Eagle Mountain-Saginaw Independent School District

Weldon Hafley Development Center

2023-2024 Improvement Plan

Mission Statement

The Hafley Development Center mission is to provide a safe, nurturing, child centered learning environment that fosters a love of learning while celebrating individual achievements.

Vision

We are a school where educators partner with families and community members to provide experiences that enrich students' social, emotional, physical, cognitive, and creative abilities while nurturing their capacities to think skillfully and critically.

Core Beliefs

We believe:

Every student will be successful

Student success is a shared responsibility among school, family, and community

Consistent modeling of exceptional character contributes to the knowledge, skills, attitudes, and behaviors that students need to make successful choices

Student engagement in meaningful, authentic, work promotes a lifetime of learning

Commitment to teaching the whole child results in students who are capable of seeking help when needed, managing their own emotions, and problem-solving difficult situations

In providing a safe, risk-free environment that supports and encourages all stakeholders

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Comprehensive Needs Assessment

Revised/Approved: June 22, 2023

Demographics

Demographics Summary

Weldon Hafley Development Center is an early childhood learning center that offers a half-day and full-day early learning program for multiple attendance zones across EMSISD. The center operates the district's public prekindergarten program (PK) , early childhood special education (ECSE) and the district childcare. The enrollment has increased annually. The first day enrollment for 2022-2023 was 284 students. The 10th day enrollment for 2022-2023 was 350 and a current enrollment of 356 with 294 students being PK and 62 ECSE only.

In five years prior to and including 2016 the number if students in the bilingual education program remained around 100 students. In 2021-2022 there were 120 students enrolled in the bilingual education program. This was a 60% increase from 2020-2021 and a 20% increase from 2019-2020 and prior. In the 2020-2021 school year the number of students receiving bilingual education had decreased by 35 students. This was partly due to concerns with COVID-19 in multi-family living situations. The number of student participating in PreK Bilingual Education for 2022-23 was 95.

An increase in the students receiving ECSE services has continued. In 2022-2023 133 students at Hafley were eligible and receiving ECSE services. In 2019-2020 ECSE enrollment was 60 , 2020-2021 ECSE enrollment was 85 , 2021-2022 ECSE enrollment was 110. Students requiring self-contained specialized instruction increased from 50% in 2021-22 to 69% in 2022-23.

Hafley has 20 full time teacher positions with 12 serving ECSE and eight serving PK. Two teachers serve the PreK Bilingual Education and six serving Pre Kindergarten/ESL. Hafley has 20 paraprofessionals to that are instructional aides, one library manager, one Assistant Principal and the Director of PreK. Hafley has a full time counselor to support the students on our campus. A full time registered nurse assists with health services along with a nurse aide. Hafley has one full time occupational therapist, one part time physical therapist, two full time speech Language pathologists and one part time speech language pathologist to service the needs of the students. Hafley also has a full time Educational Diagnostician, part time IEP Facilitator and IEP Clerk.

Demographics Strengths

- Hafley has a diverse population of students and supports the inclusion of all students
- Hafley families have multiple home languages and supports sharing their culture with others
  - English
  - Spanish
  - French
  - Swahili
  - Arabic

- ◦ Nepali
  - ◦ Vietnamese
  - ◦ Other
- Hafley maintains a student educator ratio of 11:1
- Hafley continues to meet the needs of diverse populations by experiencing growth in all programs
- Hafley families demonstrate an interest in engaging with the school to support learning

Problem Statements Identifying Demographics Needs

Problem Statement 1: An increased number of students of various populations are struggling to achieve their full potential academically or behaviorally as demonstrated by a decrease in the percent of students "On Track" on CLI Social Emotional screener.   **Root Cause:** Our diverse population of students enter school with different levels of preparedness, which has been complicated by the pandemic in which students didn't receive early intervention services or access/exposure to social skill development through common life experiences or supports through social service programs due to long waitlists.

Student Achievement

Student Achievement Summary

Wave 3 CIRCLE Progress Monitoring data for 2022 -2023 school year indicates that students attending the half-day Prekindergarten program at Hafley are making growth in most domains. A decrease in the number of students scoring "on track" for social emotional development was noted for students in the non-bilingual program.

English Assessments

- Rapid Letter Naming 43% On Track to 74% On Track
- Rapid Vocabulary 44% On Track to 73% On Track

Spanish Assessments

- Rapid Letter Naming 17% On Track to 70% On Track
- Rapid Vocabulary 64% On Track to 44% On Track

English Assessment for all PreK students. EB students are assessed in English for Math. The SEL and EW are not language based

- Math 75% On Track to 84% On Track
  - Operations increased from 9% to 57% On Track
  - Rote Counting increased from 11% to 74 % On Track
- Social Emotional 81% On Track to 93% On Track
- Early Writing 82% to 90% On Track

BOY Kinder mClass

2022-2023 BOY Data for Kinder Students indicates the percentage scoring Tier 1 is greater if the student attended PreK. Of all Kindergarten students assessed on mClass at BOY 43% were on Tier 1 and 38% were on Tier 3. Of all Kindergarten students assessed that attended PreK in the previous school year, 51% were on Tier 1 and 31% scored on Tier 3. Students that attended Hafley and scored on Tier 1 was above the district score with 45% at TIer 1. Students that attended Hafley and scored on Tier 3 was also below the district score at 31%

- District Data
  - Tier 1 = 43%
  - Tier 3 = 38%
- Students that attended Hafley in the Previous Year
  - Tier 1 = 45%
  - Tier 3 = 31%
- Students that did not attend PreK Only
  - Tier 1 = 40%

- Tier 3 = 41%

BOY Kinder ISIP Math Data

There was no statistical difference between the students that attended Prek and the students that did not attend PreK in ISIP Math data when looking at the campuses overall. Students that attended PreK at Hafley performed within a few percentage points difference from the district score. Of the students identified as EB and attending a DLE classroom, 36% scored Tier 1 and 39% scored Tier 3.

- District Data
  - Tier 1 = 58%
  - Tier 3 = 23%
- Students that attended Hafley in the Previous Year
  - Tier 1 = 54%
  - Tier 3 = 29%
- Students that did not attend PreK Only
  - Tier 1 = 58%
  - Tier 3 = 23%

Student Achievement Strengths

Wave 3 CLI Assessment Data 2022-2023

- 84% of students scored "on track" for the overall math measure
- 57 % of students scored "on track" for number operations
- 74% of students assessed in English scored "on track" for Rapid Letter Naming
- 70% of students assessed in Spanish in the Bilingual Education program scored "on track" for Rapid Letter Naming
- 73% of students assessed in English scored "on track' for Rapid Vocabulary
- 44% of students assessed in Spanish scored "on track" on Rapid Vocabulary
- 93% of students are "on track" for social emotional behaviors
- 90% of students assessed are "on track" for writing

BOY Kinder mClass

- 45% of students that attended Hafley in the previous school year scored at Tier 1

BOY Kinder ISIP

- 54% of students that attended Hafley in the previous school year scored at Tier 1

Students in ECSE programs are educated with non-disabled peers. When appropriate,ECSE students are included in the CLI progress monitoring.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Of the students that are in PreK Bilingual Education program 36% scored Tier 1 on BOY Kinder assessment.   **Root Cause:** Students in the bilingual education program need to have opportunities for authentic practice of the math skills in English.

Problem Statement 2: 44% of students assessed in Spanish scored "on track" on Rapid Vocabulary CLI Wave 3.   **Root Cause:** Students in the bilingual education program need to have opportunities to hear authentic literature and make connections with what they are hearing,.

Problem Statement 3: 54% of students that attended Hafley in the previous school year scored in Tier 1 for ISIP math. This is below the district score of 58%.   **Root Cause:** PreK teachers need to build a deeper understanding of the most impactful foundational math skills for young children and support that learning in a multi sensory way in the classroom.

Problem Statement 4: 45% of students that attended Hafley in the previous school year scored at Tier 1   **Root Cause:** Early literacy skills need to be embedded in all learning domains. Students need opportunities to learn literacy in a multi sensory way to make connections.

School Culture and Climate

School Culture and Climate Summary

Hafley Development Center has been the early learning setting for the district since 2005 and has maintained a focus on providing high quality learning experiences for the district's youngest learners. The mission at Hafley is to foster a love of learning while celebrating our individual achievements. This is represented daily in our core belief that every student will be successful. The core beliefs were created collevtively with a commitment to :

- success for all students
- a shared responsibilty among school, family and community members
- consistently modeling exceptional character
- promoting a lifetime of learning through student engagement in authentic work
- teaching the whole child
- providing a risk-free environment

Hafley also houses the districts employee childcare program. Children ages six weeks to five years are provided with high quality childcare. The childcare center is a Texas Rising Star 4-Star center that meets and exceeds the minimum standards set by the state child care licensing department.

In the 2019-2020 school year the staff, students and parents developed the Hafley Cub Values and these values remain as part of the school culture in 2023-2024. These are the values that we demonstrate daily as a part of the Hafley Development Center community.

Parent Survey

- 98% rate the overall quality of the school at good or above.
- 90% or more agree that the school has high learning standards, students are challenged and teachers give timely feedback.
- 98% agree that students in this school receive support that addresses their individual needs
- 96% or more agree that the School Leadership is responsive, courteous, available when needed, and make decisions that are in the best interest of students.
- 95% agree the school is Safe
- 77% agree that discipline is enforced fairly
- 93% agree that the school Values and Respects Parent Input
- 95% agree that they are informed of school sponsored activities
- 88% agree that they are encouraged to attend school sponsored activities
- 81% feel their child is average or above average at consistently showing empathy and compassion for others who are experiencing a difficult situation with 44% scoring at average
- 84% feel their child is average or above average at developing positive relationships with others with 42% scoring average
- 59% feel their child is able to identify when they are feeling stressed and use stress management strategies to alleviate that stress with 32% scoring average.
- 61% feel that when faced with a problem or challenge, their child is able to process through the problem to develop an appropriate solution with 37% scoring average
- 72% feel that their child is able to identify and communicate the emotions they are feeling at any given time/setting with 37% scoring average.

Staff Survey

- 100% of staff report overall engagement with their position
- 100% of staff report overall satisfaction with their employment in EMSISD
- 63% of staff report their stress level to be good or above.
- 88% of staff report their overall emotional and physical well-being is good or above.
- 100% of staff report they are engaged in their work and their work is interesting.
- 81% of staff report their work in EMSISD gives them a feeling of accomplishment
- 100% of staff report they are motivated to contribute their best in their respective role.
- 94% of staff agree they enjoy working with their principal or supervisor. 0% disagree.
- 94% of staff are optimistic about their future in EMS ISD
- 90% or more of staff reported that they know the mission of the district, know how they can contribute and feel the district is moving in a direction that support the mission.
- 69% of staff agree the that everyone is doing what they can to fulfill the mission. 0% disagree.
- 100% of staff report their principal/direct supervisor is an effective leader.
- 88% of staff report that the direct supervisor communicates effectively and is consistent with his/her word. 0% disagree
- 88% of staff agree that the principal/direct supervisor works proactively to build staff morale in my school. 0% disagree
- 94% of staff agree that the principal/direct supervisor cares genuinely about his/her employees. 0% disagree
- 94% or more of staff agree they receive Feedback and Recognition
- 94% or more of staff agree they have a positive work environment with high professional standards and they have what they need to do their job.
- 100% agree or do not disagree that they are supported by their colleagues and their principal encourages collaboration within and across teams
- 94% or more agree or do not disagree that the district encourages continued education and professional growth.
- 94% are likely to recommend Hafley as a place to work to a family member or friend.

- 50% indicate that a student with disability may be treated unfairly.

- Social Emotional learning of students is reported by staff as the greatest area that demonstrates need.

- 100% of staff agree the school is safe

- 100% agree that families have opportunities for positive involvement and are respected

School Culture and Climate Strengths

- 98% rate the overall quality of the school at good or above.
- 90% or more agree that the school has high learning standards, students are challenged and teachers give timely feedback.
- 98% agree that students in this school receive support that addresses their individual needs
- 96% or more agree that the School Leadership is responsive, courteous, available when needed, and make decisions that are in the best interest of students.
- 95% agree the school is Safe
- 100% of staff report overall engagement with their position
- 100% of staff report overall satisfaction with their employment in EMSISD
- 100% of staff report they are motivated to contribute their best in their respective role.

- 94% of staff agree they enjoy working with their principal or supervisor. 0% disagree.
- 94% of staff are optimistic about their future in EMS ISD
- 100% of staff report their principal/direct supervisor is an effective leader.

- 100 % rate the overall quality of the school as great or better.

- 94% of staff agree that the principal/direct supervisor cares genuinely about his/her employees. 0% disagree

- 94% or more of staff agree they receive Feedback and Recognition

- 94% or more of staff agree they have a positive work environment with high professional standards and they have what they need to do their job.

- 100% agree or do not disagree that they are supported by their colleagues and their principal encourages collaboration within and across teams

- 94% or more agree or do not disagree that the district encourages continued education and professional growth.

- 94% are likely to recommend Hafley as a place to work to a family member or friend.

- 100% of staff agree the school is safe
- 100% agree that families have opportunities for positive involvement and are respected

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: 77% of parents agree that discipline is enforced fairly   **Root Cause:** Parents have not been provided with a clear understanding of the discipline procedures for Hafley.

Problem Statement 2: 63% of staff report their stress level to be good or above. 88% of staff report their overall emotional and physical well-being is good or above. 81% of staff report their work in EMSISD gives them a feeling of accomplishment   **Root Cause:** Teachers are at the center of many topics at the state and national level. This heavy criticism and creation of a narrative around the teaching profession has led to a diminished respect for the profession. This leads to teachers feeling a greater sense of stress for situations that in the past were able to be dealt with. This in turn leads to an overall diminished feeling of accomplishment.

Problem Statement 3: Social Emotional learning of students is reported by staff as the greatest area that demonstrates need.   **Root Cause:** Students need more social development and teachers need more resources and training to develop them.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Weldon Hafley Development Center we are committed to increasing our knowledge and skills in order to improve educator practice and positively impact student learning. We believe in hiring highly qualified staff that have a passion for early childhood education and align to our vision and goals. All teachers at Weldon Hafley Development Center meet TEA certification as well as have additional certification according to **TEC §29.167, Teacher Requirements.** All teachers at Weldon Hafley Development Center meet additional certification requirements for HQPK and TEA certification.

Opportunities to build our capacity for providing high quality instruction to young children are embedded in each area of our work. We have monthly TEAM meetings, weekly PLCs, monthly Quad Meetings, a virtual Cohort , and encouragement to build leadership skills. We work to support one another in order to effectively serve our entire Hafley community. Instructional staff are provided with consistent professional development opportunities through CLI engage as well as support from curriculum department. Staff reports overwhelmingly that that are happy to work at Hafley.

Staff Quality, Recruitment, and Retention Strengths

Staff Survey

- 1 Staff member Retired after 25 years of service
- 1 Staff member resigned to stay home with a newborn
- 4 Open positions remained unfilled this school year.
- 100% of staff report overall engagement with their position
- 100% of staff report overall satisfaction with their employment in EMSISD
- 100% of staff report they are engaged in their work and their work is interesting.
- 100% of staff report they are motivated to contribute their best in their respective role.
- 94% of staff agree they enjoy working with their principal or supervisor. 0% disagree.
- 94% of staff are optimistic about their future in EMS ISD
- 90% or more of staff reported that they know the mission of the district, know how they can contribute and feel the district is moving in a direction that support the mission.
- 100% of staff report their principal/direct supervisor is an effective leader.
- 88% of staff report that the direct supervisor communicates effectively and is consistent with his/her word. 0% disagree
- 88% of staff agree that the principal/direct supervisor works proactively to build staff morale in my school. 0% disagree
- 94% of staff agree that the principal/direct supervisor cares genuinely about his/her employees. 0% disagree
- 94% or more of staff agree they receive Feedback and Recognition
- 94% or more of staff agree they have a positive work environment with high professional standards and they have what they need to do their job.
- 100% agree or do not disagree that they are supported by their colleagues and their principal encourages collaboration within and across teams
- 94% or more agree or do not disagree that the district encourages continued education and professional growth.
- 94% are likely to recommend Hafley as a place to work to a family member or friend.

- 100% of staff agree the school is safe

- 100% agree that families have opportunities for positive involvement and are respected

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Early Childhood Education (and Early Childhood Special Education)is an incredibly difficult and complex teaching field that is essential to children's learning and development, supportive for families, and foundational to the success of students. There is a shortage of qualified individuals applying to work in this teaching field. **Root Cause:** There is a sense that the early childhood teaching profession is not respected. There is a gap in the messaging around brain development; the importance of early childhood educators as role models; and ensuring their work to support readiness for K-12 education.

Problem Statement 2: Early Childhood Special Education teaching positions remained unfilled this school year. **Root Cause:** There is a need for training and support for ECSE teachers followed by a mentoring program to ensure that the teachers are successful.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum:

Prekindergarten follow all high quality curriculum components. Teachers work collaboratively to plan instruction, following the district instructional guides. This ensures that the curriculum is taught with fidelity and equitably. The PreK Curriculum aligns with the 2022 Updated PreK guidelines and provides support for students in ECSE and English Learners. The curriculum is fully aligned and provided in Spanish to English Learners served in bilingual education. The effectiveness of this curriculum to maximize kindergarten readiness is evaluated annually.

Instruction:

Teachers are provided resources to support curricular integration across all ten domains of the Prek guidelines. There is a vertical alignment of preK to through grade 3 through CLCs and district planning meetings. Teachers meet in PLC weekly to support the horizontal alignment of curriculum. Teachers follow the CIRCLE/Texas School ready Model for prekindergarten classroom instruction.

Assessment:

Multiple forms of formative assessment are completed throughout the year to monitor progress toward PreK guidelines. All students in Prek are administered the CLI Engage assessment instrument three time per year. Assessment data is provided to and reviewed with parents during conferences.

- CLI Engage

Curriculum, Instruction, and Assessment Strengths

- Weekly PLC
- CLCs and CFA
- CLI Engage (BOY,MOY,EOY)
- Alphabet Knowledge Screener
- District Curriculum, Instructional Guides
- Monthly Coaching Sessions with Instructional Specialist
- Family Partnerships
- Shared Reading
- IRA Kits
- Heggrty

-

Parent and Community Engagement

Parent and Community Engagement Summary

At Weldon Hafley Development Center parents become active participants in the growth and development of their child. We believe that when parents feel like partners they are empowered to take better care of themselves and their children. Children that are healthier, feel safer and are better prepared for kindergarten.

Family engagement is a key fundamental element of our early childhood program. We foster this in our teachers with a belief that the systematic inclusion of families in activities and programs will promote children's development, increase learning and support growth. Parents are included in planning, development, and evaluation of the family engagement plan.

Parent and Community Engagement Strengths

- 98% of parents rate the quality of the school as Good or better
- 95% of families are encouraged to attend school activities
- Rack Room Shoe Program
- Community Link Back Pack Program
- ECI
- Parent and Family Workshops
- Parent Night Events
- Parent Academy (Love and Logic)
- Coffee and Conversations with the Principals
- Family Outdoor Activity Day
- Community Partnerships with Community Link, Fort Worth Opera, Food Pantry, Lighthouse Church
- Digital Newsletter
- Two family or caregiver outreach activities to notify families or caregivers of the value and availability of free LEA-provided prekindergarten, the enrollment period, eligibility criteria and documentation needed for enrollment.
- Volunteer Round-up for classroom projects (Science Lab, Guest Readers)

School Context and Organization

School Context and Organization Summary

Teachers create professional growth goals that are documented in TTESS

Teachers develop student growth goals, monitor and adjust to continuously improve instruction.

Students are learning to set goals and tracking their progress towards meeting those goals with a visual goal-tracking sheet.

Teachers are using the elements of the Fundamental Five to improve instructional rigor and relevance, and student performance.

Teachers are using research based best practices and strategies to improve Tier 1 instruction.

Teachers use the Teaching and Learning System for continuous improvement

Teachers are working in collaboration through PLCs to analyze student data, plan for instruction and reflect upon their own instruction.

School Context and Organization Strengths

Weekly PLC time with instructional specialists and administrators.

Common planning time by grade level.

Teachers are creating common formative assessments and using data to drive instruction.

Teachers use district curriculum guides to plan for instruction.

Teachers attend district CLCs and after school curriculum planning sessions.

Utilize district support staff to improve pedagogy and knowledge of instructional strategies.

Technology

Technology Summary

- Ipad Cart
- Every class has monitor
- Touch screen computer lab
- Osmos
- Classroom Ipad
- Tech Apps
- Teachers issued laptops

Technology Strengths

Children use engaging, age-appropriate, and challenging learning applications, programs, and websites to extend their knowledge and to enrich their learning of curriculum content and concepts. These technologies serve as important learning tools and are integrated throughout the instructional program. Providing access to a variety of technologies is critical in the development of 21st century skills that young children need to learn and grow.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

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
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Goals

Revised/Approved: June 22, 2023

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE 1, 2, 3,)

Performance Objective 1: By the end of 2023-2024 school year greater than 80 % of EB students in the prekindergarten program will score On Track on the CLI Engage Progress monitoring tool for Rapid Vocabulary.

    Evaluation Data Sources: CLI Engage Progress Monitoring School Report

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use the shared reading as a resources to build oral language skills for students in the prekindergarten program.	**Formative**			**Summative**
	Dec	Feb	Mar	June

Strategy's Expected Result/Impact: Teacher will see an increase in student oral language skills as they implement the strategies from shared reading.
    Staff Responsible for Monitoring: Principal
Assistant Principal
Sandra Garcia, Specialist
Carlynn Briley, Early Literacy Specialist
 	
    Title I:
2.4, 2.5, 2.6				

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student. (ASPIRE 1, 2, 3,)

Performance Objective 2: By the end of 2023-2024 school year greater than 75 % of all prekindergarten students will score On Track on the CLI Engage Progress monitoring tool for Number Operations.

> **Evaluation Data Sources:** CLI Engage progress monitoring school report

Strategy 1 Details				Reviews			
Strategy 1: Complete the initial CLI assessment with fidelity for Math Number operations during BOY, MOY and EOY				**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will have see the needs of students and be able to properly adjust instruction for math operations. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Specialist **Title I:** 2.4, 2.5, 2.6				Dec	Feb	Mar	June

Strategy 2 Details				Reviews			
Strategy 2: Conduct quick assessments with students to monitor progress toward reaching On Track level in number operations.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Through the monitoring of student progress teachers will identify students that need support toward reaching the learning goal. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Specialist **Title I:** 2.4, 2.5, 2.6				Dec	Feb	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Increase the Tier 1 instruction for EB students that are learning math in English to include additional opportunities to use math in learning centers.	Formative			Summative
	Dec	Feb	Mar	June
Strategy's Expected Result/Impact: Students will be able to apply math skills in learning centers and talk about adding to and taking away. **Staff Responsible for Monitoring:** Classroom teacher AP Principal Instructional Specialist **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

0% **No Progress**   100% **Accomplished**   → **Continue/Modify**   ✕ **Discontinue**

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE 4, 5, 6)

Performance Objective 1: In the 2023-2024 school year we will establish at least one community partnership (formal or informal) with a licensed childcare center regarding the early education programs so that there is support for students and their families.

    Evaluation Data Sources: Analytics from various parent survey
Analytics from digital newsletter
Parent / Teacher Communication log

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with the CPAC to determine possible community partnerships to meet the needs of our students and their families.	**Formative**			**Summative**
	Dec	**Feb**	**Mar**	**June**

Strategy's Expected Result/Impact: A list of community partners and their contacts will be available to begin making connections.
    Staff Responsible for Monitoring: Director of PreK Services
Counselor
Assistant Principal
Teachers
 	
    Title I:
4.1, 4.2				

Strategy 2 Details	Reviews			
Strategy 2: Establish a line of communication by meeting with potential community partners via TEAMS, Face to Face or by email to begin the discussions and determine the how we can work together.	**Formative**			**Summative**
	Dec	**Feb**	**Mar**	**June**
Strategy's Expected Result/Impact: We will have an open line of communication to know who to call when we need to access these resources. **Staff Responsible for Monitoring:** Director of PreK services Counselor				

Strategy 3 Details	Reviews			
Strategy 3: Create a Collaborative Learning Community with childcare centers in the EMSISD attendance zone to support student learning for students that are in these programs.	**Formative**			**Summative**
	Dec	**Feb**	**Mar**	**June**
Strategy's Expected Result/Impact: Child care centers in the EMSISD will have an open line of communication with				

the Director of PreK services so that resources can be shared.
Staff Responsible for Monitoring: Director of PreK Services.

| | 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue | |

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE 4, 5, 6)

Performance Objective 2: In the 2023-2024 school year 100% of families will report they are informed about school-sponsored activities, such as parent academy, coffee and conversations, and family nights.

    Evaluation Data Sources: Parent Survey
Parent Attendance logs
Newsletter Analytics
Social Media Analytics

Strategy 1 Details	Reviews			

Strategy 1: Increase parent communication so that parents are informed of campus events that support student learning and how to connect them to learning at home resulting in an increase in the number of participants.
    Strategy's Expected Result/Impact: Parents will be active participants in the students' education.
    Staff Responsible for Monitoring: Teachers
Director of PreK Services
Assistant Principal
 	
    Title I:
4.1, 4.2
 - ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
	Formative			**Summative**

	Dec	**Feb**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Parents receive a digital newsletter at least bi-weekly that includes academic goals for the period and activities that parents can do at home to support learning. **Strategy's Expected Result/Impact:** Families are aware of what students should be able to do, have 1-3 activities that	**Formative**			**Summative**
	Dec	**Feb**	**Mar**	**June**

can be done and know how this learning can be supported at home.

Staff Responsible for Monitoring: Director of PreK Services
Counselor
Assistant Principal
Teachers

Title I:
4.2

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results. (ASPIRE 4, 5, 6)

Performance Objective 3: 100% of students in the four-year-old prekindergarten program will manage their learning by implementing the use of a Data Folder.

    Evaluation Data Sources: Data collected on the use of data folders.
    Observation
    Success of Fun Friday

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with the Prek teaching team to determine the appropriate elements of the Data Folder.	**Formative**			**Summative**
Strategy's Expected Result/Impact: A sample data folder will be shared with all teachers	**Dec**	**Feb**	**Mar**	**June**
Staff Responsible for Monitoring: Director of PreK Services Assistant Principal **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: Conference with students on personal goals and discuss the power of being in control of their learning.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will become accountable for their learning by setting and achieving goals.	**Dec**	**Feb**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers Director of PreK Services Assistant Principal **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic processes and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7, 8).

Performance Objective 1: 100% of Hafley DC staff will consistently demonstrate behaviors that reflect a Safe and Nurturing school climate as assessed by a variety of measurement tools.

    Evaluation Data Sources: teacher attendance rate
    parent feedback
    peer feedback
    Campus survey data.

Strategy 1 Details	Reviews			
Strategy 1: All staff members will review the CUB Values with students daily , serving as models for these positive behaviors.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will demonstrate the positive Tier 1 behavior expectations **Staff Responsible for Monitoring:** Director of PreK Services Assistant Principal	Dec	Feb	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: All staff will guarantee the implementation of Positive Action Lessons daily that include at home practice of the PA skills.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will demonstrate self regulation skills that will result in an increase in positive behaviors across the campus. **Staff Responsible for Monitoring:** Assistant Principal Teachers Counselor **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 3: Positive School Culture	Dec	Feb	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Continue to build the staff understanding and implementation of CHAMPS across all classrooms PREK-3, PreK-4 and ECSE.	Formative			Summative
	Dec	Feb	Mar	June
Strategy's Expected Result/Impact: Staff will implement CHAMPS across the campus **Staff Responsible for Monitoring:** Teachers Assistant Principal **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
Strategy 4: Complete 100% of required safety drills with fidelity, allowing time for reflection and correction.	Formative			Summative
	Dec	Feb	Mar	June
Strategy's Expected Result/Impact: All students and staff will know precisely how to respond in an emergency. **Staff Responsible for Monitoring:** Assistant Principal Teacher **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff and community based on systemic processes and procedures that are clearly communicated, monitored, and evaluated. (ASPIRE 7, 8).

Performance Objective 2: All Staff will utilize the PDSA cycle of learning so that teachers evaluate the effectiveness of the learning strategies and activities used in the classroom resulting in continuous improvements in students achievement.

Evaluation Data Sources: Student Achievement Data: CLI Engage, Alphabet Knowledge, Data Folders, SLOs,

Strategy 1 Details	Reviews			
Strategy 1: All instructional staff will know the learning expectations and recognize when there needs to be a change.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will study the impact of their learning strategies and make adjustments.	Dec	Feb	Mar	June
Staff Responsible for Monitoring: Teachers Administrators **ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: All instructional staff will study their practices and feel empowered to make suggestions as needed to improve outcomes.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff will take ownership of the Teaching and Learning and are accountable for improvements.	Dec	Feb	Mar	June
Staff Responsible for Monitoring: Teachers Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Jennifer Bodkin	Teacher - ECSE
Classroom Teacher	Heidi Hoang	Teacher - ESL
Classroom Teacher	Rocio Serrano-Young	Teacher - Bilingual
Administrator	Stacey Dehoyos	Director of PreK Services
Administrator	Jerretta Henderson	Assistant Principal
Community Representative	Kristi Haney	Children's Librarian-Youth Services