

**Conroe Independent School District**  
**Hailey Elementary**  
**2021-2022 CIP Board Item**



# Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
Culture and Climate	4
Parent and Community Engagement	5
Priority Problem Statements	6
Goals	7
Goal 1: Student Achievement and Post-Secondary Success CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.	8
Goal 2: School Leadership and Fiscal Responsibility CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.	13
Goal 3: Recruitment, Development, and Retention of Staff CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.	15
Goal 4: Safe and Collaborative School Culture CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.	16
Goal 5: Effective Instruction CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.	19
Title I Schoolwide Elements	22
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	23
1.1: Comprehensive Needs Assessment	23
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	23
2.1: Campus Improvement Plan developed with appropriate stakeholders	23
2.2: Regular monitoring and revision	23
2.3: Available to parents and community in an understandable format and language	23
2.4: Opportunities for all children to meet State standards	23
2.5: Increased learning time and well-rounded education	23
2.6: Address needs of all students, particularly at-risk	24
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	24
3.1: Develop and distribute Parent and Family Engagement Policy	24
3.2: Offer flexible number of parent involvement meetings	24
Campus Funding Summary	24

# 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 591 students. The current year to date attendance rate is 96.38%. The current percentage of low socio-economic students 55.3%. The campus is comprised of 15.1% special education students, and 10% LEP students. The Section 504 population is 4.9% and the GT population is 6.3%. Hailey Elementary serves 49.6% of students considered at-risk and a mobility rate of 20.8%.

The State of Texas Assessment for Academic Readiness (STAAR) results for 2020-2021 as reported by the Federal Report Card indicates the following results:

Grade & Subject	Approaches	Meets	Masters
4th grade Math	69.72	43.12	33.9
4th grade Reading	75.23	46.79	27.52
4th grade Writing	38.78	30.28	6.12
3rd grade Math	70.97	41.94	24.73
3rd grade Reading	73.12	48.39	27.96

### 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. The goal for the 2021-2022 school year is to address the learning gaps and recoup the strong student achievement.

## **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** Students in grade 3 STAAR Math decreased by 17 points in reaching Approach level and 16 points in the Meets category. **Root Cause:** Learning gaps caused by virtual learning and lack of student engagement caused a decrease in solidifying grade level and readiness skills.

**Problem Statement 2 (Prioritized):** Students in grade 3 STAAR Reading decreased by 9 points in the Approach level and 9 points in the Meets category. **Root Cause:** Learning gaps caused by virtual learning and lack of student engagement caused a decrease in solidifying grade level and readiness skills.

**Problem Statement 3 (Prioritized):** Students in grade 4 STAAR Math decreased by 17 points in reaching Approach level and 25 points in the Meets category. **Root Cause:** Learning gaps caused by virtual learning and lack of student engagement caused a decrease in solidifying grade level and readiness skills.

**Problem Statement 4:** Students in grade 4 STAAR Reading decreased by 9 points in reaching Approach level and 8 points in the Meets category. **Root Cause:** Learning gaps caused by virtual learning and lack of student engagement caused a decrease in solidifying grade level and readiness skills.

**Problem Statement 5 (Prioritized):** Students in grade 4 STAAR Writing decreased by 17 points in reaching Approach level and 12 points in the Meets category. **Root Cause:** Learning gaps caused by virtual learning and lack of student engagement caused a decrease in solidifying grade level and readiness skills.

**Problem Statement 6 (Prioritized):** Third grade students in Special education demonstrate limited progress in Reading. **Root Cause:** Not all special education teachers are utilizing best practices used in the general education setting.

**Problem Statement 7:** Fourth grade students in Special Education demonstrate limited progress in Math. **Root Cause:** Not all special education teachers are utilizing best practices used in the general education setting.

**Problem Statement 8:** African American students are performing below their peers in reading. **Root Cause:** Effective Tier 1 and targeted interventions caused a drop in African American students reading performance.

# 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:** Hailey engagement with our families and community have dropped over the last 5 years. **Root Cause:** Additional housing in the area has brought in new families not connected with the established community.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Our focus for the 2021-2022 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:** Students in grade 4 STAAR Writing decreased by 17 points in reaching Approach level and 12 points in the Meets category.

**Root Cause 1:** Learning gaps caused by virtual learning and lack of student engagement caused a decrease in solidifying grade level and readiness skills.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** Students in grade 4 STAAR Math decreased by 17 points in reaching Approach level and 25 points in the Meets category.

**Root Cause 2:** Learning gaps caused by virtual learning and lack of student engagement caused a decrease in solidifying grade level and readiness skills.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Students in grade 3 STAAR Math decreased by 17 points in reaching Approach level and 16 points in the Meets category.

**Root Cause 3:** Learning gaps caused by virtual learning and lack of student engagement caused a decrease in solidifying grade level and readiness skills.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** Third grade students in Special education demonstrate limited progress in Reading.

**Root Cause 4:** Not all special education teachers are utilizing best practices used in the general education setting.

**Problem Statement 4 Areas:** Student Achievement

**Problem Statement 5:** Students in grade 3 STAAR Reading decreased by 9 points in the Approach level and 9 points in the Meets category.

**Root Cause 5:** Learning gaps caused by virtual learning and lack of student engagement caused a decrease in solidifying grade level and readiness skills.

**Problem Statement 5 Areas:** Student Achievement

# Goals

Revised/Approved: October 18, 2021

## Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 1:** Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from 48 to 58 % .

### HB3 Goal

**Evaluation Data Sources:** BAS Assessments, Benchmark Assessments, STAAR, Campus Common Assessments

Strategy 1 Details
<p><b>Strategy 1:</b> K-4 teachers will document students' BAS reading level on a monthly tracking sheet and review student progress with curriculum support team.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected progress for each student BAS level and instructional plans for each student's individual need.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 2, 6</p> <p><b>Funding Sources:</b> Level Books - ESSER - \$12,223, Instructional Program Targeting LEP Students - Title III - \$3,500, Academic Interventionist (2 Years) - ESSER - \$118,755</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Teachers participating in the CISD Reading Academy will complete modules according to the district pacing calendar.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will gain knowledge on how to implement effective strategies in the foundations of reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 2, 6</p> <p><b>Funding Sources:</b> Instructional Coach - Title I - \$75,233</p>



### Strategy 3 Details

**Strategy 3:** K-3 teachers will align Reading SMART goals to the Four Part Processors of Reading.

**Strategy's Expected Result/Impact:** Development of decoding, encoding, fluency, and comprehension will result in skilled readers.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Coaches

**Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**Problem Statements:** Student Achievement 2

### Performance Objective 1 Problem Statements:

### Student Achievement

**Problem Statement 2:** Students in grade 3 STAAR Reading decreased by 9 points in the Approach level and 9 points in the Meets category. **Root Cause:** Learning gaps caused by virtual learning and lack of student engagement caused a decrease in solidifying grade level and readiness skills.

**Problem Statement 6:** Third grade students in Special education demonstrate limited progress in Reading. **Root Cause:** Not all special education teachers are utilizing best practices used in the general education setting.

## Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 2:** Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 42 to 58 % .

### HB3 Goal

**Evaluation Data Sources:** Benchmark Assessments, STAAR, Math Fluency Checkpoints, Campus Common Assessments

Strategy 1 Details
<p><b>Strategy 1:</b> K-4 teachers will track Fact Fluency on a monthly data sheet.</p> <p><b>Strategy's Expected Result/Impact:</b> K-3 students will demonstrate growth at each fact fluency checkpoint.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1, 3</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Teachers in grades K-3 will use Dreambox to target instructional deficits.</p> <p><b>Strategy's Expected Result/Impact:</b> Create personalized learning plans for each student to target learning loss from COVID.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Curriculum Leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.6</p> <p><b>Problem Statements:</b> Student Achievement 1, 3</p> <p><b>Funding Sources:</b> Leveled and Instructional Materials - Title I - \$3,473</p>

### Performance Objective 2 Problem Statements:

Student Achievement
<p><b>Problem Statement 1:</b> Students in grade 3 STAAR Math decreased by 17 points in reaching Approach level and 16 points in the Meets category. <b>Root Cause:</b> Learning gaps caused by virtual learning and lack of student engagement caused a decrease in solidifying grade level and readiness skills.</p> <p><b>Problem Statement 3:</b> Students in grade 4 STAAR Math decreased by 17 points in reaching Approach level and 25 points in the Meets category. <b>Root Cause:</b> Learning gaps caused by virtual learning and lack of student engagement caused a decrease in solidifying grade level and readiness skills.</p>

## Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 3:** Increase the percent of 4th grade students that score meets grade level or above on STAAR Reading from 47 to 55 %.

### HB3 Goal

**Evaluation Data Sources:** BAS Assessments, Benchmark Assessments, STAAR, Campus Common Assessments

Strategy 1 Details
<p><b>Strategy 1:</b> K-4 teachers will document students' BAS reading level on a monthly tracking sheet and review student progress with curriculum support team.</p> <p><b>Strategy's Expected Result/Impact:</b> Expected progress for each student BAS level and instructional plans for each student's individual need.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, instructional coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 2, 6</p> <p><b>Funding Sources:</b> General Education Teachers for At-Risk Students - State Comp Ed - \$1,635,339</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Teachers participating in the CISD Reading Academy will complete modules according to the district pacing calendar.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will gain knowledge on how to implement effective strategies in the foundations of reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 2, 6</p> <p><b>Funding Sources:</b> Instructional Coach - Title I - \$77,369</p>

### Performance Objective 3 Problem Statements:

Student Achievement
<p><b>Problem Statement 2:</b> Students in grade 3 STAAR Reading decreased by 9 points in the Approach level and 9 points in the Meets category. <b>Root Cause:</b> Learning gaps caused by virtual learning and lack of student engagement caused a decrease in solidifying grade level and readiness skills.</p> <p><b>Problem Statement 6:</b> Third grade students in Special education demonstrate limited progress in Reading. <b>Root Cause:</b> Not all special education teachers are utilizing best practices used in the general education setting.</p>

## Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 4:** Increase the percent of 4th grade students that score meets grade level or above on STAAR Writing from 30 to 45 %.

### HB3 Goal

**Evaluation Data Sources:** Benchmark Assessments, STAAR, Campus Common Assessments, On Demand Writing Samples, Teacher Reflections

Strategy 1 Details
<p><b>Strategy 1:</b> K-4 Teachers will participate in professional development from the Serravallo team to acquire skills for teaching effectiveness of small groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will learn to plan and deliver targeted writing instruction based on student goals.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Curriculum Leader</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 2, 6</p> <p><b>Funding Sources:</b> Serravallo Staff Development - ESSER - \$35,000</p>
Strategy 2 Details
<p><b>Strategy 2:</b> K-4 teachers will score a writing sample to monitor the application and transfer of written conventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase accountability of students applying the learning from word study and mentor sentence lessons.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 5</p>

### Performance Objective 4 Problem Statements:

Student Achievement
<p><b>Problem Statement 2:</b> Students in grade 3 STAAR Reading decreased by 9 points in the Approach level and 9 points in the Meets category. <b>Root Cause:</b> Learning gaps caused by virtual learning and lack of student engagement caused a decrease in solidifying grade level and readiness skills.</p> <p><b>Problem Statement 5:</b> Students in grade 4 STAAR Writing decreased by 17 points in reaching Approach level and 12 points in the Meets category. <b>Root Cause:</b> Learning gaps caused by virtual learning and lack of student engagement caused a decrease in solidifying grade level and readiness skills.</p> <p><b>Problem Statement 6:</b> Third grade students in Special education demonstrate limited progress in Reading. <b>Root Cause:</b> Not all special education teachers are utilizing best practices used in the general education setting.</p>

## Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 5:** Increase the percent of 4th grade students that score meets grade level or above on STAAR Math from 43 to 68%.

### HB3 Goal

**Evaluation Data Sources:** Benchmark Assessments, STAAR, Math Fluency Checkpoints, Campus Common Assessments

Strategy 1 Details
<p><b>Strategy 1:</b> K-4 teachers will track Fact Fluency on a monthly data sheet.</p> <p><b>Strategy's Expected Result/Impact:</b> K-4 students will demonstrate growth at each fact fluency checkpoint.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches, Curriculum Leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1, 3</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Teachers in grades K-4 will use Dreambox to target instructional deficits.</p> <p><b>Strategy's Expected Result/Impact:</b> Create personalized learning plans for each student to target learning loss from COVID.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1, 3</p>

### Performance Objective 5 Problem Statements:

Student Achievement
<p><b>Problem Statement 1:</b> Students in grade 3 STAAR Math decreased by 17 points in reaching Approach level and 16 points in the Meets category. <b>Root Cause:</b> Learning gaps caused by virtual learning and lack of student engagement caused a decrease in solidifying grade level and readiness skills.</p> <p><b>Problem Statement 3:</b> Students in grade 4 STAAR Math decreased by 17 points in reaching Approach level and 25 points in the Meets category. <b>Root Cause:</b> Learning gaps caused by virtual learning and lack of student engagement caused a decrease in solidifying grade level and readiness skills.</p>

**Goal 2: School Leadership and Fiscal Responsibility**

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

**Performance Objective 1:** To establish and maintain effective and efficient time management and fiscal resources.

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Campus principal and secretary will meet daily to complete on-going tasks, discuss financial planning, and complete campus business. <b>Strategy's Expected Result/Impact:</b> Continue financial responsibility and efficient campus business. <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>
<b>Strategy 2 Details</b>
<p><b>Strategy 2:</b> Hailey Team Leaders and Curriculum Leaders will participate in scheduled meetings once a month to focus on professional learning and regular collaborative meetings. <b>Strategy's Expected Result/Impact:</b> Efficiency in information disbursement and unified curricular growth. <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>

**Goal 2: School Leadership and Fiscal Responsibility**

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

**Performance Objective 2:** To establish a campus master schedule that includes weekly grade level PLC meeting and time for intervention outside of the grade level planning time.

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

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

**Performance Objective 1:** To recruit and maintain highly qualified teachers and staff.

**Evaluation Data Sources:** Recruitment of high quality teachers

Strategy 1 Details
<p><b>Strategy 1:</b> Hailey Elementary will actively participate in the CISD Job Fair and recruit high quality teachers from the area and from universities.</p> <p><b>Strategy's Expected Result/Impact:</b> Recruitment of high quality teachers</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>



#### Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

**Performance Objective 1:** Hailey will partner with our families and community to provide engaging experiences that support all stakeholders socially, emotionally, and academically.

**Evaluation Data Sources:** Increased family participation in school activities.

Strategy 1 Details
<p><b>Strategy 1:</b> Hailey Elementary will provide academic support and information to families through evening events and on-line activities. The academic support includes resources for math/science centered activities, language centered activities, and fine arts, in addition to information regarding the Title 1 status.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher level of family involvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 5, 6</p>

#### Performance Objective 1 Problem Statements:

Student Achievement
<p><b>Problem Statement 1:</b> Students in grade 3 STAAR Math decreased by 17 points in reaching Approach level and 16 points in the Meets category. <b>Root Cause:</b> Learning gaps caused by virtual learning and lack of student engagement caused a decrease in solidifying grade level and readiness skills.</p> <p><b>Problem Statement 2:</b> Students in grade 3 STAAR Reading decreased by 9 points in the Approach level and 9 points in the Meets category. <b>Root Cause:</b> Learning gaps caused by virtual learning and lack of student engagement caused a decrease in solidifying grade level and readiness skills.</p> <p><b>Problem Statement 3:</b> Students in grade 4 STAAR Math decreased by 17 points in reaching Approach level and 25 points in the Meets category. <b>Root Cause:</b> Learning gaps caused by virtual learning and lack of student engagement caused a decrease in solidifying grade level and readiness skills.</p> <p><b>Problem Statement 5:</b> Students in grade 4 STAAR Writing decreased by 17 points in reaching Approach level and 12 points in the Meets category. <b>Root Cause:</b> Learning gaps caused by virtual learning and lack of student engagement caused a decrease in solidifying grade level and readiness skills.</p> <p><b>Problem Statement 6:</b> Third grade students in Special education demonstrate limited progress in Reading. <b>Root Cause:</b> Not all special education teachers are utilizing best practices used in the general education setting.</p>

**Goal 4: Safe and Collaborative School Culture**

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

**Performance Objective 2:** Hailey will implement a campus wide incentive to reward desired behavior and create a positive, collaborative school culture for students and staff.

**Evaluation Data Sources:** Reduced discipline referral

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Staff members will use Comet Cash to reinforce desired behavior and reward social skills. Students may use acquired Comet Cash to purchase items weekly at the Comet Cash Store.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduced discipline referrals, positive student culture</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Student Support Specialist</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>

**Goal 4: Safe and Collaborative School Culture**

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

**Performance Objective 3:** Hailey will identify families in need of food, clothing, and attendance support to build strong home/school relationships to enhance the growth of students.

**Evaluation Data Sources:** Food and clothing distribution, improved attendance.

Strategy 1 Details
<p><b>Strategy 1:</b> Distribute weekly food donations to students/families in need.</p> <p><b>Strategy's Expected Result/Impact:</b> Strong home/school relationships.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Parent Involvement Liaison</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Parent Involvement Liaison - ESSER - \$20,802</p>

## Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

**Performance Objective 1:** Grade levels will administer district Common Formative Assessments and teacher created Common Assessments online and use Eduphoria to disaggregate data.

**Evaluation Data Sources:** Disaggregated data demonstrating increased student performance

Strategy 1 Details
<p><b>Strategy 1:</b> Students will take district and campus assessments online.</p> <p><b>Strategy's Expected Result/Impact:</b> Disaggregated data demonstrating increased student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1, 5, 6</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Teachers, administrators, and instructional coaches will use data collected in Eduphoria to monitor student progress, guide instructional decisions, and determine intervention groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased academic progress and effective intervention</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 5, 6</p> <p><b>Funding Sources:</b> Intervention Supplies - State Comp Ed - \$12,852</p>

## Performance Objective 1 Problem Statements:

Student Achievement
<p><b>Problem Statement 1:</b> Students in grade 3 STAAR Math decreased by 17 points in reaching Approach level and 16 points in the Meets category. <b>Root Cause:</b> Learning gaps caused by virtual learning and lack of student engagement caused a decrease in solidifying grade level and readiness skills.</p> <p><b>Problem Statement 2:</b> Students in grade 3 STAAR Reading decreased by 9 points in the Approach level and 9 points in the Meets category. <b>Root Cause:</b> Learning gaps caused by virtual learning and lack of student engagement caused a decrease in solidifying grade level and readiness skills.</p> <p><b>Problem Statement 3:</b> Students in grade 4 STAAR Math decreased by 17 points in reaching Approach level and 25 points in the Meets category. <b>Root Cause:</b> Learning gaps caused by virtual learning and lack of student engagement caused a decrease in solidifying grade level and readiness skills.</p> <p><b>Problem Statement 5:</b> Students in grade 4 STAAR Writing decreased by 17 points in reaching Approach level and 12 points in the Meets category. <b>Root Cause:</b> Learning gaps caused by virtual learning and lack of student engagement caused a decrease in solidifying grade level and readiness skills.</p> <p><b>Problem Statement 6:</b> Third grade students in Special education demonstrate limited progress in Reading. <b>Root Cause:</b> Not all special education teachers are utilizing best practices used in the general education setting.</p>

## Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

**Performance Objective 2:** Grade Levels will use the PLC process to provide small group, targeted instruction to mitigate learning loss.

Strategy 1 Details
<p><b>Strategy 1:</b> Weekly meetings facilitated by agenda based on PLC Planning Cycle to determine student level of proficiency in TEKS and to intervene appropriately.</p> <p><b>Strategy's Expected Result/Impact:</b> Grade Level PLC Agenda</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Coaching Staff</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 5, 6</p>
Strategy 2 Details
<p><b>Strategy 2:</b> Grade Level teams will use a data analysis worksheet to review grade level wide performance on pre-assessment over selected TEKS and group students for intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> Refined intervention groups with pre-determined data expectations</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Coaching Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 5, 6</p> <p><b>Funding Sources:</b> Tutoring - ESSER - \$34,447</p>
Strategy 3 Details
<p><b>Strategy 3:</b> Grade Level teams will use a data analysis worksheet to review grade level wide performance on post-assessment over selected TEKS and determine if the students identified for intervention made adequate progress.</p> <p><b>Strategy's Expected Result/Impact:</b> More effective campus wide Intervention Cycles</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Coaching Staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1, 2, 3, 5, 6</p> <p><b>Funding Sources:</b> Intervention Resources - Title I - \$9,756</p>

## Performance Objective 2 Problem Statements:

Student Achievement
<p><b>Problem Statement 1:</b> Students in grade 3 STAAR Math decreased by 17 points in reaching Approach level and 16 points in the Meets category. <b>Root Cause:</b> Learning gaps caused by virtual learning and lack of student engagement caused a decrease in solidifying grade level and readiness skills.</p>

## Student Achievement

**Problem Statement 2:** Students in grade 3 STAAR Reading decreased by 9 points in the Approach level and 9 points in the Meets category. **Root Cause:** Learning gaps caused by virtual learning and lack of student engagement caused a decrease in solidifying grade level and readiness skills.

**Problem Statement 3:** Students in grade 4 STAAR Math decreased by 17 points in reaching Approach level and 25 points in the Meets category. **Root Cause:** Learning gaps caused by virtual learning and lack of student engagement caused a decrease in solidifying grade level and readiness skills.

**Problem Statement 5:** Students in grade 4 STAAR Writing decreased by 17 points in reaching Approach level and 12 points in the Meets category. **Root Cause:** Learning gaps caused by virtual learning and lack of student engagement caused a decrease in solidifying grade level and readiness skills.

**Problem Statement 6:** Third grade students in Special education demonstrate limited progress in Reading. **Root Cause:** Not all special education teachers are utilizing best practices used in the general education setting.

# **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)



# Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	General Education Teachers for At-Risk Students		\$1,635,339.00
5	1	2	Intervention Supplies		\$12,852.00
<b>Sub-Total</b>					\$1,648,191.00
<b>Budgeted Fund Source Amount</b>					\$1,648,191.00
<b>+/- Difference</b>					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Coach		\$75,233.00
1	2	2	Leveled and Instructional Materials		\$3,473.00
1	3	2	Instructional Coach		\$77,369.00
5	2	3	Intervention Resources		\$9,756.00
<b>Sub-Total</b>					\$165,831.00
<b>Budgeted Fund Source Amount</b>					\$165,831.00
<b>+/- Difference</b>					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Program Targeting LEP Students		\$3,500.00
<b>Sub-Total</b>					\$3,500.00
<b>Budgeted Fund Source Amount</b>					\$3,500.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Level Books		\$12,223.00
1	1	1	Academic Interventionist (2 Years)		\$118,755.00
1	4	1	Serravallo Staff Development		\$35,000.00
4	3	1	Parent Involvement Liaison		\$20,802.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	2	Tutoring		\$34,447.00
<b>Sub-Total</b>					\$221,227.00
<b>Budgeted Fund Source Amount</b>					\$221,227.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$2,038,749.00