

Conroe Independent School District

Hailey Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Hailey Elementary is a PK-4 school in the Conroe Independent School District that currently serves approximately 576 students. The current year to date attendance rate is 96.38%. The current percentage of low socio-economic students 52.7%. The campus is comprised of 12.8% special education students, and 10% LEP students. The Section 504 population is 4.5% and the GT population is 6.4%. Hailey Elementary serves 52.7% of students considered at-risk and a mobility rate of 20.8%.

The State of Texas Assessment for Academic Readiness (STAAR) results for 2018-2019 as reported by the Federal Report Card indicates the following results:

Academic Progress in Grade 4 Reading increased by 6% from 29% to 35%. In Math, Grade 4 Academic Progress increased 8% from 38% to 46%.

Hailey Elementary met TEA standards for the 2019-20 school year. College Park received a "B" in the Texas Education Agency's 2019 accountability ratings. Hailey Elementary earned Distinction Designation in all five areas: ELA/Reading, Comparative Academic Growth, Postsecondary Readiness, Mathematics, and Comparative Closing the Gaps.

STAAR Performance: All Student Groups							
All Tests	Year	Approaches	Meets	Masters			
	2018-2019	84	57	33			
	2017-2018	81	52	26			
STAAR Performance: Approaches Grade Level (All Grades)							
		All Students	African Am.	Hispanic	White	Sp. Ed.	Eco. Dis.
ELA/Reading	2018-2019	84	59	85	92	48	74
	2017-2018	83	71	83	87	54	73
Math	2018-2019	88	71	89	92	63	82
	2017-2018	84	71	83	88	75	75
Writing	2018-2019	75	43	84	77	48	63
	2017-2018	69	50	68	71	56	56
STAAR Performance: Meets Grade Level (All Grades)							
		All Students	African Am.	Hispanic	White	Sp. Ed.	Eco. Dis.
ELA/Reading	2018-2019	58	32	55	66	44	45
	2017-2018	54	40	52	57	14	38
Math	2018-2019	64	34	62	74	44	47
	2017-2018	54	37	45	59	38	34

STAAR Performance: All Student Groups							
Writing	2018-2019	44	29	38	48	26	22
	2017-2018	42	21	38	45	56	28
STAAR Performance: Masters Grade Level (All Grades)							
		All Students	African Am.	Hispanic	White	Sp. Ed.	Eco. Dis.
ELA/Reading	2018-2019	34	12	25	43	10	15
	2017-2018	32	17	31	34	17	15
Math	2018-2019	39	12	31	48	11	18
	2017-2018	27	9	19	33	25	14
Writing	2018-2019	21	5	16	26	9	13
	2017-2018	13	0	6	18	22	9

Student Achievement Strengths

Hailey Elementary has a long history of strong student academic achievement. The 2018-2019 TAPR shows Hailey Elementary's Accountability Rating of Met Standard. In the Performance Index areas (Index 1 - Student Achievement, Index 2 - Student Progress, Index 3 - Closing Performance Gaps, and Index 4 - Postsecondary Readiness) the campus scored a B in all areas. Hailey also received all Distinction Designation honors: Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Comparative Academic Growth, Comparative Closing the Gaps, and Postsecondary Readiness.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): At the beginning of the 2020-2021 school year, 43% of students in grades 1-4 are below district BAS expectations. **Root Cause:** Differentiation of Tier 1 best practices are not implemented with consistency.

Problem Statement 2 (Prioritized): Reading performance on STAAR Assessment for African American students is 18% lower than that of all students. **Root Cause:** Low comprehension of reading materials creates a barrier for thorough understanding of content material.

Problem Statement 3 (Prioritized): Reading performance on STAAR Assessment for Economically Disadvantaged students is 11% lower than that of all students. **Root Cause:** Low comprehension of reading materials creates a barrier for thorough understanding of content material.

Problem Statement 4 (Prioritized): Math performance on STAAR Assessment for African American students is 13% lower than all students. **Root Cause:** Students struggle

with length and complexity of word problems in standard testing.

Problem Statement 5 (Prioritized): Writing performance on STAAR Assessment for African American students is 32% lower than all students. **Root Cause:** Loose structure of best practices and expectations to use them daily.

Problem Statement 6: Adaptation is the lowest component of the 2019-2020 Hailey Elementary Organizational Health Index. **Root Cause:** Expectations of campus instructional practices are demanding and a change from previous instructional practices.

Culture and Climate

Culture and Climate Summary

It is Hailey Elementary School's philosophy that through the combined efforts of parents, school staff, and community leaders, all students can learn. Through positive learning experiences, students will achieve their fullest potential— physically, emotionally, socially, and academically. An integral part of our total program is the development of self-respect, respect for others, and creative and critical thinking. Together we will provide opportunities to read, write, compute, and analyze to prepare students for the challenges of the future.

As a campus, Hailey is dedicated to building relationships which foster dignity and respects for all individuals. This positive environment will allow each individual to fulfill their social and academic potential. Our entire staff is dedicated to supporting the whole person to reach this potential. This commitment is reached by providing training and support for our staff in PBIS, Foundations, CHAMPS, and the implementation of Social Emotional Learning techniques. Disciplinary policies and practices are reviewed each year through the Foundations Committee in order to maintain a safe, orderly, bully-free, classroom environment.

In addition, professional growth within the campus has been a major focus over the last three years. Implementation of Instructional Rounds, creating of a campus Model of Instruction, and establishing campus Goals and Guidelines has made significant improvement in our Professional Learning Communities processes. Unifying the focus of the campus highlights the ongoing improvement of best instructional practices across all content areas. Staff members collaborate daily to ensure that they are meeting the needs of all students

Culture and Climate Strengths

Hailey Elementary fosters the culture of respect for all stakeholders on our campus. With a mobility rate higher than the state average, many new students become Hailey Comets each year. This challenge becomes a strength of the campus as we work with new students to demonstrate the ways in which we show respect to all people on our campus. In our Hailey Way Handbook, specific guidelines have been established on how to teach CHAMPS procedures in the classroom and campus wide expectations. These guidelines are reviewed throughout the year to maintain respectful relationships.

The professional growth made in our grade level PLCs and our campus committees can be directly attributed to unifying best instructional practices throughout the campus. Instructional Rounds, the Model of Instruction, and our clear campus Goals and Guidelines are living documents that revisited regularly in our daily collaborations. As we continue to refine our practices, these documents reflect instructional methods we use to align instruction and ensure academic progress.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1: Adaptation is the lowest component of the 2019-2020 Hailey Elementary Organizational Health Index. **Root Cause:** Expectations of campus instructional practices are demanding and a change from previous instructional practices.

Parent and Community Engagement

Parent and Community Engagement Summary

Our focus for the 2020-2021 school year is to connect with all families in the Hailey community. We would like to ensure connection with families that are low-income and increase parent connection opportunities. Keeping families connected to the school is a priority in campus communication. Participation in the Hailey PTA is a common way of ensuring parent connection, but offering non-traditional opportunities will provide more access to engagement and communication. In addition, the use of social media may be a significant way of communicating with parents who may be hesitant to volunteer.

Parent and Community Engagement Strengths

Hailey Elementary has a strong history of an active PTA. Over the past three years, the PTA Membership Committee has been more active in seeking out families for membership. Families also engagement with the school through weekly folders, social media, Classroom Dojo, and Remind 101. Prior to COVID, Hailey Elementary hosted live academic nights that engaged both families and their students. Academic family events have been altered to provide online activities that are completed at home and shared with the school.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Families participation in school events has decreased by 15% over the last two school year. **Root Cause:** Hailey has a variety of socio-economic levels in the school zone. Families who are low income or highly mobile may not have a history of engaging with school activities.

Priority Problem Statements

Problem Statement 1: At the beginning of the 2020-2021 school year, 43% of students in grades 1-4 are below district BAS expectations.

Root Cause 1: Differentiation of Tier 1 best practices are not implemented with consistency.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Reading performance on STAAR Assessment for African American students is 18% lower than that of all students.

Root Cause 2: Low comprehension of reading materials creates a barrier for thorough understanding of content material.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Reading performance on STAAR Assessment for Economically Disadvantaged students is 11% lower than that of all students.

Root Cause 3: Low comprehension of reading materials creates a barrier for thorough understanding of content material.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Math performance on STAAR Assessment for African American students is 13% lower than all students.

Root Cause 4: Students struggle with length and complexity of word problems in standard testing.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Writing performance on STAAR Assessment for African American students is 32% lower than all students.

Root Cause 5: Loose structure of best practices and expectations to use them daily.

Problem Statement 5 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
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- 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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- 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
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified 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

- TTESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Student Achievement and Post-Secondary Success:





CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 1: Domain I: Student Achievement

Evaluation Data Sources: Evaluates performance across all subjects for all students on both general and alternate assessments.

Summative Evaluation: None

Strategy 1: Provide intensive, systematic, researched-based reading instruction that includes increased rigor of questioning in the differentiated classroom for vertical alignment in TIER 1 Best Practices. Strategy's Expected Result/Impact: 90% of all student will achieve Approaching Grade Level or above. Staff Responsible for Monitoring: Principal, Teacher, Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum Problem Statements: Student Achievement 1, 2 Funding Sources: Intervention - State Comp Ed - \$8,107, Instructional Para - Title I - \$21,542	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Address the use and fidelity of small groups and conferring within the structure of writing workshop model to ensure targeted instruction in grades K through 4. Strategy's Expected Result/Impact: 90% of all student will achieve Approaching Grade Level or above. Staff Responsible for Monitoring: Principal, Teacher, Instructional Coach Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 5 Funding Sources: Instructional Coach - Title I - \$143,155	Reviews			
	Formative			Summative
	Feb	Apr	July	July

Strategy 3: Continue CISD Solves Best practices including, Guided Math, Math Review/Mental Math, Poster Method, and Math Fluency. Strategy's Expected Result/Impact: 90% of all student will achieve Approaching Grade Level or above. Staff Responsible for Monitoring: Principal, Teacher, Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 4	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: At the beginning of the 2020-2021 school year, 43% of students in grades 1-4 are below district BAS expectations. Root Cause: Differentiation of Tier 1 best practices are not implemented with consistency.
Problem Statement 2: Reading performance on STAAR Assessment for African American students is 18% lower than that of all students. Root Cause: Low comprehension of reading materials creates a barrier for thorough understanding of content material.
Problem Statement 4: Math performance on STAAR Assessment for African American students is 13% lower than all students. Root Cause: Students struggle with length and complexity of word problems in standard testing.
Problem Statement 5: Writing performance on STAAR Assessment for African American students is 32% lower than all students. Root Cause: Loose structure of best practices and expectations to use them daily.

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 2: Domain II: School Progress

Evaluation Data Sources: Measures district and campus outcomes in two areas:

Part A: Academic Progress- the number of students that grew at least one year academically (or are on track) as measured by Reading and Math STAAR results.

Part B: Relative Performance- the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.

Summative Evaluation: None

Strategy 1: Monitor effectiveness and depth of Guided Reading in the K-4 classroom through monthly data discussions and instructional plan design based on level of reading growth as evidenced by running records and comprehension checks. Strategy's Expected Result/Impact: 70% of African American students will achieve Approaching Grade Level or above. 60% of Special Education students will achieve Approaching Grade Level or above. 90% of LEP students will achieve Approaching Grade Level or above. Staff Responsible for Monitoring: Principal, Teachers, Instructional Coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: General Education Teachers for At-Risk Students - State Comp Ed - \$1,696,580, Guided Reading books and Instructional Material - Title III - \$3,500	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Address the vertical alignment of Workshop model supported by Units of Study by Lucy Calkins for grades K through 4 for fidelity and integration of higher level of practices. Strategy's Expected Result/Impact: 70% of African American student will achieve Approaching Grade Level or above. Staff Responsible for Monitoring: Principal, Teachers, Instructional Coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 5	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 3: Continued focus on creation and review of common formative assessments in Math, including matching rigor of the questions to the requirement of the TEKS, to assist in monitoring achievement with specific student groups through the collaborative efforts of analyzing assessments and planning. Strategy's Expected Result/Impact: 80% of African American students will achieve Approaching Grade Level or above. Staff Responsible for Monitoring: Principal, Teacher, Instructional Coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 4	Reviews			
	Formative			Summative
	Feb	Apr	July	July



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: At the beginning of the 2020-2021 school year, 43% of students in grades 1-4 are below district BAS expectations. **Root Cause:** Differentiation of Tier 1 best practices are not implemented with consistency.

Problem Statement 4: Math performance on STAAR Assessment for African American students is 13% lower than all students. **Root Cause:** Students struggle with length and complexity of word problems in standard testing.

Problem Statement 5: Writing performance on STAAR Assessment for African American students is 32% lower than all students. **Root Cause:** Loose structure of best practices and expectations to use them daily.

Goal 1: Student Achievement and Post-Secondary Success:

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 3: Domain III: Closing the Gaps- Uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain align the state accountability with Every Student Succeeds Act (ESSA).

Evaluation Data Sources: Distinctions Designations Earned:

ELA/Reading Earned

Mathematics Earned

Comparative Academic Growth Earned

Post Secondary Readiness Earned

Comparative Closing the Gap Earned

Summative Evaluation: None

Strategy 1: Continued focus of Do the Math and LLI as targeted instruction for Special Education students and At-Risk students to systematically instruct and monitor the progress of each student. Strategy's Expected Result/Impact: 80% of African American students will achieve Approaching Grade Level or above. Staff Responsible for Monitoring: Principal, Teacher, Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Provide RtI through Tier 1 research-based best practices and Tier II and III targeted and specific interventions to facilitate academic improvement for identified students. Strategy's Expected Result/Impact: 70% of African American students will achieve Approaching Grade Level or above. 60% of Special Education students will achieve Approaching Grade Level or above. Staff Responsible for Monitoring: Principal, Teacher, Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 3: General education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students. Strategy's Expected Result/Impact: 60% of Special Education students will achieve Approaching Grade Level or above. Staff Responsible for Monitoring: Principal, General Education Teacher, Special Education Teacher, Instructional Coach Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Feb	Apr	July	July



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Fiscal Responsibility:
CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: To maintain efficient and effective fiscal management of resources and operations.

Strategy 1: Conduct weekly meetings with secretary to make sure the budget is being managed efficiently. Strategy's Expected Result/Impact: The monies will be used efficiently to meet the needs of the campus. Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 3: Recruitment, Development, and Retention of Staff:

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.

Performance Objective 1: To recruit, retain and develop highly qualified teachers and staff for all students.

Evaluation Data Sources: Campus budget, Teacher Activity Fund, Title III
Position Control Reports, Allocation Reports
HQ data from Human Resources, Summative Evaluation TAPR, HQ Report to TEA

Summative Evaluation: None

Strategy 1: Recruit and retain highly qualified staff by participating in the CISD hosted job fair. Strategy's Expected Result/Impact: Continued 100% of Highly Qualified staff. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 4: Parents and Community:

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

Performance Objective 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

Strategy 1: The campus will advertise, promote, and hold PTO meetings and Title 1 academic nights at various times and through various mediums to increase attendance. Strategy's Expected Result/Impact: Attendance and parent participation will increase. Staff Responsible for Monitoring: Teachers, Assistant Principals, and Principal	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 4: Parents and Community:

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

Performance Objective 2: Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment. Information sessions may be virtual.

Evaluation Data Sources: Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate, Meet Performance Indicators for Campus

Summative Evaluation: None

Strategy 1: To provide parent meetings to build relationship and provide support for student success. Strategy's Expected Result/Impact: Stakeholders will establish close partnership with the school. Staff Responsible for Monitoring: Foundations Committee Title I Schoolwide Elements: 3.1, 3.2 Funding Sources: Parent Engagement - Title I - \$3,228	Reviews			
	Formative			Summative
	Feb	Apr	July	July

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

Goal 5: Safe Schools:

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

Strategy 1: Review procedures for all common areas monthly to decrease unsafe environments and behaviors that are not conducive to learning. Strategy's Expected Result/Impact: Students will conduct themselves in a safe manner everywhere they go in the building because they know the building wide expectations. Staff Responsible for Monitoring: Foundations Committee	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div></div>				

Goal 6: Technology:
CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.

Performance Objective 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

Strategy 1: Provide staff development by district instructional technology coach for virtual teachers. Strategy's Expected Result/Impact: Increase teacher capacity with implement of online instructional tools Staff Responsible for Monitoring: Instructional Coaches and Admin	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 6: Technology:

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.

Performance Objective 2: Provide meaningful opportunities for students to access technology for learning.

Evaluation Data Sources: Lesson plans, student engagement

Summative Evaluation: None

Strategy 1: Provide students access to devices to learn how to manage online resources and increase academic achievement. Strategy's Expected Result/Impact: Equipping students with devices and instructional strategies will result in increase online student achievement. Staff Responsible for Monitoring: Teachers, Instructional Coaches	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div><div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div></div>				

Goal 7: Communication:
CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

Performance Objective 1: To ensure that all stakeholders receive effective internal and external communication.

Strategy 1: Use social media, School Messenger, Surveys and a variety of learning platforms to share information about school happenings and events. Strategy's Expected Result/Impact: More families will receive timely information thorough various medias. Staff Responsible for Monitoring: Teachers, Counselor, and Administrators	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div></div>				

State Compensatory

Personnel for Hailey Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gen Education	Teachers for At-Risk Students	State Comp Ed	24.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The campus conducts an annual comprehensive needs assessment of the entire school analyzing the academic achievement of all students and subgroups of students.

At Risk Strategy 1

Parents and Community Strategy 2

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Parents and Community Strategy 2

The campus develops the CIP with the involvement of parents and other stakeholders such as teachers, principal, paraprofessionals, and community.

2.2: Regular monitoring and revision

At Risk Strategy 1

The campus will regularly monitor the CIP and revise strategies based on the identified needs.

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

Parents and Community Strategy 1

The campus ensures that the CIP is available to parents and the community in English and Spanish.

2.4: Opportunities for all children to meet State standards

At Risk Strategy 1

Parents and Community Strategy 1

The campus implements reform strategies to address school needs including opportunities for all students and student groups to exceed academic standards.

2.5: Increased learning time and well-rounded education

At-Risk Strategy 1

Parents and Community Strategy 1

The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students an enriched and accelerated curriculum.

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

At Risk Strategy 1

The campus will address the needs of all students but particularly the needs of those students who at risk of not meeting academic standards.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parents and Community Strategy 2

The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact.

3.2: Offer flexible number of parent involvement meetings

Parents and Community Strategy 1

The campus offers a variety of family engagement activities which include flexible times and days of the week.

The campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand. (English and Spanish)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Emily Johnson	Instructional Coach	Title I	1.00
Emilye Capan	Instructional Coach	Title I	1.00
Sonia Reyna	Paraprofessional	Title I	1.00

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Intervention		\$8,107.00
1	2	1	General Education Teachers for At-Risk Students		\$1,696,580.00
Sub-Total					\$1,704,687.00
Budgeted Fund Source Amount					\$1,704,687.00
+/- Difference					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Para		\$21,542.00
1	1	2	Instructional Coach		\$143,155.00
4	2	1	Parent Engagement		\$3,228.00
Sub-Total					\$167,925.00
Budgeted Fund Source Amount					\$167,925.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Guided Reading books and Instructional Material		\$3,500.00
Sub-Total					\$3,500.00
Budgeted Fund Source Amount					\$3,500.00
+/- Difference					\$0.00
Grand Total					\$1,876,112.00

Addendums