

Katy Independent School District
Hayes Elementary
2023-2024 Campus Improvement Plan



Mission Statement

The mission of Jeanette Hayes Elementary is to promote a love for learning by all students. We will achieve this through a positive partnership between students, staff and community in a nurturing challenging environment. Hayes Elementary will provide a dynamic curriculum enabling students to become responsible, self-sufficient individuals soaring to their highest level of accomplishment.

Vision

Be the Legacy (adopted from KISD)

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.	13
Goal 2: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.	19
Goal 3: Katy ISD will actively support the emotional well-being of all learners.	21
Goal 4: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.	24
State Compensatory	26
Budget for Hayes Elementary	26
Personnel for Hayes Elementary	26
Campus Funding Summary	27
Addendums	28

Comprehensive Needs Assessment

Demographics

Demographics Summary

Jeanette Hayes Elementary is an EE-5th grade campus in Katy ISD. Current student enrollment is approximately 626. JHE has a diverse population as reflected in our campus demographics. We also house several district Special Education programs including ECSE, Life Skills and Adaptive Behavior. The campus demographics are as follows: white 41.48%, Asian 18.28%, Hispanic 23.82%, African American 9.03% and two or more races 7.19%. Our ESL enrollment is 26%, Special Education 22%, Economically Disadvantaged 41%, and Gifted and Talented 6%.

The student mobility rate is 12.2%. The attendance rate at JHE is 95.54%. Jeanette Hayes Elementary is a neighborhood school rich in traditions with the majority of students living within a mile of the school. Three bus routes serve the school for students who live more than a half mile away from campus.

Demographics Strengths

Demographic strengths at Jeanette Hayes Elementary include:

- Families move to Katy ISD for the schools. Jeanette Hayes Elementary staff and parents have established meaningful relationships in which all stakeholders work together to do what is best for students to succeed academically, socially and emotionally.
- Jeanette Hayes Elementary is a diverse campus with many different cultures, representing 30 different languages. Students, staff, parents and community members are accepting and supportive of one another.
- The mobility rate at Jeanette Hayes Elementary is below the state average.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of special education students at JHE is 22% which is above the district and state average. All staff would benefit from on-going professional development in order to meet the varying needs of this population. **Root Cause:** In addition to more students qualifying for Special Education, families continue to move to Katy ISD for their special programs. Most students identified with Dyslexia are also being served through Special Education.

Student Learning

Student Learning Summary

A focus area for the campus is to grow our STAAR Meets and Masters levels in 3rd through 5th grades. The grade level percentages for Meets and Masters by grade level are below:

- 3rd Grade Reading: 59% Meets and 26% Masters
- 3rd Grade Math: 53% Meets and 27% Masters
- 4th Grade Reading: 64% Meets and 32% Masters
- 4th Grade Math: 65% Meets and 34% Masters
- 5th Grade Reading: 79% Meets and 53% Masters
- 5th Grade Math: 67% Meets and 37% Masters
- 5th Grade Science: 55% Meets and 32% Masters

Student Learning Strengths

Jeanette Hayes Elementary students and staff prioritize academics. Student achievement strengths to celebrate include:

- In 5th grade Reading, 79% of our students achieved Meets or above.
- All all grades and subjects areas, the mastery level was 26% or above.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Not all students are demonstrating expected or accelerated growth in math and reading. **Root Cause:** Current instructional practices are not meeting the needs of all students.

School Processes & Programs

School Processes & Programs Summary

Jeanette Hayes Elementary strives to employ quality staff members who are talented, creative and have a passion for building relationships with students in order to increase student learning and achievement. JHE is still in the process of hiring qualified staff for the 2023-2024 school year. Teachers new to the profession or in their second year of teaching are assigned a trained campus mentor who will work closely with these new teachers. Our instructional coaches and administration will also work closely with these new teachers as well as continue to support all teachers.

This year JHE will be implementing an updated master schedule based on the new Katy ISD instructional requirements. There will be a focus on implementing all components of structured literacy through utilizing the HMH resources. JHE will be providing guidance on lesson plans and structure for math and science as well.

All teachers on campus will attend Professional Development Rotation sessions at a minimum of once per month. The professional development is provided by campus instructional coaches, teacher leaders and district specialist. The Campus Improvement Plan will be a driving force in identifying needs for professional development. Jeanette Hayes Elementary believes the continued professional development of teachers is essential to student achievement.

Through our campus budget and support from the Hayes' PTA, staff members have the opportunity to attend professional development outside of KISD and educational conferences. Staff participating in these opportunities will return and share their new learnings with staff members. The staff at JHE, regardless of position, works closely together to ensure our students have the best educational and learning opportunities possible.

School Processes & Programs Strengths

Hayes Elementary has identified the following strengths:

- Teacher generated long range planning (road maps) that target specific TEKS for instruction
- Analysis of heat maps
- Weekly team planning with Instructional Coaches
- Differentiated PDR sessions at least once per month
- Special projects funding for supplemental tutorial position
- ESSR funding for tutorial positions
- Structured Literacy will be implemented in a workshop model
- Guided math and math stations will be implemented in a math workshop model
- Utilizing small groups in Math and Reading will be implemented daily
- Safety drills are performed frequently and efficiently as required
- Instructional time is highly valued and interruptions are kept to a minimum
- Teachers accommodate specific learning needs by evaluating data to group students for small groups
- Implementation of math challenges are encouraged and support students with self-tracking (DreamBox)

- Vertical teams meet once every nine weeks to collaborate and plan with other grade levels
- Students receive academic support and classroom accommodations as needed through the MTSS process
- ELL students in need have the opportunity for after school tutorials
- JHE teachers sponsored after school programs include GEMS Club, Technology Club, Read Deed and Run and Soaring Singers
- After school programs sponsored by outside organizations include science, robotics and art programs

The retention of quality teachers can be attributed to the positive campus culture at Jeanette Hayes Elementary. This culture is strengthened by the activities below:

- Jeanette Hayes Elementary staff members recognize each other with staff member of the week nominations.
- Staff members are highlighted in the Monday Memo.
- Activities and events are planned throughout the year to foster a positive school culture.
- Teachers are encouraged to attend job embedded as well as Professional Development outside of the campus to enhance instructional practices.

The following has been identified as strengths for Jeanette Hayes Elementary in the area of technology:

- JHE was retrofitted in summer 2023 to provide updated technology for classrooms and staff.
- Teachers are provided on-going opportunities for technology training.
- Our campus is provided a Classroom Technology Designer to assist teachers with technology integration.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There are multiple changes to the master schedule that are needed in order to implement the new Katy ISD requirements. **Root Cause:** The Katy ISD instructional requirements have changed.

Problem Statement 2: The overall average daily attendance has decreased from 96.9% in 2018-2019 to 95.54% in the 2022-2023 school year which impacts student achievement. **Root Cause:** There have been societal shifts during the pandemic.

Perceptions

Perceptions Summary

At Jeanette Hayes Elementary, we strive for our students to be successful life-long learners. Each day on the morning announcements we review our S.O.A.R. acronym that is displayed on a mural at the JHE entrance. (S-Succeed in Life Long Learning, O-Open doors to meet challenges, A-Achieve in academics, R-Respect ourselves and our world). We continue to implement Positive Behavior Intervention Supports. PBIS is a school-wide framework with an emphasis on systems of support that include proactive strategies for defining, teaching and supporting appropriate student behaviors to create positive school environments. JHE has high learning and behavior expectations and students are rewarded for positive behaviors on a daily basis. The students at JHE are motivated to do well in areas of academics and behavior and we continue to seek ways to build-up our students to be kind and respectful citizens.

Keeping in mind the vision and mission of JHE, we will work together to establish shared beliefs and values in order to best meet the varying needs of our students.

Jeanette Hayes Elementary works exceptionally hard to provide a welcoming environment to our families and community. Everyone who enters the doors at JHE is greeted with a smile and a friendly welcome. JHE provides numerous volunteer opportunities for parents to help at school events as well as night and weekend events. The Watch D.O.G.S. Program will begin the 10th year at JHE this year. Our goal is for parent volunteers to feel valued and see themselves as a partner in their child's education. We take pride in the fact that JHE receives numerous compliments from parents and visitors regarding our warm and welcoming environment.

We believe the students at Hayes Elementary deserve to have the very best educational opportunities available. As a campus, we strive each day to provide them a caring and nurturing environment that has high expectations and supports all learners at their varying levels.

Perceptions Strengths

Jeanette Hayes Elementary celebrates these strengths:

- There are currently 380 active volunteer enrolled in the Raptor Volunteer System for JHE.
- There were almost 100 Watch D.O.G.S. on campus during the 2022-2023 school year.
- JHE has an active and supportive PTA which hosts events such as the Father/Daughter Dance, Mother/Son Night, International Night, Spring Carnival, etc.

JHE works hard to maintain these strengths:

- JHE hosts an International Night led by parents and children who represent different countries
- Enews promotes volunteer opportunities and information for school events
- JHE hosts at least 6 spirit nights per year at local restaurants to give back to our community
- JHE celebrates our Book Fair at the Breakfast with Santa Event on the first Saturday in December
- PTA sponsors summer Kindergarten play-dates

- PTA coordinates 2 class parties per year and parents are invited to attend
- JHE teachers celebrate student learning at the end of the school year at Celebrations of Learning and parents are encouraged to attend
- Kindergarten invites parent readers every Friday
- Parents are invited to eat lunch with their students at any time
- We involve high school volunteers at JHE Field Day to assist with the game stations
- Parents are encouraged to lead a Destination Imagination team and are allowed to meet on campus
- Read, Deed and Run promotes community involvement through community deeds
- GEMS Club (Girls Excelling in Math and Science) is offered for 3rd- 5th grade girls
- Choir (JHE Soaring Singers) is offered for 5th grade students
- JHE has at least 2 Watch D.O.G.S. every Friday to encourage fathers and father-figures to be a part of their child's learning
- PTA recognizes volunteer of the month on JHE announcements and enews
- JHE houses the district parent center for parents of ELLs
- Community members volunteer as KEYS mentors, CAT members and volunteers.
- We promote our feeder school campus events through our enews (ex: Pacesetter Clinic, musicals, concerts and school supply drive)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some people don't feel like they are included enough in the educational process. **Root Cause:** This could be contributed to a language barrier, parent work schedule, miscommunication, etc.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices







Goals

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: HB3- The percent of third grade Hayes Elementary students who achieve Meets and above in Reading will increase to 74% by July 2024.

HB3 Goal

Evaluation Data Sources: 2024 STAAR data







Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize the Amira data reports to drive differentiated instruction.</p> <p>Strategy's Expected Result/Impact: All students will increase reading foundational and comprehension skills.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Instructional Coach, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will teach Structured Literacy by using the HMH resources with fidelity and integrity.</p> <p>Strategy's Expected Result/Impact: Increase reading performance in all students</p> <p>Staff Responsible for Monitoring: Performance data will be monitored by classroom teachers, Instructional Coach and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: HB3- The percent of third grade Hayes Elementary students who achieve Meets and above in Math will increase from 73% by July 2024.

HB3 Goal







Evaluation Data Sources: 2024 STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: The Math Instructional Coach will train and support teachers utilizing DreamBox student/class/grade level data. This data, along with other classroom data, will be used by teachers to identify areas of strength and weaknesses.</p> <p>Strategy's Expected Result/Impact: Based on data, math teachers will incorporate math strategies to increase student understanding of mathematical concepts.</p> <p>Staff Responsible for Monitoring: Instructional Coach and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional Coach will develop a schedule to meet with each math teacher to review data by student group.</p> <p>Strategy's Expected Result/Impact: To ensure math teachers are collecting data and it is being utilized to inform instruction.</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: JHE staff will work to close gaps among all sub populations to ensure all groups tested on STAAR meet the Domain III targets.







Evaluation Data Sources: 2024 STAAR Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Grades 2-5 teachers will analyze AWARE data to identify students who are not making expected growth in math and reading.</p> <p>Strategy's Expected Result/Impact: Teachers will know their students who are not progressing as expected.</p> <p>Staff Responsible for Monitoring: Instructional Coaches and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Data will be utilized to plan for and adjust small group instruction for classroom instructional time and intervention groups.</p> <p>Strategy's Expected Result/Impact: Students will receive instruction on their individual levels in order to show growth.</p> <p>Staff Responsible for Monitoring: Instructional Coaches and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: Grades 3-5 Special Education students will increase by 5% in Meets Grade Level for all STAAR tested subjects.







Evaluation Data Sources: 2024 STAAR results will be utilized to determine if scores increased by 5% .

Strategy 1 Details	Reviews			
<p>Strategy 1: Scheduling will be maximized to allow for Special Education teachers to push in and provide targeted instruction.</p> <p>Strategy's Expected Result/Impact: Students with in-class support will benefit and show growth on IEP goals and grade level TEKS.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Special Education para professionals will receive job embedded professional development in order to help support special education students.</p> <p>Strategy's Expected Result/Impact: Special education students will show growth with foundational skills in reading and math.</p> <p>Staff Responsible for Monitoring: Instructional Coaches and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: Increase the number of students scoring at health fitness zones, as measured on Fitness Gram, to contribute to optimal health.







Evaluation Data Sources: Fitness Gram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p>Staff Responsible for Monitoring: Administrators Physical Education Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility.</p> <p>Strategy's Expected Result/Impact: Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class.</p> <p>Staff Responsible for Monitoring: Administrators Physical Education Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 6: JHE will increase student attendance from 95.54% to 96.04% for the 2023-2024 school year.







Evaluation Data Sources: ADA daily attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: During morning announcements, students' names will be drawn for a daily attendance incentive and students must be present to win.</p> <p>Strategy's Expected Result/Impact: Students' absenteeism and tardies will decrease.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Phone calls will be made to parents of students who have a pattern of absences and tardies.</p> <p>Strategy's Expected Result/Impact: Increase students being on time to school and reduce unnecessary absences.</p> <p>Staff Responsible for Monitoring: Classroom teachers and Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: The JHE Leadership Team will utilize information from the monthly district climate and culture survey in order to celebrate areas of strength and identify and address areas of need for JHE staff.






Evaluation Data Sources: Katy ISD will send a monthly survey to measure staff culture and climate

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff culture building activities will be held throughout the school year in order to encourage and support a positive school climate.</p> <p>Strategy's Expected Result/Impact: Staff will become more collegial with colleagues inside and outside of their teams.</p> <p>Staff Responsible for Monitoring: Sunshine Committee Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Administrators will be purposeful in modeling an environment of open communication, mutual respect and compassion for all staff members in order to maintain a positive relationship with their supervisors.</p> <p>Strategy's Expected Result/Impact: JHE staff will remain at Hayes because it is a positive and engaging place to work.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 2: Differentiated job embedded professional learning opportunities will be provided for Hayes Elementary staff in order to collaborate and make data driven instructional decisions.



Evaluation Data Sources: Professional development will lead to student growth and success as reflected on assessments and behavior data.






Strategy 1 Details	Reviews			
<p>Strategy 1: A Professional Development Rotation (PDR) will be implemented at least once a month for all teachers including ELL and Special Education to receive job embedded professional learning opportunities.</p> <p>Strategy's Expected Result/Impact: Teachers will apply new learnings to their specific instructional area as applicable.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coaches</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff will participate in two learning walks during the 2023-2024 school year.</p> <p>Strategy's Expected Result/Impact: Teachers will increase their knowledge on best practices.</p> <p>Staff Responsible for Monitoring: Instructional Coaches</p>	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: Hayes Elementary staff will work together to provide a safe, supportive and positive learning environment for all students by implementing Character Strong/ Purposeful People.

Evaluation Data Sources: Observation of Purposeful People and Community Circles as well as feedback from students and staff







Strategy 1 Details	Reviews			
<p>Strategy 1: Train staff and students on the PBIS Hawks Expectation Matrix and review throughout the school year.</p> <p>Strategy's Expected Result/Impact: Students following Hawk Expectations throughout the building.</p> <p>Appropriate/expected behaviors reinforced and increased.</p> <p>Decrease in number of discipline referrals.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselor PBIS Committee Members Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: We will begin our day with Community Circles and weave Purposeful People instruction throughout our day including recess as well as class time. We will provide resources for families and challenge staff to model these character traits. A bulletin board will be used to emphasize the importance of the monthly character trait. The Counselor will support staff and students with lessons throughout the year.</p> <p>Strategy's Expected Result/Impact: Purposeful People Core Team deliver campus training and provide ongoing support throughout the school year.</p> <p>Students recognized for displaying character traits each month.</p> <p>Observation of students displaying character traits during the school year.</p> <p>Staff challenges will be issued monthly for teachers to practice the character traits and model them for the students.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Students will be recognized for following "Hawks" expectations by earning Hawk Bucks to be used to purchase weekly rewards.</p> <p>Strategy's Expected Result/Impact: Increase reinforcement for students following Hawk expectations in order to receive Hawk Bucks.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Counselor PBIS Committee Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Programs will be provided to students that address the topic of bullying and the importance of being kind.</p> <p>Strategy's Expected Result/Impact: Students will have a deeper understanding of what bullying looks like and how to prevent it from happening.</p> <p>Staff Responsible for Monitoring: Principal Asst. Principals Counselor Teachers</p> <p>Funding Sources: Programs - Parent Organization</p>	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 2: Information on violence prevention and bullying prevention will be provided to parents, students and teachers.




Evaluation Data Sources: Campus newsletter, Faculty Meeting Agendas, Professional Development







Strategy 1 Details	Reviews			
Strategy 1: District Legacy Parent Academy information will be sent to parents via the weekly campus enews. Strategy's Expected Result/Impact: Parents will be made aware of district parent trainings. Staff Responsible for Monitoring: Principal, Counselor	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Professional Development will be offered to teachers on the topics of violence and bullying prevention. Strategy's Expected Result/Impact: Staff will be provided information to educate and provide strategies to utilize with students.	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: Hayes Elementary will promote and encourage a partnership with parents and community members by offering a variety of activities that support student engagement and learning.

Evaluation Data Sources: Hayes Elementary will increase volunteer hours by a minimum of 5%. Volunteer hours will be tracked utilizing RAPTOR.

Strategy 1 Details	Reviews			
<p>Strategy 1: A campus wide International Night will be conducted once a year</p> <p>Strategy's Expected Result/Impact: Families representing their country of origin will host a display at International Night.</p> <p>Families will attend and participate in the various cultural displays.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Teachers</p> <p>Funding Sources: - 199 - General Fund PTA Donation</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to promote the involvement of dads and father figures by growing the WATCH Dog program at JHE</p> <p>Strategy's Expected Result/Impact: Number of dads participating in the program and completion of WATCH Dog survey</p> <p>Staff Responsible for Monitoring: Administrators Teachers, PTA Liaison WATCH Dog Liaison</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Spirit Nights will be held once a month that encourage community and staff participation</p> <p>Strategy's Expected Result/Impact: Community participation in events</p> <p>Staff Responsible for Monitoring: Campus PIE Liaison Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Promote community events such as Welcome Back Coffee, Mother/Son game night, Father/ Daughter dance, Family Picnic, Breakfast with Santa, Spring Carnival</p> <p>Strategy's Expected Result/Impact: Parent and community attendance at events and feedback.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals PTA support</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Special events and community service projects will be planned with our Sister School (BCE) in order to develop a relationship and sense of community between the two schools.</p> <p>Strategy's Expected Result/Impact: Attendance/participation at scheduled events.</p> <p>Ongoing communication between campuses to promote Sister School activities and build congenial and collegial relationships.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Incorporate parent volunteers into Celebrate Science from grades 3-5 during the fall semester and add K-2 during the spring semester.</p> <p>Strategy's Expected Result/Impact: At least 5 parent volunteers will help facilitate Celebrate Science for each grade level.</p> <p>Staff Responsible for Monitoring: Math/Science Instructional Coach Assistant Principals Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Hayes Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

--

Personnel for Hayes Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Laurie Funes	Academic Support Teacher	1
Nicole Laetsch	Academic Support Teacher	1

Campus Funding Summary

199 - General Fund PTA Donation					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1			\$0.00
Sub-Total					\$0.00
Parent Organization					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	Programs		\$0.00
Sub-Total					\$0.00

Addendums

Hayes Elementary - Enrollment

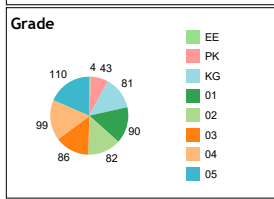
Set Enrollment	595
Building Enrollment	595
District Enrollment	87,950

Grade Distribution

Report Type
None

Building
All

Grade
EE
PK
KG
01
02
03
04
05

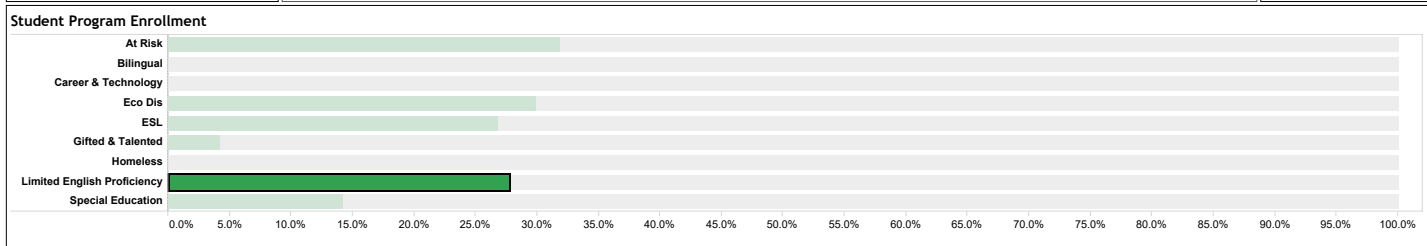
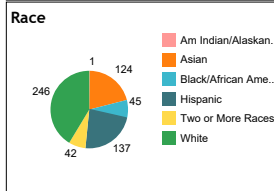


Absence Rate

Student Program
All Students

Apply Filter to District
No

Measure Names



The percent of **Hayes** Elementary 3rd grade students who achieve Meets and above in Reading will increase **62%** to **74%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			63%	65%	73%	74%
Actual	55%	62%	62%	72%	57%	
Met Goal			N	Y	N	

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Hayes	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	5	0%	24	42%	39	69%	0		18	89%	0		4	75%	10	20%	25	36%	32	63%
		2021 Actual	10	30%	26	58%	31	68%	0		17	65%	0		8	88%	14	43%	27	48%	35	57%
		2022 Actual	8	75%	25	64%	32	72%	0		22	77%	0		2	100%	15	47%	36	58%	24	58%
		2023 Target		0%		74%		74%				89%				75%		20%		68%		73%
		2023 Actual	4	0%	22	45%	45	62%	0		17	59%	0		4	100%	24	13%	38	39%	31	48%
		Met Target				N		N				N				Y		N		N		N
2024 Target		0%		74%		72%				89%				75%		20%		49%		73%		

The percent of **Hayes** Elementary 3rd grade students who achieve Meets and above in Math will increase from **66%** to **73%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			67%	69%	71%	73%
Actual	56%	66%	54%	57%	50%	
Met Goal			N	N	N	

		# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# LEP	% LEP	
Hayes	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	5	0%	24	54%	39	72%	0		18	89%	0		4	50%	10	20%	25	44%	32	63%
		2021 Actual	10	20%	26	42%	31	71%	0		17	53%	0		8	75%	14	43%	27	37%	35	54%
		2022 Actual	8	63%	25	40%	32	59%	0		22	68%	0		2	100%	15	33%	36	36%	24	63%
		2023 Target		0%		50%		77%				89%				50%		20%		46%		73%
		2023 Actual	4	0%	22	36%	45	58%	0		17	53%	0		4	75%	24	25%	38	29%	31	35%
		Met Target				N		N				N				Y		Y		N		N
2024 Target		0%		50%		77%				89%				50%		20%		39%		45%		