

Spring Independent School District

Hoyland Elementary

2023-2024 Improvement Plan



Mission Statement

Hoyland Elementary exists to provide a student-centered learning environment that develops independent, lifelong learners with a desire and necessary skills to make a positive impact on their community.

Vision

Hoyland Elementary prepares children to thrive academically, emotionally, and socially in an ever changing world.

Core Beliefs

Hoyland Pioneers have a heart for teaching and learning!

H-HONEST: We value integrity

E-ENGAGED: Every student, Every teacher, Every parent

A-ACCOUNTABLE: We hold ourselves accountable

R-RESPECTFUL: We treat each other with respect at all times

T-TEAMWORK: We work as a team

Motto:

Educating our children in the richness of their past, the diversity of their present and the possibilities for their future.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Hoyland Elementary has many new or novice leaders. Therefore, clear roles and responsibilities have been established for each role along with systems to ensure they are executing the right work, and using data to guide decision-making. Systems have been established to monitor the key performance indicators for each role. Continuous cycles of observation feedback and professional development will support an increase in leader capacity. All leaders will support teachers in the DDI process to improve, data analysis, planning, content knowledge and instructional delivery.

Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine root cause as to why students may not have learned the concept and create plan to reteach. All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.

Professional development is provided based on monitoring and walkthrough data. Teacher instruction is monitored daily and feedback that will improve their performance is provided. Professional development is planned according to the needs of the teachers as dictated by student data and walkthrough documentation.

Student growth is monitored through a series of data templates and data walls inside of each classroom. Students are taught to set goals and monitor them after each assessments. Parental engagement is crucial to the success of our students at Hoyland. Monthly parental engagement activities are planned to assist parents in helping their child succeed at Hoyland Elementary. We believe in the "Village Approach" to educating our students at Hoyland Elementary.

Demographics

Demographics Summary

Hoyland Elementary School is a PK - 5th grade Blended-Learning Innovator Campus in the Spring Independent School District. The elementary school opened in 2009, located in the northern area of Houston, Texas. Hoyland Elementary is a neighborhood school, designated school-wide Title 1 and serves students who live in the surrounding apartment complexes and homes. Enrollment for the 2022-2023 school year was 677 students. Our population includes 58% African American, 36% Hispanic and the remaining 6% of the student population is comprised of the following student groups: White, Asian, Hawaiian Pacific Islanders, and Two or more races. The student groups at Hoyland Elementary are as follows: 56% At-risk, 8.42% Special Education, 2.51% Gifted and Talented, 27.47% Emergent Bilingual and 0.59% Homeless.

The attendance rate at Hoyland Elementary is 91.4% which is above the district average, however, below the state average.

According to the 2021-22 TAPR, the teaching staff is comprised of 23% males and 77% females; 52% African American, 2%6 Hispanic and 18% White. Twenty-three percent (23%) of the teaching staff hold advanced degrees and have on average 4.1 years experience teaching in Spring ISD. Approximately 21% are beginning teachers, 23% possess 1-5 years experience, 17% possess 6-10 years experience, 28% possess 11-20 years experience and 9% possess 21-30 years experience. The student to teacher ratio is 15.9 to 1, which is greater than both the district and state.

Community Business Partners include Pastor Frank Melton, III of Dominion Park Church of Christ and Horace Mann Corporation. Both organizations collaborated with the school to provide resources for staff and students. These partnerships were limited to supporting students in need at specific time throughout the school year and did not expand to providing feedback or input on campus goals and systems. These partners only represented one sector of the business community and did not have an opportunity to interact with staff, students or parents beyond school supply drives and holiday toy drives.

Demographics Strengths

- Hoyland Elementary's demographics closely match the demographics of the surrounding community. Based on data, Hoyland Elementary is becoming increasingly more diverse. The advantages of a more diverse population allows our students to learn life long skills that enables them to function in a diverse society. Diversity promotes empathy and reduces prejudices, Improve student achievement, builds student confidence and encourages critical thinking, problem solving and creativity.
- The Blended-Learning Innovator Campus distinction encourages staff to utilize technology applications, software and programs to target student support, differentiate instruction and increase student engagement.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The average years experience of Hoyland Elementary teachers with the District is 4.1 years and the approximately 61% of Hoyland teachers have less than 10 years teaching experience. **Root Cause:** Limited ability to attract, support and retain highly qualified teachers.

Student Learning

Student Learning Summary

STAAR - Three Year Comparison (2011-2023)

This chart compares student performance on the 2021 STAAR, 2022 STAAR and 2023 STAAR. 3rd grade and 5th grade showed growth in Math, Science and Reading. 4th grade showed no growth in Math, however, 4th grade Reading performance did increase in two categories.

	M a y 2 0 2 1 S T A A R e a d i n g , G r a d e 3	M a y 2 0 2 2 S T A A R e a d i n g , G r a d e 3	May 2023 STAAR Reading, Grade 3
T o t a l S t u d e n t s	74	80	78

	May 2021 STAAR Reading, Grade 3	May 2021 STAAR Reading, Grade 3	May 2023 STAAR Reading, Grade 3
Approaches	59.46	61.79	71.79
Meets	36.32	36.21	38.46

	M a y 2 0 2 1 S T A A R R e a d i n g , G r a d e 3	M a y 2 0 2 2 S T A A R R e a d i n g , G r a d e 3	May 2023 STAAR Reading, Grade 3
M a s t e r s	1 8 . 9	2 1 . 2	8.97

	M a y 2 0 2 1 S T A A R e a d i n g , G r a d e 3	M a y 2 0 2 2 S T A A R e a d i n g , G r a d e 3	May 2023 STAAR Reading, Grade 3
	M a y 2 0 2 1 S T A A M a t h e m	M a y 2 0 2 2 S T A A M a t h e m	May 2023 STAAR Mathematics, Grade 3

	a t i c s , G r a d e 3	a t i c s , G r a d e 3	
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	M a y 2 0 2 1 S T A A R e a d i n g 'G r a d e 3	M a y 2 0 2 2 S T A A R e a d i n g 'G r a d e 3	May 2023 STAAR Reading, Grade 3
T o t a l S t u d e n t s	79	87	79

	M a y 2 0 2 1 S T A A R e a d i n g 'G r a d e 3	M a y 2 0 2 2 S T A A R e a d i n g 'G r a d e 3	May 2023 STAAR Reading, Grade 3
A p p r o a c h e s	5 0 . 6	4 4 . 4	68.35
M e e t s	2 9 . 3	1 3 . 5	34.18

	M a y 2 0 2 1 S T A A R R e a d i n g ' G r a d e 3	M a y 2 0 2 2 S T A A R R e a d i n g ' G r a d e 3	May 2023 STAAR Reading, Grade 3
M a s t e r s	6 .6	3 .7	7.59

	M a y 2 0 2 1 S T A A R R e a d i n g , G r a d e 3	M a y 2 0 2 2 S T A A R R e a d i n g , G r a d e 3	May 2023 STAAR Reading, Grade 3
	M a y 2 0 2 1 S T A A R R e a d i n g	M a y 2 0 2 2 S T A A R R e a d i n g	May 2023 STAAR Reading, Grade 4

	g	g	
	,	,	
	G	G	
	r	r	
	a	a	
	d	d	
	e	e	
	4	4	

	M a y 2 0 2 1 S T A A R e a d i n g 'G r a d e 3	M a y 2 0 2 2 S T A A R e a d i n g 'G r a d e 3	May 2023 STAAR Reading, Grade 3
T o t a l S t u d e n t s	8	7	86

	M a y 2 0 2 1 S T A A R e a d i n g 'G r a d e 3	M a y 2 0 2 2 S T A A R e a d i n g 'G r a d e 3	May 2023 STAAR Reading, Grade 3
A p p r o a c h e s	4 5 .68	73.26	
M e e t s	1 9 .71	41.31	

	M a y 2 0 2 1 S T A A R e a d i n g 'G r a d e 3	M a y 2 0 2 2 S T A A R e a d i n g 'G r a d e 3	May 2023 STAAR Reading, Grade 3
M a s t e r s	6 . 1	1 8 . 6	8.14

	M a y 2 0 2 1 S T A A R e a d i n g , G r a d e 3	M a y 2 0 2 2 S T A A R e a d i n g , G r a d e 3	May 2023 STAAR Reading, Grade 3
	M a y 2 0 2 1 S T A A M a t h e m	M a y 2 0 2 2 S T A A M a t h e m	May 2023 STAAR Mathematics, Grade 4

	a t i c s , G r a d e 4	a t i c s , G r a d e 4	
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	M a y 2 0 2 1 S T A A R e a d i n g 'G r a d e 3	M a y 2 0 2 2 S T A A R e a d i n g 'G r a d e 3	May 2023 STAAR Reading, Grade 3
T o t a l S t u d e n t s	85	78	85

	M a y 2 0 2 1 S T A A R e a d i n g 'G r a d e 3	M a y 2 0 2 2 S T A A R e a d i n g 'G r a d e 3	May 2023 STAAR Reading, Grade 3
A p p r o a c h e	3 5 . 3	5 7 . 6	55.29
M e e t s	1 2 . 2	3 7 . 1	22.35

	M a y 2 0 2 1 S T A A R e a d i n g , G r a d e 3	M a y 2 0 2 2 S T A A R e a d i n g , G r a d e 3	May 2023 STAAR Reading, Grade 3
M a s t e r s	7 .34	2 0 .5	8.24

	M a y 2 0 2 1 S T A A R e a d i n g , G r a d e 5	M a y 2 0 2 2 S T A A R e a d i n g , G r a d e 5	May 2023 STAAR Reading, Grade 5
T o t a l S t u d e n t s	85	85	85

	M a y 2 0 2 1 S T A A R e a d i n g 'G r a d e 5	M a y 2 0 2 2 S T A A R e a d i n g 'G r a d e 5	May 2023 STAAR Reading, Grade 5
A p p r o a c h e s	5 7 .3	7 1 .26	76.47
M e e t s	2 5 .84	3 7 .91	41.18

	M a y 2 0 2 1 S T A A R e a d i n g 'G r a d e 5	M a y 2 0 2 2 S T A A R e a d i n g 'G r a d e 5	May 2023 STAAR Reading, Grade 5
M a s t e r s	7 .8	2 0 .6	7.06

	M a y 2 0 2 1 S T A A R e a d i n g , G r a d e 5	M a y 2 0 2 2 S T A A R e a d i n g , G r a d e 5	May 2023 STAAR Reading, Grade 5
	M a y 2 0 2 1 S T A A M a t h e m	M a y 2 0 2 2 S T A A M a t h e m	May 2023 STAAR Mathematics, Grade 5

	a t i c s , G r a d e 5	a t i c s , G r a d e 5	
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	M a y 2 0 2 1 S T A A R e a d i n g 'G r a d e 5	M a y 2 0 2 2 S T A A R e a d i n g 'G r a d e 5	May 2023 STAAR Reading, Grade 5
T o t a l S t u d e n t s	90	88	84

	M a y 2 0 2 1 S T A A R e a d i n g 'G r a d e 5	M a y 2 0 2 2 S T A A R e a d i n g 'G r a d e 5	May 2023 STAAR Reading, Grade 5
A p p r o a c h e s	4 7 . 78	6 1 . 36	71.43
M e e t s	2 1 . 1	1 7 . 0	44.05

	M a y 2 0 2 1 S T A A R e a d i n g 'G r a d e 5	M a y 2 0 2 2 S T A A R e a d i n g 'G r a d e 5	May 2023 STAAR Reading, Grade 5
M a s t e r s	6 .6	6 .8	14.29

	M a y 2 0 2 1 S T A A R R e a d i n g , G r a d e 5	M a y 2 0 2 2 S T A A R R e a d i n g , G r a d e 5	May 2023 STAAR Reading, Grade 5
	M a y 2 0 2 1 S T A A S c i e n c e	M a y 2 0 2 2 S T A A S c i e n c e	May 2023 STAAR Science, Grade 5

	' G r a d e 5	' G r a d e 5	
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	M a y 2 0 2 1 S T A A R e a d i n g 'G r a d e 5	M a y 2 0 2 2 S T A A R e a d i n g 'G r a d e 5	May 2023 STAAR Reading, Grade 5
T o t a l S t u d e n t s	85	85	85

	M a y 2 0 2 1 S T A A R e a d i n g 'G r a d e 5	M a y 2 0 2 2 S T A A R e a d i n g 'G r a d e 5	May 2023 STAAR Reading, Grade 5
A p p r o a c h e s	3 5 . 96	5 1 . 65	55.29
M e e t s	8 . 95	1 0 . 11	22.35

	M a y 2 0 2 1 S T A A R R e a d i n g , G r a d e 5	M a y 2 0 2 2 S T A A R R e a d i n g , G r a d e 5	May 2023 STAAR Reading, Grade 5
M a s t e r s	1 .1	3 .3	4.71

Gifted and Talented Student 2023 STARR Performance

G/T Students	Meets	Masters		Meets	Masters		Meets	Masters
May 2023 STAAR Reading Language Arts, Grade 3	71.43	28.57	May 2023 STAAR Mathematics, Grade 3	85.71	57.14			
May 2023 STAAR Reading Language Arts	100	25	May 2023 STAAR Mathematics	100	75			

Language Arts, Grade 4			Mathematics, Grade 4					
May 2023 STAAR Reading Language Arts, Grade 5	100	25	May 2023 STAAR Mathematics, Grade 5	100	75	May 2023 STAAR Science, Grade 5	75	50

EOY MAP READING 2022-2023

According to 2023 EOY Reading Performance, 62% of students in 3-5 grade are On/Above grade level. As shown below there was an increase in EOY performance in all three grade levels when compared to BOY performance. There is an increase in 4th and 5th grade performance when compared to 2022 EOY performance.

Grade Level	BOY: Below Grade Level	BOY: On/Above Grade Level	EOY: Below Grade Level	EOY: On/Above Grade Level	2022 EOY: On/Above Grade Level
Third	53%	47%	37%	63%	70%
Fourth	33%	67%	24%	76%	69%
Fifth	34%	66%	29%	71%	58%

EOY MAP MATH 2022-2023

According to 2023 EOY Math Performance, 64% of students in K-5 grade are On/Above grade level. Kinder and First grade showed a decrease; Second to Fifth grade showed increase.

Grade Level	BOY: Below Grade Level	BOY: On/Above Grade Level	EOY: Below Grade Level	EOY: On/Above Grade Level	2022 EOY: On/Above
Kinder	35%	65%	36%	64%	62%
First	54%	46%	55%	45%	45%
Second	58%	42%	29%	71%	54%
Third	62%	38%	37%	63%	58%
Fourth	43%	57%	26%	74%	60%
Fifth	38%	62%	31%	69%	60%

TELPAS - Two Year Comparison (2022-2023)

There in an overall increase in the number of ELs who rated at Intermediate and Advanced.

	0322 TELPAS Kindergarten	0323 TELPAS Kindergarten	0322 TELPAS Grade 1	0323 TELPAS Grade 1	0322 TELPAS Grade 2	0323 TELPAS Grade 2	0322 TELPAS Grade 3	0323 TELPAS Grade 3	0322 TELPAS Grade 4	0323 TELPAS Grade 4	0323 TELPAS Grade 5
Total Students	28	28	27	30	28	28	27	23	24	24	0

No Rating	0%	0%	0%	0%	3.57%	0%	0%	0%	4.17%	0%
Beginning	96.43%	78.57%	88.89%	26.67%	14.29%	21.43%	11.11%	8.70%	4.17%	33.33%
Intermediate	3.57%	21.43%	11.11%	70%	57.14%	67.86%	59.26%	65.22%	50%	45.83%
Advanced	0%	0%	0%	3.33%	25%	10.71%	25.93%	17.39%	37.50%	20.83%
Advanced High	0%	0%	0%	0%	0%	0%	3.70%	8.70%	4.17%	0%

Student Attendance

The annual attendance rate increased slightly over the 2021-22 school year, but is still below the district expectation of 96.5%

2021	114,004.0	105,293.50	8,710.50	92.4%	7.6%
2022	119,125.0	108,770.00	10,355.00	91.3%	8.7%
2023	117,143.0	107,775.00	9,368.00	92.0%	8.0%

Student Discipline

Based on the behavior incident counts, greater focus on social-emotional learning is needed in Pre-Kindergarten.

Distinct Count of Behavior Event ID's	School Year										
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
PK	10	6	4	1	10	1	1				13
KG	6	31	10	5	4	11	3	1	4	2	1
01	53	15	32	25	32	12	12		1	1	4
02	98	47	56	88	24	43	16	2	2	3	
03	18	68	19	8	42	13	31	6	7	5	4
04	33	57	86	36	27	45	67	2	3	8	9
05	38	15	20	65	7	45	88	7	16	1	4
Totals	256	239	227	228	146	170	218	18	33	20	35

Student Learning Strengths

2023 STAAR results indicate 71% of students in grades 3-5 scored at Approaches or better on the Reading test and 64% scored at Approaches or better on the Math test. The campus met it's goal of 40% of G/T students scoring at Meets or better on all tests in grades 3-5. The number of students scoring Approaches increased in all grades levels, except 4th grade Math, as compared to the 2022 STAAR Reading, Math and Science test.

Map EOY results show that more than half students in Third, Fourth and Fifth grade are On or Above Grade Level in Reading. In Math, more than half of students in all grades with the exception of First grade scored a On or Above Grade Level.

2023 TELPAS ratings of Intermediate increased in all grade levels, except 4th grade.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student mastery and growth is inconsistent across grade levels. **Root Cause:** Inconsistent planning and data-driven instruction utilizing high quality instructional materials.

Problem Statement 2 (Prioritized): Time away from the classroom due to discipline and attendance prevents mastery of learning objectives. **Root Cause:** Limited schoolwide interventions to promote good attendance and behavior.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction & Professional development:

This planning time provides an opportunity to share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential. This is protected time and participation is required for all instructional staff. Internalization of instruction is an essential element in teaching that will aid our students in academic success. Internalization is a tool for the regular teacher and a “road map” for the occasional associate teacher. Written lesson plans are required of every teacher as mandated by district policy. Lesson Plans must be submitted each Thursday by 5:00pm and posted outside of your exterior bulletin board each Friday before you leave campus. Internalization plans must be visible and available for review at any time. Lesson plans should reflect the use of district guides, integration of technology, and include modifications for Special Ed students and English Learners. (ELPS). The Lesson Plan Folder is located in Schoology.

Expectations:

Expectations of Teachers:

- To build interpersonal relationships in the school community with our scholars and parents.
- Shifting of the mind set from traditional punitive to restorative practices that continue to build and sustain relationships.
- Preserve the dignity of all scholars encompassing the idea that all belong and are valued and cared for.
- Discipline with dignity, and issue fair and consistent consequences.
- Restorative conferencing where conflict resolution takes place through conversation in a safe environment.
- Culturally responsive actions that address a diverse student population.
- The use of positive Restorative Discipline strategies.

Expectations from Administration:

- A positive school climate inclusive of all scholars, where each scholar has a strong sense of belonging rather than being at risk for exclusion.
- Provide a place where scholars experience positive learning relationships with adults and one another, feel safe, have high regard for their school community, and are given the opportunity to make things right when things go wrong.
- Ensuring an environment where families feel welcome in the school, participate in activities designed for them, regularly receive information about how their scholar is doing, and are involved in supporting their child’s education as appropriate, including collaborating actively to address problems.
- Ongoing support throughout the year to ensure the safety and security of all students, as well as help dealing with severe behavior problems.

Communication:

The campus utilizes email, Blackboard communication, Class Dojo and the daily Communication folder to share important information.

Extracurricular/Cocurricular Opportunities:

Students are encouraged to participate in the after school 21st Century CLC for enrichment and tutoring. Clubs included Science, Writing, Hip Hop Aerobics, Art and other intramural activities. Students were provided a safe and secure learning environment as well as dinner served daily. Students were placed in tutorial groups and intervention based on assessment data and at-risk indicators.

Backpack Buddies, mentoring,

Technology Integration:

Hoyland ES is a Blended Learning campus and each students is provided with a device to access learning sites and materials.

School Processes & Programs Strengths

- Time is set aside, during the school day, for planning.
- Teachers receive training and support from district personnel multiple times throughout the school year.
- Staff embody the campus core value of teamwork; stepping in to assist and support whenever possible.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Insufficient time allotted for training and support based on individual needs and proficiency of implementers resulted in inconsistent performance across grades. Given the number of non-certified and/or first year teachers, just-in-time coaching to model high-yield instructional strategies and effective use of the adopted curriculum was limited based on the number of coaches. **Root Cause:** Lack of resources to effectively and consistently plan and support teachers.

Perceptions

Perceptions Summary

2022-2023 School Quality Survey for Stakeholders: Hoyland Elementary School

Highest Ranking Indicators: Parents/Guardians (Percentage Strongly Agree or Agree)

- Staff members and students treat each other with respect. 86%
- The school respects and values input provided by families. 84%
- This school is safe. 89%
- Families are informed about school-sponsored activities, such as tutoring, after-school programs and student performances. 88%
- School-based administrators(principals and assistant principals) make decisions that are in the best interests of students. 85%
- Students are challenged by their school work. 85%

Highest Ranking Indicators: Campus-based Staff (Percentage Strongly Agree or Agree)

- There is a teacher, counselor or other staff member to whom a student can go for help with a school problem. 92%
- Families are encouraged to attend school-sponsored activities, such as Open Houses and Parent Meetings. 95%
- Families are informed about school-sponsored activities, such as tutoring, after-school programs and student performances. 92%
- Students are challenged by their schoolwork. 97%
- Families are encouraged to attend school-sponsored activities, such as Open Houses and Parent Meetings. 95%

Lowest Ranking Indicators: Parents/Guardians (Percentage Strongly Disagree or Disagree)

- There is a teacher, counselor or other staff member to whom a student can go for help with personal problem. 75%
- *The school uses family input to improve instruction* 73%
- The school offers students a variety of activities and courses. 77%
- Students receive the support they need for academic and career planning. 78%
- Discipline is enforced fairly. 74%
- *Teachers successfully show students how lessons relate to life outside of school.* 71%

Lowest Ranking Indicators: Campus-based Staff (Percentage Strongly Disagree or Disagree)

- Discipline is enforced fairly. 72%
- Staff members and students treat each other with respect. 71%
- *This school encourages families to volunteer.* 49%
- *The school uses family input to improve instruction* 69%

21st Century CLC Program

The 21st Century CLC SAFE Program is an after school program that operates at Hoyland Elementary, and is open to K-5th grade students. The program offers daily homework support, tutorials, academic enrichment and extra-curricular activities. The activities of the program support the school day curriculum, and give students the opportunity to grow both academically and socially. The program is staffed by Certified Teachers, Tutors, and Paraprofessionals that all share the same passion to see students succeed and grow. 21st

Century CLC also focuses on community involvement in education, and parental engagement with their children. Adult learning opportunities and Family Events are offered throughout the year. The program averaged approximately 65 students for the 2021-2022 school year.

Perceptions Strengths

Campus-based staff appreciate the opportunities to collaborate with families and find value in fostering strong relationships within the school community.

Both campus-based staff and parents/guardians agreed on the following indicators:

- Students are challenged by their schoolwork.
- Families are informed about school-sponsored activities, such as tutoring, after-school programs and student performances.

The 21st Century CLC Program provides a safe and secure alternative for parents and families. Students receive academic assistance and engage in fun enrichment activities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The majority of parents/guardians and campus-based staff agree that more parent input regarding programs and academic support. **Root Cause:** Limited opportunities for all stakeholders to provide input.

Priority Problem Statements

Problem Statement 1: The majority of parents/guardians and campus-based staff agree that more parent input regarding programs and academic support.

Root Cause 1: Limited opportunities for all stakeholders to provide input.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Insufficient time allotted for training and support based on individual needs and proficiency of implementers resulted in inconsistent performance across grades. Given the number of non-certified and/or first year teachers, just-in-time coaching to model high-yield instructional strategies and effective use of the adopted curriculum was limited based on the number of coaches.

Root Cause 2: Lack of resources to effectively and consistently plan and support teachers.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Student mastery and growth is inconsistent across grade levels.

Root Cause 3: Inconsistent planning and data-driven instruction utilizing high quality instructional materials.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Time away from the classroom due to discipline and attendance prevents mastery of learning objectives.

Root Cause 4: Limited schoolwide interventions to promote good attendance and behavior.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The average years experience of Hoyland Elementary teachers with the District is 4.1 years and the approximately 61% of Hoyland teachers have less than 10 years teaching experience.

Root Cause 5: Limited ability to attract, support and retain highly qualified teachers.

Problem Statement 5 Areas: Demographics

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- 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
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 1: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Reading assessment will increase performance by 3% at the Approaches and Meets performance levels.

By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters level on the 2024 Spring STAAR Reading assessment.

Performance Level 2023 % 2024 %

Approaches	71%	to	74%
Meets	36%	to	39%
Masters	9%	to	12%

Evaluation Data Sources: STAAR Assessment data, MAP data, campus and district assessment data

Strategy 1 Details		Reviews			
Strategy 1: Instructional Specialists, DLC and administrators will support teachers in weekly PLC utilizing the district protocols for unit and lesson internalization of the adopted reading curriculum. Strategy's Expected Result/Impact: By October 2023, at least 50% of teachers will demonstrate fidelity with implementing the adopted curriculum as evidenced by student work and end of topic assessments. By December 2023, at least 60% of teachers will demonstrate fidelity with implementing the adopted curriculum as evidenced by student work and end of topic assessments. By March 2024, at least 70% of teachers will demonstrate fidelity with implementing the adopted curriculum as evidenced by student work and end of topic assessments. By May 2024, at least 80% of teachers will demonstrate fidelity with implementing the adopted curriculum as evidenced by student work and end of topic assessments. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialist Digital Learning Coach-Literacy Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Student mastery and growth is inconsistent across grade levels. Root Cause: Inconsistent planning and data-driven instruction utilizing high quality instructional materials.
School Processes & Programs
Problem Statement 1: Insufficient time allotted for training and support based on individual needs and proficiency of implementers resulted in inconsistent performance across grades. Given the number of non-certified and/or first year teachers, just-in-time coaching to model high-yield instructional strategies and effective use of the adopted curriculum was limited based on the number of coaches. Root Cause: Lack of resources to effectively and consistently plan and support teachers.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 2: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Math Assessment will increase performance by 3% at the Approaches and Meets performance level.

By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Math Assessment.

Performance Level 2023 % 2024 %

Approaches	64%	to	67%
Meets	33%	to	36%
Masters	10%	to	13%

Strategy 1 Details	Reviews			
Strategy 1: Deepen PK-5th grade math teachers' content knowledge and support instructional delivery by collaborating with curriculum specialists to support teachers' delivery of instruction and use of the adopted curriculum. Strategy's Expected Result/Impact: By October 2023, at least 50% of teachers will demonstrate fidelity with	Formative			Summative
	Oct	Jan	Mar	June

implementing the adopted curriculum as evidenced by student work and end of topic assessments.
 By December 2023, at least 60% of teachers will demonstrate fidelity with implementing the adopted curriculum as evidenced by student work and end of topic assessments.
 By March 2024, at least 70% of teachers will demonstrate fidelity with implementing the adopted curriculum as evidenced by student work and end of topic assessments.
 By May 2024, at least 80% of teachers will demonstrate fidelity with implementing the adopted curriculum as evidenced by student work and end of topic assessments.

Staff Responsible for Monitoring: Principal
 Assistant Principal
 Instructional Specialist

Title I:
 2.5

- **TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1 - School Processes & Programs 1



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Student mastery and growth is inconsistent across grade levels. **Root Cause:** Inconsistent planning and data-driven instruction utilizing high quality instructional materials.

School Processes & Programs

Problem Statement 1: Insufficient time allotted for training and support based on individual needs and proficiency of implementers resulted in inconsistent performance across grades. Given the number of non-certified and/or first year teachers, just-in-time coaching to model high-yield instructional strategies and effective use of the adopted curriculum was limited based on the number of coaches. **Root Cause:** Lack of resources to effectively and consistently plan and support teachers.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students





Performance Objective 3: By June 2024, students enrolled in Grade 5 participating in the 2024 Spring STAAR Science Assessment will increase performance by 3% at the Approaches and Meets performance level.

By June 2024, students enrolled in Grade 5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Science Assessment.

Performance Level 2023 % 2024 %

Approaches	55%	to	58%
Meets	22%	to	25%
Masters	5%	to	8%

Strategy 1 Details	Reviews			
Strategy 1: Incorporate labs, hands on learning activities and daily writing reflections to increase internalization of learning standards. Strategy's Expected Result/Impact: By October 2023, at least 40% of students will achieve Approaches on district	Formative			Summative
	Oct	Jan	Mar	June

<p>assessments (Cycle, Checkpoint, Benchmark). By December 2023, at least 50% of students will achieve Approaches district assessments (Cycle, Checkpoint, Benchmark). By March 2024, at least 60% of students will achieve Approaches on district assessments (Cycle, Checkpoint, Benchmark). By May 2024, at least 80% of students will achieve Approaches on district assessments (Cycle, Checkpoint, Benchmark).</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialist</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1</p>				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Student mastery and growth is inconsistent across grade levels. Root Cause: Inconsistent planning and data-driven instruction utilizing high quality instructional materials.</p>

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 4: By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.

	2023 Percentages
Phonological Awareness	86%
Letter-Sound Correspondence	95%
Early Writing	90%

Strategy 1 Details		Reviews			
Strategy 1: Teacher will create and monitor learning stations to support Phonological Awareness, Letter-Sound Correspondence, and Early Writing. Strategy's Expected Result/Impact: By December 2023, campus assessment will show at least 60+% of students on track for literacy assessments By February 2024, MOY assessment will show at least 70+% of students on track for literacy assessments By May2024, EOY assessment will show at least 95+% of students on track for literacy assessments Staff Responsible for Monitoring: Principal Assistant Principal Digital Literacy Coach Student Support Specialist Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
		Oct	Jan	Mar	June
		<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Student mastery and growth is inconsistent across grade levels. Root Cause: Inconsistent planning and data-driven instruction utilizing high quality instructional materials.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 5: By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the area of Overall Math.

2023 Percentage
Overall Math 92%

Strategy 1 Details	Reviews			
Strategy 1: Teacher will create and monitor learning stations to support Overall Math. Strategy's Expected Result/Impact: By December 2023, campus assessment will show at least 60+% of students on track for math assessments By February 2024, MOY assessment will show at least 70+% of students on track for math assessments By May2024, EOY assessment will show at least 95+% of students on track for math assessments Staff Responsible for Monitoring: Principal Assistant Principal Digital Literacy Coach Student Support Specialist Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Student mastery and growth is inconsistent across grade levels. Root Cause: Inconsistent planning and data-driven instruction utilizing high quality instructional materials.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 6: By June 2024 (EOY), 60% of students enrolled in Grades K-2 will score "On/Above Grade Level" on mCLASS.

2023 % On/Above Grade Level: 55%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Students performing below grade level will be identified through analyzing the assessment data. Individualized instructional plans will be created to target areas of deficit. Students will participate in designated interventions at least 2 times a week for reading.</p> <p>Strategy's Expected Result/Impact: By January 2024, at least 40% of students will score "On/Above Grade Level" on mCLASS MOY assessment. By May 2024, at least 60% of students will score "On/Above Grade Level" on mCLASS MOY assessment.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Literacy Coach Student Support Specialist</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1</p>				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





Performance Objective 6 Problem Statements:

Student Learning
<p>Problem Statement 1: Student mastery and growth is inconsistent across grade levels. Root Cause: Inconsistent planning and data-driven instruction utilizing high quality instructional materials.</p>

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 7: By June 2024 (EOY), 68% of students enrolled in Grades 3-5 participating in the NWEA MAP Reading assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Reading Met Growth Goal: 63%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Students performing below grade level will be identified through analyzing the assessment data. Individualized instructional plans will be created to target areas of deficit. Students will participate in designated interventions at least 2 times a week for reading.</p> <p>Strategy's Expected Result/Impact: By January 2024, at least 40% of students will score "Met Growth Goal" on mCLASS MOY assessment. By May 2024, at least 60% of students will score "Met Growth Goal" on mCLASS EOY assessment.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialist Student Support Specialist Literacy Coach</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 7 Problem Statements:

Student Learning
<p>Problem Statement 1: Student mastery and growth is inconsistent across grade levels. Root Cause: Inconsistent planning and data-driven instruction utilizing high quality instructional materials.</p>

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 8: By June 2024 (EOY), 74% of students enrolled in Grades K - 5 participating in the NWEA MAP Math assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Math Met Growth Goal: 63%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Students performing below grade level will be identified through analyzing the assessment data. Individualized instructional plans will be created to target areas of deficit. Students will participate in designated interventions at least 2 times a week for math.</p> <p>Strategy's Expected Result/Impact: By January 2024, at least 40% of students will score "Met Growth Goal" on mCLASS MOY assessment. By May 2024, at least 60% of students will score "Met Growth Goal" on mCLASS EOY assessment.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialist Student Support Specialist</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Performance Objective 8 Problem Statements:

Student Learning
<p>Problem Statement 1: Student mastery and growth is inconsistent across grade levels. Root Cause: Inconsistent planning and data-driven instruction utilizing high quality instructional materials.</p>

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 9: By June 2024, the campus will maintain a 98% attendance rate.

2023 Attendance Rate: 92.1%

Strategy 1 Details		Reviews			
Strategy 1: Hold weekly attendance committee meetings to review student absences, contact families and create support plans as needed and provide campus incentives to promote student attendance. Strategy's Expected Result/Impact: Maintain average daily attendance of at least 94% by the end of the Fall Semester. Maintain average daily attendance of at least 98% by the end of the Spring Semester. Staff Responsible for Monitoring: Principal Assistant Principal Attendance Clerk At-Risk Counselor Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Student Learning 2		Formative			Summative
		Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Performance Objective 9 Problem Statements:

Student Learning
Problem Statement 2: Time away from the classroom due to discipline and attendance prevents mastery of learning objectives. Root Cause: Limited schoolwide interventions to promote good attendance and behavior.





Goal 2: Equity - Remove unacceptable barriers to student and staff success

Performance Objective 1: By June 2024, the achievement gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of reading.

Evaluation Data Sources: STAAR assessment data, campus and district assessment data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Conduct targeted, small group interventions to address misconceptions and reteach skills utilizing print and digital resources (Progress Learning, Summit K12, Amplify Reading, SIRIUS Online + Print) .</p> <p>Strategy's Expected Result/Impact: By December 2023, the achievement gap between African American and Hispanic student groups will decrease by 3% on district assessments (Cycle, Checkpoint, Benchmark) from the 2022-23 academic year in the area of reading. By February 2024, the achievement gap between African American and Hispanic student groups will decrease by 4% on district assessments (Cycle, Checkpoint, Benchmark) from the 2022-23 academic year in the area of reading. By May 2024, the achievement gap between African American and Hispanic student groups will decrease by 5% on district assessments (Cycle, Checkpoint, Benchmark) from the 2022-23 academic year in the area of reading.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialists Literacy Coach</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>				

Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase supplies and materials (copy paper, pencils, white boards, manipulatives, colored pencils, headphones, chart paper, laptop charging and storage station, etc) to support high quality instruction, intervention and student practice.</p> <p>Strategy's Expected Result/Impact: By December 2023, the achievement gap between African American and Hispanic student groups will decrease by 3% on district assessments (Cycle, Checkpoint, Benchmark) from the 2022-23 academic year in the area of reading. By February 2024, the achievement gap between African American and Hispanic student groups will decrease by 4% on district assessments (Cycle, Checkpoint, Benchmark) from the 2022-23 academic year in the area of reading. By May 2024, the achievement gap between African American and Hispanic student groups will decrease by 5% on district assessments (Cycle, Checkpoint, Benchmark) from the 2022-23 academic year in the area of reading.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialists Literacy Coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Hire tutors to conduct targeted, small group interventions to address misconceptions and reteach skills. Strategy's Expected Result/Impact: By December 2023, the achievement gap between African American and Hispanic student groups will decrease by 3% on district assessments (Cycle, Checkpoint, Benchmark) from the 2022-23 academic year in the area of reading. By February 2024, the achievement gap between African American and Hispanic student groups will decrease by 4% on district assessments (Cycle, Checkpoint, Benchmark) from the 2022-23 academic year in the area of reading. By May 2024, the achievement gap between African American and Hispanic student groups will decrease by 5% on district assessments (Cycle, Checkpoint, Benchmark) from the 2022-23 academic year in the area of reading. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialists Literacy Coach Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Student mastery and growth is inconsistent across grade levels. Root Cause: Inconsistent planning and data-driven instruction utilizing high quality instructional materials.

Goal 2: Equity - Remove unacceptable barriers to student and staff success

Performance Objective 2: By June 2024, the gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of mathematics.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Conduct targeted, small group interventions to address misconceptions and reteach skills utilizing print and digital resources (Progress Learning, Summit K12, ST Math, SIRIUS Online + Print) .</p> <p>Strategy's Expected Result/Impact: By December 2023, the achievement gap between African American and Hispanic student groups will decrease by 3% on district assessments (Cycle, Checkpoint, Benchmark) from the 2022-23 academic year in the area of math. By February 2024, the achievement gap between African American and Hispanic student groups will decrease by 4% on district assessments (Cycle, Checkpoint, Benchmark) from the 2022-23 academic year in the area of math. By May 2024, the achievement gap between African American and Hispanic student groups will decrease by 5% on district assessments (Cycle, Checkpoint, Benchmark) from the 2022-23 academic year in the area of math.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialists Student Support Specialist</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>				

Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase supplies and materials (copy paper, pencils, white boards, manipulatives, colored pencils, headphones, chart paper, laptop charging and storage station, etc) to support high quality instruction, intervention and student practice.</p> <p>Strategy's Expected Result/Impact: By December 2023, the achievement gap between African American and Hispanic student groups will decrease by 3% on district assessments (Cycle, Checkpoint, Benchmark) from the 2022-23 academic year in the area of math. By February 2024, the achievement gap between African American and Hispanic student groups will decrease by 4% on district assessments (Cycle, Checkpoint, Benchmark) from the 2022-23 academic year in the area of math. By May 2024, the achievement gap between African American and Hispanic student groups will decrease by 5% on district assessments (Cycle, Checkpoint, Benchmark) from the 2022-23 academic year in the area of math.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialists Student Support Specialist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Hire tutors to conduct targeted, small group interventions to address misconceptions and reteach skills. Strategy's Expected Result/Impact: By December 2023, the achievement gap between African American and Hispanic student groups will decrease by 3% on district assessments (Cycle, Checkpoint, Benchmark) from the 2022-23 academic year in the area of math. By February 2024, the achievement gap between African American and Hispanic student groups will decrease by 4% on district assessments (Cycle, Checkpoint, Benchmark) from the 2022-23 academic year in the area of math. By May 2024, the achievement gap between African American and Hispanic student groups will decrease by 5% on district assessments (Cycle, Checkpoint, Benchmark) from the 2022-23 academic year in the area of math. Staff Responsible for Monitoring: Principal Assistant Principal Instructional Specialists Student Support Specialist Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1		Formative			Summative
		Oct	Jan	Mar	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:





Student Learning
Problem Statement 1: Student mastery and growth is inconsistent across grade levels. Root Cause: Inconsistent planning and data-driven instruction utilizing high quality instructional materials.

Goal 3: Engagement - Empower family and student voices in support of positive student outcomes

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage strategies to engage families and communities that meet the needs of the stakeholders with a XX% rate .

Evaluation Data Sources: Sign-in sheets, parent survey

Strategy 1 Details		Reviews			
Strategy 1: Host Family Learning Workshops at the beginning of each report period based on parent interest survey results. Strategy's Expected Result/Impact: By December 2023, at least 10% of our parents will attend the workshops and 40% of parents will attend schoolwide events. By May2024, at least 15% of our parents will attend the workshops and 60% of parents will attend schoolwide events. Staff Responsible for Monitoring: Principal Assistant Principal Counselor At-Risk Counselor 21st Century CLC Site Coordinator Title I: 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: Supplies - 211 Title I, Part A - \$2,000		Formative			Summative
		Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Select a Family Empowerment Liaison (FELS) to facilitate parent and community engagement events throughout the school year. Strategy's Expected Result/Impact: By December 2023, parent engagement in campus organizations (PTO/PTA) and responses to parent engagement surveys will be at least 10% of total enrollment. By May 2024, parent engagement in campus organizations (PTO/PTA) and responses to parent engagement surveys will be at least 25% of total enrollment. Staff Responsible for Monitoring: Principal Assistant Principal Counselor At-Risk Counselor Family Empowerment Liaison Title I: 4.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: Family Empowerment Liaison (FELS) - 211 Title I, Part A - \$2,000		Formative			Summative
		Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: The majority of parents/guardians and campus-based staff agree that more parent input regarding programs and academic support. Root Cause: Limited opportunities for all stakeholders to provide input.

Goal 4: Well-Being - Ensure all schools are welcoming, safe environments where social and emotional needs are met

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage social-emotional learning (SEL) strategies that meet the needs of the students, staff, and community. The campus will determine the measure of success for participation and impact.

Evaluation Data Sources: Lesson plans, Daily Class Agendas

Strategy 1 Details	Reviews			
Strategy 1: SEL time will be built into the master schedule. Each teacher will include a SEL strategy in their daily lesson plan. Strategy's Expected Result/Impact: By October 2023, 50% of classroom teachers will implement SEL curriculum daily. By February 2024, 60% of classroom teachers will implement SEL curriculum daily. By May 2024 100% of classroom teachers will implement SEL curriculum daily. Staff Responsible for Monitoring: Principal Assistant Principal Counselor At-Risk Counselor TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				





Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Time away from the classroom due to discipline and attendance prevents mastery of learning objectives. Root Cause: Limited schoolwide interventions to promote good attendance and behavior.

Goal 5: Opportunities - Expand academic offerings so students can explore, learn, and excel

Performance Objective 1: To main/increase campus enrollment established at the PEIMS October Snapshot date (10/27/23), the campus will outreach apartment home management, homeowners' associations, construction management, realtors, and other external stakeholders a minimum of two times per semester to increase awareness of campus events. The campus will determine the type of communication, logistics (date, time, and location), and measure of success for participation and impact.

Evaluation Data Sources: Sign-in Sheet, Agenda, Meeting Notes

Strategy 1 Details		Reviews			
Strategy 1: Host "Chat & Chew" session with apartment home management, homeowners' associations, construction management, realtors, and other external stakeholders a minimum of two times per semester to increase awareness of campus events. Strategy's Expected Result/Impact: The campus will main/increase campus enrollment established at the PEIMS October Snapshot date (10/27/23). Staff Responsible for Monitoring: Principal Assistant Principal 21st Century CLC Site Coordinator Parent Involvement Liaison TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: The majority of parents/guardians and campus-based staff agree that more parent input regarding programs and academic support. Root Cause: Limited opportunities for all stakeholders to provide input.





Goal 6: Leadership - Identify and support all leaders across every level of the organization

Performance Objective 1: By June 2024, 100% of staff assigned to Learning Passports A, B, C, and D will complete professional learning requirements.

Goal 6: Leadership - Identify and support all leaders across every level of the organization

Performance Objective 2: By June 2024, campus leaders assigned to conduct T-TESS observations will attend 100% of the required training and calibration sessions.

Evaluation Data Sources: Eduphoria STRIVE reports, Sign-in Sheets

Strategy 1 Details		Reviews			
Strategy 1: Conduct bi-annual review of the Learning Passport completion reports and send notification to staff out of compliance and/or not making progress towards completion. Strategy's Expected Result/Impact: By October 2023, 100% of staff completion of Safe Schools PD By December 2023, at least 60% progress made towards completion of Learning Passport By April 2024, 100% of staff will have satisfied requirements of applicable Learning Passport. Staff Responsible for Monitoring: Principal Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The average years experience of Hoyland Elementary teachers with the District is 4.1 years and the approximately 61% of Hoyland teachers have less than 10 years teaching experience. Root Cause: Limited ability to attract, support and retain highly qualified teachers.
School Processes & Programs
Problem Statement 1: Insufficient time allotted for training and support based on individual needs and proficiency of implementers resulted in inconsistent performance across grades. Given the number of non-certified and/or first year teachers, just-in-time coaching to model high-yield instructional strategies and effective use of the adopted curriculum was limited based on the number of coaches. Root Cause: Lack of resources to effectively and consistently plan and support teachers.

State Compensatory

Budget for Hoyland Elementary

Total SCE Funds: \$16,155.00

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

SCE funds are used for tutorials, instructional materials, instructional software, general supplies and after school transportation.

Personnel for Hoyland Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Chelsea Brookter	Interventionist	1
Laura Hicks	Student Support Specialist	1
Marie Lewis	At-Risk Counselor	1
Sharon Hancock	COORDINATOR-SITE 21ST CCLC	1
Tenesha Gale	Instructional Specialist	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Andrea Dias	Reach Associate	Title 1	1
Lorena Barker	DIGITAL LEARNING COACH	Title 1	1
Nereida Settergren	Reach Associate	Title 1	1