

Eagle Mountain-Saginaw Independent School District

Hatley Elementary

2024-2025 Campus Improvement Plan



Mission Statement

Our mission is to provide every student a quality education in a safe, respectful environment, celebrating diversity and fostering a lifelong love of learning.

Value Statement

*Accountability for all is essential for success.

*Students and teachers need to feel safe, loved, supported and accepted in order to be productive and do their best.

*Relationships are based on strong connections, open communication, respect, love, school, community, trust and adventure.

*An educators attitude transcends to the students and impacts their ability to reach their future potential.

*In order for everyone to be successful we need collaboration, effective communication, support, and understanding between all the education communities.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Total Enrollment				
	2023-24 (As of June 18, 2024)	2024-25 (As of Oct, 2024)	(As Projected 2025-26	Over + /Under -
	311	440		
Female	146 46.95%			
Male	165 55.05%			
EE				
PreK				
Kindergarten	69 22.19%			
1st Grade	53 17.04%			
2nd Grade	46 14.79%			
3rd Grade	53 17.04%			
4th Grade	44 14.15%			
5th Grade	46 14.79%			
Ethnicity/Race				
American Indian- Alaskan Native	4 1.29%			
Asian	16 5.14%			
Hispanic	111 35.69%			
Black- African American	100 32.15%			

White	64	20.58%		
Two or More	16	5.14%		
Special Programs				
Dyslexia				
Gifted & Talented	14	4.5%		
Special Education	71	22.83%		
504	16	5.14%		
Emergent Bilingual EB (Code- 1)	55	17.68%		
ESL (Code-BE)	49	15.76%		
Student Indicators				
At Risk				
Dyslexia Service Code	13	4.18%		
Intervention	7	2.25%		
Homeless	6	1.93%		
Economically Disadvantaged	207	66.56%		
Foster Care	3	.96%		
Free Meals	185	59.49%		
Reduced Meals	22	7.07%		
Military Connected	35	11.25%		
Transfer				
Special Education Indicator				
Learning Disabled				
Speech Impaired				
Emotionally Disturbed				
Autistic				

Intellectually Disabled				
Other Health Impaired				
SpEd Instructional Setting				
Resource	32	10.06%		
Speech Only	55	17.30%		
Self- Contained	25	7.86%		
Mainstream	5	1.5%		
Staff				
Admin Support				
Teachers				
Educational Aide	9			
Attendance Rate				
Campus Rate	173 days	94.10%		

Demographics Strengths

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increasing population of EB students to monitor **Root Cause:** Rising numbers of new building construction in the campus boundary

Problem Statement 2: Increasing population of Special Education students **Root Cause:** Rising numbers of new building construction in the campus boundary

Problem Statement 3: Steady growth of student population **Root Cause:** Rising numbers of new building construction in the campus boundary

Student Learning

Student Learning Summary

Assessment

School Processes & Programs

School Processes & Programs Summary

The curriculum, instruction, and assessment programs at Hatley Elementary are aligned to the district's scope and sequence. Our use of our intervention allows us to use data to target specific concepts or skills that students need intervention, practice or extension. Teachers are utilizing goal setting and the PLC process to guide instruction. Instructional specialists work one-on one with classroom teachers and provide support and feedback for continued improvement.

100% of our teachers are certified for the position they hold. Together with our district's Human Resource department, we ensure that all teachers and paraprofessional who serve or will be serving Hatley students meet highly qualified standards. All teachers serving ESL students are certified, as we have a growing population of children with a native language other than Spanish or English.

Perceptions

Perceptions Summary

Parent Survey

____ parents/ family members participated in last year's online parent survey (--%age)

____ % of responders rated the overall quality of the school as excellent or good. ____ % agreed that the families were informed about and encouraged to attend school programs and activities. These were the strongest positive responses to any questions on the survey. The biggest parent concern, according to the survey, is _____.

Staff Survey

23 staff members responded to the online survey. 96% reported overall engagement in their position. ____ % reported enjoying working with their supervisor. The lowest areas in the staff survey involved _____

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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ASPIRE
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

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
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- 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 department and/or faculty meeting discussions and data
- T-TESS data
- T-P ESS data

Parent/Community Data

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

Goals

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Performance Objective 1: By the end of the 2024- 2025 school year, 100% of all students in Pre-K will demonstrate growth at MOY and EOY on the CLI assessment.

Strategy 1 Details	Reviews			
Strategy 1: During the 2024- 2025 school year, teachers will ____ Strategy's Expected Result/Impact: 100% of all students in Pre-K will demonstrate growth at MOY and EOY on the CLI assessment. Staff Responsible for Monitoring: Pre K Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div>				

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Performance Objective 2: By the end of the 2024- 2025 school year, 100% of all students in Kindergarten- 2nd grade will make 1 year of growth in _____ as measured in EOY mCLASS.
K- phonological awareness
1st- nonsense word reading
2nd- nonsense word reading/ passage reading

Strategy 1 Details	Reviews			
Strategy 1: During the 2024- 2025 school year, teachers will _____ Strategy's Expected Result/Impact: 100% of all students in Kindergarten- 2nd grade will make 1 year of growth in _____ as measured in EOY mCLASS. K- phonological awareness 1st- nonsense word reading 2nd- nonsense word reading/ passage reading Staff Responsible for Monitoring: K-2 Classroom Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Performance Objective 3: By the end of the 2024- 2025 school year, 100% of all students in 3rd- 5th grade will make 1 year growth in Reading as measured by MAP Growth.

Strategy 1 Details	Reviews			
Strategy 1: During the 2024- 2025 school year, teachers will ____ Strategy's Expected Result/Impact: 100% of all students in 3rd- 5th grade will make 1 year growth in Reading as measured by MAP Growth. Staff Responsible for Monitoring: 3rd- 5th Grade Classroom Teachers. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Performance Objective 4: By the end of the 2024- 2025 school year, 100% of all students in K- 5th grade will make 1 year growth in Math as measured by MAP Growth.

Strategy 1 Details	Reviews			
Strategy 1: During the 2024- 2025 school year, teachers will ____ Strategy's Expected Result/Impact: 100% of all students in K- 5th grade will make 1 year growth in Math as measured by MAP Growth. Staff Responsible for Monitoring: K- 5th grade classroom teachers. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Performance Objective 5: By the end of the 2024- 2025 school year, 100% of fifth grade students will meet their grade level essential standards for Science as measured by interim assessments.

Strategy 1 Details	Reviews			
Strategy 1: During the 2024- 2025 school year, teachers will ____ Strategy's Expected Result/Impact: 100% of fifth grade students will meet their grade level essential standards for Science as measured by interim assessments. Staff Responsible for Monitoring: Classroom Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Performance Objective 6: By the end of the 2024- 2025 school year, 100 % of students receiving Special Education services will meet or exceed their IEP goals by the end of the school year through individualized instruction, progress monitoring, and collaboration with general education teachers.

Strategy 1 Details	Reviews			
Strategy 1: During the 2024- 2025 school year, teachers will ____ Strategy's Expected Result/Impact: 100 % of students receiving Special Education services will meet or exceed their IEP goals by the end of the school year through individualized instruction, progress monitoring, and collaboration with general education teachers. Staff Responsible for Monitoring: Special Education Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Performance Objective 7: By the end of the 2024- 2025 school year, 100% of students in a specialized setting will utilize a personal communication system, behavior monitoring system, social skills lesson, IEP -focused instruction task boxes, classroom structures(such as personal space and visual schedules), and data collection systems as measured by observation and individual present levels of performance reports.

Strategy 1 Details	Reviews			
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Performance Objective 1: 100% of teachers will hold weekly PLC's with a focus on the PLC questions, including unit instructional goals internalization, formative and summative assessments, interventions and extensions.

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