

**Katy Independent School District**  
**Hayes Elementary**  
**2019-2020 Campus Improvement Plan**

**Accountability Rating: A**



# 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 Academic Achievement	6
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	15
Goals	16
Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.	16
Goal 2: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.	21
Goal 3: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.	22
Goal 4: Katy ISD will actively support the emotional well-being of all learners.	24
Goal 5: 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.	26
State Compensatory	28
Personnel for Hayes Elementary:	28
2019-2020 Campus Advisory Council	29
District Funding Summary	30
Addendums	31

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Jeanette Hayes Elementary is a twenty-four year old EE-5th grade campus in Katy ISD. Student enrollment at Hayes Elementary has remained steady over the last five years. Current student enrollment is approximately 631. JHE has a diverse population as reflected in our campus demographics. We also house several district Special Education programs including PPCD, Life Skills and Adaptive Behavior. The campus demographics are as follows: white 41.8%, Asian 23.1%, Hispanic 22.4%, African American 6.9% and two or more races 5.4%. Our English Language Learners (ELL) are 28.7%, Special Education students 11.9% Economically Disadvantaged students are 21.4% and Gifted and Talented at 6%. The staff teacher/student ratio at Jeanette Hayes Elementary is below the state and district average in Kinder - 5th grade: 16.6 Kindergarten, 17.2 1st grade, 16.7 2nd grade, 18.8 3rd grade, 21.4 4th grade, 21 5th grade.

The student mobility rate of 11.9% is below the state average of 16%. There are no students identified as migrant. The attendance rate at JHE is 97.3% which is above the district rate of 96.7% and the state rate of 95.7%. The campus attributes this to the relationships that are built between home and school. All staff members support and encourage students and express the importance of being at school each day. 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 29 different languages. Students, staff, parents and community members are accepting and supportive of one another.
- Teacher/student ratio is below the district and state ratios.
- The mobility rate at Jeanette Hayes Elementary is below average for the state.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The diversity at JHE continues to grow each year. Currently, 28.7% of JHE students are English Language Learners. On-going professional development for staff on meeting the instructional needs of these diverse learners is needed. **Root Cause:** International families continue to enroll at JHE.

**Problem Statement 2:** The number of special ed. students at JHE is 11.9% 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:** Increasing number of special ed. students enrolled at JHE.

# Student Academic Achievement

## Student Academic Achievement Summary

Based on the TEA 2019 Accountability Overall Summary Jeanette Hayes Elementary Met Standard in all domains with an overall score of 93 and received an "A" rating. Four Distinction Designations were earned in the following areas: ELA/Reading, Science, Comparative Academic Growth and Postsecondary Readiness. The Domain scores are listed below:

- Domain 1-Student Achievement-Scale Score 92
- Domain 2-Academic Growth-Scale Score 92; Relative Performance-Scale Score 85
- Domain 3-Closing the Gaps-Scale Score 96

We celebrate these scores and realize there is work to be done to continue to Meet and Master Standards and earn Distinction Designations. The scores listed below for all grades indicate the percentage of Approaches Grade Level or Above:

- Reading - 95%
- Math - 94%
- Writing - 84%
- Science - 91%

Although Jeanette Hayes Elementary was above the state average in all subjects and Met Standard according to the Accountability Summary, a discrepancy is shown in the number of students at Approaches grade level and students who met grade level expectations. A focus area for the campus will be closing the difference between approaches grade level and meets grade level. The grade level percentages for approaches and meets grade level are below:

- 3rd Grade Reading: 91% Approaches - 62% Meets
- 3rd Grade Math: 87% Approaches - 66% Meets
- 4th Grade Reading: 91% Approaches - 67% Meets
- 4th Grade Math: 93% Approaches - 74% Meets
- 4th Grade Writing: 84% Approaches - 50% Meets
- 5th Grade Reading: 99% Approaches - 78% Meets
- 5th Grade Math: 98% Approaches - 76% Meets
- 5th Grade Science: 90% Approaches - 73% Meets

## Student Academic Achievement Strengths

Jeanette Hayes Elementary students and staff work hard toward student achievement in academics. Student achievement strengths to celebrate include:

- Distinctions Designations in ELA/Reading, Science, Comparative Academic Growth, Postsecondary Readiness
- Meeting Standards in all Domains

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

**Problem Statement 1:** A discrepancy exist between the campus percentage for Approaches Grade Level and Meets/Masters Grade Level. **Root Cause:** Not enough focus on individualized instruction and meeting students at their instructional level.

**Problem Statement 2:** Students are not making substantial growth in math and reading from year to year. **Root Cause:** Planning and instruction needs to be more purposeful and scaffolded in order to meet students at their instructional level.

# 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. Thirteen new teachers joined the staff for the 2019-2020 school year. Ten of the teachers have previous teaching experience and one recently completed certification program and served as paraprofessional at JHE during the 2018-2019 school year. Teachers that are new to the campus are invited to attend monthly meetings with the new teacher mentor for the campus as well as the campus administrators and instructional coaches. Teachers new to the profession are assigned a mentor and are encouraged to attend the Katy ISD New Teacher Academy as a support with classroom management, curriculum, parent conferencing as well as other areas of interest and need.

All teachers on campus will attend Professional Development Rotation sessions at least 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 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.

Jeanette Hayes Elementary has 22 staff members that serve as instructional paraprofessionals. These paraprofessionals serve students who receive ESL and special education support. These students are served in the general education class as well as in self contained classrooms. Paraprofessionals are passionate about assisting students and seek guidance in ensuring they implement strategies that are best for kids.

The staff at JHE, regardless of position, works 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
- Targeted Fifth Grade Science intervention once a week during Extended Learning Time
- Reader's and Writer's Workshop implementation



- Guided math and math stations
- 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 extended learning time.
- Teachers receive a half day of planning time several times during the year while students attend special programs.
- Implementation of math challenges are encouraged and support students with self-tracking (DreamBox and Fastt Math).
- 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 RTI process.
- ELL students in need have the opportunity for after school tutorials.
- JHE teachers sponsored after school programs include GEMS club, Crazy 8 math club and Read Deed and Run.
- After school programs sponsored by outside organizations include science, robotics and art programs.

Data from the Texas Academic Performance Report identifies the following strengths:

- Jeanette Hayes Elementary teachers' average years of experience with the district, 8.3, exceeds the state (7.1%) and district (6.9%) average.
- The average teacher salary is higher at KISD/Jeanette Hayes Elementary than the state average.

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.
- Activities and events are planned throughout the year to foster a positive school culture.
- Teachers are encouraged to attend 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:

- Every classroom has iPad access for students (approximately 4-6 per classroom).
- iPads are available for student check-out to take home.
- All classrooms are equipped with computers, iPads and document cameras.
- 2-5 Students have access to Chromebooks in classrooms.
- Smartboards are mounted in all classrooms.
- Teachers are provided on-going opportunities for technology training.
- Our campus is provided a Classroom Technology Designer.
- A team of teachers have an opportunity to attend the TCEA conference.

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

**Problem Statement 1:** Lack of targeted, cohesive instruction for Special Populations (ELL & Special Education) as well as communication to address the instructional needs of those students. **Root Cause:** Scheduling and time constraints do not allow for adequate planning for general education teachers with ELL and Special Education teachers.

## 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 are in our third year of implementing Positive Behavior Intervention Supports. PBIS is a school-wide discipline framework with an emphasis on school-wide 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.

This year 30% of the JHE staff are new to the building. 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 6th year at JHE this year. Last year, we had over 100 dads volunteer one full day to serve at JHE. 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:

- We continue to implement the HAWK matrix to summarize our behavior expectations:

H-Have Respect

A-Act Responsibility

W-Work Together

K-Keep a Positive Attitude

S-Stay Safe

- These expectations are created specifically to address expectations in the areas of classroom, hallway, restroom, cafe, recess, assembly, dismissal
- Students are rewarded with "HAWK bucks" and have the opportunity to cash-in their bucks for numerous prizes.
- Teachers also have the opportunity to receive incentives based on the volume of HAWKS bucks that they distribute to students
- A campus reward chart was created in order to keep the incentives consistent throughout the campus.
- HAWKS matrices are displayed in every classroom as well as hallways and common areas

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 approximately 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 the JHE spring carnival held on a Friday evening for families and community to attend
- PTA plans a Father/Daughter dance on a Friday evening for fathers and daughters to attend
- PTA plans a Mother/Son game night for mothers and sons to attend
- PTA sponsors Donuts with Dads and Munchies with Moms
- PTA sponsors summer Kindergarten playdates
- Kindergarten parents are invited to a Mother's Day breakfast
- PTA coordinates 2 class parties per year and parents are encouraged 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 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
- JHE houses the district parent center for parents of ELLs
- Administrators support the Parent Center by attending the holiday student party and the Welcome Center End of the Year Celebration

- Community members volunteer as KEYS mentors, Junior Achievement facilitators and CAT members
- 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:** With 30% of our faculty being new, collegial relationships need to be established within teams as well as throughout the building.

**Root Cause:** Thirty percent of our faculty is new.

**Problem Statement 2:** We need to sustain consistency implementing our HAWK Expectations among our faculty. **Root Cause:** We need 100% buy in for PBIS. Some staff members have a lack of understanding of the PBIS philosophy.



# 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 Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

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

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

# Goals

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


**Performance Objective 1:** All student groups in grades 3, 4, 5 will score at the Meets Grade Level Standard at 80% or above for STAAR Reading and Math.

**Evaluation Data Source(s) 1:** 2019-2020 STAAR scores will be utilized to determine if student groups were at 80% or higher.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Utilize Title III Immigrant funds to supplement instruction provided to LEP students.	Principal Assistant Principal	To show 10% growth at the Meets Grade level for all STAAR subjects.				
2) Instructional Coaches will attend planning sessions to ensure small group plans for math and reading target the individual needs of students.	Instructional Coaches Principal Assistant Principal All Teachers	Students will meet or master grade level expectations based on state assessment.				
3) Teachers will implement strategies from Lead4ward materials and webinars to increase their knowledge of students strengths and areas for growth.	Instructional Coaches Principal Assistant Principals Teachers	All teachers will have a deeper understanding of data and utilize this data to plan instruction that addresses individual needs.				



Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
4) Coordinator for Accountability and School Improvement will be utilized to confer with Instructional Coaches, assist with data analysis, and lead data discussions during PDR and Professional Development sessions.	Instructional Coaches	Small group instruction will be specific and targeted based on data.  Student growth will be monitored utilizing DLA's and Common Assessments.				
5) A structure will be put into place providing time for ESL and Special Education teachers to meet with grade levels in order to plan for learning to address the learning needs of special education and ESL students.	Principal Assistant Principals Instructional Coaches	Special Education and ELL students academic performance will improve on Common Assessments, DLA's and STAAR.				
6) Student data binders will be kept on all student K-5 for reading and math.	Principal Asst. Principals Instructional Coaches	Teachers will have a deeper understanding of a student's current level of performance in reading and math and their targeted areas for growth.				
						


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

**Performance Objective 2:** Grades 3-5 Special Education and ELL student groups will increase by 10% in Meets Grade Level for all STAAR tested subjects.


**Evaluation Data Source(s) 2:** 2019-2020 STAAR results will be utilized to determine if scores increased by 10% for these special populations.

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) General education and special education/ ELL teachers will implement collaborative teaching in order to provide quality instruction in the general education classroom.	Principal Assistant Principals	Special education/ ELL students will grow academically in all STAAR tested subjects.				
2) A structure will be put into place providing time for ELL and Special Education teachers to meet with grade levels in order to plan for learning to address the learning needs of special education and ESL students.	Principal Assistant Principals Instructional Coaches Teachers	Special Education and ELL students academic performance will improve on Common Assessments, DLA's and STAAR.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

**Performance Objective 3:** 80% of 4th grade students will score at Meets Grade Level on the Writing STAAR test.

**Evaluation Data Source(s) 3:** 2019-2020 scores will be utilized to determine if writing scores are at 80% or higher.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Instructional Coach will attend planning sessions to ensure small group plans for writing target the individual needs of students.	ELA Instructional Coach Principal Assistant Principal Writing teachers	Students will meet or master grade level expectations based on state assessment.				
2) Teachers will implement strategies from Lead4ward writing webinars to increase student involvement in analyzing their own assessment data and progress in the area of writing.	ELA Instructional Coach Teachers	Teachers and students will have a deeper understanding of data and utilize this data to monitor progress and adjust instruction.				
3) Teachers will implement a balanced approach utilizing Writer's Workshop and Grammar and Conventions lessons.	Teachers ELA Instructional Coach Principal Assistant Principal	Students will understand the writing process utilizing the grammar and conventions to apply skills in their own writing.				
4) ELA IC will meet with 4th grade teachers to review writing samples to create a norm for scoring, track student progress and adjust instruction accordingly.	ELA Instructional Coach 4th grade Writing teachers	Writing teachers will have a deeper understanding of where students are on the writing continuum at all times.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
5) Fourth grade writing teachers will create grade level check-ups which will be given frequently throughout the unit and end of unit assessments.	ELA IC Fourth Grade Writing Teachers Principal Assistant Principal	Data received from formative and summative assessments will be used to drive small group instruction to be purposeful and differentiated to meet specific student needs.				

## Goal 2: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

**Performance Objective 1:** Grades 1-5 will utilize a test blueprint for all campus developed common assessments.

**Evaluation Data Source(s) 1:** The test blueprint and the grade level assessment will be turned into Instructional Coaches to check for TEKS alignment and to ensure questions are at appropriate levels of depth and complexity.

### Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Instructional Coaches will check to make sure that each campus based assessment is aligned with grade level TEKS and the appropriate levels of rigor.	Instructional Coaches	Each assessment will reach the goal of 65% Readiness and 35% Supporting TEKS, 50% Level 2 depth of knowledge, and 50% questions with stimulus.				

### Goal 3: 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:** Provide opportunities for all JHE staff members to build positive professional and personal relationships across the campus in order to increase staff moral.

**Evaluation Data Source(s) 1:** An end of they year staff survey will be given to measure staff moral and work place satisfaction (OrgHealth)

#### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Staff culture building activities will be held a minimum of once a month with a calendar of activities provided at the beginning of each semester.	Sunshine Committee Leadership Team	Staff will become more cohesive with colleagues inside and outside of their teams.				
						


**Goal 3:** 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.

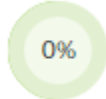
**Evaluation Data Source(s) 2:** Professional development will lead to student growth and success as reflected on campus common assessments, DLA's and 2019-2020 STAAR results.


**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
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.	Principal Assistant Principals Instructional Coaches	Teachers will apply new learnings to their specific instructional area as applicable.				
2) Support new teachers with ongoing professional development sessions and mentor support.	Principal Assistant Principal Lead Mentor Team Leaders Instructional Coaches	New teachers will feel supported and confident hence increased teacher retention.				
3) Staff will participate in two learning walks during the 2019-2020 school year.	Instructional Coaches	Teachers will increase their knowledge on best practices.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

## Goal 4: Katy ISD will actively support the emotional well-being of all learners.


**Performance Objective 1:** Hayes Elementary staff, students and parents will work together to provide a safe, supportive and positive learning environment for all.

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Train staff and students on the PBIS Hawks Expectation Matrix and review throughout the school year.	Principal Assistant Principals Counselor PBIS Committee Members Teachers	Students following Hawk Expectations throughout the building.  Appropriate/expected behaviors reinforced and increased.  Decrease in number of discipline referrals.				
2) Core Essential bulletin board will be used to emphasize the importance of the monthly character trait. Weekly Core Essential counselor mini-lessons will be provided via morning announcements.	Counselor	Students recognized for displaying character traits each month.  Observation of students displaying character traits during the school year.				
3) Students will be recognized for following "Hawks" expectations by earning Hawk Bucks to be used to purchase weekly rewards.	Principal Assistant Principals Counselor PBIS Committee Teachers	Increase in students following Hawk expectations in order to receive Hawk Bucks.				
4) Staff members will be recognized for distributing Hawk Bucks to students observed demonstrating/following Hawks expectations.	Principal Assistant Principals	Teachers recognizing and reinforcing students for following the Hawks Expectations.				
5) Programs will be provided to students that address the topic of bullying and the importance of being kind.	Principal Asst. Principals Counselor Teachers	Students will have a deeper understanding of what bullying looks like and how to prevent it from happening.				
<b>Funding Sources:</b> Parent Organization - 0.00						



Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
6) Counselor led book study with parents on the book "Unselfie"	Counselor		✗	✗	✗	
7) Principal will host "Coffee with the Principal" for parents and discussion topics will focus on Social Emotional needs of children.	Principal	Parent will gain additional knowledge and understanding of Social Emotional needs of students.				
						

## Goal 5: 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 Source(s) 1:** Hayes Elementary will increase volunteer hours by a minimum of 5%

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) A campus wide International Night will be conducted once a year	Principal Assistant Principals Teachers	Families representing their country of origin will host a display at International Night.				
		Families will attend and participate in the various cultural displays.				
<b>Funding Sources:</b> 199 - General Fund PTA Donation - 0.00						
2) Continue to promote the involvement of dads and father figures by growing the WATCH Dog program at JHE	Administrators Teachers, PTA Liaison WATCH Dog Liaison	Number of dads participating in the program and completion of WATCH Dog survey				
3) Spirit Nights will be held once a month that encourage community and staff participation	Campus PIE Liaison Principal	Community participation in events				
4) Promote community events such as Welcome Back Coffee, Mother/Son game night, Father/Daughter dance, Muffins with Mom, Donuts with Dad, Breakfast with Santa, Spring Carnival	Principal Assistant Principals PTA support	Parent and community attendance at events and feedback.				
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.	Principal Assistant Principal Counselor	Attendance/participation at scheduled events.  Ongoing communication between campuses to promote Sister School activities and build congenial and collegial relationships.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
6) Incorporate parent volunteers into Celebrate Science from grades 3-5 during the fall semester and add K-2 during the spring semester.	Math/Science Instructional Coach Assistant Principals Principal	At least 5 parent volunteers will help facilitate Celebrate Science for each grade level.				

# State Compensatory

## Personnel for Hayes Elementary:

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

# 2019-2020 Campus Advisory Council

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Heather Mulcahy	Principal
Classroom Teacher	Kim Radzicki	Teacher
Administrator	Shae Harwell	Assistant Principal
Community Representative	Larry Littlejohn	Community Member
Community Representative	Monica Lona	Community Member
District-level Professional	Gigi Transou	District Staff Member
Business Representative	Wendi Myers	Business Representative
Classroom Teacher	Kelly Bishop	Teacher
Classroom Teacher	Sarah Clark	Teacher
Classroom Teacher	Van Diep	Teacher
Classroom Teacher	Paula Opiela	Teacher
Parent	Charlie Souza	Parent
Parent	Victoria Polk	Parent
Parent	Rachael Herbrich	Parent
Parent	Melinda Lane	Parent
Non-classroom Professional	Jami Bookout	Support Staff
Parent	George Edwards	Parent

# District Funding Summary

<b>199 - General Fund PTA Donation</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Parent Organization</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	5	Programs		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$0.00

# Addendums

**Texas Education Agency**  
**2019 Accountability Ratings Overall Summary**  
**JEANETTE HAYES EL (101914115) - KATY ISD**

**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
<b>Overall</b>		93	A
<b>Student Achievement</b>		92	A
<a href="#">STAAR Performance</a>	68	92	
<a href="#">College, Career and Military Readiness</a>			
<a href="#">Graduation Rate</a>			
<b>School Progress</b>		91	A
<a href="#">Academic Growth</a>	84	91	A
<a href="#">Relative Performance (Eco Dis: 25.9%)</a>	68	85	B
<a href="#">Closing the Gaps</a>	98	96	A

**Identification of Schools for Improvement**

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

**Distinction Designations**

ELA/Reading	Earned
Mathematics	Not Earned
Science	Earned
Social Studies	Not Eligible
Comparative Academic Growth	Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Not Earned