According to the TAPR report, our mobility rate is 54%. 31% are Military Connected. 3% of our students are identified as gifted and talented. It is important that Hay Branch meet the unique needs of all subgroups, so that each and every child will thrive and meet their maximum potential.

#### **Student Success Strengths**

\* Data shows that our Closing the Gap score is 74. We are proud of the building of student success.

\* 4th and 5th grade achievement grew in STAAR reading in 2023-2024. 4th grade achievement grew in STAAR math in 2023-2024.

\* Data shows that are economically disadvantaged students score equally with our non-economically disadvantaged students.

\* Hay Branch is a diverse campus. We take pride in the fact that our staff demographics resemble the diversity of our student population.

\* 100% of our safety procedures are followed.

### **Problem Statements Identifying Student Success Needs**

**Problem Statement 1:** During the 2023-2024 school year, 459 students exhibited a behavior violating the KISD Student Code of Conduct which resulted in the student receiving a written office referral. 18% of these students received more than one office referral during the school year. Additionally, 39% of PK students mastered social-emotional learning on the year-end CIRCLE assessment. **Root Cause:** Not all students are equipped with self-regulation strategies and coping skills.

**Problem Statement 2:** STAAR reading achievement average of 34% while an increase of 5% from the previous year., it is below the district and state expectation. Additionally 77 % of the PK students mastered rapid vocabulary. **Root Cause:** Teachers have not received adequate professional development in instructional methods to improved reading, writing and vocabulary instruction.

**Problem Statement 3:** On the year end MAP reading assessments, students in K-2nd grade scored 48% based on their RIT scores. **Root Cause:** The daily schedule was not designed to maximize the instructional time.

**Problem Statement 4:** STAAR math achievement average of 25% while an increase of 3% from the previous year is below the district and state expectation. Additionally, 25 % of the PK students mastered number sense. **Root Cause:** Teachers have not received adequate professional development in instructional methods to improved math instruction and knowledge of vertical alignment.

**Problem Statement 5:** On the year end MAP math assessments, students in K-2nd grade scored 48% based on their RIT scores. **Root Cause:** Teachers have not received adequate professional development in instructional methods to improved math instruction and knowledge of vertical alignment.

**Problem Statement 6:** STAAR science achievement average of 1% is significantly lower than the state and district expectation. **Root Cause:** The daily schedule was not designed to maximize the instructional time for science.

**Problem Statement 7:** Economically disadvantaged students reading achievement average of 32% , 45% in math and 12% in science which are below the district and state expectation **Root Cause:** Teachers have not received adequate professional development in instructional methods to improved reading, writing and vocabulary instruction.

**Problem Statement 8:** Special Education students scored significantly lower than regular education students in reading, math and science. **Root Cause:** Vacancies in special education staff did not adequately provide regular instructional interventions

**Problem Statement 9:** There is a need for consistent analysis of data to provide for stronger differentiated instruction for all students. **Root Cause:** Consistency in professional learning communities for data analysis was not maintained.

**Problem Statement 10:** Emergent bilingual students did not perform as well as their English as a first language peers in reading math and science. **Root Cause:** Teachers have not received adequate professional development in instructional methods to address educational needs of the Emergent bilingual students.

# Human Capital

## Human Capital Summary

The Hay Branch Elementary staff is highly qualified and committed to our students. We are proud of the fact that our staff demographics reflect diversity. 45% of our staff are African-American. 34% are white. 20% are Hispanic. 1% are Asian-American. We have a young staff with 43% having 0-5 years of experience. 26% have 6-10 years of experience. 31% have more than 10 years experience. Building the capacity of all teachers will be the focus during the 2024-2025 school year.

Teaching can be a stressful job, especially if you are still fairly new in the profession. During the 2024-2025 school year, teachers and staff will be a focus so that our staff will be best prepared to meet the needs of all students.

We will also make certain that our teachers have time to collaboratively plan, develop strong vertical alignment and develop tools to differentiate instruction that builds the success of each and every student.

Hay Branch experienced substantial changes in leadership and staff during the 2023-2024 school year. We have some new leadership and will work to build the capacity of the Hay Branch leadership team. In turn, the leadership team will work to build the instructional staff at Hay Branch Elementary. The leadership team consisting of the principal, assistant principals, district instructional coach, and campus instructional coach will collaborate to lead curriculum development so that the learning needs of all students can be met. As a team, we will ensure that the district's curriculum is implemented with fidelity. This year, the Hay Branch leadership team will focus on servant-minded instruction.

It is important that the Hay Branch staff feel supported and challenged to continue to grow. Our culture is one where teachers are encouraged to be life-long learners and collaborate with colleagues. Teachers are treated as professionals and a balance of family/work is important. Professional learning communities will be held during the school week so teachers can collaborate and to plan and learn from each other in a transparent environment designated to grow teachers and students. Half day planning will be held quarterly to address instructional needs. Weekly planning will be held during PLC's to address differentiated and focused instruction.

Hay Branch Elementary has support from 1-8 Calvary 2nd Battalion, Good News Club, Master Gardeners and the Community in Schools program. After-school activities included a fall family reading night, Black History/Step Team performance, and spring family game night. Character Trait Lunches were held monthly. After school clubs included gardening, step, Good News Club, Science Olympiad and Student Council. Communication was maintained through Facebook, Blackboard Connect and S'more. In the 2024-2025 school year, there will be an increase in family engagement and after-school clubs.

During the Fall 2023 Qualtrics Survey, Hay Branch staff reported strengths in collaboration. 100% of the teachers said that they have high expectations for their students. Understanding data and differentiated instructional strategies are areas where we will improved in the 2024-2025 school year so that all students will set attainable goals and will have a path to success in reaching the top of their goals.

## Human Capital Strengths

- \* 31% of the teachers at Hay Branch Elementary have more than 10 years experience
- \* Balance of family/work is encouraged
- \* Early career teachers receive support from campus instructional coach, appraisers, and designated mentors
- \* Hay Branch prioritizes focus on life-long learning
- \* Staff report a high level of satisfaction with campus leadership



\* 100% of Hay Branch teachers describe themselves as having high expectations

### **Problem Statements Identifying Human Capital Needs**

**Problem Statement 1:** 75% of the campus leadership team is new to Hay Branch for the 2024-2025 school year. **Root Cause:** Hay Branch experienced the loss of their principal, replacements and new positions by the school district

**Problem Statement 2:** Teachers struggle with knowledge of vertical alignment and providing students with feedback regarding steps for success in learning **Root Cause:** Campus expectations for vertical alignment and student feedback were not adequately monitored with fidelity.

**Problem Statement 3:** Teachers experience high levels of stress during certain times of the school year. **Root Cause:** 43% of the teachers have 5 or less years of experience

**Problem Statement 4:** Parent Involvement is lower than expected. There is a need to support parents in understanding the academic expectations and provide meaningful opportunities to engage with the school as partners in education. **Root Cause:** There was a lack of regular activities to engage parents throughout the day and evenings.

# Financial Stewardship

## Financial Stewardship Summary

Attendance is important because we can not teach students who are not in school. The 2023-2024 attendance rate was 92.74%. This is below the state and district percentage. One area of concern is chronic absenteeism. Regular attendance, including tardiness, will be a focus for the 2024-2025 school year.

District, state, and federal funds are prudently spent by the campus to ensure maximum impact and benefit to our students. During the 2024-2025 school year, an emphasis will be placed on ensuring available funds are spent as early as possible in the school year to reflect maximum benefit to our students.

Professional development is required for our teachers and staff to continue to be life-long learners. To ensure fidelity of professional learning, teachers who participate in professional learning are expected to share that learning with colleagues during professional learning communities, grade level meetings or staff meetings.

## Financial Stewardship Strengths

\* 2023-2024 attendance rate was greater than 2022-2023 attendance rate

\*

## Problem Statements Identifying Financial Stewardship Needs

**Problem Statement 1:** 92.74% attendance rate is below the district and state expectation **Root Cause:** Hay Branch has not communicated expectation of attendance

**Problem Statement 2:** Teachers struggle with knowledge of vertical alignment and knowledge of curriculum. **Root Cause:** 43% of the teachers have less than 5 years experience.

# Priorities

## Priority 1: Student Success

**Goal 1:** Pathways for All students to build connections.

### HB3 Priority

Key Strategic Action 1 Details
<p><b>Key Strategic Action 1:</b> As a campus we will implement and monitor Capturing Kid's Hearts in every classroom in order to support the social/emotional well-being of the students. This training will foster relationship building and empower all students to take ownership of their behavior. All grade levels will develop and utilize a Social Contract for their respective PLCs</p> <p><b>Progress Measure (Lead):</b> The campus will increase staff capacity and utilize Capturing Kids Hearts program with fidelity.</p> <ul style="list-style-type: none"><li>* Campus-wide Professional Development</li><li>* Greeting students and parents at the door daily</li><li>* Building and utilizing Social Contracts</li><li>* Utilizing the hand gestures (T, Check and Foul)</li></ul> <p><b>Outcome Measure (Lag):</b> Strengthened student connectedness resulting in improved academic achievement and fewer behavior incidents.</p> <p><b>Dates/Timeframes:</b> 2024-2025 school year</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP's, CIC and CIS</p> <p><b>Collaborating Departments:</b> none</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Success 1</p>

### Key Strategic Action 2 Details

**Key Strategic Action 2:** Students in grades 3-5 will have the opportunity to interact socially with peers to build friendships, confidence and communication skills while increasing academic skills in after school clubs. These clubs will be hosted by staff members and will vary in theme to include Science Olympiad, Choir, Student Council, Book Club and Art Club.

**Progress Measure (Lead):** Student Surveys

**Outcome Measure (Lag):** More students will have an opportunity to pursue extracurricular activities resulting in an increased number of participants in school clubs and student success

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal & AP's

**Collaborating Departments:** none

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** Student Success 1

### Key Strategic Action 3 Details

**Key Strategic Action 3:** Hay Branch will foster partnerships with families and community through hosting academic and culturally based family nights to support student achievement across content areas. To better equip families on supporting their student with the curriculum, additional family training sessions will be held. These family nights will be conducted monthly and will include meetings such as Family Science Night, Living History Night and Pizza Math Night.

**Progress Measure (Lead):** Increase the number of opportunities for families, students and staff to academic and cultural activities with monthly family night meetings such as Family Science Night and Living History Night.

**Outcome Measure (Lag):** The campus will see an increase in positive perspectives in the relationship between families, staff and students.

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal and AP's

**Collaborating Departments:** none

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Human Capital 4

**Funding Sources:** Supplies for Family Night Activities - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.119.24.PAR - \$1,498, Snacks for Family Night - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.119.24.PAR - \$1,040

### Key Strategic Action 4 Details

**Key Strategic Action 4:** Parents and family members will be invited to review/revise documents according to legal requirements

**Progress Measure (Lead):** Communication is key to overall success

- \* Facebook
- \* Wednesday Folders
- \* Newsletters
- \* Mass Communication Calls
- \* SBDM
- \* Marquee
- \* RaaWee

**Outcome Measure (Lag):** Communication will build better success with parents

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal and AP's

**Collaborating Departments:** none

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Human Capital 4

### Key Strategic Action 5 Details

**Key Strategic Action 5:** Hay Branch will motivate students to maintain daily attendance by implementing a monthly incentive program, with additional recognition at the nine-week mark for perfect attendance. The RAAWEE system will be used to track absences and tardies.

**Progress Measure (Lead):** \* Daily Recognition for classes with perfect attendance and no tardies

- \* Perfect Attendance Awards each nine weeks

**Outcome Measure (Lag):** Reduce absenteeism and tardies by 10% from the 2023-2024 school year.

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Attendance Secretaries, Principal, AP's

**Collaborating Departments:** Counselors

**ESF Levers:**

Lever 1: Strong School Leadership and Planning

**Problem Statements:** Financial Stewardship 1

### Key Strategic Action 6 Details

**Key Strategic Action 6:** Students will attend field trips, to include virtual trips when appropriate, to enhance and support their learning experiences, academic performance and make connections to real-world experiences. These field trips will be to locations that reinforce content area TEKS that are difficult to replicate in the classroom setting.

**Progress Measure (Lead):** Transfinder

**Outcome Measure (Lag):** Students will grow academically from the experiences

**Dates/Timeframes:** 2024-2025 school years

**Staff Responsible for Monitoring:** Principal, AP's, CIS, CIC

**Collaborating Departments:** none

**ESF Levers:**

Lever 1: Strong School Leadership and Planning

**Problem Statements:** Student Success 2, 3, 4, 5, 6

**Funding Sources:** Support for Field Experiences - 166 - State Comp Ed - 166.11.6494.00.119.30.AR0 - \$4,370

### Goal 1 Problem Statements:

#### Student Success

**Problem Statement 1:** During the 2023-2024 school year, 459 students exhibited a behavior violating the KISD Student Code of Conduct which resulted in the student receiving a written office referral. 18% of these students received more than one office referral during the school year. Additionally, 39% of PK students mastered social-emotional learning on the year-end CIRCLE assessment. **Root Cause:** Not all students are equipped with self-regulation strategies and coping skills.

**Problem Statement 2:** STAAR reading achievement average of 34% while an increase of 5% from the previous year., it is below the district and state expectation. Additionally 77 % of the PK students mastered rapid vocabulary. **Root Cause:** Teachers have not received adequate professional development in instructional methods to improved reading, writing and vocabulary instruction.

**Problem Statement 3:** On the year end MAP reading assessments, students in K-2nd grade scored 48% based on their RIT scores. **Root Cause:** The daily schedule was not designed to maximize the instructional time.

**Problem Statement 4:** STAAR math achievement average of 25% while an increase of 3% from the previous year is below the district and state expectation. Additionally, 25 % of the PK students mastered number sense. **Root Cause:** Teachers have not received adequate professional development in instructional methods to improved math instruction and knowledge of vertical alignment.

**Problem Statement 5:** On the year end MAP math assessments, students in K-2nd grade scored 48% based on their RIT scores. **Root Cause:** Teachers have not received adequate professional development in instructional methods to improved math instruction and knowledge of vertical alignment.

**Problem Statement 6:** STAAR science achievement average of 1% is significantly lower than the state and district expectation. **Root Cause:** The daily schedule was not designed to maximize the instructional time for science.

#### Human Capital

**Problem Statement 4:** Parent Involvement is lower than expected. There is a need to support parents in understanding the academic expectations and provide meaningful opportunities to engage with the school as partners in education. **Root Cause:** There was a lack of regular activities to engage parents throughout the day and evenings.

#### Financial Stewardship

**Problem Statement 1:** 92.74% attendance rate is below the district and state expectation **Root Cause:** Hay Branch has not communicated expectation of attendance

**Priority 1: Student Success**

**Goal 2:** All students meet or exceed the Texas grade level standards in reading and writing.

**HB3 Priority**

<b>Key Strategic Action 1 Details</b>
---------------------------------------

<p><b>Key Strategic Action 1:</b> The piloted program of Amplify curriculum will be utilized in all K-5th grade classrooms with fidelity. Core instruction in ELAR will be provided for 120 minutes of the instructional day. PK will follow the district curriculum for ELAR with fidelity.</p>
--

**Progress Measure (Lead:** STAAR, MAPS, Unit Assessments

**Outcome Measure (Lag):** By the end of the 2025 school year, there will be 20% increase in meets standard on STAAR Reading, 20% increase in RIT scores in MAPS Reading and 20% growth in CIRCLE.

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, Assistant Principals, DIC, CIC and CIS

**Collaborating Departments:** none

**TEA Priorities:**

Build a foundation of reading and math, Improve low-performing schools

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 2, 3 - Human Capital 2

**Funding Sources:** Instructional Supplies - 211 - ESEA, Title I Part A - 211.11.6399.00.119.30.000 - \$6,122

### Key Strategic Action 2 Details

**Key Strategic Action 2:** Instructional Planning Days will be scheduled each nine weeks for classroom teachers to study state standards, district resources and curriculum documents, analyze data and plan for students to engage rigorous tasks to prepare them for formative and summative assessments. In addition, teachers will meet with campus instructional coach, campus instructional specialist, district instructional coach and campus administration to analyze data and plan for student instruction.

**Progress Measure (Lead:** STAAR, MAPS, Unit Assessments

**Outcome Measure (Lag):** By the end of the 2025 school year, there will be 20% increase in meets standard on STAAR Reading, 20% increase in RIT scores in MAPS Reading and 20% growth in CIRCLE.

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, AP's, CIS & CIC

**Collaborating Departments:** none

**TEA Priorities:**

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 2, 3 - Human Capital 2

**Funding Sources:** Substitutes for Planning - 166 - State Comp Ed - 166.13.6299.SB.119.30.AR0 - \$8,000

### Key Strategic Action 3 Details

**Key Strategic Action 3:** SPED teachers will work with general education teachers to ensure that all students demonstrate growth and will determine and utilize accommodations and differentiation strategies to meet all student needs.

**Progress Measure (Lead:** STAAR, MAPS, Unit Assessments

**Outcome Measure (Lag):** By the end of the 2025 school year, there will be 20% increase in meets standard on STAAR Reading, 20% increase in RIT scores in MAPS Reading and 20% growth in CIRCLE.

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, AP's, DIC, CIC and CIS

**Collaborating Departments:** none

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 2, 3 - Human Capital 2



### Key Strategic Action 4 Details

**Key Strategic Action 4:** Special Program Teachers and Administrators will work with general education teachers to ensure that all students demonstrate growth by studying data. In addition they will determine and utilize accommodations and differentiation strategies to meet all student needs. Hay Branch Elementary will provide Tier I interventions for all students. Tier II and Tier III interventions will be implemented for those students identified as needing specialized intervention through Student Success Plan. An intervention block will be embedded in their daily schedule and utilized by all classroom teachers. Interventions are targeted and delivered in a small group setting.

**Progress Measure (Lead):** STAAR, MAPS, Unit Assessments

**Outcome Measure (Lag):** By the end of the 2025 school year, there will be 20% increase in meets standard on STAAR Reading, 20% increase in RIT scores in MAPS Reading and 20% growth in CIRCLE.

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, AP's and Curriculum Specialist

**Collaborating Departments:** none

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

**Problem Statements:** Student Success 2, 3 - Human Capital 2

**Funding Sources:** Campus Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.119.30.000 - \$42,300, Reduced Class Size Teacher - 211 - ESEA, Title I Part A - 211.11.6119.00.119.30.000 - \$74,749, Instructional Supplies for ELL Students - 165/ES0 - ELL - 165.11.6399.00.119.25.ES0 - \$1,250

### Key Strategic Action 5 Details

**Key Strategic Action 5:** Instructional Assistants will work with general education teachers to ensure that all students demonstrate academic growth in reading and writing.

**Progress Measure (Lead):** STAAR, MAPS, Unit Assessments

**Outcome Measure (Lag):** By the end of the 2025 school year, there will be 20% increase in meets standard on STAAR Reading, 20% increase in RIT scores in MAPS Reading and 20% growth in CIRCLE.

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal and AP's

**Collaborating Departments:** Teachers

**TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 2: Strategic Staffing

**Problem Statements:** Student Success 2, 3

**Funding Sources:** Instructional Assistant - 211 - ESEA, Title I Part A - 211.11.6129.00.119.30.000 - \$32,000, Instructional Assistant - 211 - ESEA, Title I Part A - 211.11.6129.00.119.30.000 - \$28,700, Instructional Assistant - 166 - State Comp Ed - 166.11.6129.00.119.30.AR0 - \$26,000, Instruction Assistant - 166 - State Comp Ed - 166.11.6129.00.119.30.AR0 - \$24,000

### Key Strategic Action 6 Details

**Key Strategic Action 6:** Parent & Teacher conferences will be held during the first semester to ensure parents are informed of their child's attendance, academic progress and establish and build strong parent and teacher relationships that improve partnerships between home and school.

**Progress Measure (Lead):** Parent Conferences

**Outcome Measure (Lag):** Positive communication will strengthen the partnership between school and home to increase student success

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, AP's, CIS

**Collaborating Departments:** none

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Human Capital 4

### Key Strategic Action 7 Details

**Key Strategic Action 7:** Teachers will collaborate to create TEK aligned lessons that include online instructional software programs, during focused instruction to provide a visual and interactive learning experience to support student understanding.

**Progress Measure (Lead):** STAAR, MAPS, Unit Assessments

**Outcome Measure (Lag):** By the end of the 2025 school year, there will be 20% increase in meets standard on STAAR Reading, 20% increase in RIT scores in MAPS Reading and 20% growth in CIRCLE.

**Dates/Timeframes:** 2024 - 2025 school year

**Staff Responsible for Monitoring:** CIS, CIC

**Collaborating Departments:** none

**ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Success 2, 3 - Human Capital 2

**Key Strategic Action 8 Details**

**Key Strategic Action 8:** Librarian will work with general education teachers to ensure that all students demonstrate growth in Reading and Language Arts

**Progress Measure (Lead:** STAAR, MAPS, Unit Assessments

**Outcome Measure (Lag):** By the end of the 2025 school year, there will be 20% increase in meets standard on STAAR Reading, 20% increase in RIT scores in MAPS Reading and 20% growth in CIRCLE.

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal and AP's

**Collaborating Departments:** Librarian and Teachers

**ESF Levers:**

Lever 2: Strategic Staffing

**Problem Statements:** Student Success 2, 3

**Funding Sources:** Salary for .5 Librarian - 211 - ESEA, Title I Part A - 211.12.6119.00.119.30.000 - \$47,869

**Goal 2 Problem Statements:**

**Student Success**

**Problem Statement 2:** STAAR reading achievement average of 34% while an increase of 5% from the previous year., it is below the district and state expectation. Additionally 77 % of the PK students mastered rapid vocabulary. **Root Cause:** Teachers have not received adequate professional development in instructional methods to improved reading, writing and vocabulary instruction.

**Problem Statement 3:** On the year end MAP reading assessments, students in K-2nd grade scored 48% based on their RIT scores. **Root Cause:** The daily schedule was not designed to maximize the instructional time.

**Human Capital**

**Problem Statement 2:** Teachers struggle with knowledge of vertical alignment and providing students with feedback regarding steps for success in learning **Root Cause:** Campus expectations for vertical alignment and student feedback were not adequately monitored with fidelity.

**Problem Statement 4:** Parent Involvement is lower than expected. There is a need to support parents in understanding the academic expectations and provide meaningful opportunities to engage with the school as partners in education. **Root Cause:** There was a lack of regular activities to engage parents throughout the day and evenings.

**Priority 1: Student Success**

**Goal 3:** All students meet or exceed the Texas grade level standards in math.

**HB3 Priority**

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** The district designated SAVVAS Math curriculum will be utilized in all K-5th grade classrooms with fidelity. Core instruction in Math will be provided for 80 minutes of the instructional day. PK will follow the district curriculum for Math with fidelity.

**Progress Measure (Lead):** STAAR, MAPS and Unit Assessments

**Outcome Measure (Lag):** By the end of the 2025 school year, there will be 20% increase in meets standard on STAAR Math, 20% increase in RIT scores in MAPS Math and 20% growth in CIRCLE.

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, AP's, CIS, CIC

**Collaborating Departments:** Teachers

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 4, 5

**Funding Sources:** Instructional Supplies for ELL students - 165/ES0 - ELL - 165.11.6399.00.119.25.ES0 - \$500

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Instructional Planning Days will be scheduled each nine weeks for classroom teachers to study state standards, district resources and curriculum documents, analyze data and plan for students to engage rigorous tasks to prepare them for formative and summative assessments. In addition, teachers will meet with campus instructional coach, campus instructional specialist, district instructional coach and campus administration to analyze data and plan for student instruction.

**Progress Measure (Lead):** STAAR Math, MAPS Math and Unit Assessments

**Outcome Measure (Lag):** By the end of the 2025 school year, there will be 20% increase in meets standard on STAAR Math, 20% increase in RIT scores in MAPS Math and 20% growth in CIRCLE.

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, AP's, CIS & CIC

**Collaborating Departments:** none

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 4, 5 - Human Capital 2

### Key Strategic Action 3 Details

**Key Strategic Action 3:** All teachers will incorporate hands on tasks designed to move students thinking from the concrete to the abstract. The students will record their problem solving utilizing numbers, pictures and words. The students will utilize die-cuts in their pictures in problem solving to assist with connections from manipulatives to abstract. This connection from concrete to cut-outs to paper will lead to greater understanding of mathematical skills.

**Progress Measure (Lead:** STAAR Math, MAPS Math, Unit Assessments

**Outcome Measure (Lag):** By the end of the 2025 school year, there will be 20% increase in meets standard on STAAR Math, 20% increase in RIT scores in MAPS Math and 20% growth in CIRCLE.

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, AP's, DIC, CIC, and CIS

**Collaborating Departments:** none

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 4, 5

**Funding Sources:** die-cut machine - 211 - ESEA, Title I Part A - 211.11.6398.00.119.30.000 - \$5,000, Instructional Supplies - 211 - ESEA, Title I Part A - 211.11.6399.00.119.30.000 - \$5,000, Software License for die-cut maching - 211 - ESEA, Title I Part A - 211.11.6396.00.119.30.000 - \$3,600

### Key Strategic Action 4 Details

**Key Strategic Action 4:** SPED teachers will work with general education teachers to ensure that all students demonstrate growth and will determine and utilize accommodations and differentiation strategies to meet all student needs.

**Progress Measure (Lead:** STAAR Math, MAPS Math, and Unit Assessments

**Outcome Measure (Lag):** By the end of the 2025 school year, there will be 20% increase in meets standard on STAAR Math, 20% increase in RIT scores in MAPS Math and 20% growth in CIRCLE.

**Dates/Timeframes:** 2024 - 2025 school year

**Staff Responsible for Monitoring:** Principal, AP's, DIC, CIC, and CIS

**Collaborating Departments:** teachers

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 4, 5

### Key Strategic Action 5 Details

**Key Strategic Action 5:** Special Program Teachers and Administrators will work with general education teachers to ensure that all students demonstrate growth by studying data. In addition they will determine and utilize accommodations and differentiation strategies to meet all student needs. Intervention will be monitored for students struggling with academic success through Tier II, III and MTSS.

**Progress Measure (Lead):** STAAR Math, MAPS Math, Unit Assessments

**Outcome Measure (Lag):** By the end of the 2025 school year, there will be 20% increase in meets standard on STAAR Math, 20% increase in RIT scores in MAPS Math and 20% growth in CIRCLE.

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, AP's, DIC, CIC and CIS

**Collaborating Departments:** none

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 4, 5 - Human Capital 2

### Key Strategic Action 6 Details

**Key Strategic Action 6:** Instructional Interventionists will work with general education teachers to ensure that all students demonstrate academic growth in math. Hay Branch Elementary will provide Tier I interventions for all students. Tier II and Tier III interventions will be implemented for those students identified as needing specialized intervention through Student Success Plan. An intervention block will be embedded in their daily schedule and utilized by all classroom teachers. Interventions are targeted and delivered in a small group setting.

**Progress Measure (Lead):** STAAR Math, MAPS Math and unit assessments

**Outcome Measure (Lag):** By the end of the 2025 school year, there will be 20% increase in meets standard on STAAR Math, 20% increase in RIT scores in MAPS Math and 20% growth in CIRCLE.

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, AP's, DIC, CIC and CIS

**Collaborating Departments:** none

**Problem Statements:** Student Success 4, 5 - Human Capital 2

**Key Strategic Action 7 Details**

**Key Strategic Action 7:** Instructional Aides will work with general education teachers to ensure that all students demonstrate academic growth in math.

**Progress Measure (Lead:** STAAR Math, MAPS Math, Unit Assessments

**Outcome Measure (Lag):** By the end of the 2025 school year, there will be 20% increase in meets standard on STAAR Math, 20% increase in RIT scores in MAPS Math and 20% growth in CIRCLE.

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, AP's, DIC, CIC, and CIS

**Collaborating Departments:** teachers

**ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Success 4, 5

**Goal 3 Problem Statements:**

**Student Success**

**Problem Statement 4:** STAAR math achievement average of 25% while an increase of 3% from the previous year is below the district and state expectation. Additionally, 25 % of the PK students mastered number sense. **Root Cause:** Teachers have not received adequate professional development in instructional methods to improved math instruction and knowledge of vertical alignment.

**Problem Statement 5:** On the year end MAP math assessments, students in K-2nd grade scored 48% based on their RIT scores. **Root Cause:** Teachers have not received adequate professional development in instructional methods to improved math instruction and knowledge of vertical alignment.

**Human Capital**

**Problem Statement 2:** Teachers struggle with knowledge of vertical alignment and providing students with feedback regarding steps for success in learning **Root Cause:** Campus expectations for vertical alignment and student feedback were not adequately monitored with fidelity.

**Priority 1: Student Success**

**Goal 4:** All students meet or exceed the Texas grade level standards in science

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** The district designated HMH Science curriculum will be utilized in all K-5th grade classrooms with fidelity. Core instruction in Science will be provided for 60 minutes of the instructional day. PK will follow the district curriculum for Science with fidelity.

**Progress Measure (Lead:** STAAR Science, MAPS Science, unit assessments

**Outcome Measure (Lag):** By the end of the 2025 school year, there will be 10% increase in meets standard on STAAR Science and 20% increase in RIT scores in MAPS Science

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, AP's, CIC, CIS

**Collaborating Departments:** none

**ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Success 6

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** All teachers will incorporate hands on tasks designed to move students thinking from the concrete to the abstract.

**Progress Measure (Lead:** STAAR Science, MAPS Science, unit assessments

**Outcome Measure (Lag):** By the end of the 2025 school year, there will be 20% increase in meets standard on STAAR Science and 20% increase in RIT scores in MAPS Science

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, AP's, CIC and CIS

**Collaborating Departments:** none

**ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Success 6



### Key Strategic Action 3 Details

**Key Strategic Action 3:** Title I Science Teacher funded as School Improvement Teacher will work with general education teachers to ensure that all students demonstrate academic growth in science. Additional science instructional block will be embedded in their daily schedule and utilized by all classroom teachers.

**Progress Measure (Lead):** STAAR Science, MAPS Science, unit assessments

**Outcome Measure (Lag):** By the end of the 2025 school year, there will be 20% increase in meets standard on STAAR Science and 10% increase in RIT scores in MAPS Science

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, AP's, CIC and CIS

**Collaborating Departments:** none

**ESF Levers:**

Lever 2: Strategic Staffing, Lever 5: Effective Instruction

**Problem Statements:** Student Success 6

### Goal 4 Problem Statements:

#### Student Success

**Problem Statement 6:** STAAR science achievement average of 1% is significantly lower than the state and district expectation. **Root Cause:** The daily schedule was not designed to maximize the instructional time for science.

**Priority 1: Student Success**

**Goal 5:** All students will graduate from high school ready to enroll in postsecondary education, enlist, in the military and/or enter the workforce.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Hay Branch Elementary will create a partnership with community members to provide students with an opportunity to interact with a variety of stakeholders through guest speakers and face to face experiences

**Progress Measure (Lead):** Provide site-based experiences for students to enhance student learning including project-based learning opportunities with technology-based solutions. This will include:

- Career Day
- Guest Speakers
- Living History Family Night

**Outcome Measure (Lag):** Student Assessment

- Parent, Student and Staff Surveys
- Participation in Activities

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, AP's and counselors

**Collaborating Departments:** none

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Student Success 1 - Human Capital 4

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Struggling students will be referred to Multi-tiered Systems of Support (MTSS). MTSS are implemented and monitored monthly for effectiveness for students that fall below the 31% on the MAP universal screener. Evidence-based interventions will be put into place to address the gaps in learning and will be monitored by the MTSS committee. Both online and small group interventions will be utilized as appropriate to meet the needs of individual students.

**Progress Measure (Lead):** Planned monitoring on master schedule utilizing SSRS Reports and MTSS minutes for each child who falls below the 31st percentile.

**Outcome Measure (Lag):** Increase in student achievement

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, AP's, facilitator, CIS

**Collaborating Departments:** none

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** Student Success 2, 3, 4, 5, 6

### Key Strategic Action 3 Details

**Key Strategic Action 3:** Hay Branch will provide Tier I instruction for all students. Tier II and III interventions will be implemented for those students identified as needing specialized intervention through the Student Success Plan. Interventions blocks will be embedded in their daily schedule and utilized by all classroom teachers. Students will be provided with tutoring in reading and math.

**Progress Measure (Lead):** Intervention Schedule, Monitoring Groups, Progress Monitoring

**Outcome Measure (Lag):** Student Achievement will improve through well-planned interventions

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, AP's, CIC, CIS

**Collaborating Departments:** none

**TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**Problem Statements:** Student Success 2, 3, 4, 5, 6

### Key Strategic Action 4 Details

**Key Strategic Action 4:** Instructional assistants will assist classroom teachers with progress monitoring for At-Risk students to provide focused instruction to close the gaps. Additional instructional assistants are funded to reduce small group size during instruction

**Progress Measure (Lead):** STAAR, MAPS, unit assessment

**Outcome Measure (Lag):** By the end of the 2025 school year, there will be 20% increase in meets standard on reading, math and science.

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, AP's, CIC, and CIS

**Collaborating Departments:** none

**Problem Statements:** Student Success 2, 3, 4, 5, 6

### Goal 5 Problem Statements:

### Student Success

**Problem Statement 1:** During the 2023-2024 school year, 459 students exhibited a behavior violating the KISD Student Code of Conduct which resulted in the student receiving a written office referral. 18% of these students received more than one office referral during the school year. Additionally, 39% of PK students mastered social-emotional learning on the year-end CIRCLE assessment. **Root Cause:** Not all students are equipped with self-regulation strategies and coping skills.

**Problem Statement 2:** STAAR reading achievement average of 34% while an increase of 5% from the previous year., it is below the district and state expectation. Additionally 77 % of the PK students mastered rapid vocabulary. **Root Cause:** Teachers have not received adequate professional development in instructional methods to improved reading, writing and vocabulary instruction.

**Problem Statement 3:** On the year end MAP reading assessments, students in K-2nd grade scored 48% based on their RIT scores. **Root Cause:** The daily schedule was not designed to maximize the instructional time.

### Student Success

**Problem Statement 4:** STAAR math achievement average of 25% while an increase of 3% from the previous year is below the district and state expectation. Additionally, 25 % of the PK students mastered number sense. **Root Cause:** Teachers have not received adequate professional development in instructional methods to improved math instruction and knowledge of vertical alignment.

**Problem Statement 5:** On the year end MAP math assessments, students in K-2nd grade scored 48% based on their RIT scores. **Root Cause:** Teachers have not received adequate professional development in instructional methods to improved math instruction and knowledge of vertical alignment.

**Problem Statement 6:** STAAR science achievement average of 1% is significantly lower than the state and district expectation. **Root Cause:** The daily schedule was not designed to maximize the instructional time for science.

### Human Capital

**Problem Statement 4:** Parent Involvement is lower than expected. There is a need to support parents in understanding the academic expectations and provide meaningful opportunities to engage with the school as partners in education. **Root Cause:** There was a lack of regular activities to engage parents throughout the day and evenings.

**Priority 2: Human Capital**

**Goal 1:** To recruit and retain staff, the district will promote a positive work environment, and provide a competitive compensation and benefits plan.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Teachers new to the district will be assigned a mentor teacher to support their transition to Hay Branch.

**Progress Measure (Lead):** Weekly meeting with mentor

Classroom observations of mentor teacher

Off campus (all day) observation

Feedback and observation from mentor teacher

**Outcome Measure (Lag):** Retention of professional staff

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** CIS, CIC, Principal and AP's

**Collaborating Departments:** none

**ESF Levers:**

Lever 1: Strong School Leadership and Planning

**Problem Statements:** Human Capital 1, 2

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Hay Branch will maintain a Hospitality Committee to foster a positive and uplifting environment, promote staff wellness, and show appreciation for the hard work and dedication of our team.

**Progress Measure (Lead):** Christmas Party

Monthly Celebrations

Bereavement

Staff Morale

End of Year Luncheon

**Outcome Measure (Lag):** Staff morale will increase as evidenced with BOY, MOY and EOY staff surveys

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Hay Branch Staff

**Collaborating Departments:** none

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Human Capital 1

### Key Strategic Action 3 Details

**Key Strategic Action 3:** Team building activities are conducted regularly to build positive relationships campus wide.

**Progress Measure (Lead):** Team Tuesday

Monthly campus celebrations and competitions

**Outcome Measure (Lag):** Staff morale will increase

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, AP's

**Collaborating Departments:** none

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Human Capital 1

### Goal 1 Problem Statements:

#### Human Capital

**Problem Statement 1:** 75% of the campus leadership team is new to Hay Branch for the 2024-2025 school year. **Root Cause:** Hay Branch experienced the loss of their principal, replacements and new positions by the school district

**Problem Statement 2:** Teachers struggle with knowledge of vertical alignment and providing students with feedback regarding steps for success in learning **Root Cause:** Campus expectations for vertical alignment and student feedback were not adequately monitored with fidelity.

**Priority 2: Human Capital**

**Goal 2:** The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

Key Strategic Action 1 Details
<p><b>Key Strategic Action 1:</b> Hay Branch will fill allocated positions.</p> <p><b>Progress Measure (Lead:</b> Frontline Interviews Job Fairs</p> <p><b>Outcome Measure (Lag):</b> All positions will be filled with qualified staff to meet the needs of all children</p> <p><b>Dates/Timeframes:</b> 2024-2025 school year</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP's</p> <p><b>Collaborating Departments:</b> Human Resources</p> <p><b>ESF Levers:</b> Lever 2: Strategic Staffing</p> <p><b>Problem Statements:</b> Human Capital 1</p>
Key Strategic Action 2 Details
<p><b>Key Strategic Action 2:</b> All Hay Branch staff will be surveyed to identify long term professional goals and preferences for positions and grade levels</p> <p><b>Progress Measure (Lead:</b> Strengths, weaknesses and goals will be identified of all staff</p> <p><b>Outcome Measure (Lag):</b> Staff will be supported in the most optimal positions</p> <p><b>Dates/Timeframes:</b> 2024-2025 school year</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP's</p> <p><b>Collaborating Departments:</b> none</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Human Capital 1</p>

**Goal 2 Problem Statements:**

Human Capital
<p><b>Problem Statement 1:</b> 75% of the campus leadership team is new to Hay Branch for the 2024-2025 school year. <b>Root Cause:</b> Hay Branch experienced the loss of their principal, replacements and new positions by the school district</p>

**Priority 2: Human Capital**

**Goal 3:** The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

**HB3 Priority**

<b>Key Strategic Action 1 Details</b>
<p><b>Key Strategic Action 1:</b> Hay Branch will provide on-campus professional development sessions in identified areas of need and support teachers in attending conferences.</p> <p><b>Progress Measure (Lead:</b> Amplify Professional Development SAVVAS PD HMH PD Social Studies Weekly Capturing Kids Hearts PD</p> <p><b>Outcome Measure (Lag):</b> Increase in teacher clarity will result in high quality Tier I instructional practices and increased student success</p> <p><b>Dates/Timeframes:</b> 2024-2025 school year</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP's, DIC, CIC and CIS</p> <p><b>Collaborating Departments:</b> None</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Success 2, 3, 4, 5, 6 - Human Capital 1, 2</p>
<b>Key Strategic Action 2 Details</b>
<p><b>Key Strategic Action 2:</b> Time will be provided for teachers to analyze data and internalize effective lessons for their students.</p> <p><b>Progress Measure (Lead:</b> .5 Planning Days each 9 weeks to internalize curriculum Weekly PLC's</p> <p><b>Outcome Measure (Lag):</b> Teacher capacity will increase student achievement</p> <p><b>Dates/Timeframes:</b> 2024-2025 school year</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP's, DIC, CIC and CIS</p> <p><b>Collaborating Departments:</b> none</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Success 2, 3, 4, 5, 6 - Human Capital 1, 2</p>



### Key Strategic Action 3 Details

**Key Strategic Action 3:** The District Instructional Coach, Campus Instructional Coach and Campus Instructional Specialist Campus Instructional Specialist will provide on-going campus professional development as determined by campus data and provide specific and individualized feedback, coaching, and model lessons to teachers using the Get Better Faster Coaching Model.

**Progress Measure (Lead):** Get Better Faster Coaching PLC's

**Outcome Measure (Lag):** Increased teacher efficacy

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, AP's, DIC, CIC and CIS

**Collaborating Departments:** none

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**Problem Statements:** Student Success 2, 3, 4, 5, 6 - Human Capital 1, 2

### Key Strategic Action 4 Details

**Key Strategic Action 4:** Identified teachers, counselors and administrators will attend professional development that focuses on increasing student achievement using research-based interventions and best practice strategies

**Progress Measure (Lead):** Region XII Professional Development

**Outcome Measure (Lag):** Increased teacher efficacy

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, AP's, CIC and CIS

**Collaborating Departments:** none

**Problem Statements:** Student Success 2, 3, 4, 5, 6 - Human Capital 1, 2

### Goal 3 Problem Statements:

#### Student Success

**Problem Statement 2:** STAAR reading achievement average of 34% while an increase of 5% from the previous year., it is below the district and state expectation. Additionally 77 % of the PK students mastered rapid vocabulary. **Root Cause:** Teachers have not received adequate professional development in instructional methods to improved reading, writing and vocabulary instruction.

**Problem Statement 3:** On the year end MAP reading assessments, students in K-2nd grade scored 48% based on their RIT scores. **Root Cause:** The daily schedule was not designed to maximize the instructional time.

**Problem Statement 4:** STAAR math achievement average of 25% while an increase of 3% from the previous year is below the district and state expectation. Additionally, 25 % of the PK students mastered number sense. **Root Cause:** Teachers have not received adequate professional development in instructional methods to improved math instruction and knowledge of vertical alignment.

**Problem Statement 5:** On the year end MAP math assessments, students in K-2nd grade scored 48% based on their RIT scores. **Root Cause:** Teachers have not received adequate professional development in instructional methods to improved math instruction and knowledge of vertical alignment.

**Student Success**

**Problem Statement 6:** STAAR science achievement average of 1% is significantly lower than the state and district expectation. **Root Cause:** The daily schedule was not designed to maximize the instructional time for science.

**Human Capital**

**Problem Statement 1:** 75% of the campus leadership team is new to Hay Branch for the 2024-2025 school year. **Root Cause:** Hay Branch experienced the loss of their principal, replacements and new positions by the school district

**Problem Statement 2:** Teachers struggle with knowledge of vertical alignment and providing students with feedback regarding steps for success in learning **Root Cause:** Campus expectations for vertical alignment and student feedback were not adequately monitored with fidelity.

**Priority 2: Human Capital**

**Goal 4:** All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** All teachers will receive job related coaching through the T-Tess evaluation process and the Get Better Faster waterfall rubric.

**Progress Measure (Lead:** T-TESS

2 Coaching Walks

4 Short Walks

1 Observation (if applicable)

**Outcome Measure (Lag):** Increase teacher efficacy and retention

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, AP's

**Collaborating Departments:** none

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**Problem Statements:** Student Success 2 - Human Capital 1

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Paraprofessionals will be evaluated annually using the Auxiliary appraisal document in Eduphoria.

**Progress Measure (Lead:** Eduphoria

**Outcome Measure (Lag):** Increase in efficacy of auxiliary staff

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, AP's

**Collaborating Departments:** none

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**Problem Statements:** Human Capital 1

**Key Strategic Action 3 Details**

**Key Strategic Action 3:** Hay Branch will elicit feedback from the staff through the use of beginning of year, middle of year and end of year surveys

**Progress Measure (Lead):** Survey Results

**Outcome Measure (Lag):** Increase staff morale and efficacy

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, AP's

**Collaborating Departments:** none

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Human Capital 1

**Goal 4 Problem Statements:**

**Student Success**

**Problem Statement 2:** STAAR reading achievement average of 34% while an increase of 5% from the previous year., it is below the district and state expectation. Additionally 77 % of the PK students mastered rapid vocabulary. **Root Cause:** Teachers have not received adequate professional development in instructional methods to improved reading, writing and vocabulary instruction.

**Human Capital**

**Problem Statement 1:** 75% of the campus leadership team is new to Hay Branch for the 2024-2025 school year. **Root Cause:** Hay Branch experienced the loss of their principal, replacements and new positions by the school district

**Priority 3: Financial Stewardship**

**Goal 1:** The District will use data driven planning to prioritize resource allocations.

**HB3 Priority**

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** We will ensure that 100% of purchases are aligned with the Campus Improvement Plan.

**Progress Measure (Lead):** Campus Improvement Plan

**Outcome Measure (Lag):** 100% of funds will be spent according to the CIP

**Dates/Timeframes:** 2024- 2025 school year

**Staff Responsible for Monitoring:** Principal, AP's, CIC, CIS

**Collaborating Departments:** none

**Problem Statements:** Human Capital 1

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** We will prioritize our budget allocations based on data-driven insights, directing resources to areas with the greatest impact on student achievement.

**Progress Measure (Lead):** Data from STAAR, MAPS, and unit assessments

**Outcome Measure (Lag):** More effective use of resources which will lead to improved student achievement

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, AP's, CIC and CIS

**Collaborating Departments:** none

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** Human Capital 1

### Key Strategic Action 3 Details

**Key Strategic Action 3:** We will foster collaboration between school leadership, teachers, and district administrators to ensure alignment of resource allocation decisions with district goals.

**Progress Measure (Lead):** SBDM, Formative Data Assessment

**Outcome Measure (Lag):** Greater consistency in decision making, increased transparency and increased ownership of educational outcomes across the campus

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, AP's, CIS and CIC

**Collaborating Departments:** none

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** Human Capital 1, 4

### Key Strategic Action 4 Details

**Key Strategic Action 4:** The campus will have 6 scheduled SBDM meetings throughout the year. It is through these meetings that we will decide on how we will spend our at-risk and Title 1 funds.

**Progress Measure (Lead):** Professional Development

Supplies & Programs for teachers

Personnel

Processes

**Outcome Measure (Lag):** Professional development and supplies will be purchased in order to support student success

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, AP's, CIC & CIS

**Collaborating Departments:** none

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** Human Capital 1, 4

### Key Strategic Action 5 Details

**Key Strategic Action 5:** Leadership meetings are held to monitor the effectiveness of school programs.

**Progress Measure (Lead):** Instructional Leadership meetings held weekly

Administrative meetings are held daily

**Outcome Measure (Lag):** Meetings with administrative and administrative support teams will result in increased alignment of stakeholders

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, AP's

**Collaborating Departments:** DIC, CIC, CIS, Campus Facilitator, Campus Technologist

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** Human Capital 1

### Goal 1 Problem Statements:

#### Human Capital

**Problem Statement 1:** 75% of the campus leadership team is new to Hay Branch for the 2024-2025 school year. **Root Cause:** Hay Branch experienced the loss of their principal, replacements and new positions by the school district

**Problem Statement 4:** Parent Involvement is lower than expected. There is a need to support parents in understanding the academic expectations and provide meaningful opportunities to engage with the school as partners in education. **Root Cause:** There was a lack of regular activities to engage parents throughout the day and evenings.

**Priority 3: Financial Stewardship**

**Goal 2:** The District will prepare budgets using transparent and open communication amongst stakeholders.

<b>Key Strategic Action 1 Details</b>
<p><b>Key Strategic Action 1:</b> Review financial reports monthly with Principal secretary to complete budget reviews and audits to monitor spending and ensure funds are used efficiently.</p> <p><b>Progress Measure (Lead:</b> Spending Spreadsheets for campus funds (199, 166, 211, 263, 165, 177)</p> <p><b>Outcome Measure (Lag):</b> The campus will meet all district spending standards</p> <p><b>Dates/Timeframes:</b> 2024-2025 school year</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP's, Principal Secretary</p> <p><b>Collaborating Departments:</b> None</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Human Capital 1</p>
<b>Key Strategic Action 2 Details</b>
<p><b>Key Strategic Action 2:</b> The campus will have 6 scheduled SBDM meetings throughout the year. It is through these meetings that we will decide on how we will spend our at-risk and Title 1 funds.</p> <p><b>Progress Measure (Lead:</b> Professional Development Supplies &amp; Programs for teachers Personnel Processes</p> <p><b>Outcome Measure (Lag):</b> Professional development and supplies will be purchased in order to support student success</p> <p><b>Dates/Timeframes:</b> 2024-2025 school year</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP's, CIC &amp; CIS</p> <p><b>Collaborating Departments:</b> none</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Human Capital 1</p>

**Goal 2 Problem Statements:**



## Human Capital

**Problem Statement 1:** 75% of the campus leadership team is new to Hay Branch for the 2024-2025 school year. **Root Cause:** Hay Branch experienced the loss of their principal, replacements and new positions by the school district

**Priority 3: Financial Stewardship**

**Goal 3:** The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** We will use weekly newsletters and staff meetings to communicate policy changes and updates regularly.

**Progress Measure (Lead:** Administrative Procedures

Staff Newsletter

District News Brief

Meetings

**Outcome Measure (Lag):** Staff will adhere to district policies and procedures

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, AP's, CIC and CIS

**Collaborating Departments:** none

**ESF Levers:**

Lever 3: Positive School Culture

**Problem Statements:** Human Capital 4

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Hay Branch leadership will ensure that campus procedures align with district departmental expectations.

**Progress Measure (Lead:** Administrative Procedures

**Outcome Measure (Lag):** 100% of the campus communicated procedures will align with district expectations

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, AP's, CIC and CIS

**Collaborating Departments:** none

**ESF Levers:**

Lever 1: Strong School Leadership and Planning

**Problem Statements:** Human Capital 1

### Key Strategic Action 3 Details

**Key Strategic Action 3:** Required staff attends training sessions on district policies for staff completing fiscal tasks and making decisions regarding purchases. Staff will also attends training on updated policies and procedures, emphasizing the importance of compliance and its impact on school culture.

**Progress Measure (Lead):** Administrative Procedures

**Outcome Measure (Lag):** 100% will adhere to district policies and procedures

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, AP's, CIS and CIC

**Collaborating Departments:** secretaries

**ESF Levers:**

Lever 1: Strong School Leadership and Planning

**Problem Statements:** Human Capital 1

### Goal 3 Problem Statements:

#### Human Capital

**Problem Statement 1:** 75% of the campus leadership team is new to Hay Branch for the 2024-2025 school year. **Root Cause:** Hay Branch experienced the loss of their principal, replacements and new positions by the school district

**Problem Statement 4:** Parent Involvement is lower than expected. There is a need to support parents in understanding the academic expectations and provide meaningful opportunities to engage with the school as partners in education. **Root Cause:** There was a lack of regular activities to engage parents throughout the day and evenings.

**Priority 3: Financial Stewardship**

**Goal 4:** District Operational Departments training will focus on effective and sustainable use of district resources and procedures.

**HB3 Priority**

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Required staff will attend workshops focused on best practices in resource management, including budgeting, procurement, and inventory control.

**Progress Measure (Lead:** Meetings with Principal's Secretary

Training

Feedback

**Outcome Measure (Lag):** Required staff will demonstrate proficiency in budgeting, recruitment, resource management and inventory control

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, AP's, Principal Secretary

**Collaborating Departments:** none

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** Human Capital 1, 2 - Financial Stewardship 1

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Ensure all staff are well-versed in district procedures and policies related to resource use and financial management.

**Progress Measure (Lead:** Administrative Procedures

Staff Newsletters

Attend Trainings

Meetings

**Outcome Measure (Lag):** Staff will demonstrate a thorough understanding of policies and procedures

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, AP's, CIC and CIS

**Collaborating Departments:** none

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** Human Capital 1

**Key Strategic Action 3 Details**

**Key Strategic Action 3:** Hay Branch will implement systems for monitoring resource use and financial expenditures to ensure alignment with district goals.

**Progress Measure (Lead):** District Improvement Plan  
Campus Improvement Plan  
SBDM

**Outcome Measure (Lag):** All resources purchased will be used and 100% of all funds will be aligned with district goals.

**Dates/Timeframes:** 2024-2025 school year

**Staff Responsible for Monitoring:** Principal, AP's, CIS, CIC and SBDM

**Collaborating Departments:** none

**ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** Human Capital 1

**Goal 4 Problem Statements:**

**Human Capital**

**Problem Statement 1:** 75% of the campus leadership team is new to Hay Branch for the 2024-2025 school year. **Root Cause:** Hay Branch experienced the loss of their principal, replacements and new positions by the school district

**Problem Statement 2:** Teachers struggle with knowledge of vertical alignment and providing students with feedback regarding steps for success in learning **Root Cause:** Campus expectations for vertical alignment and student feedback were not adequately monitored with fidelity.

**Financial Stewardship**

**Problem Statement 1:** 92.74% attendance rate is below the district and state expectation **Root Cause:** Hay Branch has not communicated expectation of attendance

# SBDM & Title I Stakeholders (ES)

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Business Representative	x x	Business Representative
Community Representative	x x	Community Representative
District-level Professional	x x	District-Level Professional
Parent	x x	Parent
Parent	x x	Parent
Administrator/Chair	Carolyn Dugger	Principal
Classroom Teacher	Lauren Bayless	Teacher: 1st Grade
Classroom Teacher	Roberta Siekierke	Teacher: 2nd Grade
Classroom Teacher	Angela Baker	Teacher: 3rd Grade
Classroom Teacher	Nichole Carpenter	Teacher: 4th Grade
Classroom Teacher	Davielle Vinson	Teacher: 5th Grade
Classroom Teacher	Tasha Edmon	Teacher: Kindergarten
Classroom Teacher	x x	Teacher: PK3
Classroom Teacher	Antoinette Chilton	Teacher: PK4
Classroom Teacher	Tameka Garrett	Teacher: SPED
Other Appropriate Personnel	Anya Morehead	Title I: Other Appropriate Personnel
Other Appropriate Personnel	Demarius Cress	Title I: Other Appropriate Personnel
Other School Leader	LaTammie Rawls	Title I: Other School Leader
Other School Leader	Melissa Reliford	Title I: Other School Leader
Paraprofessional	Colleen Walker	Title I: Paraprofessional
Paraprofessional	x x	Title I: Paraprofessional
Specialized Instructional Support	x x	Title I: Specialized Instructional Support