

# Killeen Independent School District

## Haynes Elementary School

2024-2025



# Table of Contents

- Comprehensive Needs Assessment ..... 3
  - Student Success ..... 3
  - Human Capital ..... 10
  - Financial Stewardship ..... 14
- Priorities ..... 16
  - Priority 1: Student Success ..... 16
  - Priority 2: Human Capital ..... 25
  - Priority 3: Financial Stewardship ..... 30
- SBDM & Title I Stakeholders (ES) ..... 34

# Comprehensive Needs Assessment

## Student Success

### Student Success Summary

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

**Clubs and Organizations:** Science Olympiad, Happy Hornet Spirit Club, Melody Makers Choir, Chess Club, Student Ambassadors, Battle of the Books

**Community Connections/Parent Engagement:** Little Hornets Early Literacy Club, Career Day, Family Projects (Character Projects, Disguise a Turkey, Community Tree Decorating at CTC), Field Day, Hornets with Heart, Parent Volunteers

**Academic Family Events:** Meet the Teacher, Fall Open House, Fall Reading Event, Parent/Teacher Conferences, STAAR Information Sessions Fall and Spring, Academic Awards (1st & 2nd semesters), PK ABC Fashion Show, Kindergarten Celebration of Learning, GT Showcase, Hornet Read and Run, 5th Grade Celebration of Learning

#### Field Based Learning

- One field-based experience per grade level will be planned.

#### School wide incentives: Office Referrals: 2022- 533; 2023- 383; 2024- 414

- Campus Conduct Committee meets monthly to discuss discipline concerns and review effective classroom management strategies.
- The RtI Committee discusses and supports positive behavior interventions for students with recurring behavior challenges.
- Staff will be trained in Capturing Kids Hearts.
- Counselors provide training for staff on deescalation and self-regulation strategies.
- Happy Hornet Spirit Club meets monthly to celebrate students who do not have office referrals for the month.
- Golden Pencil and Way to Go Wednesday awards are announced weekly.
- Ticket Incentives during STAAR preparation.
- Brag Tags (K-3) given as incentives for positive choices.

**Military Connections:** MFLAC groups, Purple STAR applicant, Adopt-a-unit volunteers, Student Ambassadors

**Safety:** Student safety is our first priority.

- Safety drills are held to promote safety; hold, fire, shelter, lockdown.
- Classroom doors are locked and closed during the instructional day.
- Only adult staff members open classroom doors.
- Visitors must sign in to the office and receive a badge/sticker.
- Campus Security guard patrols campus.
- The SMART Check-In System is used in the front office.
- The Threat Assessment Team meets to review threats to school safety and security.
- Weekly safety checks take place to maintain security of locked doors.

### **Response to Intervention (RtI):**

- High-quality Tier 1 instruction is a top priority.
- When students require additional intervention, the RtI process is started to move students to Tier 2 or Tier 3 levels of support.

### **Attendance:**

- Mobility Rate - 22.6% (2021-2022)
- Attendance Rate - 94% (2023-2024)
- Tardies - 4,996 (2023-2024)

### **Instructional Goals:**

- Rigorous Tier 1 instruction derived from the TEKS.
- Ensure Benchmark Phonics is explicitly taught with fidelity in all K-3 classrooms.
- Implement daily problem solving using the model draw process with rigorous problems derived from the Enhanced TEKS Clarification Document. (1-5)
- Implement daily Math Talks to build number sense and mathematical reasoning. (PK-K)
- Utilize the ARACE strategy for constructed responses. (2-5)
- Utilize a partial pillar within reading instruction to build a foundation of writing practices. (PK-2)
- Comprehension Toolkit lessons taught with fidelity in all classrooms. (PK-5)
- Incorporate hands-on experiences in science.
- SPED, ESL, dyslexia, and intervention teachers will maintain close two-way communication with general education teachers to ensure high-quality, aligned instruction for our special populations.
- Provide enrich learning opportunities for GT and above-average students.

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

### **STAAR DATA - SPED, GT, EB, and EcoDis**

#### **Campus Wide Data Tracking Folders:**

- Summative Data
- MAP Data
- ISIP
- Reading Level
- Sight Words
- Letter Recognition
- ARACE Progress

### **CIRCLE - Literacy**

Rapid Letter Naming

2023 - 76%

2024 - 88%

Rapid Vocabulary

2023 - 69%

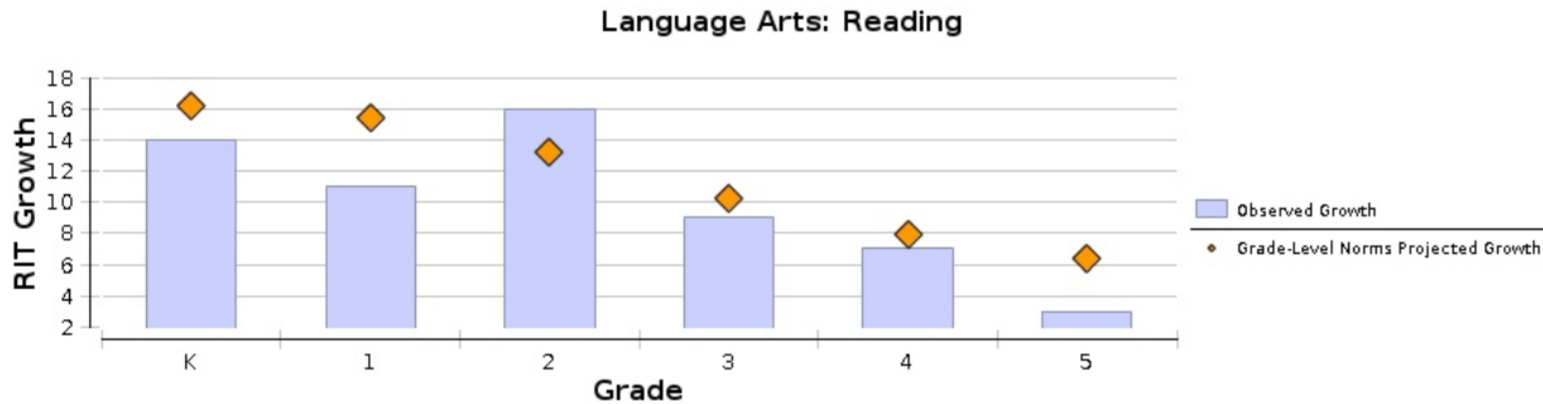
2024 - 79%

Phonological Awareness

2023 - 71%

2024 - 79%

**MAP - Reading Data (KG - 5th)**



**STAAR 2024 - Reading 3rd - 5th**

**Spring 2024 3-8 Results**

	Grade 3 Reading							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	24%	24%	76%	76%	40%	47%	11%	18%
Region	25%	27%	75%	73%	47%	45%	16%	17%
State	24%	25%	76%	75%	50%	49%	20%	21%
HAYNES EL	17%	17%	83%	83%	61%	56%	29%	20%

	Grade 4 Reading							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	21%	18%	79%	82%	44%	45%	16%	17%
Region	22%	20%	77%	80%	44%	45%	17%	17%

<b>Region</b>	23%	19%	77%	81%	48%	51%	22%	23%
<b>State</b>	23%	19%	77%	81%	48%	51%	22%	23%
<b>HAYNES EL</b>	18%	14%	82%	86%	43%	58%	14%	27%

	Grade 5 Reading							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
<b>District</b>	19%	22%	81%	78%	53%	51%	22%	24%
<b>Region</b>	20%	23%	80%	77%	53%	50%	24%	24%
<b>State</b>	29%	22%	81%	78%	57%	54%	28%	29%
<b>HAYNES EL</b>	13%	19%	87%	81%	53%	51%	20%	21%

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

**STAAR DATA - SPED, GT, EB, and EcoDis**

**Campus Wide Data Tracking Folders:**

- Summative Data
- MAP Data
- Fact Fluency
- ST Math
- Number Recognition

**PK CIRCLE Data**

**Math**

2023 87%

2024 89%

**Number Naming**

2023 79%

2024 92%

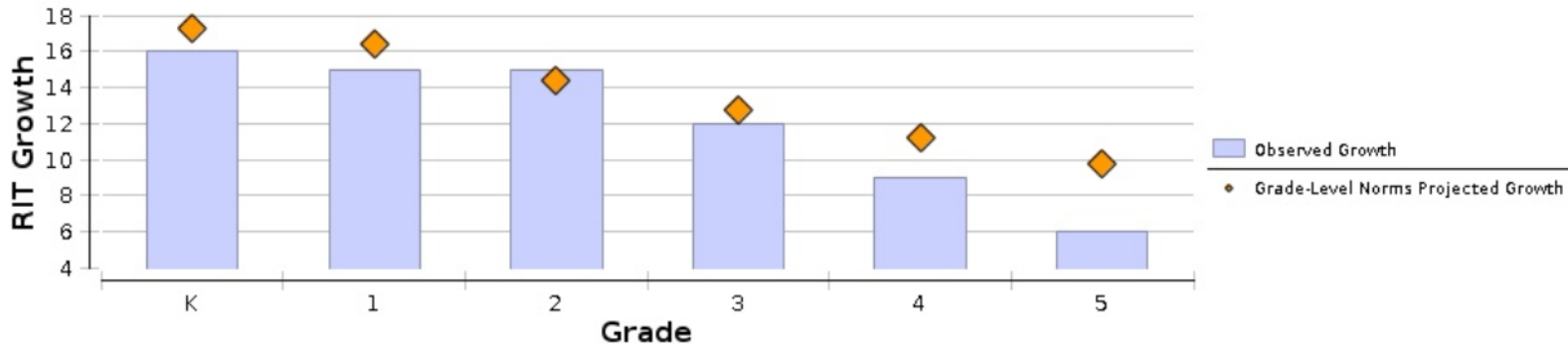
**Shape Discrimination**

2023 88%

2024 89%

**MAP - Math Data (KG - 5th)**

### Math: Math K-12



### STAAR 2024 - Math 3rd-5th

#### Spring 2024 3-8 Results

	Grade 3 Math							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	28%	30%	72%	70%	40%	41%	15%	13%
Region	29%	32%	71%	68%	41%	39%	16%	13%
State	27%	31%	73%	69%	45%	41%	19%	15%
HAYNES EL	29%	31%	71%	69%	38%	42%	12%	9%

	Grade 4 Math							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	34%	35%	66%	65%	40%	39%	16%	16%
Region	34%	36%	66%	64%	42%	40%	17%	17%
State	29%	32%	71%	68%	48%	45%	22%	21%
HAYNES EL	32%	36%	68%	64%	46%	43%	17%	24%

	Grade 5 Math							
	Did Not Meet		Approaches or Above		Meets or Above		Masters	
	2023	2024	2023	2024	2023	2024	2023	2024
District	23%	27%	77%	73%	45%	45%	15%	15%
Region	21%	27%	79%	73%	48%	45%	18%	15%
State	20%	24%	80%	76%	51%	49%	21%	19%
HAYNES EL	21%	27%	79%	73%	31%	44%	10%	13%

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

## **workforce**

**At-risk students are monitored.**

**RtI is implemented for academics and behavior.**

**HB 1416 is implemented.**

**End of Year grade committee reviews students' grades.**

**Career Day**

## **Student Success Strengths**

### **STAAR Reading:**

- All grade levels were above district average at the Approaches level.
- Third and fourth grade were above the district average for Approaches, Meets, and Masters.
- Fifth grade was above the district average for Approaches level.
- Fourth grade performance improved at all levels; Approaches from 82 to 86%; Meets from 43 to 58%; Masters from 14 to 27%.
- Fifth grade performance at the Master's level improved from 20 to 21%.

### **STAAR Math:**

- Third grade performance at the Meets level improved from 38 to 42%.
- Fourth grade Masters improved from 17 to 24%.
- Fifth grade Meets improved from 31 to 44%.
- Fifth grade Masters improved from 10 to 13%.
- Fourth grade performance was above the district average for the Meets and Masters levels.

### **CIRCLE:**

Number naming 92%

Shape Discrimination 89%

### **MAP Math:**

- KG scored above the national MAP RIT norm (157.1) at 157.5.
- 2nd grade scored above the district MAP RIT norm (187.1) at 188.8.
- 3rd grade scored above the district MAP RIT norm (201.5) and national RIT norm (201.1) at 202.1.
- 4th grade scored above the district MAP RIT norm (209.6) and national RIT norm (210.5) at 211.7.



## MAP Reading:

- 2nd grade scored above the district MAP RIT norm (184.3) and national RIT norm (185.6) at 185.8.
- 3rd grade scored above the district MAP RIT norm (197.1) and national RIT norm (197.1) at 200.2.
- 4th grade scored above the district MAP RIT norm (203.5) and national RIT norm (204.8) at 208.8.

### Problem Statements Identifying Student Success Needs

**Problem Statement 1:** The percentage of 3rd - 5th grade students in Special Education who achieved the Did Not Meet Level in Reading and Math is above the All Student group. (STAAR Reading - SPED 3rd- , 4th- , 5th; STAAR Math - SPED 3rd- , 4th- , 5th) **Root Cause:** Special Education and general education teachers need to regularly collaborate to expose students to more rigorous, complex problems and texts that require students to think and communicate on higher levels.

**Problem Statement 2:** Our special populations to include Emergent Bilingual, Economically Disadvantaged, and At-Risk students showed less academic growth on average as compared to their peers. **Root Cause:** There is a need for increased collaboration and streamlined scheduling to ensure students are receiving Tier 1 instruction to build grade level academic vocabulary and literacy and math skills across the content areas.

**Problem Statement 3:** The percentage of 3rd , 4th and 5th grade students who were at the Did Not Meet level on Math STAAR increased from the previous year. **Root Cause:** There was an over reliance on the district provided progression charts instead of a clear understanding of standard specificity and rigor.

**Problem Statement 4:** The percentage of 3rd and 5th grade students who were at the Meets level on Reading STAAR declined from the previous year. **Root Cause:** There was an over reliance on the district provided progression charts instead of a clear understanding of standard specificity and rigor.

**Problem Statement 5:** 5th Grade Science STAAR achievement dropped in all categories (Approaches, Meets, Masters) from the previous year. **Root Cause:** Teachers need to build a strong scientific understanding through hands-on experiences and academic vocabulary.

**Problem Statement 6:** There were 414 office referrals for the 2023-2024 school year, which was an increase from 2022-2023. **Root Cause:** Teachers need additional support and resources to address the varied academic, social, emotional, and behavioral needs of students. Increased communication and collaboration with parents and families will be beneficial.

**Problem Statement 7:** There is a need to extended learning opportunities beyond the school day to address the needs of struggling student and those requiring additional time to master grade level standards. **Root Cause:** Some students need additional time to practice and master skills taught during the regular instructional day.

**Problem Statement 8:** Campus leadership need professional development to support staff in developing the capacity for rigorous Tier 1 instruction and meeting the academic and behavioral needs of all students. **Root Cause:** Ongoing curriculum changes and student needs require continued PD for the leadership team to remain innovative and responsive to the needs on campus.

**Problem Statement 9:** Less than 100% of GT students met their MAP growth goals in reading, math or science. **Root Cause:** Teachers struggle to provide differentiation and enrichment opportunities for GT students in the classroom across all content areas.

# Human Capital

## Human Capital Summary

### 2.1 To recruit and retain staff, the district will promote a positive work environment, and provide a competitive compensation and benefits plan.

- Haynes works to recruit and retain high-quality teachers and instructional assistants.
- Monthly staff shout-outs
- Teacher of the month
- Staff member of the month

#### Campus Teachers' Experience:

Teachers by Years of Experience:	
Beginning Teachers	3.0
1-5 Years Experience	18.1
6-10 Years Experience	16.8
11-20 Years Experience	9.0
21-30 Years Experience	4.3
Over 30 Years Experience	0.0

#### Teacher Incentive Allotment:

Total TIA Teachers as of 2023-2024 - 13 teachers have earned designations

4 Recognized

7 Exemplary

2 Master

#### QUALTRICS Survey DATA (Fall 2023):

91% of staff surveyed feel supported by the principal/supervisor in their efforts to adapt to change.

98% of staff surveyed feel they receive information from the principal that is timely and relevant.

97% of staff surveyed clearly understand what is expected of them at work.

88% of staff surveyed feel they are provided the feedback they need to learn and grow professionally.

86% of staff surveyed feel they receive recognition from the principal for excellent work.

95% of staff surveyed feel they have access to the resources (e.g., materials, equipment, technology, etc.) they need to do their job effectively.

91% of staff surveyed feel the adults working at school treat all students and staff respectfully.

## **2.2 The district will implement effective standards and practices that will consistently and strategically staff campuses and departments.**

- Campus leadership analyzes student data, instructional strengths, behavior management, years of experience, and personality traits to form strong, collaborative teams to increase student achievement.
- Campus leadership attends job fairs to recruit certified teachers and instructional assistants.

## **2.3 The district will identify and provide ongoing training and coaching needed for staff to build their professional capacity.**

- Grade level PLCs with campus leadership will occur on a bi-weekly basis during conference periods. After-school PLCs will occur up to twice per month based on instructional needs.
- Campus Instructional Coach and Campus Instructional Specialist will provide individual and/or group instructional coaching for all teachers to improve instruction for all learners.
- Campus leadership will perform fidelity walks around best practices in problem solving, interventions, phonics, and Tier 1 instruction.
- Instructional assistants are trained to support students academically and behaviorally.
- New teachers are provided a mentor and mentoring training through district meetings and on-campus meeting with the Campus Instructional Specialist.

## **2.4 All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.**

- All staff receive annual evaluations.
- Teachers will receive coaching feedback from the CIC and CIS, as well as appraiser coaching visits.
- Teachers are appraised using the TTESS evaluation system, walk-throughs and formal observations.
- All staff participate in an annual survey.

### **Human Capital Strengths**

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

- Haynes has 8 teachers who are not returning for 24-25; 4 career changes, 2 retired, 2 moved to a new district.
- Campus leadership solicits input from teachers regarding grade level placements.
- Leadership writes personal notes to all staff members.
- Morale boosters such as snacks (Fall Apple Bar, STAAR snacks), spirit weeks, staff games and activities (Find the mascot-Stinger, Turkey in Your Pocket, Rock, Paper, Scissors, etc.)
- Monthly staff shout-outs
- Teacher of the month
- Staff member of the month
- Principal highlights positive instructional practices in weekly newsletter.
- Staff Christmas Party
- Special celebrations for staff members who perform above and beyond their job descriptions.

## **2.2 The district will implement effective standards and practices that will consistently and strategically staff campuses and departments.**

- Campus Leadership intentionally communicates the positive aspects of being a member of the Haynes community during the interview process.
- Campus Leadership is transparent with areas of growth and progress towards our vision when interviewing candidates.
- New staff members are sent Haynes notepads, personal notes, and shirts after they are hired.

## **2.3 The district will identify and provide ongoing training and coaching needed for staff to build their professional capacity.**

- Campus Leadership will meet regularly to analyze data from walk-throughs and coaching walks to determine grade level trends and needs in order to provide differentiated professional development.
- Campus Instructional Coach and Campus Instructional Specialist will provide individual and/or group instructional coaching for all teachers to improve instruction for all learners.
- Campus leadership will perform fidelity walks around best practices in problem solving, interventions, phonics, and Tier 1 instruction.
- Instructional assistants are trained to support students academically and behaviorally.
- New teachers are provided a mentor and mentoring training through district meetings and on-campus meeting with the Campus Instructional Specialist.

## **2.4 All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.**

- Haynes has a high rate of teacher retention that will allow for continued momentum with campus instructional practices and routines.
- All staff receive annual evaluations.
- Teachers will receive coaching feedback from the CIC and CIS, as well as appraiser coaching visits.
- Teachers are appraised using the TTESS evaluation system, walk-throughs and formal observations.
- All staff participate in an annual survey.

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

**Problem Statement 1:** Teachers need on-going coaching, training, and non-evaluative feedback to build their professional capacity in regards to planning, data-analysis, instructional strategies, lesson execution, classroom management, interventions, grading, and differentiation. **Root Cause:** Continued curriculum changes and teacher need necessitate additional

staff to provide high-quality support for continued professional growth of teachers in all aspects of their jobs.

# Financial Stewardship

## Financial Stewardship Summary

### **3.1 The district will use data-driven planning to prioritize resource allocations.**

- SBDM meets throughout the year to receive updates on spending to ensure spending is aligned to campus goals.
- SBDM provides feedback and monitors progress towards meeting the campus goals.
- The instructional leadership performs regular fidelity walks to monitor the use of programs and products that have been purchased for instruction.

### **3.2 The district will prepare budgets using transparent and open communication among stakeholders.**

- Principal's secretary provides monthly reconciliation for review.
- There is open, clear, and on-going communication between the Principal, CIS, and principal's secretary regarding the procurement of items and expenditures.
- A weekly meeting will take place between the CIS and Principal's Secretary to review spending in the campus improvement plan.

### **3.3 The district will continuously evaluate and update policies and procedures to foster a positive culture and climate.**

- Teachers have access to instructional supplies in the main office.
- Teachers can request additional instructional supplies and resources not readily available in the supply closet to be purchased.

### **3.4 District Operational Departments training will focus on effective and sustainable use of district resources and procedures.**

- Staff is trained regarding procedures and forms related to financial spending to include field trips, clubs, and charters.
- PD is determined by data and the campus needs assessment.
- A system was implemented for teachers requesting online PD requiring teachers to submit a form to their appraiser prior to completing the PD.
- Staff is encouraged to attend district-offered PD.
- Supplemental materials purchased will be TEKS aligned and rigorous to support increased achievement with all special populations.
- Work orders are submitted by the secretaries to address repairs on campus.

## Financial Stewardship Strengths

### **3.1 The district will use data-driven planning to prioritize resource allocations.**

- SBDM meets regularly to review and provide feedback regarding the campus improvement plan, resources, and PD based on student achievement data.
- The instructional leadership performs regular fidelity walks to monitor the use of programs and products that have been purchased for instruction.

### **3.2 The district will prepare budgets using transparent and open communication among stakeholders.**

- Principal's secretary provides the principal a monthly reconciliation for review.

- There is open, clear, and on-going communication between the Principal, CIS, and principal's secretary regarding the procurement of items and expenditures.

### **3.3 The district will continuously evaluate and update policies and procedures to foster a positive culture and climate.**

- Instructional supplies and resources are purchased for teachers when aligned to instructional standards and daily lesson plans.

### **3.4 District Operational Departments training will focus on effective and sustainable use of district resources and procedures.**

- 2023-2024 Campus Audit was passed.
- Work orders are submitted by the secretaries to address repairs on campus.

# Priorities

## Priority 1: Student Success

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

### Key Strategic Action 1 Details

**Key Strategic Action 1:** We will increase participation in after school clubs.

**Progress Measure (Lead):** Science Olympiad

Choir

Running Club

Chess Club

Battle of the Books

**Outcome Measure (Lag):** The number of students participating in clubs will increase to over 100 students.

**Dates/Timeframes:** 2024-2025

**Staff Responsible for Monitoring:** Librarian, teachers, APs, Principal

**Problem Statements:** Student Success 6

### Key Strategic Action 2 Details

**Key Strategic Action 2:** A campus culture that addresses behavior, social/emotional learning and relationships will be fostered through Capturing Kids' Hearts, social emotional strategies and motivational speakers.

**Progress Measure (Lead):** Campus-wide PD

Greeting students at the door daily

Building and using Social Contracts daily

Asking CKH four questions

Utilizing CKH hand gestures

**Outcome Measure (Lag):** Student referrals will decrease by 10% from the previous year.

**Dates/Timeframes:** 2024-2025

**Staff Responsible for Monitoring:** Entire Campus

**Problem Statements:** Student Success 6

**Funding Sources:** Motivational Speaker - 211 - ESEA, Title I Part A - 211.11.6299.00.138.30.AIR - \$4,000



### Key Strategic Action 3 Details

**Key Strategic Action 3:** During the first semester, parent/teacher conferences will be held during the school day to ensure all parents are informed of their child's academic and behavioral progress. The conferences will serve as a way to build strong parent and teacher relationships that improve the partnership between home and school to increase academic achievement. Parental support is a key factor in students' progress and overall success in school. Multiple time slots will be offered to parents to ensure the scheduled conference time works with their individual schedules.

**Progress Measure (Lead):** Open House

Tuesday folders

Mass communication emails

Monthly campus newsletters

**Outcome Measure (Lag):** 100% of parents will participate in a parent teacher conference.

**Dates/Timeframes:** 2024-2025

**Staff Responsible for Monitoring:** teachers, APs, and Principal

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

### Key Strategic Action 4 Details

**Key Strategic Action 4:** Students will be recognized for exemplifying character of the month traits. Staff members will recognize all students for academic performance, grades, effort, and persistence through certificates, awards, and Golden Pencil Recognitions.

**Progress Measure (Lead):** Allocate resources and time for recognition events and ceremonies.

Track the number of events held each quarter for character traits, academic performance, and effort.

**Outcome Measure (Lag):** 100% of teachers nominate and recognize students for character traits, academic performance, and effort.

**Dates/Timeframes:** 2024-2025

**Staff Responsible for Monitoring:** Counselors, APs, Teachers, CIS, Principal

**Problem Statements:** Student Success 1, 2, 3, 4, 6, 9

**Funding Sources:** Golden Pencils, Awards, Certificates - 166 - State Comp Ed - 166.11.6498.00.138.30.AR0 - \$500

### Key Strategic Action 5 Details

**Key Strategic Action 5:** Haynes will provide community participation events to include physical education wellness, choir performances, and interactive reading. Parenting sessions will be provided to include STAAR information sessions, ESL Parent Education, GT Parent Education, and additional curriculum information sessions.

**Progress Measure (Lead):** Fall reading event

Music performances for all grade levels included with Parenting Sessions

Choir performance

EB Parent Event

GT Parent Event

Spring Reading and Fitness Event

**Outcome Measure (Lag):** 100% of families will participate in at least one community outreach event during the 24-25 school year.

**Dates/Timeframes:** 2024-2025

**Staff Responsible for Monitoring:** Principal, Counselors, APs, CIS, CIC, Teachers

**Problem Statements:** Student Success 1, 2, 3, 4, 5, 7, 9

**Funding Sources:** Snacks for Parents and Students at Academic Events - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.138.24.PAR - \$2,224

### Goal 1 Problem Statements:

#### Student Success

**Problem Statement 1:** The percentage of 3rd - 5th grade students in Special Education who achieved the Did Not Meet Level in Reading and Math is above the All Student group. (STAAR Reading - SPED 3rd- , 4th- , 5th; STAAR Math - SPED 3rd- , 4th- , 5th) **Root Cause:** Special Education and general education teachers need to regularly collaborate to expose students to more rigorous, complex problems and texts that require students to think and communicate on higher levels.

**Problem Statement 2:** Our special populations to include Emergent Bilingual, Economically Disadvantaged, and At-Risk students showed less academic growth on average as compared to their peers. **Root Cause:** There is a need for increased collaboration and streamlined scheduling to ensure students are receiving Tier 1 instruction to build grade level academic vocabulary and literacy and math skills across the content areas.

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**Problem Statement 4:** The percentage of 3rd and 5th grade students who were at the Meets level on Reading STAAR declined from the previous year. **Root Cause:** There was an over reliance on the district provided progression charts instead of a clear understanding of standard specificity and rigor.

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**Problem Statement 7:** There is a need to extended learning opportunities beyond the school day to address the needs of struggling student and those requiring additional time to master grade level standards. **Root Cause:** Some students need additional time to practice and master skills taught during the regular instructional day.

**Problem Statement 9:** Less than 100% of GT students met their MAP growth goals in reading, math or science. **Root Cause:** Teachers struggle to provide differentiation and enrichment opportunities for GT students in the classroom across all content areas.

**Priority 1: Student Success**

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

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Teachers will utilize Comprehension Toolkit lessons, Benchmark Phonics (K-3), SAVVAS, small group instruction, and spiral reading and writing skill review to build grade level reading and writing skills and improve reading comprehension.

**Progress Measure (Lead):** Lesson plans

Use of Toolkit lessons

Use of SAVVAS resources

Planned spiral review

**Outcome Measure (Lag):** Formative and Summative Assessments

MAP

STAAR

**Dates/Timeframes:** 2024-2025

**Staff Responsible for Monitoring:** Teachers, CIS/CIS, AP, Principal

**Problem Statements:** Student Success 1, 2, 4, 9

**Funding Sources:** Instructional supplies to include items such as chart paper; writing journals, dry erase markers, paper and ink - 166 - State Comp Ed - 166.11.6399.00.138.30.AR0 - \$9,500, Rigorous reading materials for supplemental instruction - 166 - State Comp Ed - 166.11.6329.00.138.30.AR0 - \$2,000

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Instructional planning days will be scheduled for classroom teachers to study district resources and state standards/curriculum documents. Teachers will adhere to the district planning process to ensure targets are aligned with rigorous tasks through the gradual release of the responsibility model. Teachers will plan for common formative and summative assessments to guide future instruction and drive the intervention process.

**Progress Measure (Lead):** Sub plans

Detailed collaborative lesson plans

Data analysis & Data protocols

Common Assessments

**Outcome Measure (Lag):** Formative and Summative Assessments

MAP

STAAR

**Dates/Timeframes:** 2024-2025

**Staff Responsible for Monitoring:** Teachers, CIS/CIS, AP, Principal

**Problem Statements:** Student Success 1, 2, 4

**Funding Sources:** Substitutes for teachers for planning days - 166 - State Comp Ed - 166.13.6299.00.138.30.AR0 - \$15,000

### Key Strategic Action 3 Details

**Key Strategic Action 3:** Instructional assistants will assist the teachers with implementing instructional strategies in reading and writing to ensure student success. They will work with students in small group settings for reading and writing support under the direct supervision of a classroom teacher.

**Progress Measure (Lead:** IA Schedules

WIN time schedule

Student data

IA training

**Outcome Measure (Lag):** Formative assessments

MAP

STAAR

**Dates/Timeframes:** 2024-2025

**Staff Responsible for Monitoring:** CIS, AP, Principal, Teachers

**Problem Statements:** Student Success 2, 4

**Funding Sources:** Instructional Assistant salary - 211 - ESEA, Title I Part A - 211.11.6129.00.138.30.000 - \$155,000

### Key Strategic Action 4 Details

**Key Strategic Action 4:** Students will participate in field based instruction that emphasizes knowledge and skills that are difficult to replicate in the classroom setting. Field trips will provide real world experiences in relation to science concepts and may include locations such as museums, caverns, farms, parks, zoos, and planetarium.

**Progress Measure (Lead:** Each grade level will attend one field trip to a different location.

**Outcome Measure (Lag):** Field trips will take place by the end of April 2025.

**Dates/Timeframes:** 2024-2025

**Staff Responsible for Monitoring:** Principal, APs, teachers

**Problem Statements:** Student Success 1, 2, 4, 5

**Funding Sources:** School bus transportation for grade level field trips - 166 - State Comp Ed - 166.11.6494.00.138.30.AR0 - \$14,280

### Key Strategic Action 5 Details

**Key Strategic Action 5:** Incorporating artistic expression experiences and field-based instruction to provide rich, hands-on experiences that deepen understanding of TEKS that cannot be easily replicated within the classroom so students can apply their learning on research projects and TPSP.

**Progress Measure (Lead:** Art-based field trip

GT Pull-out Schedule

GTProject

**Outcome Measure (Lag):** Completed TPSP Project Presentations at GT Campus and District Showcase

**Problem Statements:** Student Success 9

**Funding Sources:** Field based experiences - 177 - Gifted/Talented - 177.11.6494.00.138.21.000 - \$2,000, Supplies for TPSP projects; art materials, project boards, printer paper and ink to print for projects - 177 - Gifted/Talented - 177.11.6399.00.138.21.000 - \$1,725

### Key Strategic Action 6 Details

**Key Strategic Action 6:** The ESL teachers will work with small groups of students and collaborate with the classroom teacher using supplemental materials to support vocabulary and background knowledge to increase achievement of EB students.

**Progress Measure (Lead):** Summit K-12 monthly reports  
Grade level PLC attendance by ESL teachers

**Outcome Measure (Lag):** Summit K-12 Assessments  
TELPAS

**Dates/Timeframes:** 2024-2025

**Staff Responsible for Monitoring:** Principal, CIS, CIC, Teachers, APs

**Problem Statements:** Student Success 2

**Funding Sources:** Instructional Materials to include copy paper and ink, chart paper, journals, sticky notes - 165/ES0 - ELL - 165.11.6399.00.138.25.ES0 - \$2,000,  
Headphones with microphones for EB use - 165/ES0 - ELL - 165.11.6399.00.138.25.ES0 - \$1,710

### Goal 2 Problem Statements:

#### Student Success

**Problem Statement 1:** The percentage of 3rd - 5th grade students in Special Education who achieved the Did Not Meet Level in Reading and Math is above the All Student group. (STAAR Reading - SPED 3rd- , 4th- , 5th; STAAR Math - SPED 3rd- , 4th- , 5th) **Root Cause:** Special Education and general education teachers need to regularly collaborate to expose students to more rigorous, complex problems and texts that require students to think and communicate on higher levels.

**Problem Statement 2:** Our special populations to include Emergent Bilingual, Economically Disadvantaged, and At-Risk students showed less academic growth on average as compared to their peers. **Root Cause:** There is a need for increased collaboration and streamlined scheduling to ensure students are receiving Tier 1 instruction to build grade level academic vocabulary and literacy and math skills across the content areas.

**Problem Statement 4:** The percentage of 3rd and 5th grade students who were at the Meets level on Reading STAAR declined from the previous year. **Root Cause:** There was an over reliance on the district provided progression charts instead of a clear understanding of standard specificity and rigor.

**Problem Statement 5:** 5th Grade Science STAAR achievement dropped in all categories (Approaches, Meets, Masters) from the previous year. **Root Cause:** Teachers need to build a strong scientific understanding through hands-on experiences and academic vocabulary.

**Problem Statement 9:** Less than 100% of GT students met their MAP growth goals in reading, math or science. **Root Cause:** Teachers struggle to provide differentiation and enrichment opportunities for GT students in the classroom across all content areas.

**Priority 1: Student Success**

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

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Teachers will instruct using model drawing, SAVVAS, research-based daily problem-solving, and after-school tutoring to increase retention and mastery of math skills and process standards. Problem solving PD will be held to support teachers in using math strategies to deepen students' ability to analyze and solve word problems. Morning problem solving and math talks will be implemented campus-wide.

**Progress Measure (Lead):** Lesson Plans

After-School Tutoring Rosters

Problem-Solving Sessions in PLCs

**Outcome Measure (Lag):** Formative and Summative Assessments

STAAR

MAP

**Dates/Timeframes:** 2024-2205

**Staff Responsible for Monitoring:** Principal, APs, CIC, CIS, Teachers

**Problem Statements:** Student Success 1, 2, 3, 9

**Funding Sources:** Snacks for After-School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.138.30.000 - \$1,780, Student SAVVAS math workbooks for students K-5 - 211 - ESEA, Title I Part A - 211.11.6399.00.138.30.000 - \$15,000, Resources for tutoring - 166 - State Comp Ed - 166.11.6399.00.138.30.AR0 - \$3,000

**Key Strategic Action 2 Details**

**Key Strategic Action 2:** Instructional planning days will be scheduled for classroom teachers to study district resources and state standards/curriculum documents. Teachers will adhere to the district planning process to ensure targets are aligned with rigorous tasks through the gradual release of the responsibility model. Teachers will plan for common formative and summative assessments to guide future instruction and drive the intervention process.

**Progress Measure (Lead):** Sub plans

Detailed collaborative lesson plans

Data analysis & Data protocols

Common Assessments

**Outcome Measure (Lag):** Formative and Summative Assessments

MAP

STAAR

**Dates/Timeframes:** 2024-2025

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

**Problem Statements:** Student Success 1, 2, 3, 5

### Key Strategic Action 3 Details

**Key Strategic Action 3:** Instructional assistants will assist the teachers with implementing instructional strategies in math to ensure student success. They will work with students in small group settings for math support under the direct supervision of a classroom teacher.

**Progress Measure (Lead:** IA Schedules

WIN time schedule

Student data

IA training

**Outcome Measure (Lag):** Formative assessments

MAP

STAAR

**Dates/Timeframes:** 2024-2025

**Staff Responsible for Monitoring:** CIS, Principal, AP, Teachers

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

### Goal 3 Problem Statements:

#### Student Success

**Problem Statement 1:** The percentage of 3rd - 5th grade students in Special Education who achieved the Did Not Meet Level in Reading and Math is above the All Student group. (STAAR Reading - SPED 3rd- , 4th- , 5th; STAAR Math - SPED 3rd- , 4th- , 5th) **Root Cause:** Special Education and general education teachers need to regularly collaborate to expose students to more rigorous, complex problems and texts that require students to think and communicate on higher levels.

**Problem Statement 2:** Our special populations to include Emergent Bilingual, Economically Disadvantaged, and At-Risk students showed less academic growth on average as compared to their peers. **Root Cause:** There is a need for increased collaboration and streamlined scheduling to ensure students are receiving Tier 1 instruction to build grade level academic vocabulary and literacy and math skills across the content areas.

**Problem Statement 3:** The percentage of 3rd , 4th and 5th grade students who were at the Did Not Meet level on Math STAAR increased from the previous year. **Root Cause:** There was an over reliance on the district provided progression charts instead of a clear understanding of standard specificity and rigor.

**Problem Statement 5:** 5th Grade Science STAAR achievement dropped in all categories (Approaches, Meets, Masters) from the previous year. **Root Cause:** Teachers need to build a strong scientific understanding through hands-on experiences and academic vocabulary.

**Problem Statement 9:** Less than 100% of GT students met their MAP growth goals in reading, math or science. **Root Cause:** Teachers struggle to provide differentiation and enrichment opportunities for GT students in the classroom across all content areas.

**Priority 1: Student Success**

**Goal 4:** 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:** The staff will work with staff, parents, and the community to support and strengthen relationships with the school to include recruiting and training parent volunteers, facilitating communication between the school and home, coordinating parenting classes, and teaching an early childhood literacy class (Little Hornets).

**Progress Measure (Lead):** Little Hornets Flyers - Promotions

Little Hornets Attendance Rosters

Volunteer Training Sessions quarterly

Monthly Sm'More Newsletters

Haynes Facebook Page

Blackboard email communication from Principal

**Outcome Measure (Lag):** Volunteer Time Logs

Parent Survey in May 2025

**Dates/Timeframes:** 2024-2025

**Staff Responsible for Monitoring:** Counselors, Principal, APs

**Problem Statements:** Student Success 6, 7

**Funding Sources:** Snacks for Little Hornets - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.138.24.PAR - \$500

**Goal 4 Problem Statements:**

**Student Success**

**Problem Statement 6:** There were 414 office referrals for the 2023-2024 school year, which was an increase from 2022-2023. **Root Cause:** Teachers need additional support and resources to address the varied academic, social, emotional, and behavioral needs of students. Increased communication and collaboration with parents and families will be beneficial.

**Problem Statement 7:** There is a need to extended learning opportunities beyond the school day to address the needs of struggling student and those requiring additional time to master grade level standards. **Root Cause:** Some students need additional time to practice and master skills taught during the regular instructional day.



**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:** Interventionist will provide instructional support through small group interventions during the Spring 2025 semester.

**Progress Measure (Lead):** Schedule of intervention groups  
Campus WIN Time Schedule  
RtI Progress Monitoring

**Outcome Measure (Lag):** District Formative and Summative assessments  
MAP  
STAAR

**Dates/Timeframes:** January - May 2025

**Staff Responsible for Monitoring:** Principal, APs, CIS

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

**Funding Sources:** Allocation of Interventionist for Spring 2025 January - May - 166 - State Comp Ed - 166.11.6125.CA.138.30.AR0 - \$32,000

**Goal 1 Problem Statements:**

**Student Success**

**Problem Statement 2:** Our special populations to include Emergent Bilingual, Economically Disadvantaged, and At-Risk students showed less academic growth on average as compared to their peers. **Root Cause:** There is a need for increased collaboration and streamlined scheduling to ensure students are receiving Tier 1 instruction to build grade level academic vocabulary and literacy and math skills across the content areas.

**Problem Statement 3:** The percentage of 3rd , 4th and 5th grade students who were at the Did Not Meet level on Math STAAR increased from the previous year. **Root Cause:** There was an over reliance on the district provided progression charts instead of a clear understanding of standard specificity and rigor.

**Problem Statement 4:** The percentage of 3rd and 5th grade students who were at the Meets level on Reading STAAR declined from the previous year. **Root Cause:** There was an over reliance on the district provided progression charts instead of a clear understanding of standard specificity and rigor.

**Problem Statement 5:** 5th Grade Science STAAR achievement dropped in all categories (Approaches, Meets, Masters) from the previous year. **Root Cause:** Teachers need to build a strong scientific understanding through hands-on experiences and academic vocabulary.

**Priority 2: Human Capital**

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

**Priority 2: Human Capital**

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

**Key Strategic Action 1 Details**

**Key Strategic Action 1:** Staff will participate in professional development on campus, within the district and out of district to incorporate research-based strategies to meet the needs of all learners. Members of the instructional leadership team will attend a professional development conference to bring new ideas to campus by increasing their leadership and coaching skills to better support teachers with meeting the demands of students' needs both academically and behaviorally.

**Progress Measure (Lead):** -Instructional Leadership members attendance at the Innovative Schools Summit in February 2025 in New York

-On campus PD and PLC sessions following the Summit for teachers and staff to include topics such as engaging and effective instruction, addressing challenging behaviors, and strategies for de-escalation.

-On campus PD/PLC sessions following the Summit for APs and counselors to include topics such as effective coaching for resistant teachers, addressing challenging behaviors, de-escalation strategies, leadership strategies, and building positive culture across campus.

-Agendas from on campus PD sessions

-Sign-in sheets from on campus PD sessions

-Coaching Write-Ups

-TTESS Coaching and Walk-throughs

**Outcome Measure (Lag):** STAAR

MAP

CIRCLE

-Staff surveys addressing coaching, instruction, behavior, and school culture.

**Dates/Timeframes:** Spring semester 2025

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

**Problem Statements:** Student Success 1, 2, 8, 9

**Funding Sources:** Approved Professional Development for CIS/CIC - 166 - State Comp Ed - 166.13.6411.00.138.30.AR0 - \$5,100, Approved Professional Development for Admin - 166 - State Comp Ed - 166.23.6411.00.138.30.AR0 - \$3,100

### Key Strategic Action 2 Details

**Key Strategic Action 2:** Campus Instructional Specialist and Coach will ensure all teachers are provided with support, training, modeling and coaching to improve Tier 1 core instruction. Campus Instructional Specialist will also support teachers with successful use of instructional resources, lesson planning, effective classroom management strategies, and data analysis to improve Tier 1 instruction.

**Progress Measure (Lead):** Analyze student achievement data to include STAAR, MAP, and district assessments

Conduct progress monitoring through assessments, data analysis, and observations.

Provide targeted support and coaching to teachers.

Develop and implement targeted interventions to address student academic needs

Use data to inform and adjust instructional practices and interventions.

**Outcome Measure (Lag):** STAAR

MAP

Staff retention

Increase teacher performance as measured by TTESS appraisers

**Dates/Timeframes:** 2024-25

**Staff Responsible for Monitoring:** Principal

**Problem Statements:** Student Success 8 - Human Capital 1

**Funding Sources:** Allocation for Campus Instructional Specialist - 211 - ESEA, Title I Part A - 211.13.6119.00.138.30.000 - \$83,000

### Goal 3 Problem Statements:

#### Student Success

**Problem Statement 1:** The percentage of 3rd - 5th grade students in Special Education who achieved the Did Not Meet Level in Reading and Math is above the All Student group. (STAAR Reading - SPED 3rd- , 4th- , 5th; STAAR Math - SPED 3rd- , 4th- , 5th) **Root Cause:** Special Education and general education teachers need to regularly collaborate to expose students to more rigorous, complex problems and texts that require students to think and communicate on higher levels.

**Problem Statement 2:** Our special populations to include Emergent Bilingual, Economically Disadvantaged, and At-Risk students showed less academic growth on average as compared to their peers. **Root Cause:** There is a need for increased collaboration and streamlined scheduling to ensure students are receiving Tier 1 instruction to build grade level academic vocabulary and literacy and math skills across the content areas.

**Problem Statement 8:** Campus leadership need professional development to support staff in developing the capacity for rigorous Tier 1 instruction and meeting the academic and behavioral needs of all students. **Root Cause:** Ongoing curriculum changes and student needs require continued PD for the leadership team to remain innovative and responsive to the needs on campus.

**Problem Statement 9:** Less than 100% of GT students met their MAP growth goals in reading, math or science. **Root Cause:** Teachers struggle to provide differentiation and enrichment opportunities for GT students in the classroom across all content areas.

#### Human Capital

**Problem Statement 1:** Teachers need on-going coaching, training, and non-evaluative feedback to build their professional capacity in regards to planning, data-analysis, instructional strategies, lesson execution, classroom management, interventions, grading, and differentiation. **Root Cause:** Continued curriculum changes and teacher need necessitate additional staff to provide high-quality support for continued professional growth of teachers in all aspects of their jobs.

**Priority 2: Human Capital**

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

**Priority 3:** Financial Stewardship

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

**Priority 3: Financial Stewardship**

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

**Priority 3: Financial Stewardship**

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



**Priority 3:** Financial Stewardship

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

# SBDM & Title I Stakeholders (ES)

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Paraprofessional	Nathalia Borges	Instructional Assistant
Paraprofessional	Erika McAdams	Instructional Assistant
Parent	x x	Parent
Business Representative	Jeff Thomas	MFLC
Community Representative	Brandon Leshock	Community Representative
District-level Professional	Michelle Oswalt	District-Level Professional
Parent	x x	Parent
Administrator/Chair	Alice Baumann	Principal
Classroom Teacher	Angela Paraniaque	Teacher: 1st Grade
Classroom Teacher	Adrienne Lerma	Teacher: 2nd Grade
Classroom Teacher	Michelle Morgan	Teacher: 3rd Grade
Classroom Teacher	Mariah Osborn	Teacher: 4th Grade
Classroom Teacher	Ciara Sanchez	Teacher: 5th Grade
Classroom Teacher	Amariany Saez	Teacher: Kindergarten
Classroom Teacher	Shayla Jackson	Teacher: PK4
Classroom Teacher	Tiffany Franks	Teacher: SPED
Assistant Principal	Melissa Murphy	Assistant Principal
Assistant Principal	Patricia Chastain	Assistant Principal
Campus Instructional Coach	Jennifer Kennison	Campus Instructional Coach
Campus Instructional Specialist	Nina Flick	Campus Instructional Specialist
Classroom Teacher	Noah Stephens	Teacher: Music
SPED Teacher	Lindsey Gordon	SPED Teacher
Counselor	Tina McConnell	Counselor