

Rockwall Independent School District

Celia Hays Elementary

2023-2024 Improvement Plan



Mission Statement

Celia Hays Elementary is committed to academic success and fostering excellence in all areas by developing, recognizing, and celebrating the leaders within us.

We Lead, We Learn, We Inspire

Vision

Celia Hays Elementary seeks to create a culture of leadership and learning in order to develop a child's individual abilities and help them become leaders of tomorrow.

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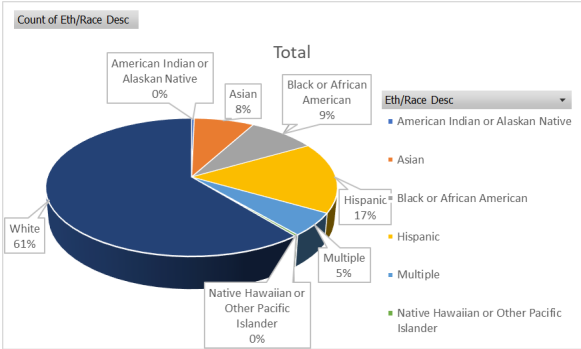
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Celia Hays Elementary is a diverse public school and is comprised of 586 PreK-6th grade students.



Student Learning

Student Learning Summary

Grade	MATH	2023 STAAR
3rd Math	Approaches	90%
	Meets	69%
	Masters	36%
4th Math	Approaches	83%
	Meets	71%
	Masters	41%
5th Math	Approaches	97%
	Meets	79%
	Masters	33%
6th Math	Approaches	96%
	Meets	83%
	Masters	47%

Grade	READING	2023 STAAR
3rd Grade	Approaches	92%
	Meets	67%
	Masters	36%
4th Grade	Approaches	91%
	Meets	84%
	Masters	46%
5th Grade	Approaches	92%
	Meets	79%
	Masters	54%

Grade	READING	2023 STAAR
6th Grade	Approaches	97%
	Meets	86%
	Masters	50%

Student Learning Strengths

School Processes & Programs

School Processes & Programs Summary

The Rockwall ISD curriculum and instruction department works diligently to create and provide a guaranteed and viable curriculum for students to have equal access to the curriculum in every classroom on every campus. Teachers utilize the RISD Unit Overview documents, Pacing Guides, Year at a Glance documents, Eduphoria Forethought, Campus Common Assessments, and STAAR Interim Assessments. Lesson plans are aligned with instructional objectives. Teachers are invited to write curricula at the district level. Administrators, instructional coaches, and teachers utilize instructional performance data during weekly PLC meetings to encourage self-reflection and engage teachers in performance improvement conversations about instructional planning and delivery.

School structures (PLCs, instructional rounds, staff meetings, campus & district training) provide teachers with meaningful professional development that incorporates self-reflection and addresses findings from multiple data sources. Administrators, instructional coaches, and teachers effectively analyze multiple sources (Prior year STAAR results, DRA/EDL, ISIP monthly reports, mCLASS results, Unit Assessment Results, Progress Reports, Report Cards, Attendance %'s, and STAAR Interim Assessment results) of disaggregated data to drive instructional, intervention, and enrichment decisions.

All teachers receive yearly training in PBIS, a set of ideas and tools used to improve students' behavior. PBIS addresses the needs of at-risk students and the multi-leveled needs of all students regarding behavior, creating an environment for teaching and learning in schools. CHAMPS is used as a classroom management system to reduce the overuse of discipline practices that remove students from the classroom.

The campus and district leadership team makes a concerted effort for all staff to be knowledgeable and trained in highly effective instructional practices and current initiatives. Instructional Coaches are available to work with teachers regarding effective teaching strategies, TEKS alignment, student progress monitoring and intervention, planning, and decision making. Weekly PLCs are held for all grade levels.

MTSS meetings are held throughout the year to allow teachers time to discuss academic concerns and create meaningful changes to instruction and differentiation for a student. Data is reviewed regularly to monitor progress. Student and teacher goal status, mCLASS, DRA, EDL, district benchmarks, writing on demand, TEKS math assessments, summative assessments, iSIP, and iStation are all used as appropriate data collection and analysis. At-risk students are given opportunities to meet challenging state academic standards with a well-rounded curriculum and instruction program through WIN Time and small group instruction. WIN is an acronym for 'What I Need,' which embodies this time period's purpose. 'WIN time' is a flexible period added to the master schedule to provide student intervention or enrichment opportunities. Do The Math® is available for students in 2nd-6th grade who are struggling with building numerical reasoning and confidence. Teachers facilitate Do The Math® to build capacity as students move from basic conceptual understanding to skills development in addition and subtraction, multiplication, division, and fractions. Teachers facilitate Foundations® as a prevention and early intervention program for K-3rd grade. Wilson Foundations® provides research-based materials and strategies essential to a comprehensive reading, spelling, and handwriting program

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

Goals

Revised/Approved: September 11, 2023

Goal 1: Celia Hays Elementary School will provide an academically engaging environment that ensures consistent instructional processes to achieve and maintain high levels of learning for all students.





Performance Objective 1: By August 2024, Celia Hays Elementary receive an 95% or higher grade in overall performance and will earn the following percentages for overall campus STAAR performance:

- 95% Approaches GL or Above
- 80% Meets GL of Above
- 50% Masters GL

Evaluation Data Sources: TEA STAAR Accountability & Performance Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.</p> <p>Strategy's Expected Result/Impact: Build Team and Instructional Capacity</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coaches Team Leaders</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The scope and sequence, units, and assessments are aligned to the standards for all tested subject and grade areas. All teachers will implement the District Curriculum, including the Year at a Glance, found in Forethought</p> <p>Strategy's Expected Result/Impact: Increase student achievement and growth while providing opportunities for intervention and enrichment.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Instructional coaches.</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide opportunities for teachers to collaborate in grade level teams, vertical teams, campus PLCs, and district PLCs to address specific objectives following analysis of student assessment data.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and growth while providing opportunities for intervention and enrichment.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, District Curriculum Coordinators</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: High-fidelity professional development, which provides introductory and ongoing content-focused, job-embedded training linked to a high-quality curriculum for Pre-K childhood through grade 6 in all core subjects, is offered to all staff.</p> <p>Strategy's Expected Result/Impact: Increased Student Achievement Small Group Instruction Increased Classroom Rigor and Engagement</p> <p>Provide ongoing professional development opportunities that support the implementation of effective instructional strategies and engaging lessons in the classroom.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers are provided opportunities to observe other teachers.</p> <p>Strategy's Expected Result/Impact: Increased teacher capacity and knowledge of best practices and procedures.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Campus instructional leaders and teachers review disaggregated data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and growth while providing opportunities for intervention and enrichment.</p> <p>Disaggregate and monitor student performance data in all subjects utilizing STAAR results, formative and summative assessments, Writing on Demand, TEKS Mastery, TELPAS, ISIP, Imagine Math, DRA2 screener and diagnostic, STAAR Interim results, Unit Assessments, Lead4ward reports, and Standards Based Report Cards</p> <p>Staff Responsible for Monitoring: Administrative team, Instructional Coaches and Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Provide academic enrichment opportunities during classroom instruction which incorporate rigorous, high-quality experiences that promote critical-thinking skills, with differentiated and scaffolded supports for high-performing students, gifted students, and other student groups.</p> <p>Strategy's Expected Result/Impact: Result/Impact Provide academic enrichment opportunities through a variety of learning opportunities such as UIL competition, book clubs, and extension activities targeted at meeting the needs of high-performing students and enriching the TEKS.</p> <p>Staff Responsible for Monitoring: SAGE Teacher, Administrators, Instructional Coaches, Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: Utilize Instructional Coaches to increase classroom teachers' proficiency in utilizing high-quality instructional practices through a coaching model.</p> <p>Strategy's Expected Result/Impact: Increase Student Achievement & Growth</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Analyze STAAR performance of every major group to target specific student groups in need of intervention in the following areas: grade level performance, academic growth, and student achievement.</p> <p>Strategy's Expected Result/Impact: Result/Impact Develop a plan to address needs.</p> <p>Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting.</p> <p>Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators</p>	Formative			Summative
	Dec	Feb	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: Celia Hays Elementary School will provide an academically engaging environment that ensures consistent instructional processes to achieve and maintain high levels of learning for all students.

Performance Objective 2: By August 2024, Celia Hays Elementary will earn the following percentages for STAAR performance in math:





95% Approaches GL or Above

80% Meets GL of Above

50% Masters GL

Evaluation Data Sources: STAAR Math Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize the RISD Instructional Math Framework, including Number Talks, Problem Solving, Mini-Lesson, Guided Math, Math Stations, Discussions, and Closure.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and growth while providing opportunities for intervention and enrichment.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administrators.</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff are engaged in coordinated and proactive planning to identify students who have significant learning gaps in math or who lack key foundational math skills and provide them with timely interventions throughout the year.</p> <p>Strategy's Expected Result/Impact: We will be able to identify areas of focus for the current school year.</p> <p>Identify all students not mastering Math TEKS objectives and provide appropriate individualized intervention plans for each student.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, Team Leaders, Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus instructional leaders and staff will review disaggregated math data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups, to determine the root cause of why students may not have learned the concept and to create plans to reteach math.</p> <p>Strategy's Expected Result/Impact: Address the needs of students with specific learning needs including Special Education students, Dyslexic students, 504 students, and English Language Learners.</p> <p>Staff Responsible for Monitoring: Administrators, District Curriculum Coordinator, District Bilingual Program Coordinator, ESL teacher, Special Education teacher, Instructional Coaches</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Utilize Do the Math as an intensive intervention curriculum to address the needs of those at risk for not meeting grade level academic standards.</p> <p>Strategy's Expected Result/Impact: Result/Impact Develop the skills needed to compute with accuracy and efficiency, the number sense needed to reason, and the ability to apply their skills and reasoning to solve problems.</p> <p>RTI for students with learning gaps</p> <p>Staff Responsible for Monitoring: Instructional Coach, Math Part-Time Tutor, Teacher, and Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
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Goal 1: Celia Hays Elementary School will provide an academically engaging environment that ensures consistent instructional processes to achieve and maintain high levels of learning for all students.

Performance Objective 3: By August 2024, Celia Hays Elementary will make at least one year's progress in reading between the beginning and end of the year and earn the following percentages for STAAR performance in reading.





Reading:

95% Approaches GL or Above

85% Meets GL of Above

55% Masters GL

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will apply effective literacy strategies to develop the skills needed to be successful in all content areas.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and growth while providing opportunities for intervention and enrichment.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: In grades K-6, teachers will implement the reading and writing workshop model of instruction.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and growth while providing opportunities for intervention and enrichment.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches.</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will provide differentiation strategies, small group instruction, one-on-one instruction, independent reading, and writing, in order to empower students to make meaningful and relevant connections to their lives.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and growth while providing opportunities for intervention and enrichment.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coaches.</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Staff are engaged in coordinated and proactive planning to identify students who have significant learning gaps in reading and writing or who lack key foundational skills and provide them with timely interventions throughout the year.</p> <p>Strategy's Expected Result/Impact: Identify all students not mastering ELAR TEKS objectives and provide appropriate individualized intervention plans for each student.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, Team Leaders, Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Campus instructional leaders and staff will review disaggregated reading and writing data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups to determine the root cause as to why students may not have learned the concept, and create plans to reteach reading and writing.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and growth while providing opportunities for intervention and enrichment.</p> <p>Address the needs of students with specific learning needs including Special Education students, Dyslexic students, 504 students, and English Learners.</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Utilize the Fountas & Pinnell Leveled Literacy Intervention System (LLI) as an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult.</p> <p>Strategy's Expected Result/Impact: Advance the literacy learning of students not meeting grade-level expectations in reading</p> <p>RTI for students with learning gaps</p> <p>Staff Responsible for Monitoring: Teacher Instructional Coaches LLI Teachers Administrators</p>	Formative			Summative
	Dec	Feb	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: Celia Hays Elementary School will provide an academically engaging environment that ensures consistent instructional processes to achieve and maintain high levels of learning for all students.





Performance Objective 4: By August 2024, Celia Hays Elementary will earn the following percentages for STAAR performance in science:

95% Approaches GL or Above

70% Meets GL of Above





40% Masters GL

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide high-quality science instruction through student-centered classrooms where teachers implement the 5-E Model of instruction.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and growth while providing opportunities for intervention and enrichment.</p> <p>Staff Responsible for Monitoring: Administrators, District Curriculum Coordinator, Instructional Coaches, Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize science investigations that are hands-on, minds-on where students are developing their understanding of concepts in a collaborative environment.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and growth while providing opportunities for intervention and enrichment.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coaches</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Facilitate the use of the SPICE model (Science of Performing Investigations and Communicating Explanations) to communicate scientific conclusions as appropriate to grade level.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and growth while providing opportunities for intervention and enrichment.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, District Science Coordinator, Instructional Coaches</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Identify all students not mastering Science TEKS objectives and provide appropriate intervention plans for each student.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and growth while providing opportunities for intervention and enrichment.</p> <p>MTSS for students with learning gaps</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Instructional Support Staff</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Campus instructional leaders and staff will review disaggregated science data to track and monitor the progress of all students, including students with disabilities and English learners among other student groups, to determine the root cause of why students may not have learned the concept and create plans to reteach science.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and growth while providing opportunities for intervention and enrichment.</p> <p>Address the needs of students with specific learning needs including Special Education students, Dyslexic students, 504 students, and English Language Learners.</p>	Formative			Summative
	Dec	Feb	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: Celia Hays Elementary School will provide an academically engaging environment that ensures consistent instructional processes to achieve and maintain high levels of learning for all students.

Performance Objective 5: All teachers at Celia Hays Elementary, will improve the quality and relevance of their instruction and increase student learning by effectively integrating technology into the curriculum.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will design lessons using Chromebooks and Interactive Televisions as appropriate to grade levels. Strategy's Expected Result/Impact: Well-Rounded Education Staff Responsible for Monitoring: ITs, ICs, Administrators, Teaching Staff	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will partner with campus instructional technology specialists to help determine appropriate support for current lessons. Strategy's Expected Result/Impact: Well-Rounded and Differentiated Education Staff Responsible for Monitoring: ITS, Principal, Grade Level Teams	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Utilize innovative instructional resources by integrating technology in all classrooms. Strategy's Expected Result/Impact: Well-Rounded and Differentiated Education Staff Responsible for Monitoring: ITs, ICs, Administrators, Teaching Staff	Formative			Summative
	Dec	Feb	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: Celia Hays Elementary School will provide an academically engaging environment that ensures consistent instructional processes to achieve and maintain high levels of learning for all students.

Performance Objective 6: Celia Hays Elementary will guarantee access for all students to a College and Career Readiness program.

Strategy 1 Details	Reviews			
Strategy 1: Students and staff will increase college awareness by promoting College Week. Strategy's Expected Result/Impact: Increased college awareness Staff Responsible for Monitoring: Administrators, Counselor, Teachers, and Support Staff	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Students and staff will participate in "My College Monday" on the first Monday of each month. Strategy's Expected Result/Impact: College Awareness Staff Responsible for Monitoring: Staff	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Students will learn about a variety of careers and the type of higher education and/or college needed for different careers. Strategy's Expected Result/Impact: Students will understand different types of careers and the paths needed to choose the careers of interest. Staff Responsible for Monitoring: Staff	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Celia Hays Elementary School will provide an academically engaging environment that ensures consistent instructional processes to achieve and maintain high levels of learning for all students.





Performance Objective 7: Classroom instruction will be differentiated to facilitate rigorous academic opportunities, so that all students develop critical thinking, inquiry, and collaboration skills, leading to higher levels of achievement and college/career readiness.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide academic enrichment opportunities through a variety of learning opportunities targeted at meeting the needs of high-performing students.</p> <p>Strategy's Expected Result/Impact: Well-rounded and differentiated education for students.</p> <p>Staff Responsible for Monitoring: SAGE teachers, Administrators, Instructional Coaches</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Celia Hays Elementary School will ensure a safe and positive environment that recognizes and celebrates students to enhance citizenship, personal development, and academic growth.

Performance Objective 1: Celia Hays Elementary will implement Positive Behavioral Interventions and Supports (PBIS) to support students' behavioral, academic, social, emotional, and mental health.





Strategy 1 Details	Reviews			
<p>Strategy 1: Professional development will be provided to all staff regarding the implementation of schoolwide positive behavioral interventions and supports.</p> <p>Strategy's Expected Result/Impact: Increased positive, predictable, equitable, and safe learning environments</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The Safe and Civil School CHAMPS program will be implemented by teachers to improve classroom behavior, establish clear classroom behavior expectations, reduce misbehavior, and increase academic engagement.</p> <p>Strategy's Expected Result/Impact: Establish a vision for their classrooms</p> <ul style="list-style-type: none"> Organize classrooms for student success Prepare for the first month of school Specify classroom behavioral expectations Motivate even the most uncooperative students Monitor and revise classroom behavioral plans Correct specific misbehavior <p>All staff and students understand a system of rewards and consequences, including restorative practices.</p> <p>Staff Responsible for Monitoring: All Staff</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Schoolwide and classroom expectations (PBIS & CHAMPS) will be explicitly taught to all students.</p> <p>Strategy's Expected Result/Impact: Improved social emotional competence, academic success, and school climate</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: A school counseling guidance program will be implemented to develop the social/emotional learning needs of all learners.</p> <p>Strategy's Expected Result/Impact: Develop and grow the social/emotional learning needs of all learners.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Students and staff will be recognized for promoting respect, responsibility, safety, and teamwork.</p> <p>Strategy's Expected Result/Impact: Discipline Reduction, Recognition of Expectations Positive Culture</p> <p>Rituals and public forums celebrate students who model expectations and demonstrate behaviors that reflect campus values.</p> <p>Staff Responsible for Monitoring: All Staff</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Actively and intentionally provide support to students, parents, and staff to recognize signs of bullying and initiate intervention strategies.</p> <p>Strategy's Expected Result/Impact: Schedule training, develop lesson plans</p> <p>Staff Responsible for Monitoring: Administrative staff, counselors, teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Celia Hays Elementary School will ensure a safe and positive environment that recognizes and celebrates students to enhance citizenship, personal development, and academic growth.





Performance Objective 2: Celia Hays Elementary will maintain an attendance rate of 97.5% or above for all students and student groups.

Evaluation Data Sources: Attention to Attendance
 PIEMS Reports
 TEA Performance Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of a school-wide attendance incentive program including parent education about the importance of good attendance and its effects on student performance.</p> <p>Strategy's Expected Result/Impact: Reduction of student absenteeism. Increased knowledge of attendance policies and procedures.</p> <p>Staff Responsible for Monitoring: Attendance Clerk, Teachers, Assistant Principal, Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor Skyward attendance recording at 10:00 a.m.</p> <p>Strategy's Expected Result/Impact: Staff awareness and compliance concerning accurate accounting of attendance.</p> <p>Staff Responsible for Monitoring: Attendance Clerk, Teacher, Assistant Principal, Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Communication between teachers, administrators, counselor, and parents regarding students with chronic attendance and work habit issues.</p> <p>Strategy's Expected Result/Impact: Reduction in chronic absenteeism.</p> <p>Staff Responsible for Monitoring: Teacher, Assistant Principal, Principal, Attendance Clerk, Counselor</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Utilization of data tracking software and systems to track attendance and the data is regularly reviewed to identify trends and adapt accordingly.</p> <p>Strategy's Expected Result/Impact: Increase of attendance</p> <p>Staff Responsible for Monitoring: Assistant Principal Principal Staff Counselor</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: Celia Hays Elementary School will ensure a safe and positive environment that recognizes and celebrates students to enhance citizenship, personal development, and academic growth.

Performance Objective 3: Celia Hays Elementary will build a partnership between home, school, and community to encourage involvement and foster all students' academic, social, and emotional success.

Strategy 1 Details	Reviews			
<p>Strategy 1: Involve parents, community, and school representatives in the decision-making process in order to design and implement a successful campus improvement plan.</p> <p>Strategy's Expected Result/Impact: Collaborative Decision Making Parents, community and school representatives as members of the campus improvement committee.</p> <p>Staff Responsible for Monitoring: Principal, Campus Improvement Committee Invites and Signatures</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Create an inclusive and welcoming environment to engage all families in critical aspects of student learning by providing opportunities for family and community involvement. e.g., Family nights, parent conferences, committee involvement, volunteer opportunities</p> <p>Strategy's Expected Result/Impact: Establish relationships and increase family involvement.</p> <p>Staff Responsible for Monitoring: Parent Teacher Organization, Teachers, Administrators, Parents</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Celia Hays Elementary will use a variety of methods to communicate frequently with families and the school community regarding important information and upcoming events.</p> <p>Strategy's Expected Result/Impact: Establish relationships and increase parent involvement.</p> <p>Frequent and ongoing 2-way communication through the use of the school Website, Marquee, Social Media, Parent Newsletter, Homeroom Newsletter, Remind, flyers, emails, and/or Skyward blasts.</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Conduct parent conferences to communicate academic progress and provide suggestions to parents regarding how they can help support student learning at home.</p> <p>Strategy's Expected Result/Impact: Increase in parental involvement and knowledge.</p> <p>Increase student achievement and growth while providing opportunities for intervention and enrichment.</p> <p>Staff Responsible for Monitoring: Teachers, Administrative team, counselor, parents</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Celia Hays Elementary School will ensure compliance with the Local Wellness Policy through the implementation of the District Wellness Plan in the areas of Nutrition Promotion, Nutrition Education, Physical Activity, and Other School-Based Activities.

Performance Objective 1: Provide an environment that fosters a lifestyle of physical activity and fitness behaviors through integration into appropriate curriculum areas and provision of professional development to staff responsible for physical activity. Permit the use of recreational facilities in accordance with District policy.

Strategy 1 Details	Reviews			
Strategy 1: Ensure at least 20 minutes or more of recess and brain break activities. Strategy's Expected Result/Impact: Increase physical activity Staff Responsible for Monitoring: Staff	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement a campus physical activity program or event. Strategy's Expected Result/Impact: Increased physical activity Staff Responsible for Monitoring: PE teacher, administrators.	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				