

Wichita Falls Independent School District

Haynes Northwest Academy

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Haynes Northwest



Board Approval Date: November 10, 2020

Mission Statement

The mission at Haynes NWA is to create a safe environment conducive to student focused instruction by collaborating, illuminating positivity, and encouraging a love of learning.

Vision

At Haynes Northwest Academy all students and adults will demonstrate respect for each other through shared responsibility of everyone working together with individual accountability bringing about a positive learning environment.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Total: 234 students

(52-AA, 55-hisp, 106-W, 1-AI, 1-As, 2-PI, and 17- Two or more)

Out of all of those students:

193- Eco Dis

161- At risk

49 - are mobile

27-SPED (8 ID, 9 Behavior)

9- 504 qualified

9- ELL serviced

1- BAC

8- Dyslexia serviced

* generational poverty community

* handful of parents have professional degrees

All active teachers are certified

Years of experience :

2- Beginners

5- Between 1-5 years

3- Between 6-10 years

6- Between 11-20 years

2- 20+ years

Demographics Strengths

Neighborhood school - all students and parents are within walking distance.

234 enrolled students allows for teachers to know all students in the building.

All students have 45 minutes of intervention every day. Reading intervention occurs two days per week for 45 min and Math occurs for two days a week for 45 min. Students that are not on grade level are taught in small groups (7:1 ratio or less). Students are reassessed for progress every 6 weeks and regrouped.

Small group interventions occur daily in classrooms.

Parent involvement is increasing. Our PTO went from 2 people to 10.

Every homeroom has a room parent. Class parties were arranged by parents.

AR students receive powerpacks, clothing, meals and shoe vouchers.

Programs -

Counseling services, intervention groups, power packs, Road to College groups, life skills groups, social skills groups, backpack and school supplies programs

13.1 students per class

Low student/teacher ratio

All teachers know all students in the building. School functions as a community. Every teacher is responsible for every student.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Issue with a gap across the demographic groups due to learning issues, personal experiences and at home support. **Root Cause:** A high number of our students deal with childhood trauma. Lack of parental support, lack of experiences and exposures, and unsafe situations that students experience at home make it difficult to find highly effective staff to work at our campus.

Student Learning

Student Learning Summary

STAAR scores are non-existent for 2020 due to Covid19. Growth was made from 2018 to 2019

2018 Domain 1 - 55

2019 Domain 1 - 71

Historically, Haynes STAAR scores consistently falls below the district average when compared to other schools.

Bechmark exams and unit assessments consistently rank Haynes in the bottom 40% when compared to the rest of the district.

Student Learning Strengths

2019 Scores:

Overall rating of a "C"

Academic growth - 72%

63% of AA students were at approaches or greater for ELA.

63% of Hispanic students were at approaches or greater for ELA.

Both groups out performed white students.

59% of white students were at approaches of greater for math.

White students out performed AA and Hispanic students.

2020-

We assess, discuss the scores as a planning committee, create a plan to reteach or intervene, implement the plan, then reassess the progress of the plan.

- * PLC-data reporting

- * BLT testing

- * Weekly assessments

- * Benchmarks (BOY, MOY, EOY)

- * Interim assessments

- * TPRI

- * Unit Assessments

- * Running Records

- * Zearn, Prodigy, Scientific Learning, Education Galaxy, Istation

Special Education students are supported with the following:

- * IEP

- *Scientific Learning, Education Galaxy

- * IRG group/small group interventions in classroom

- *OT when needed

- * Speech when needed

Wind it forward/ wind it backward (Music)

- * Counseling services

- * Inclusion services

- * Behavior services

Response to Intervention:

50 minutes 4x a week

* 2 days dedicated to reading

* 2 days dedicated to math

* Extra support pushing with homeroom teachers by non homeroom teachers (1 per grade level)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Haynes students consistently score lower on assessments and are slower to progress in comparison other WFISD students. **Root Cause:** Instability of the campus with administration and teaching staff in prior years has contributed to learning gaps. Students lack experiences outside of school and have a difficult time making learning connections that require higher level thinking and problem solving.

School Processes & Programs

School Processes & Programs Summary

Capturing Kids Hearts campus 2 Years - Recognized as a National Showcase School in April 2019 and April 2020.

Marzanno HRS Level 1 and 2 school. Recognized for Level 2 in April 2019.

Students and teachers understand that our primary goals at Haynes are academic growth, social/emotional well being, and safety.

Grade level PLC's every week during the school day.

School Processes & Programs Strengths

Building relationships with students. Intermittent PD throughout the year with self-reflection activities to gauge our efficacy implementing CKH.

2 hour and 20 min Weekly PLC's with coaches during the school day.

Grade level data is displayed for assessments in the hallway. S's set academic goals and are recognized when goals are met.

Digital data wall is used to track student progress. Data is used to guide small groups and pinpoint where intervention is needed.

Data walls in hallway have visual representations of data.

Pre/Post test data shows progress for each individual unit. Running records and sight word counts track progress for ELAR.

Master schedule maximizes the time spent in instruction.

Teachers have many opportunities through WFISD and Region 9 for effective Professional Development.

Monthly safety drills occur and results are recorded in Navigate System.

Parent attendance at various functions throughout the year is high. Engagement activities include: Grandparent Bingo, , Read Across Haynes, Prek -Literacy night, Open House.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Staff members do not feel they have a voice in decision making and school practices. **Root Cause:** There is a disconnect regarding communication and true collaboration with the entire staff as a whole.

Perceptions

Perceptions Summary

Remind 101, phone calls, social media, robo calls and planners were used to communicate with parents.

Staff members are required to do positive "sunshine calls" to all parents during the first few weeks of school.

Capturing Kids Hearts program in place to build relationships

Parent involvement activities include:

Meet the Teacher

Grandparents Bingo

Read Across Haynes (Dr. Suess Day)

Art walk

Read2Learn Volunteers

PTO memberships have increased from 2018.

Room parents were added this year.

Open House

6 new PIE partners have been added.

Perceptions Strengths

Policies are in place to ensure visitors are screened prior to interactions with students.

Professional Learning Communities are embedded into our master schedule and it allows teachers to collaborate during the school day

Parent engagement attendance has increased in 19/20.

Response to intervention is embedded into our school schedule with students referred to the Student Support Team (SST) periodically (monthly meetings).

Fire and disaster drills are conducted as recommended by the district.

Capturing Kids Hearts elements of "Good Things and Affirmations" are shared on the announcement by students everyday.

Capturing Kids Hearts Assembly at beginning of year to set expectations.

All students are greeted at least twice before entering the building and two more time are entering to start their day.

All homeroom teachers begin their day greeting every student that walks through their door. Teachers also greet students everytime they enter into the classroom after tansitions.

Campus clubs occur once a week during the school day and is all inclusive.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Haynes has minimal parent and community involvement. **Root Cause:** Opportunities for involvement conflict with work schedules and cultural differences.

Problem Statement 2 (Prioritized): Staff members do not feel they have a voice in decision making and school practices. **Root Cause:** There is a disconnect regarding communication and true collaboration with the entire staff as a whole.

Priority Problem Statements

Problem Statement 1: Issue with a gap across the demographic groups due to learning issues, personal experiences and at home support.

Root Cause 1: A high number of our students deal with childhood trauma. Lack of parental support, lack of experiences and exposures, and unsafe situations that students experience at home make it difficult to find highly effective staff to work at our campus.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Staff members do not feel they have a voice in decision making and school practices.

Root Cause 2: There is a disconnect regarding communication and true collaboration with the entire staff as a whole.

Problem Statement 2 Areas: School Processes & Programs - Perceptions

Problem Statement 3: Haynes students consistently score lower on assessments and are slower to progress in comparison other WFISD students.

Root Cause 3: Instability of the campus with administration and teaching staff in prior years has contributed to learning gaps. Students lack experiences outside of school and have a difficult time making learning connections that require higher level thinking and problem solving.

Problem Statement 3 Areas: Student Learning

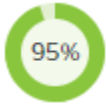



Goals






Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 1: Increase job-embedded professional development for Pre-K and Kinder through weekly PLC's with coaches by 50 % going from 8 meetings last year (2019-20) to 12 meetings in 2020-21.

Increase job embedded professional development with Instructional Rounds off campus for all grade levels. 100% of grade levels will participate in Instructional Rounds.

- Evaluation Data Sources:** Weekly calendar Google Calendar
 PLC Data binder with agendas
 Master schedule showing PLC meetings
 Bi -monthly Faculty meetings with agendas
 Instructional Round documentation and discussion
 Minutes from book study sessions

	Formative Reviews		
	Nov	Feb	May
<p>Strategy 1: Designated PLC meeting times will occur weekly throughout the year. PLC meetings take place during the school day and will last 2 hr and 20 min. District initiatives, campus initiatives and effective Tier 1 teaching methods will be addressed.</p> <p>Strategy's Expected Result/Impact: Routine collaboration on: best practice, district and campus policies & procedures, classroom management, curriculum, technology integration, staff involvement, etc., that results in highly effective teaching practices and involvement at the campus and district levels</p> <p>Staff Responsible for Monitoring: Principal, Coaches</p> <p>Principal Math Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>			
<p>Strategy 2: Instructional Coaches will support classroom teachers with the following: modeling lessons, lesson planning, facilitate PLC's, instructional rounds, videos with self-reflection, meetings, offer guidance on Guided Reading, Guided Math, CKH, HRS, etc.</p> <p>Strategy's Expected Result/Impact: Routine collaboration on: best practice, district and campus policies & procedures, classroom management, curriculum, technology integration, staff involvement, etc., that results in highly effective teaching practices and involvement at the campus and district levels.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: Instructional Coaches & Curriculum Facilitator Salaries - SCE - \$46,200, Salaries - Title I Part A - 211.e.11.6119.00.114.9.30.000 - \$18,280</p>			

	Formative Reviews		
	Nov	Feb	May
<p>Strategy 3: Recruit experienced and trained teachers who are able to provide professional development to current staff members on new District initiatives.</p> <p>*The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if staff does not meet Highly Qualified status. Any non-qualified staff member will follow a district developed certification plan.</p> <p>*Professional development will be provided to focus on improving Tier 1 Instruction, classroom management, reducing behavioral referrals and building relationships. To include, but not limited to: Inclusion/Special Education, TBSI, and the support of English Learners.</p> <p>* Books regarding the mindset will be purchased for staff book study.</p> <p>Strategy's Expected Result/Impact: High quality instruction will be expected and monitored with daily walk- throughs.</p> <p>Teachers will be held accountable for effective instruction involving best practice methods.</p> <p>Principal time on campus will increase with off campus PD decreasing.</p> <p>Staff Responsible for Monitoring: Principal, coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Comprehensive Support Strategy</p> <p>Funding Sources: "Mindset The New Psychology of Success" - Title 1 Part A - E 11 6329 00 114 9 30 000 - \$400, - Title 1 Part A, - Title 1 Part A - \$400</p>	 40%		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: Kindergarten - EOY Math scores will increase from BOY scores with 13% of students that are categorized as low and low average moving to average and above in MAPS testing.

1st Grade - EOY Math scores will increase from BOY scores with 68% of students that are categorized as low and low average moving to average or above in MAPS testing.








Evaluation Data Sources: 2021 EOY Math Data

<p>Strategy 1: Read Aloud's for teachers will be modeled and expected in all classrooms. Strategy's Expected Result/Impact: 1st grade EOY math scores will increase from 29% approaches 60% approaches. 2nd grade EOY math scores will increase from 39% approaches to 70%. Staff Responsible for Monitoring: Principal, Coaches Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 2: RTI *Title & SCE funds will be used to upgrade and enhance school wide instructional programs. Additional staff may be provided to support at-risk learners. Strategy's Expected Result/Impact: Fill student learning gaps. Staff Responsible for Monitoring: Principal, Coaches TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Funding Sources: Covid Aides - SCE - \$40,000, Guided Math - Title 1 Part A - 211e 11 6399 00 114 9 30 000 - \$725</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 3: Fundamental 5 Strategy's Expected Result/Impact: Teachers will use the fundamental 5 approach in their classroom while providing instruction. Staff Responsible for Monitoring: Principal, Coach Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 4: *Encourage parents and families to send students to Pre-k and Kinder by sending home information about Pre-K and Kinder roundup when it is available in the Spring. Parents will be provided with free books and education about the importance of reading to children at home. Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
<p> No Progress Accomplished Continue/Modify Discontinue </p>			

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 2: STAAR Math - 3rd - 5th percentage of students at "Meets" expectations will increase from 33% to 50% on 2021 STAAR. (STAAR was not administered during 2020 due to Covid 19)




Evaluation Data Sources: Spring 2021 STAAR math results for 3rd - 5th grade students. First admin only.

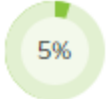





<p>Strategy 1: Data will be used to track student goals.</p> <p>Celebrations will occur when student goals are met.</p> <p>Strategy's Expected Result/Impact: Student goals and data tracking apparent for all students.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: *The TELPAS will be utilized to assess LEP students' achievement measured against the state achievement standards. LEP students will receive specialized instruction by qualified personnel in an effort to meet their specific needs, and ultimately improve their overall academic success.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: *Title funds shall be utilized to provide opportunities for children served to acquire the knowledge and skills contained in the TEKS and to meet the state performance standards.</p> <p>- Education Galaxy will be purchased for K - 5 to reinforce math TEKS.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Tutoring - Title 1 Part A - 211.e.11.6118.67.114.9.30.000 - \$2,500, Tutoring - SCE - 199.e.11.6118.67.114.0.30.000 - \$200, Collaboration station - Title 1 Part A - 211 E 11 6399 00 114 0 30 000 - \$1,725</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 3: 3rd - 5th Reading STAAR scores will go from 32% to 50% for 2021 in meets expectations. (STAAR was not administered during 2020 due to Covid 19)

Evaluation Data Sources: Spring 2021 Reading STAAR results for 3rd - 5th grade students.

<p>Strategy 1: Purchase additional literacy resources to better serve our students on their reading level.</p> <p>Effective RtI instruction according to BOY and on-going data tracking.</p> <p>*Students will be identified for and instructed in small groups based on MAPS scores and weekly assessments.</p> <p>Strategy's Expected Result/Impact: Increase in STAAR scores and EOY results.</p> <p>Staff Responsible for Monitoring: Principal and Instructional Coaches</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: Classroom Aides Salaries- 45% - SCE - \$18,800, Classroom Aides Salaries- 45% - Title 1 Part A - \$18,800, Tutors /Reading - Title 1 Part A - 211 511 6118 67 114 9 30 000 - \$2,000, STAAR prep - Stepping up to TEKS - Title 1 Part A - 211.5116339.00.114.9.30.000 - \$839, Really Great Reading - Title 1 Part A - 211 E 11 6329 00 114 0 30 000 - \$1,792</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2:</p> <p>Literature will be purchased to add to our Leveled Library for grades K - 3.</p> <p>Literature will be purchased to add to our Leveled Library for grades 4 & 5.</p> <p>Strategy's Expected Result/Impact: Increase in exposure to literacy to advance reading comprehension and academic achievement.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coaches, and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Funding Sources: Leveled book for Literacy Library Grades 4 and 5 - Title 1 Part A - 213 E 13 6299 00 114 9 30 000, Leveled books for Literacy Library Kinder - 3rd - Title 1 Part A - 211 E 6329 00 114 9 30 000, - Title 1 Part A</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: Purchase highlighter tape that students can use to help them identify key words , details and important element in texts.</p> <p>Strategy's Expected Result/Impact: Students will learn to independently identify key words, details and important elements in texts.</p> <p>Staff Responsible for Monitoring: Grade 3-5 teachers and Instructional Coaches</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: Highlighter tape - Title 1 Part A - 211 E 11 6399 00 114 0 30 000 - \$200</p>	Formative Reviews		
	Nov	Feb	May
			

<p>Strategy 4: Literature will be purchased for each classroom for a school-wide program called "Principal's Pick". Books chosen by the principal promote SEL. Books will be read by teacher and guests throughout a 6 week period. Students will complete activities and projects tied to the book. Book covers will be displayed on a central bulletin board with skills and activities listed to promote transparency and accountability.</p> <p>Strategy's Expected Result/Impact: All students will be exposed to the same literature which will promote social and emotional learning. S</p> <p>Staff Responsible for Monitoring: Principal, coaches, counselor,</p> <p>Funding Sources: 211 E 11 6329 00 114 0 30 000 - Title 1 Part A - \$1,050</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 5: Students use Sharpie S-Gel Pens and sticky notes in workstations to improve literature skills. Multi-fold paper towels will be used by students to clean areas after using supplies in stations</p> <p>Strategy's Expected Result/Impact: Students will learn literature skills while self-checking skills.</p> <p>Staff Responsible for Monitoring: Admin and coaches</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: sharpie gel pens, sticky notes, multi-fold paper towels - Title 1 Part A - 211 E 11 6339 00 114 0 30 000 - \$720</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Issue with a gap across the demographic groups due to learning issues, personal experiences and at home support. Root Cause: A high number of our students deal with childhood trauma. Lack of parental support, lack of experiences and exposures, and unsafe situations that students experience at home make it difficult to find highly effective staff to work at our campus.</p>

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 4: 2nd grade EOY district assessment will go from 39 % approaches in 2019 to 55% in 2021. (39% is from 2019. No EOY assessment at the end of the year due to Covid19)

Evaluation Data Sources: 2021 EOY math results.












Strategy 1: Guided Math supplies will be added to the Curriculum Corner. Staff Responsible for Monitoring: Principal and Coaches TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Guided Math - Title 1 Part A - 213 E 11 6399 00 114 9 30 000 - \$1,000	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 5: PreK Reading: EOY scores will show that 75% of all students in PreK know their letters and sounds.

Kinder Reading: TX - KEA scores will increase by 36% from BOY to EOY.

Evaluation Data Sources: 2021 EOY Circle Data - PreK
2021 TX - KEA Kinder data

<p>Strategy 1: Formative Loop numeracy program will be used during Intervention Time.</p> <p>Strategy's Expected Result/Impact: 1st grade EOY math scores will increase from 29% approaches 60% approaches. 2nd grade EOY math scores will increase from 39% approaches to 70%.</p> <p>Staff Responsible for Monitoring: Principal, Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: RTI</p> <p>*Title & SCE funds will be used to upgrade and enhance school wide instructional programs. Additional staff may be provided to support at-risk learners.</p> <p>Strategy's Expected Result/Impact: Fill student learning gaps.</p> <p>Staff Responsible for Monitoring: Principal, Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Guided Math - Title 1 Part A - 211e 11 6399 00 114 9 30 000 - \$725</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: Fundamental 5</p> <p>Strategy's Expected Result/Impact: Teachers will use the fundamental 5 approach in their classroom while providing instruction.</p> <p>Staff Responsible for Monitoring: Principal, Coach</p> <p>Comprehensive Support Strategy</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 4: *Encourage parents and families to send students to Pre-k and Kinder by sending home information about Pre-K and Kinder roundup when it is available in the Spring.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 5: PreK and Kinder Round- up information was sent home with all student.</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative Reviews		
	Nov	Feb	May
			

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Goal 2: Build a foundation of literacy and numeracy.







Performance Objective 6: Create and use a school-wide incentive program to encourage students to learn letter writing skills to increase competency in writing TEKS.














Evaluation Data Sources: Instructional coaches and principal will monitor the effectiveness of the program
STAAR writing scores

Goal 3: Connect high school to career and college.

Performance Objective 1: In grades 1-5, 98% of students will be promoted to the following grade by May 2019, as compared to 97% of students who were promoted in May 2018.

Evaluation Data Sources: Campus retention report 2018-2019

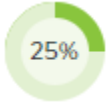






<p>Strategy 1: Students will be assessed through MAPS BOY, MOY and EOY. Progress, or lack thereof will determine intervention groups.</p> <p>RTI/SST will meet weekly for 2 hours and 20 min. to discuss each student in grades 1-5.</p> <p>Students will set their own learning goals and track them.</p> <p>MTSS meetings will occur once every 6 weeks. The campus will monitor students who are identified as at-risk through these meetings. Support for these students may be provided through accelerated instruction, counseling, and PBIS Tiered behavior support.</p> <p>Strategy's Expected Result/Impact: Students will be on grade level and ready for promotion at the end of the year.</p> <p>Staff Responsible for Monitoring: Principal, Coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy</p> <p>Funding Sources: headphones for Sci Learn - Focus/Priority Funds</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: *School Health Strategies will include Fitness gram in physical education and athletic programs in conjunction with academic performance, attendance rates, and ECD status. The Fitness Gram is required every year to monitor flexibility</p> <p>Staff Responsible for Monitoring: Principal PE Teacher</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
<p>Strategy 3: *Title funds shall be utilized to establish or improve programs of education for neglected, delinquent children and youth at risk of dropping out of school. The campus will review the number of students who qualify for homeless status. These at-risk students are eligible for all services under the McKinney-Vento Act. These services will be extended to the families and students. Student Residency Questionnaires (SRQs) will be submitted to the State and Federal Programs Office monthly.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			

<p>Strategy 4: *Students who are assigned to DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in an online alternative curriculum. The DAEP, County Detention, and campus staff will communicate regularly to insure that students' needs are met. Student progress while assigned to the DAEP and County Detention will be monitored. Students at County Detention will be administered a pre and post test before transitioning back to home campus. Students who transition back to campus will have a campus transition meeting with administrator, counselor, and parent.</p> <p>Staff Responsible for Monitoring: Principal Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 5: *Students and staff will receive training on Bullying prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, and anti-violence techniques, as applicable to grade level/student.</p> <p>*Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services.</p> <p>Staff Responsible for Monitoring: Principal Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 6: *The campus will identify and monitor students with chronic attendance issues. Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court and make-up school in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing.</p> <p>Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Improve low performing schools.

Performance Objective 1: Increase the total percentage of student that will "meet expectations" on STAAR MATH assessment in grades 3-5 from 32% in 2019 to 50% in 2021. (STAAR not administered during 2020, due to Covid 19)








Evaluation Data Sources: STAAR Scores

<p>Strategy 1: Purchase manipulatives and supplies for students to use for assistance. Strategy's Expected Result/Impact: Fill student gaps to increase scores on 3-5 Math STAAR. Staff Responsible for Monitoring: Coaches, Principal, Paras, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 2: Purchase supplies to promote SEL strategies. Strategy's Expected Result/Impact: Students will learn to self-monitor and regulate emotions. Staff Responsible for Monitoring: Antoinette Turner - Counselor Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy Funding Sources: Feeling Buddies Self-Regulation Toolkit - Title 1 Part A - 213 11 6399 00 114 1 30 000 - \$325</p>	Formative Reviews		
	Nov	Feb	May
			
<p>Strategy 3: Purchase colored card stock for student made flashcards for reading and math Strategy's Expected Result/Impact: Students will practice facts and vocabulary Staff Responsible for Monitoring: 3-5 teachers Title I Schoolwide Elements: 2.4 Funding Sources: 211 E 11 6399 00 114 0 30 000 - Title 1 Part A - \$1,000</p>	Formative Reviews		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Improve low performing schools.

Performance Objective 2: Reduce the number of students identified in Tier 2 at the BOY through MTSS (11.5%) by 55% by the end of the year (Approx 5 students).





Evaluation Data Sources: BOY, MOY, and EOY Tier 2 student roster 2020/2021

<p>Strategy 1: Grades 1-5 Extra Hour - students will complete choice boards that promote TEKS.</p> <p>Chart paper and chart markers will be purchased to enable teachers to teach Guided Math and Balanced Literacy.</p> <p>Strategy's Expected Result/Impact: Improved student achievement</p> <p>Staff Responsible for Monitoring: Principal, Coaches, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: supplies for intervention groups - Title 1 Part A - 211 E 11 6399 00 114 9 30 000 - \$1,086</p>	Formative Reviews		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 3: 5th grade SCIENCE students will go from 29% "meets" level to 50% in 2021.






Evaluation Data Sources: Spring science STAAR exam.

Strategy 1: Purchase supplemental STAAR resources Strategy's Expected Result/Impact: Improved academic achievement and goal setting. Staff Responsible for Monitoring: Principal , Science Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: - Not Funded	Formative Reviews		
	Nov	Feb	May
Strategy 2: *Title funds shall be utilized to to meet the identified needs of migratory children that result from their migratory lifestyle, and to permit these children to participate effectively in school. Staff Responsible for Monitoring: Principal Funding Sources: - Not Funded	Formative Reviews		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 4: 4th Grade WRITING scores will go from 32% "Meets" level to 50% in 2021.







Evaluation Data Sources: STAAR Writing scores spring of 2021

<p>Strategy 1: Balanced Literacy- Guided Reading Manipulative Kits Writing manipulative kits and supplies</p> <p>Strategy's Expected Result/Impact: Increase student achievement in reading, which will raise writing scores.</p> <p>Increase student achievement in writing.</p> <p>Staff Responsible for Monitoring: Principal, Coaches, Writing Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy</p> <p>Funding Sources: - Not Funded</p>	Formative Reviews		
	Nov	Feb	May
	 50%		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 5: Increase parental Involvement at Haynes and provide education for parents about the importance of setting expectations for school at home. Meetings will increase from 2 to 4 for the year.

Evaluation Data Sources: Parent Surveys (HRS), Sign-in Sheets

	Formative Reviews		
	Nov	Feb	May
<p>Strategy 1: Meet the Teacher</p> <p>9 week parent conferences</p> <p>Hot Dog Community Feed - 5 Pop-up Picnics throughout the community occurring Jan - May.</p> <p>Read Across Haynes "Dr. Seuss Week"</p> <p>Use parent engagement funds to mail monthly newsletter to parents to increase communication between school and home.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement in the school and in student achievement.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Print Shop Services - SCE, Parent Engagement (supplies) - Title 1 Part A - 211.e.61.6399.00.114.9.30.215 - \$501, Parent Engagement (snacks) - Title 1 Part A - 211.e.61.6499.11.114.9.30.215 - \$150</p>	 50%		
<p>Strategy 2: Monthly Parent Meetings - PTO</p> <p>Strategy's Expected Result/Impact: building positive relationships fund-raising planning events that are Covid safe</p> <p>Staff Responsible for Monitoring: Principal Adrian Cargal</p> <p>Title I Schoolwide Elements: 3.2 - TEA Priorities: Improve low-performing schools</p>	 60%		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 6: Increase attendance from 97.2% to 98% for the 2020-21 school year.

Evaluation Data Sources: Monthly/Yearly attendance reports

State Compensatory

Personnel for Haynes Northwest Academy

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cargill, Adrian	Instructional Coach: Math	School Wide	.20
Gauthier, Melissa	Aide	COVID CARE - part time	.100
Orozco, Pamela	Aide	School Wide	.45
Rhodes, Teresa	Aide	School Wide	.45
Schenck, Alexandra	Curriculum Facilitator: Reading	School Wide	.50
Shores, Jesselee	Aide	COVID CARE	.100
Vacant	At-Risk Corrdinator	School Wide	.100

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

CNA was done as a Site based team by using the "Questions to consider".

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

CNA and strategies were chosen by looking at the problem statement and root causes on 10/8/2018. The plan was reviewed on 2/27 and 4/27.

2.2: Regular monitoring and revision

The plan was reviewed with SBDM on 2/27 and 4/27.

2.3: Available to parents and community in an understandable format and language

CIP is on the website.

2.4: Opportunities for all children to meet State standards

See strategies below:

2.5: Increased learning time and well-rounded education

See strategies below:

2.6: Address needs of all students, particularly at-risk

See strategies below:

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent and Family Engagement policy was distributed and is posted on the website.

3.2: Offer flexible number of parent involvement meetings

See strategies below:

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cargill, Adrian	Instructional Coach: Math	School Wide	.40
Orozco, Pamela	Aide	School Wide	.45
Rhodes, Teresa	Aide	School Wide	.45

Campus Funding Summary

Title 1 Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Salaries	211.e.11.6119.00.114.9.30.000	\$18,280.00
1	1	3	"Mindset The New Psychology of Success"	E 11 6329 00 114 9 30 000	\$400.00
1	1	3			\$0.00
1	1	3			\$400.00
2	1	2	Guided Math	211e 11 6399 00 114 9 30 000	\$725.00
2	2	3	Tutoring	211.e.11.6118.67.114.9.30.000	\$2,500.00
2	2	3	Collaboration station	211 E 11 6399 00 114 0 30 000	\$1,725.00
2	3	1	Classroom Aides Salaries- 45%		\$18,800.00
2	3	1	Tutors /Reading	211 511 6118 67 114 9 30 000	\$2,000.00
2	3	1	STAAR prep - Stepping up to TEKS	211.5116339.00.114.9.30.000	\$839.00
2	3	1	Really Great Reading	211 E 11 6329 00 114 0 30 000	\$1,792.00
2	3	2	Leveled book for Literacy Library Grades 4 and 5	213 E 13 6299 00 114 9 30 000	\$0.00
2	3	2	Leveled books for Literacy Library Kinder - 3rd	211 E 6329 00 114 9 30 000	\$0.00
2	3	2			\$0.00
2	3	3	Highlighter tape	211 E 11 6399 00 114 0 30 000	\$200.00
2	3	4	211 E 11 6329 00 114 0 30 000		\$1,050.00
2	3	5	sharpie gel pens, sticky notes, multi-fold paper towels	211 E 11 6339 00 114 0 30 000	\$720.00
2	4	1	Guided Math	213 E 11 6399 00 114 9 30 000	\$1,000.00
2	5	2	Guided Math	211e 11 6399 00 114 9 30 000	\$725.00
4	1	2	Feeling Buddies Self-Regulation Toolkit	213 11 6399 00 114 1 30 000	\$325.00
4	1	3	211 E 11 6399 00 114 0 30 000		\$1,000.00
4	2	1	supplies for intervention groups	211 E 11 6399 00 114 9 30 000	\$1,086.00
4	5	1	Parent Engagement (supplies)	211.e.61.6399.00.114.9.30.215	\$501.00
4	5	1	Parent Engagement (snacks)	211.e.61.6499.11.114.9.30.215	\$150.00
Sub-Total					\$54,218.00

SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructiona Coaches & Curriculum FacilitatorSalaries		\$46,200.00
2	1	2	Covid Aides		\$40,000.00
2	2	3	Tutoring	199.e.11.6118.67.114.0.30.000	\$200.00
2	3	1	Classroom Aides Salaries- 45%		\$18,800.00
4	5	1	Print Shop Services		\$0.00
Sub-Total					\$105,200.00
Focus/Priority Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	headphones for Sci Learn		\$0.00
Sub-Total					\$0.00
Not Funded					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$0.00
2	2	2			\$0.00
2	5	4			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
4	1	1			\$0.00
4	3	1			\$0.00
4	3	2			\$0.00
4	4	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$159,418.00

Addendums

		Account Level	2020-21	2020-21	September 2020-21	2020-21	Encumbered	Unencumbered
FND T FC OBJ SO ORG F PI	Description	Original Budget	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance	
211	ESEA Title I Part A							
E	Expense							
6100	Payroll Costs							
211 E 11 6118 67 114 1 30 000		5,000.00	5,000.00	0.00	0.00	0.00	5,000.00	
211 E 11 6119 00 114 1 30 000		25,734.00	25,734.00	0.00	0.00	0.00	25,734.00	
211 E 11 6129 00 114 1 30 000		19,119.00	19,119.00	0.00	0.00	0.00	19,119.00	
211 E -- 61-- -- -- -- --		49,853.00	49,853.00	0.00	0.00	0.00	49,853.00	
6200	Contracted Svc							
211 E 11 6248 00 114 1 30 000		500.00	500.00	0.00	0.00	0.00	500.00	
211 E 11 6297 00 114 1 30 000	Print Shop Services	500.00	500.00	0.00	0.00	0.00	500.00	
211 E 11 6299 00 114 1 30 000	Other Contracted Services	3,000.00	3,000.00	0.00	0.00	0.00	3,000.00	
211 E 13 6299 00 114 1 30 000	Other Contracted Services/00/X	500.00	500.00	0.00	0.00	0.00	500.00	
211 E -- 62-- -- -- -- --		4,500.00	4,500.00	0.00	0.00	0.00	4,500.00	
6300	Supplies							
211 E 11 6339 00 114 1 30 000		4,000.00	4,000.00	0.00	0.00	0.00	4,000.00	
211 E 11 6399 00 114 1 30 000	Supplies & Materials/00/X	7,500.00	7,500.00	0.00	0.00	0.00	7,500.00	
211 E 61 6399 00 114 1 30 215	Supplies & Materials/00/Parent	589.00	589.00	0.00	0.00	0.00	589.00	
211 E -- 63-- -- -- -- --		12,089.00	12,089.00	0.00	0.00	0.00	12,089.00	
6400	Other Op Costs							
211 E 13 6411 00 114 1 30 000	Travel - Staff/00/X	1,509.00	1,509.00	0.00	0.00	0.00	1,509.00	
211 E 61 6499 00 114 1 30 215	Other Misc Oper Exps/00/Parent	150.00	150.00	0.00	0.00	0.00	150.00	
211 E -- 64-- -- -- -- --		1,659.00	1,659.00	0.00	0.00	0.00	1,659.00	
211 E -- -- -- -- --		68,101.00	68,101.00	0.00	0.00	0.00	68,101.00	
211 - -- -- -- -- --		-68,101.00	-68,101.00	0.00	0.00	0.00	-68,101.00	
Grand Expense Totals		68,101.00	68,101.00	0.00	0.00	0.00	68,101.00	

Number of Accounts: 12

***** End of report *****

Account Level							2020-21	September 2020-21	2020-21	Encumbered	Unencumbered	
FND	T	FC	OBJ	SO	ORG	F PI	Description	Revised Budget	Monthly Activity	FYTD Activity	Amount	Balance - YTD Act
199	E	11	6112	00	114	0 30 000	Substitutes					
199	E	13	6112	00	114	0 30 000	Substitutes-Staff Dev					
199	E	11	6118	00	114	0 30 000	Extra Duty-professional					
199	E	11	6118	67	114	0 30 000	Extra Duty-prof-tutorials					
199	E	11	6248	00	114	0 30 000	Maint Agr/online Srv	3,000.00				3,000.00
199	E	11	6297	00	114	0 30 000	Print Shop Services					
199	E	11	6329	00	114	0 30 000	Reading Materials					
199	E	11	6395	00	114	0 30 000	Computer Equipment					
199	E	11	6399	00	114	0 30 000	Supplies	3,880.00				3,880.00
199	E	13	6411	00	114	0 30 000	Travel - Staff					
--- E --- 114 ---								6,880.00				6,880.00
--- - - - - 114 ---								-6,880.00				-6,880.00
Grand Expense Totals								6,880.00				6,880.00

Number of Accounts: 10

***** End of report *****