

Eagle Mountain-Saginaw Independent School District

Weldon Hafley Development Center

2023-2024 Improvement Plan



Comprehensive Needs Assessment

- 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:

Root Cause:

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

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BOY Kinder ISIP Math Data

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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

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 collectively with a commitment to :

- success for all students
- a shared responsibility 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 district's 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

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Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1:

Root Cause:

Parent and Community Engagement

Parent and Community Engagement Summary

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

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Technology Strengths

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

Improvement Planning Data

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Accountability Data

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Student Data: Assessments

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Student Data: Student Groups

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Student Data: Behavior and Other Indicators

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Employee Data

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Parent/Community Data

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Goals

Revised/Approved: June 22, 2023

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Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Strategy's Expected Result/Impact: Staff Responsible for Monitoring: Title I:	Formative			Summative
	Dec	Feb	Mar	June
				

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Strategy 3 Details

Reviews

Strategy 3:

Strategy's Expected Result/Impact:

Staff Responsible for Monitoring:

TEA Priorities:

ESF Levers:

Formative

Summative

Dec

Feb

Mar

June



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Evaluation Data Sources:

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Strategy 1 Details	Reviews			
Strategy 1: Strategy's Expected Result/Impact: Staff Responsible for Monitoring: Title I:	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Strategy's Expected Result/Impact: Staff Responsible for Monitoring:	Formative			Summative
	Dec	Feb	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Strategy's Expected Result/Impact:				

Staff Responsible for Monitoring:



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Evaluation Data Sources:

Strategy 1 Details	Reviews			
Strategy 1: Strategy's Expected Result/Impact: Staff Responsible for Monitoring: Title I: TEA Priorities: ESF Levers:	Formative			Summative
	Dec	Feb	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Strategy's Expected Result/Impact: Staff Responsible for Monitoring: Title I: TEA Priorities: ESF Levers:	Formative			Summative
	Dec	Feb	Mar	June
				

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Strategy 3 Details

Reviews

Strategy 3:

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2023-2024 Campus Site-Based Committee

Committee Role	Name	Position