

Hays Consolidated Independent School District

Sunfield Elementary School

2023-2024



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

Value Statement

Sunfield Elementary School Core Values and Belief Statements

Core Values- Courage, Efficacy, Hope and Humility

We believe all kids can learn at high levels when schools and home are partners in learning.

We believe teachers make the greatest impact on children's lives outside of their home.

We believe progress and growth require continuous learning for students and staff.

We believe in working together as a professional learning community.

We believe every student has immeasurable potential and gifts to share with the world and our community.

We believe our campus culture is a collective responsibility and we must strive for the workspace we desire.

We believe the power of a single, caring adult can have a lifelong impact on each child.

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: The campus will continue implementing Open Court Phonics with fidelity and utilize mClass data and progress monitoring to improve literacy. integrated writing will be part of all content areas, especially social studies and science.

Strategy's Expected Result/Impact: 3rd-5th will increase Domain I by 3% when using STAAR. Grades K-2 will use mCLASS progress monitoring to determine growth. We will also increase Domain II academic growth score to 75 or higher.

Staff Responsible for Monitoring: Instructional Coach

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Strategy 2 Details

Strategy 2: Math: SES will increase numeracy facts through use of FACTastic fluency strategies, MAP screeners and the use of ST math and Stem Scopes with student trackers.

Strategy's Expected Result/Impact: Grades 3rd-5th will increase Domain I and II by 3% when using STAAR score comparison groups for the 2022/23 SY. All students will set and monitor goals in ST math.

Staff Responsible for Monitoring: Teachers, Interventionists and Instructional Coach

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 1

Strategy 3 Details

Strategy 3: Science: Campus expectations have been set for grade-level lab minutes to be met as identified by the district. We've employed a dedicated Science teacher in 5th grade and have established vertical teams to support school-wide Science instruction. In addition, STEAM lab will enhance engagement and reinforce scientific concepts.

Strategy's Expected Result/Impact: 5th- grade students will increase Domain I by 3% when using STAAR score comparison groups for the 2022/23 SY. All teachers will utilize science labs and students will participate in STEAM lab enrichment.

Staff Responsible for Monitoring: Teachers

Problem Statements: Student Learning 2

Strategy 4 Details

Strategy 4: Social Studies: The campus will integrate social studies into reading and writing lessons using HMH (K-3) and cross-TEKS verification in 4th and 5th grade as well as workstations.

Strategy's Expected Result/Impact: 100% of all social studies lessons will incorporate listening, reading, and/or non-fiction writing.

Staff Responsible for Monitoring: Social Studies Content Coordinator, Campus Principal, Campus Assistant Principal, Instructional Coaches

Problem Statements: Student Learning 2

Strategy 5 Details

Strategy 5: Professional Learning Communities: Sunfield will become a model PLC campus by 2024.

Strategy's Expected Result/Impact: All grade level teams will participate in weekly PLC meetings and disaggregate data, deconstruct TEKS, develop common formative assessments and map out Unit plans.

Staff Responsible for Monitoring: Instructional coach, PLC facilitators and principals

TEA Priorities:

Recruit, support, retain teachers and principals

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: School Processes & Programs 1

Strategy 6 Details

Strategy 6: Progress Monitoring: The campus will create a plan for monitoring and setting goals with students. Each grade level will determine a method for student goal setting and a plan for conferencing with students regarding their goals. Students will monitor their progress and reflect on their learning goals.

Strategy's Expected Result/Impact: 100% of students will develop goals, monitor their progress and reflect on ways to increase their success on mCLASS, ST Math, Amplify Reading, Imagine Learning, CBAs and benchmark tests. 100% of K-5 students will be administered the mCLASS universal screener three times a year as well as MAP screener.

Staff Responsible for Monitoring: Teachers, ICs, Principal

ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1

Strategy 7 Details

Strategy 7: College, Career, and Military Readiness: All 5th grade students will utilize the career profile tool to explore career opportunities. All students will participate in career day as well as monthly Genius hour.

Strategy's Expected Result/Impact: Students will develop college, career and life readiness goals and incorporate Leader In Me strategies to focus on at least one measurable goal.

Staff Responsible for Monitoring: counselor, teachers

TEA Priorities:

Connect high school to career and college

Strategy 8 Details

Strategy 8: Multilingual: All EB students will be provided additional practice with the TELPAS testing platform and TELPAS format. We will secure support staff to assist with practice time for students, especially newcomers that represent the 26 languages on campus.

Strategy's Expected Result/Impact: 70% of EB students will demonstrate 1 years growth in TELPAS.

Staff Responsible for Monitoring: Admin/ Multilingual team

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy

Strategy 9 Details

Strategy 9: Special Education: The campus will provide programs/services for students as identified in their Individual Education Plan (IEP) to make at least one year's worth of growth.

Strategy's Expected Result/Impact: All students in Special Education will be taught in the setting that is the most appropriate for them. We will have SBI, FI, FLS, ECSE, inclusion, resource, and other special program opportunities.

Students will make at least one year's worth of growth in math and reading.

Staff Responsible for Monitoring: Special Education Teachers, classroom teachers, instructional coaches, special education support staff, Admin.

Targeted Support Strategy

Problem Statements: Demographics 2

Strategy 10 Details

Strategy 10: Highly Mobile & At-Risk:

Students identified as "at-risk" in PEIMS who show learning gaps in reading and math will be provided intensive, accelerated instruction and support services. Student progress will be monitored on a regular basis.

Strategy's Expected Result/Impact: The campus will increase its Domain II score by 3%.

Staff Responsible for Monitoring: Interventionist and IC

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

Strategy 1: Student Safety: SES parents are expected to check-in and check-out upon visiting the campus. Raptor will be used to scan all visitors and SRP protocols will be followed at all times. In addition, training in Raptor alert systems with geofencing, perimeter checks and collaboration with law enforcement will be conducted.

Strategy's Expected Result/Impact: SES will be 100% in compliance on safety audit.

Staff Responsible for Monitoring: District safety officer, administration and all staff.

ESF Levers:

Lever 3: Positive School Culture

Strategy 2 Details

Strategy 2: Social Emotional Learning: Sunfield will implement the Leader in Me social emotional learning program.

Strategy's Expected Result/Impact: Classes will develop WIGS (wildly important goals), for each homeroom in K-5 and be empowered to reach the goal.

Staff Responsible for Monitoring: Lighthouse team, teachers

ESF Levers:

Lever 3: Positive School Culture

Strategy 3 Details

Strategy 3: Mental Health:

SES will utilize Cloud 9 character education and Leader in Me in bi-monthly lessons with the guidance counselor.

The counselor will meet with students in need and host lunch bunch for student groups.

The counselor will do check ins on students as needed.

The counselor will train the staff on bullying awareness, suicide prevention and child abuse.

TChat virtual counseling support will be utilized with counselor and families to support external counseling sessions for needed students.

Strategy's Expected Result/Impact: Every class will receive guidance lessons from the Counselor regarding mental health at least one time per month.

Staff Responsible for Monitoring: Counselor, Admin

ESF Levers:

Lever 3: Positive School Culture

Strategy 4 Details

Strategy 4: Increasing Student Attendance: SES will utilize the attendance committee to improve attendance through a variety of incentives, techniques and positive school climate.

Strategy's Expected Result/Impact: SES will have an attendance rate of 96% or higher in all grades.

Staff Responsible for Monitoring: Attendance committee, nurse, parents

Strategy 5 Details

Strategy 5: Student Engagement: Sunfield will implement a monthly Genius hour into the school day with student led clubs incorporated as potential offerings.

Strategy's Expected Result/Impact: Attendance rates on club days will be 2% higher than the overall ADA.

Staff Responsible for Monitoring: Genius hour team.

ESF Levers:

Lever 3: Positive School Culture

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>Strategy 1: School Community Involvement: Campus will engage in two community service projects each year.</p> <p>Strategy's Expected Result/Impact: At least 50% of students will engage in each community service project and will reflect on the importance of community involvement.</p> <p>Staff Responsible for Monitoring: campus activity committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p>
Strategy 2 Details
<p>Strategy 2: Family Engagement/ Parent Involvement: The campus will host virtual and in-person events for families such as but not limited to Principal Coffee Chats, Fine Arts Night, Stallion Stampede, Family Dance, Science Fair, Musical Performances Math & Science Night, Literacy Night, Veteran's Day Celebration, Grandparent's Day and GT Showcase.</p> <p>Strategy's Expected Result/Impact: K-12 Insight Survey will reflect at least 50% positive response for community relations.</p> <p>Staff Responsible for Monitoring: Campus leadership team</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p>

State Compensatory

Budget for Sunfield Elementary School

Total SCE Funds: \$7,723.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Sunfield Elementary School will allocate its supplementary SCE funds to support the implementation of Leader of Me, an SEL program designed to guide students in leadership, community building, and making good choices.

Personnel for Sunfield Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jennifer Chapa	Interventionist	1
Michelle Gately	Instructional Coach	1

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	David MacRoberts	Principal
Administrator	Hilary Adamson	Assistant Principal
Non-classroom Professional	Missy Gately	Instructional Coach
Classroom Teacher	Stephanie Juarez	Teacher
Classroom Teacher	Briana Amaro	Teacher
Classroom Teacher	Shelby Rixse	Teacher
Classroom Teacher	Keke Powell	Teacher
Classroom Teacher	Marissa Vanicky	Teacher
Classroom Teacher	Katie Kruk	Teacher
Classroom Teacher	Aleah Alfaro	Teacher
Non-classroom Professional	Xavier Hatnot	SPED
Non-classroom Professional	Isela Famarzi	Specials Teacher
Parent	Nichole Gupstill	Parent
Parent	Jessica Sylvester	Parent
Parent	Kristi Blincoe	Parent
Parent	Fabiola Sanchez	Parent
Parent	Michelle Smith	Parent
District-level Professional	Mary Noble	DAO