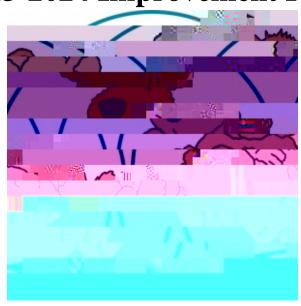
Eagle Mountain-Saginaw Independent School District Weldon Hafley Development Center

2023-2024 Improvement Plan



Comprehensive Needs Assessment

- NepaliVietnamese
- 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

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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 collevtively with a commitment to:

- · success for all students
- · a shared responsibilty 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 districts 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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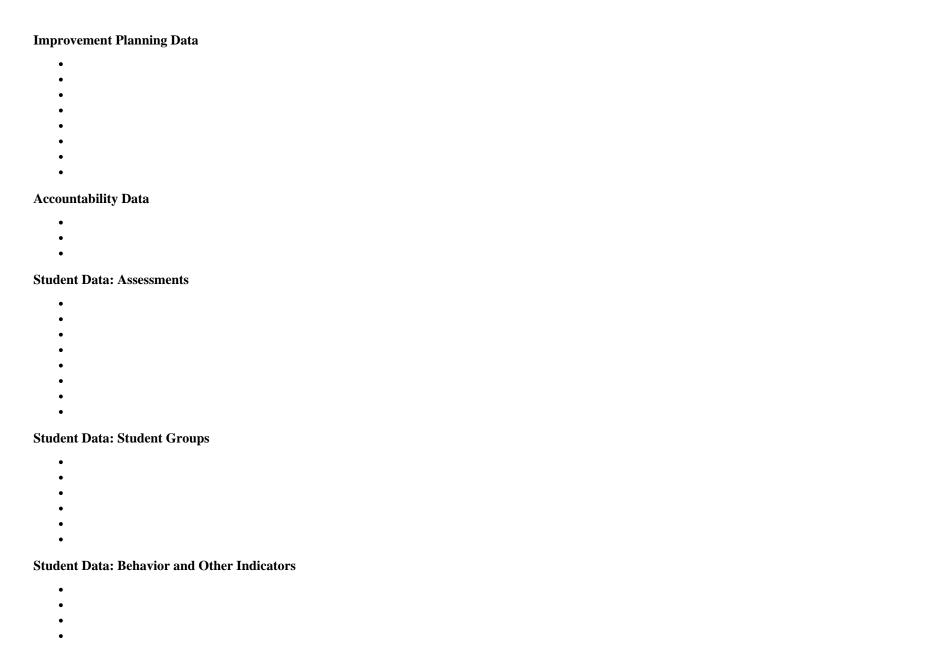
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Technology Strengths

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation



Employee Data

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Parent/Community Data

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Goals

Revised/Approved: June 22, 2023

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2023-2024 Campus Site-Based Committee

| Committee Role | Name | Position |
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