

Katy Independent School District
Hayes Elementary
2024-2025 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)

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Jeanette Hayes Elementary is an EE-5th grade campus in Katy ISD. Current student enrollment is approximately 605. 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 41.63%, Asian 19.57%, Hispanic 22.39%, African American 8.96% and two or more races 7.30%. Our ESL enrollment is 31.18%, Special Education 26.04%, Economically Disadvantaged 43.78%, and Gifted and Talented 4.15%.

The student mobility rate is 12.2%. The attendance rate at JHE is 96.12%. 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: JHE attendance rate is 96.12% **Root Cause:** Many JHE students take extended vacations or go out of the country while school is in session.

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: 67% Meets and 39% Masters
- 3rd Grade Math: 58% Meets and 22% Masters
- 4th Grade Reading: 68% Meets and 42% Masters
- 4th Grade Math: 63% Meets and 29% Masters
- 5th Grade Reading: 77% Meets and 47% Masters
- 5th Grade Math: 71% Meets and 38% Masters
- 5th Grade Science: 43% Meets and 17% Masters

Student Learning Strengths

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

- In 5th grade Reading, 77% of our students achieved Meets or above.
- In 3rd, 4th and 5th Reading, the mastery level was 39% 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.

Problem Statement 2: Off task behavior is negatively impacting student learning. **Root Cause:** The lessons are not meeting the needs of all students to keep students engaged in the learning process.

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 2024-2025 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 coach and administration will also work closely with these new teachers as well as continue to support all teachers.

The new science TEKS are being implemented this school year and teachers will be utilizing the new science adoption.

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 coach, 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
- Differentiated PDR sessions at least once per month
- Special projects funding for supplemental tutorial position
- 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)
- 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: Teachers will be responsible for managing many of the day to day tasks that were previously part of the Instructional Coach role. **Root Cause:** The Instructional Coach Model has changed in Katy ISD.

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 259 active volunteer enrolled in the Raptor Volunteer System for JHE.
- There were over 100 Watch D.O.G.S. on campus during the 2023-2024 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.
- Hayes consistently receives high scores on each pillar of the District Climate and Culture survey.

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 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: Not all parents are actively involved 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: Strategic Design Goal 2: 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 67% by July 2025.

HB3 Goal

Evaluation Data Sources: 2025 STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize multiple sources of reading data such as Amira, Growth Measure, Module Assessments and Campus Based Assessments to drive small differentiated instruction. Strategy's Expected Result/Impact: All students will increase reading foundational and comprehension skills. Staff Responsible for Monitoring: Classroom teachers, Instructional Coach, Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will teach Structured Literacy and Foundational Skills by using the HMH resources with fidelity and integrity. Strategy's Expected Result/Impact: Increase reading performance in all students Staff Responsible for Monitoring: Performance data will be monitored by classroom teachers, Instructional Coach and Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Identify and develop targeted plans for current third grade students who are not achieving the "Meets Standard" on reading grade level assessments and assignments throughout the school year. Strategy's Expected Result/Impact: Third Grade students will achieve HB requirement for "Meets" standard on STAAR. Staff Responsible for Monitoring: Third Grade Teachers, Reading Academic Support Teacher, Special Education Teachers, Administrators, Instructional Coach ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 1: Strategic Design Goal 2: 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 59% by July 2025.

HB3 Goal
Evaluation Data Sources: 2025 STAAR data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize multiple sources of math data such as DreamBox, Checkpoints, Interims and Campus Based Assessments to drive differentiated instruction in math small groups. Strategy's Expected Result/Impact: Based on data, math teachers will incorporate math strategies to increase student understanding of mathematical concepts Staff Responsible for Monitoring: Math Teachers, Math Academic Support Teacher, Special Education Teachers, Instructional Coach and Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Identify and develop targeted plans for current third grade students who are not achieving the "Meets Standard" on math grade level assessments and assignments throughout the school year. Strategy's Expected Result/Impact: Third Grade students will achieve HB requirement for "Meets" standard on Math STAAR. Staff Responsible for Monitoring: Third Grade Math Teachers, Math Academic Support Teacher, Special Education Teachers, Instructional Coach, Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
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Goal 1: Strategic Design Goal 2: 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: 2025 STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Grades 2-5 teachers will analyze AWARE data to identify students who are not making expected growth in math and reading. Strategy's Expected Result/Impact: Teachers will know their students who are not progressing as expected in order to plan intentional and differentiated small groups. Staff Responsible for Monitoring: Instructional Coach, Second- Fifth Grade Teachers, Academic Support Teachers, Special Education Teachers, Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Small group instruction in the classroom and intervention setting will be intentional and data driven. Strategy's Expected Result/Impact: Students will receive instruction on their individual levels in order to show growth. Staff Responsible for Monitoring: Instructional Coach, Classroom Teachers, Academic Support Teachers, Special Education Teachers, Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: 90% of students will be behaviorally engaged in 100% of classrooms in 1st-5th grade when observed during a 10 minute period.

Evaluation Data Sources: Data will be collected using the Academic Engagement Monitoring form (BOY,MOY and EOY) by the Instructional Coach. Additional observations will be made by administrators.

Strategy 1 Details	Reviews			
Strategy 1: The Instructional Coach will conduct observations in 1st-5th classrooms to collect data related to student academic engagement. Strategy's Expected Result/Impact: Student engagement in academic tasks will decrease behaviors and contribute to increased learning. Staff Responsible for Monitoring: Instructional Coach, Principal ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The Instructional Coach will partner with classroom teachers to increase the quality and effectiveness of classroom instruction by co-planning, modeling, co-teaching and engaging in reflective conversations. Strategy's Expected Result/Impact: Classrooms teachers will plan engaging lessons with effective instructional strategies which leads to an increase in student engagement. Staff Responsible for Monitoring: Instructional Coach, Principal ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: The Instructional Coach will complete a coaching cycle with the teachers scoring the lowest scores on the monitoring tool and who are struggling with classroom management. Strategy's Expected Result/Impact: Teachers who are struggling with classroom management will increase their effectiveness in classroom management as evidenced by less student disruptions and more students on-task and engaged in their work. Staff Responsible for Monitoring: Instructional Coach, Principal	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div>				

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: JHE will increase student attendance to 96.50% for the 2024-2025 school year.

Evaluation Data Sources: ADA daily attendance

Strategy 1 Details	Reviews			
Strategy 1: Student incentives will be in place throught the school year to encourage student attendance. Each grade level will have a grade level incentive. Administrators will also provide incentives such as on morning announcements, students' names will be drawn for a daily attendance incentive and students must be present to win, monthly challeges will be in place and mystery prizes will be provided. Strategy's Expected Result/Impact: Students' absenteeism and tardies will decrease therefore improving student attendance and acdemic performance. Staff Responsible for Monitoring: Administrators	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Phone calls will be made to parents of students who have a pattern of absences and tardies. Individual attendance plans will be developed as appropriate. Strategy's Expected Result/Impact: Increase students being on time to school and reduce unnecessary absences. Staff Responsible for Monitoring: Classroom teachers, Administrators, ADA	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 6: 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			
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. Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. Staff Responsible for Monitoring: Administrators Physical Education Teachers	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
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. 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. Staff Responsible for Monitoring: Administrators Physical Education Teachers	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 2: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: The JHE Leadership Team will utilize information from the Katy ISD 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 Climate and Culture Survey sent out multiple times a year to all staff.

Strategy 1 Details	Reviews			
Strategy 1: Staff culture building activities will be held throughout the school year in order to encourage and support a positive school climate. Strategy's Expected Result/Impact: Staff will become more collegial with colleagues inside and outside of their teams. Staff Responsible for Monitoring: Sunshine Committee, Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
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. Strategy's Expected Result/Impact: JHE staff will remain at Hayes because it is a positive and engaging place to work. The "Relationship with Supervisor" pillar will continue to be one of the highest scoring on the Katy ISD Climate and Culture Survey. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Goal 2: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

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: Administrators, Instructional Coach</p>	Formative			Summative
	Oct	Jan	Apr	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Goal 3: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

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

Evaluation Data Sources: 3rd-5th Grade Student Safety Survey completed at the end of the school year, campus based student check-in survey administered January, informal check-ins with students, parent feedback

Strategy 1 Details	Reviews			
Strategy 1: Train staff and students on the PBIS Hawks Expectation Matrix and review throughout the school year. Strategy's Expected Result/Impact: Students following Hawk Expectations throughout the building. Appropriate/expected behaviors reinforced and increased. Decrease in number of discipline referrals. Staff Responsible for Monitoring: Administrators, Counselor, MTSS-B Committee, Teachers	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
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. Strategy's Expected Result/Impact: Campus training on Purposeful People and ongoing support will be provided throughout the school year. Purposeful People Resources will be highlighted each month Students recognized for displaying character traits each month. Observation of students displaying and exhibiting character traits during the school year. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Students will be recognized for following "Hawks" expectations by earning Hawk Bucks used to purchase weekly rewards. Strategy's Expected Result/Impact: Increase reinforcement for students following Hawk expectations in order to receive Hawk Bucks resulting in students displaying expected behaviors. Staff Responsible for Monitoring: Administrators, Counselor, PBIS Committee, Teachers	Formative			Summative
	Oct	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

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
Strategy 3 Details	Reviews			
Strategy 3: Bullying prevention guidance lesson will be provided to Kindergarten through Fifth grade classrooms in the fall and the spring, additional anti-bullying lessons will be provided to classrooms as needed. Community circles will also address bullying prevention. Strategy's Expected Result/Impact: Students will recognize the impact words and actions have on other people. Students will learn how to report bullying behavior. Staff Responsible for Monitoring: Counselor, Administrators, Teachers	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Goal 4: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

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			
Strategy 1: A campus wide International Night will be conducted once a year Strategy's Expected Result/Impact: Families representing their country of origin will host a display at International Night. Families will attend and participate in the various cultural displays. Staff Responsible for Monitoring: Administrators, Teachers Funding Sources: - 199 - General Fund PTA Donation	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to promote the involvement of dads and father figures by growing the WATCH Dog program at JHE Strategy's Expected Result/Impact: Number of dads participating in the program and completion of WATCH Dog survey Staff Responsible for Monitoring: Administrators, Teachers, PTA Liaison, WATCH Dog Liaison	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Spirit Nights will be held once a month that encourage community and staff participation Strategy's Expected Result/Impact: Community participation in events Staff Responsible for Monitoring: Campus PIE Liaison, Administrators	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Promote community events such as Welcome Back Coffee, Mother/Son game night, Father/ Daughter dance, Family Picnic, Breakfast with Santa, Spring Carnival Strategy's Expected Result/Impact: Parent and community attendance at events and feedback. Staff Responsible for Monitoring: Principal , Assistant Principals, PTA support	Formative			Summative
	Oct	Jan	Apr	June

Strategy 5 Details	Reviews			
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. Strategy's Expected Result/Impact: Attendance/participation at scheduled events. Ongoing communication between campuses to promote Sister School activities and build congenial and collegial relationships. Staff Responsible for Monitoring: Administrators, Counselor	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</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

Addendums



The Percent of **Hayes** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 67% to 69% by July 2029.

Hayes: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	67%					
		State Rate	46%					
		Met State Rate	Yes					
		Internal Goal	-	67%	68%	68%	69%	69%
		Met Internal Goal	-					

[illegible]

The Percent of **Hayes** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 58% to 63% by July 2029.

Hayes: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	58%					
		State Rate	40%					
		Met State Rate	Yes					
		Internal Goal	-	59%	60%	61%	62%	63%
		Met Internal Goal	-					

[illegible]