

Waco Independent School District
J.H. Hines Elementary School
2023-2024 Improvement Plan



Mission Statement

J.H. Hines Elementary will be a safe, student-centered learning environment created by all stakeholders (staff, parents, community) who support and model high standards and expectations for all.

Vision

Positive leaders today, Successful learners for life.

Value Statement

J.H. Hines Elementary teachers and staff will instruct with rigor to produce students who can and will be engaged in learning at high levels in all academic areas, treat one another with respect, and build a culture of learning and acceptance.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

J.H. Hines Elementary School is a Title I campus located in Waco, Texas. The school is currently serving 416 students. It is a Pre-Kindergarten through 5th grade campus. An analysis of ethnicity information for the 2023-2024 school year revealed that 3.2% of the students were identified as white, 24.5% were identified as Hispanic, and 74.6% were identified as African American. Our attendance rate for the 2023-2024 school year is currently 95%. We are focusing on ensuring that our students are present at school each day in order to create opportunities for student achievement.

Demographics Strengths

The community surrounding J.H. Hines is comprised of working families within the East and North Waco attendance zone. J.H. Hines has a rich history and many locals have strong ties to the campus. The community members are aware of the poverty that exists in our area and readily participate in activities to help the campus and neighboring community, such as Andrew Billings Bicycles and Books Attendance Foundation, Baylor University, Delta Alpha Omega Chapter of Alpha Kappa Alpha, LINKS, Waco Chapter Mosaic Church, St. Luke AME Waco, STARS Bookclub, and other community partnerships. J.H. Hines also has a strong Parent Teacher Association (PTA) that is committed to supporting our students and staff. The expertise, commitment, and collaboration of J.H. Hines' staff is a strength that has moved the campus towards fostering a climate of high expectations and academic excellence. The faculty and staff have a strong work ethic and are willing to step into leadership roles and strive to make the best decisions for needed for students' academic success.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Some students engage in disruptive behavior that impedes their learning, the learning of their classmates, as well as the safety of themselves and others.

Root Cause: Inconsistent messages regarding proper and improper behavior, inconsistency regarding the implementation of procedures and rules, low expectations from some adults, and failure of staff to follow plans that have been created to specifically address behavior.

Priority Problem Statements

Problem Statement 1: Students are lacking the foundational skills to perform on grade level in math and reading.

Root Cause 1: Inconsistency amongst teachers regarding the implementation of the Campus Culture Conscious model.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Problem Statement 2: The number of students reading on grade level still lags behind the state average.

Root Cause 2: Inconsistency regarding the instruction of basic foundational reading skills such as phonological awareness and phonics.

Problem Statement 2 Areas: Student Achievement

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
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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

- Male / Female performance, progress, 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
- 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

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
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Increase academic achievement for all student learners.





Performance Objective 1: 50% of students in grades 3-5 will score approaches, meets, or masters on the 2024 Reading Language Arts and Math STAAR assessments.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Scores

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will receive professional development in creating lessons that are aligned to the TEKS.</p> <p>Strategy's Expected Result/Impact: Ensure lesson alignment which will in turn increase the number of students who score approaches, meets, or masters on the Reading Language Arts and Math STAAR assessments.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, associate principal, and instructional coaches</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>- Targeted Support Strategy</p>	Formative		
	Jan	May	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: Increase academic achievement for all student learners.

Performance Objective 2: 100% of K-5 students will show growth on the Reading and Math MAPS test.





High Priority

HB3 Goal

Evaluation Data Sources: BOY, MOY, and EOY MAP growth data

Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure lesson alignment, supported through teacher modeling, data analysis, and lesson plan development</p> <p>Strategy's Expected Result/Impact: Engaging lessons will result in increased student performance on the Reading Language Arts and Math STAAR assessments.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, associate principal, instructional coaches, reading facilitator, and grade level lead teachers.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide instructional resources such as transportation, ink cartridges, composition notebooks, and technology for wireless capability.</p> <p>Strategy's Expected Result/Impact: Teachers will have the resources needed to meet students' instructional needs which will in turn increase students' academic achievement on campus and state assessments.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, associate principal, instructional specialists, reading facilitator, grade level lead teachers, and teachers.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Jan	May	May





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide a system of communication that can be used to share information with parents regarding school activities, students' behavior and academic performance.</p> <p>Strategy's Expected Result/Impact: To increase parental engagement and create a pathway for teachers, administrator staff and parents to communicate.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, associate principal, instructional specialists, reading facilitator, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: We will provide after school TEKS focused tutorials to accelerate, remediate, and or provide interventions based upon students' needs.</p> <p>Strategy's Expected Result/Impact: To increase the number of students who score approaches, meets, or masters on the STAAR Reading Language Arts and STAAR Math assessment.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, associate principal, instructional coaches, and reading facilitator.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative		
	Jan	May	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Identify and implement strategies to increase student attendance and emphasize the importance of attendance on student achievement.

Performance Objective 1: Increase average daily attendance of students to 96%.

High Priority

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will continue to provide incentives to increase students' attendance and reward students for increased attendance.</p> <p>Strategy's Expected Result/Impact: Fewer students will be chronically absent, which will in turn increase students' academic achievement in the areas of reading and math.</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, associate principal, family support personnel, teachers</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative		
	Jan	May	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

State Compensatory

Budget for J.H. Hines Elementary School

Total SCE Funds: \$367,160.00

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

The funds from the State Compensatory Education Budget are used to support our after school tutorial program which uses high quality material to provide targeted academic support for students in the areas of math and reading. It also funds our behavior support staff. The behavior support staff provides an added layer of support for at-risk students students who need additional support in intentional structure, positive reinforcement, and fostering positive school connections.

Personnel for J.H. Hines Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Brianna Johnson	Behavior Interventionist	1
Donald Thompson	Behavior Interventionist	1
LaSonya Russell	Manager After School	1
Lisa Easley	Aide behavior	1
Madison Patton	After School	1
Sheniqua Broadus	Aide Behavior	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sarah West	IS PCN 7436	Title I	1
Sherrie Jones	IS PCN 7218	Title I	1