

# Hays Consolidated Independent School District

## Fuentes Elementary School

2023-2024



**Board Approval Date:** November 28, 2023  
**Public Presentation Date:** November 13, 2023

# Mission Statement

The mission of Fuentes Elementary, an extraordinary and passionate family of learners who believe in unlimited possibilities, is to empower responsible scholars and grow exceptional global citizens through purposeful, meaningful and unique educational experiences.

## Vision

Our school culture strives to embrace a learning environment where fine & performing arts and humanities are embedded in instruction, practice, and interconnected partnerships, to ensure students connect to the curriculum using their diverse talents and develop a balanced life. Fuentes Elementary builds our future one star at a time.

## Value Statement

We believe that every student deserves a safe, trusting environment where intellectual risk is fostered. Education at Fuentes Elementary is built on a foundation of high expectations, possibilities and change that empower each student to achieve greatness.

# Goals

**Goal 1:** Hays CISD believes in the achievement, growth, and success of every student.

**Performance Objective 1:** Through attention to individual student's needs, each campus will demonstrate continuous improvement by showing academic growth and student engagement, including intervention and enrichment. The campus will evaluate and address the individual needs of each student. Student performance will be evaluated in academics; college, career, and military readiness; and character and power skills education.

## High Priority

### HB3 Goal

**Evaluation Data Sources:** Student Advising: The district will utilize a career interest profiler to track academic advising beginning the spring semester of 5th grade based on student interest and academic achievement. In June 2024, the district will provide a comprehensive report showing evidence of the academic advising captured through a career interest profiler by campus and grade level.

Student Achievement: In February, a public hearing on TAPR will be held to summarize student academic performance/achievement and accessibility gaps, including the district's college, career, and military readiness counts. In August 2024, the superintendent will present the student growth goals addressing the Hays CISD approaches/meets/ masters % vs. the state performance.

College & Career Readiness: The district will use data from PSAT8 and PSAT to track student progress toward college readiness. SAT and TSIA2 will be utilized to assess college readiness along with attainment of college credit through advanced placement exams, dual credit, and dual enrollment courses. Career readiness will be assessed through the attainment of industry-based certification through CTE courses. The district will monitor progress throughout the 2023-2024 school year and will provide an update on college readiness to the Board by January 2024 for the final 2022 CCMR results.

Professional Development: Campus staff will participate in differentiated Just-in-Time professional development offered by the District in all content areas to support our campus initiatives and student achievement goals. To inform campus professional development, campus administrators will conduct at least 60 minutes of walk-throughs per day. A focus on lesson design and delivery will amplify student learning experiences that will lead to mastery learning and improved student outcomes. Phonics instruction will be required in the primary grades.

### Strategy 1 Details

**Strategy 1: Reading Language Arts:** Teachers will analyze and utilize data from universal screeners and common assessments to plan instruction. All ELAR teachers will use the HMH resources and the content resources site to deliver reading and writing instruction. K-2 teachers will also use the Open Court Phonics program. All teachers will incorporate writing into their instruction to prepare students to new STAAR format questions.

**Strategy's Expected Result/Impact:** When compared to 2023 STAAR data, the number of students at Approaches will increase by 3%, Meets by 2%, and Masters by 1%.

2023 STAAR data:

3rd reading - 78% 53% 17%

4th reading - 67% 44% 13%

5th reading - 78% 53% 17%

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Interventionists

**Title I:**

2.4

- **TEA Priorities:**

Build a foundation of reading and math

### Strategy 2 Details

**Strategy 2: Math:** Teachers will analyze and utilize data from universal screeners and common assessments to plan instruction. All math teachers will use Stemscores and district approved resources and the content resources to deliver math instruction.

**Strategy's Expected Result/Impact:** When compared to 2023 STAAR data, the number of students at Approaches will increase by 3%, Meets by 2%, and Masters by 1%.

2023 STAAR data:

3rd math - 77% 44% 15%

4th math - 66% 32% 8%

5th math - 73% 49% 16%

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Interventionists

**Title I:**

2.4

- **TEA Priorities:**

Build a foundation of reading and math

### Strategy 3 Details

**Strategy 3: Science/STEM:** All science teachers will use district-approved resources and the content resources to deliver science instruction.

**Strategy's Expected Result/Impact:** When compared to 2023 STAAR data, the number of students at Approaches will increase by 3%, Meets by 2%, and Masters by 1%.

2023 STAAR data:

5th science - 58% 31% 14%

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches

#### Strategy 4 Details

**Strategy 4:** Social Studies: All ELAR teachers will use the HMH resources and content resources site to deliver social studies content incorporated with reading instruction. Additionally, as a fine arts focus campus, all teachers will create purposeful cultural connections beyond the individual student experience by explicitly incorporating culturally relevant activities and celebrations throughout the year including a Fine Arts Family Night.

**Strategy's Expected Result/Impact:** All students will be exposed to culturally relevant social studies material.

Additionally, the Fuentes school calendar will reflect varied school-wide activities and celebrations, and participation in such events will be documented digitally and shared with families and community members.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Fuentes Fine Arts Coordinator

#### Strategy 5 Details

**Strategy 5:** Professional Learning Communities: Each grade level will gather at least every other week for a PLC meeting, led and facilitated by the team lead, to review student data. Each grade level will keep an updated data tracking sheet to show individual data for every student.

**Strategy's Expected Result/Impact:** All teachers will implement TEKS-aligned lessons and Domain IIA scores will increase a minimum of 3 points from 2023's score.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Interventionists

**TEA Priorities:**

Recruit, support, retain teachers and principals

#### Strategy 6 Details

**Strategy 6:** Progress Monitoring: Teachers will follow the district assessment calendar and administer required universal screeners, common assessments, and any other district assessments during Tier 1 instruction. During SHINE time (intervention time), teachers, interventionists, and tutors will administer progress monitoring tools to collect data on student progress toward SHINE goals.

**Strategy's Expected Result/Impact:** All teachers will implement TEKS-aligned lessons and Domain IIA scores will increase a minimum of 3 points from 2023's score.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Interventionists

#### Strategy 7 Details

**Strategy 7:** College, Career, and Military Readiness: Students will participate in guidance lessons with the school counselor that include career possibilities, interests, and virtual college tours.

**Strategy's Expected Result/Impact:** All students will begin to brainstorm future possibilities for college and careers and participate in a directed discussion with the counselor.

**Staff Responsible for Monitoring:** Principal, Counselor

**TEA Priorities:**

Connect high school to career and college

### Strategy 8 Details

**Strategy 8:** Multilingual: All students identified as EB will receive instruction in the 4 TELPAS tested areas - listening, speaking, reading, and writing.

**Strategy's Expected Result/Impact:** At least 80% of all students identified as EB will show growth on TELPAS

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches

### Strategy 9 Details

**Strategy 9:** Special Education: All students identified as needing special education will receive specialized instruction as outlined in their IEPs.

**Strategy's Expected Result/Impact:** At least 80% of all students identified as receiving special education will show growth on mCLASS (for K-3) or STAAR (for 4-5).

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches

### Strategy 10 Details

**Strategy 10:** Highly Mobile & At-Risk: Each grade level will have an explicit intervention time (SHINE or small group) set in the master schedule to provide strategic, explicit intervention to all students in the grade level. Teachers, interventionists, and Title 1 tutors will provide instruction using district intervention resources.

**Strategy's Expected Result/Impact:** At grades K-3, at least 80% of all students will show growth on mCLASS.

At grades 4 and 5, Domain IIA scores will increase 3 points from a scaled score of 83 in 2022.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coaches, Interventionists

**Goal 2:** Hays CISD is dedicated to the safety, mental health, and engagement of all students and staff.

**Performance Objective 1:** A safe environment must include secure facilities, staff and student training, access to mental health supports, opportunities for all students to be engaged in their school community, and our adopted standard response protocol. The district and each campus will partner with local, state, and federal entities to ensure preparedness related to School Safety and Security.

**Evaluation Data Sources:** Safety and Security: The Board will receive a brief narrative posted in the Board Blog addressing the updated EOP, including plans for a cybersecurity coordinator along with an overview of district safety protocols and training by the end of September.

Social Emotional Learning: All campuses will implement Social Emotional Learning (SEL) strategies with fidelity and embed SEL best practices across all academic areas. The district will capture information about the SEL Program implemented at each campus. Campuses will track and monitor student participation in extracurricular/club participation, and the district will track discipline and attendance on an ongoing basis. SEL information will be presented in December 2023 to provide a district-wide update.

Strategy 1 Details
<p><b>Strategy 1:</b> Student Safety: All visitors will enter through a single point of entry and exit, provide a valid ID, and go through the Raptor system to obtain a campus badge.</p> <p><b>Strategy's Expected Result/Impact:</b> All staff and students will know and understand safety protocols and be able to identify visitors to the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Social Emotional Learning: Our school counselor will utilize Cloud 9 as the main SEL curriculum for all students. Teachers will implement campus-wide Community Circles in all home room classes and utilize Restorative Circles when warranted. The Emergent Tree team will lead and implement school-wide Tier 1 behavior expectations. The school counselor will implement a campus needs assessment to determine needs-driven guidance lessons as well as targeted "lunch bunches" and individualized "check-in/check-out."</p> <p><b>Strategy's Expected Result/Impact:</b> All students will follow the campus Tier 1 behavior expectations as evidenced by Class Star Charts and School-Wide Star Display.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Mental Health: Our counselor will utilize restorative check-ins daily to check on student mental health. The counselor may also match students with mentor for extra support. The counselor will keep record of students served.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Students who exhibit greater need for mental health services will be referred for counseling through TCHATT.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Counselor</p>

#### Strategy 4 Details

**Strategy 4:** Increasing Student Attendance: We will capitalize on our fine arts classes to motivate students and increase attendance. Teachers will follow up with families with students with attendance concerns and refer to the attendance clerk, counselor, and principal as needed for additional intervention.

**Strategy's Expected Result/Impact:** The campus will have an attendance rate of 96% for the year.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Attendance Clerk, Counselor

#### Strategy 5 Details

**Strategy 5:** Student Engagement: All students will participate in fine arts classes and will connect more deeply with content by experiencing fine arts integration in daily instruction. We will also provide a multitude of after school clubs to help students further connect with our school.

**Strategy's Expected Result/Impact:** 100% of students will experience Fine Arts classes during the school day and at least 45% of students K-5 will participate in at least 1 after school club.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Fine Arts Coordinator

**Title I:**

2.5



**Goal 3:** Hays CISD is dedicated to treating everyone with respect and dignity.

**Performance Objective 1:** The campus will foster a welcoming culture of positive engagement and public service. Our campus is committed to customer service with timely and effective communication. Our campus is committed to increasing customer service and client engagement, both internally and externally

**Evaluation Data Sources:** The Board will receive timely updates on community and staff outreach. An employee engagement survey will be given and the Board will see the results AND how they will be addressed.

Staff will receive targeted training, after a process review, in the areas of customer service and community relations. HCISD will develop strategies and systems to make this the best place to work, and the plan will be presented to the Board in November.

During the December and June Board meetings, the board will receive a report of the recommendations made to Dr. Wright by the Diversity Advisory Council.

Strategy 1 Details
<p><b>Strategy 1:</b> School Community Involvement: All grade levels will put on a grade level performance, led by all specials teachers and fine arts teachers. We will also plan and implement community engagement opportunities throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Fuentes family members will make connections with Fuentes staff and play an active role in the education of their child(ren).</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Family Engagement/ Parent Involvement: We will offer multiple opportunities for families to attend on-campus events throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Fuentes family members will make connections with Fuentes staff and play an active role in the education of their child(ren) and have multiple opportunities to become VIPs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 4.1, 4.2</p>

# State Compensatory

## Budget for Fuentes Elementary School

**Total SCE Funds:** \$16,737.00

**Total FTEs Funded by SCE:** 2

### Brief Description of SCE Services and/or Programs

FES will use its supplemental SCE funds to hire NSHE tutors to provide small-group intervention throughout the year.

## Personnel for Fuentes Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Maricela Mendez	Interventionist	1
Sidnei Whatley	Instructional Coach	1

# Title I

## 1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment is housed in Plan 4 Learning for the LEA and for each campus.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement plan is developed in collaboration with all required stakeholders. Meeting documentation can be found in Title 1 Crate.

## 2.2: Regular monitoring and revision

The campus reviews the progress on the strategies in their improvement plan at the end of each 9 weeks. Following each of these reviews, campus leaders are required to present these progress reviews to their CLTs for input and possible revision of the CLT strategies. The quarterly reviews can be found embedded in the CIP in Plan4Learning. CLT documentation can be found in Plan4Learning.

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

All CIPs and the DIP are made available in English and in Spanish on the [Hayscisd.net](https://www.hayscisd.net) website, and hard copies are available at the Hays CISD Central Administration Building located at 21003 IH 35 Frontage Rd., Kyle TX. Each campus's CIP can also be found on the Campus website.

## 2.4: Opportunities for all children to meet State standards

Each Title 1 campus actively plans for student success through the selection of high-quality instructional materials, professional development that is based on data and aligned to student and teacher needs, student-focused data-driven instruction, Professional Learning Communities, and PBIS strategies and mental health supports to encourage student success. Many of these activities are supplemental activities, funded using Title 1 funds, and documented in the CIP in relation to the strategies they support.

## 2.5: Increased learning time and well-rounded education

Each Title 1 campus balances academic learning time with enrichment through Specials and elective classes that support a well-rounded education. Specials classes at the elementary level include PE, Music, Technology, and Social Emotional Learning. All elementary campuses also have student clubs to increase enrichment opportunities, with the clubs varying based on teacher skills and student interest. At the middle school level, students have access to a range of Elective Courses including Athletics, Orchestra, Choir, Band, Mariachi, Robotics, and Art. Each middle school also offers afterschool clubs to support student enrichment, with these clubs being driven by student interest. All campuses K-8 offer Intervention in Math and Reading provided by a certified teacher in a pull-out

setting, and all middle school campuses offer additional learning time afterschool through tutorials with their teachers.

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

Students who meet one or more of the 15 at-risk criteria set out by the TEA are identified in PEIMS by the PEIMS clerk and Campus Counselor. These students are provided additional services and supports through State Compensatory Education funds, MKV funds, or other dedicated funds to meet their needs. Services and supports may include additional tutoring or academic intervention, supplemental counseling, emergency supplies and clothing, and community referrals. Campus staff listen to students and families, and they respond to student needs as they become aware of them. District MKV and Counseling staff as well as Clothes Closet and HaysHope2Go volunteers are available to support campus teams and students whenever necessary. Hays CISD recognizes that in order for students to be academically successful, the district must address the needs of the whole student.

## **3.1: Annually evaluate the schoolwide plan**

The Title 1 Plan is embedded in the Campus Improvement Plan. The plan is reviewed quarterly with a final summative evaluation completed in June. The summative evaluation reviews the effectiveness of Title 1, SCE, and other federal grant expenditures (Including ESSA, Perkins, IDEA, etc.) on increasing student achievement. The evaluation reviews are embedded in the CIP in Plan4Learning. These reviews inform the CNA and funding priorities for the coming year.

## **4.1: Develop and distribute Parent and Family Engagement Policy**

Each Title 1 campus revises its PFE Policy and annual activities each Spring at the Spring Title 1 Meeting and at the SBDM (CLT) meeting. These policies are translated into Spanish, and then the PFE policy is made available on the Campus/District website with hard copies made available at the Hays CISD Administration Building in the Federal Programs office.

## **4.2: Offer flexible number of parent involvement meetings**

Each campus is required to hold at least 6 parent involvement over the course of the school year. The Fall Title 1 meeting is offered on at least two dates, and the same is true for the Spring Parent Engagement evaluation meeting. The LEA will offer a variety of Parent Involvement activities in coordination with other Federal Programs and Departments including CTE, Multilingual, MKV, Counseling and Mental Health, Special Education, and MTSS/Dyslexia. Campuses upload meeting documentation into Title Crate.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jessica Davis	Instructional Coach		1

# 2023-2024 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Shea Howard	Principal
Administrator	Kristy Crawford	Assistant Principal
Business Representative	Clinton Dixon	
Community Representative	Jake Akers	
District-level Professional	Michelle Velasquez	
Non-classroom Professional	Jannette Padier	
DLT Member	Jon Walter	
Parent	Danielle Scott	
Classroom Teacher	Candace Underwood	
Classroom Teacher	Allison Knutson	
Classroom Teacher	Ashley Roznovsky	
Classroom Teacher	Melisa Williams	
Classroom Teacher	Kaytlin Meyer-Dixon	