

Conroe Independent School District
Hailey Elementary
2023-2024 Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

For the 2022-2022 school year, Hailey Elementary met all three target areas. The preliminary ratings are listed below:

Domain 1 - Student Achievement: A

Domain 2A - Academic Growth: D

Domain 2B - Relative Performance: A

Domain 3 - Closing the Gaps: C

These scores result in Hailey Elementary receiving a preliminary 2023 Accountability Overall B Rating.

On the 2023 STAAR Assessments, the following scores for all grades show the percentage of students who achieved the Approaches, Meets, and Masters level, with the 2022 STAAR scores in parenthesis:

3rd grade Reading

	Campus	African American	White	Hispanic	Eco. Dis.	EB	Sp. Ed.
Approaches	88 (82)	79 (74)	90 (83)	87 (85)	83 (74)	71 (73)	55 (38)
Meets	72 (65)	58 (59)	64 (63)	80 (65)	69 (52)	71 (60)	45 (31)
Masters	31 (39)	16 (33)	40 (36)	23 (32)	24 (26)	29 (20)	9 (13)

3rd grade Math

	Campus	African American	White	Hispanic	Eco. Dis.	EB	Sp. Ed.
Approaches	83.3 (83)	74 (78)	88 (87)	90 (83)	80 (72)	79 (87)	64 (56)
Meets	53.7 (54)	37 (37)	69 (63)	67 (50)	58 (33)	50 (27)	27 (19)
Masters	33.3 (33)	11 (19)	40 (47)	27 (28)	25 (19)	14 (20)	18 (19)

4th grade Reading

	Campus	African American	White	Hispanic	Eco. Dis.	EB	Sp. Ed.
Approaches	89 (76)	83 (50)	86 (85)	93 (76)	82 (63)	89 (80)	43 (36)
Meets	55 (49)	50 (25)	57 (56)	51 (48)	42 (39)	33 (40)	7 (14)
Masters	25 (32)	7 (6)	32 (41)	22 (28)	13 (24)	11 (13)	0 (7)

4th grade Math

	Campus	African American	White	Hispanic	Eco. Dis.	EB	Sp. Ed.
Approaches	82 (78)	67 (53)	89(88)	82 (80)	72 (64)	78 (77)	43 (50)
Meets	56 (48)	37 (12)	71 (67)	51 (32)	40 (30)	39 (47)	29 (29)
Masters	34 (22)	17 (0)	43 (31)	33 (12)	22 (9)	22 (21)	21 (7)

Below is a summary of the June 2023 House Bill 3 Data for Hailey Elementary:

Goal 1 Literacy Progress Measure

- 65% of K-2nd Grade students scored on grade level or above benchmark in foundational reading skills
- 64% of 2nd grade students are reading on grade level or above
- 58% of 1st grade students are reading on grade level or above
- 74% of Kindergarten students are reading on grade level or above
- 88% of PK students can name upper and lowercase letters
- 90% of PK students know their letter sounds

Goal 2 Early Childhood Math Progress Measure

- 70% of 2nd grade students scored on or above grade level in numeracy on the Early Math Assessment
- 54% of 1st grade students scored on or above grade level in numeracy on the Early Math Assessment
- 69% of Kindergarten students scored on or above grade level in numeracy on the Early Math Assessment
- 93% of PK students are proficient at counting sets

Student Achievement Strengths

Through use of data, collaboratively planning, and building strong relationships, Hailey Elementary continues to hold high standards for every student. The following areas were identified as strengths for Hailey Elementary:

- 31% of Third grade students achieved the Masters level on the 2023 STAAR Reading Assessment.
- 72% of Third grade students achieved the Meets level on the 2023 STAAR Reading Assessment.
- 34% of Third grade students achieved the Masters level on the 2023 STAAR Math Assessment.
- 64% of Third grade students achieved the Meets level on the 2023 STAAR Math Assessment.

- 34% of Fourth grade students achieved the Masters level on the 2023 STAAR Math Assessment.
- 56% of Fourth grade students achieved the Meets level on the 2023 STAAR Math Assessment.
- 55% of Fourth grade students achieved the Meets level on the 2023 STAAR Reading Assessment.
- 92% of our Fourth grade Gifted and Talented achieved the Masters level on the 2023 STAAR Reading Assessment.
- 25% of economically disadvantaged students achieved the Meets level on the 2023 STAAR Math Assessment.
- There was a 13% increase on the 2023 STAAR Math Assessment with the number of fourth grade students achieving the Masters level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 41% of Fourth Grade students are unable to craft an Extended Constructed Response where the prompt is directly addressed and the text evidence is accurately cited and explained. **Root Cause:** Insufficient emphasis was placed on student writing structure that mirrored the demands of the new testing format.

Problem Statement 2 (Prioritized): 32% of Third Grade students are unable to craft an Extended Constructed Response where the prompt is directly addressed and the text evidence is accurately cited and explained. **Root Cause:** Lack of stamina to type responses on the computer and not enough exposure to the demands of the writing test.

Problem Statement 3 (Prioritized): Students in special education are not making adequate progress towards grade level expectations. **Root Cause:** Lack of shared accountability (between special and general education staff members), collaboration, and established common expectations for students with disabilities.

Problem Statement 4 (Prioritized): The 2023 TELPAS Assessment report indicates a significant number of students who demonstrated regression of language or no growth in language proficiency in all four domains of TELPAS. **Root Cause:** Lack of emphasis on ELPS and limited focus on student language proficiency levels.

Problem Statement 5 (Prioritized): Only 58% of First Grade students read on or above level. **Root Cause:** Teacher turnover disrupted effective collaboration and planning in the grade level. There is also a need to build teacher capacity on BAS and mCLASS analysis for more targeted instruction.

Problem Statement 6 (Prioritized): Only 54% of First Grade students scored on or above grade level in numeracy on the Early Math Assessment. **Root Cause:** We need more focus on using data from the Early Math Assessment to form groups in the area of numeration and place value.

Problem Statement 7 (Prioritized): The 2024 STAAR 4th grade Reading Assessment scores fell at the Approaches level for African American, Hispanic, Eco Dis, and Special Education students. **Root Cause:** We need more focus on differentiated instruction and targeted interventions to meet the needs of all students.

Problem Statement 8 (Prioritized): Fourth grade math students receiving Accelerated Instruction regressed or made no change in progress. **Root Cause:** Inconsistent grade level approach to address deficits. Targeted intervention was not planned collaboratively.

Problem Statement 9 (Prioritized): Students in 4th Grade Reading showed a high level of regression. 14 students regressed from Masters to Meets. **Root Cause:** Lack of teacher efficacy and experience with Extended Constructed Responses (ECR).

Culture and Climate

Culture and Climate Summary

Hailey Elementary recognizes that strong relationships are the foundation of student success. A unified goal and vision are critical to the success of our campus. We focus on the three big ideas to build a learning community that is not only successful for our students, but also the staff. The three big ideas are 1) Build Relationships, 2) Use Data, 3) Work Collaboratively.

Building Relationships James Comer of Yale University said, “No significant learning occurs without a significant relationship.” Strong relationships between students and staff members significantly enhance student learning and motivation. Students are more engaged in learning, build social skills, improve attendance, and have fewer disciplinary problems when a strong connection is made with the teacher. If we want our students to grow both academically and emotionally, relationships are the critical component. This is also true about team dynamics between staff members. Your team will perform at a higher level if strong relationships and professional trust are present. This begins with your words and actions every single day.

Using Data Data is collected regularly for all components of instruction. Decisions are supported by data to show when students are or are not making adequate progress and functioning successfully on grade level. But if even one student is not making progress, data is what will determine the path to guide our instruction. Explicit instruction is critical for successful student learning, but that instruction begins with explicit planning using data.

Working Collaboratively You just might be the one with the most content knowledge, most experienced, and highest functioning member of your team. That does not negate the need to work collaboratively. If you are this person, it is your professional obligation to build these same qualities in your teammates. If you are not this person, find a person who works collaboratively on your team and follow their lead. The lessons a team designs are enhanced by the knowledge of the entire group. The more time we spend on the design of the lesson as a team, the easier and more effective the delivery. Collaboratively means following the district curriculum, using best practices, focusing on essential standards, coming prepared to meetings, being prepared each day, arriving on time, holding each other accountable, and doing in all with kindness.

Culture and Climate Strengths

Culture and Climate Strengths at Hailey Elementary:

- Maintain focus on building relationships, using data for instruction, and working collaboratively.
- Weekly staff updates to provide timely information on upcoming events.
- Weekly grade level PLC time built into schedule to provide additional collaboration time.
- Clear communication of expected best practice with instructional support to build teacher capacity.
- Using instructional feedback cycles built around "bite-size" feedback.
- Providing regular opportunities for teams to Big Picture Plan to design quality instruction.
- Providing time for staff to complete Reading Academy modules.
- Foundations Teams help lay the foundation to school-wide procedures. The team routinely collects data regarding procedures to ensure school safety.
- Building relationships with team members, staff members, students, and families is prioritized.
- Engaging activities that highlight teacher interests and building campus camaraderie.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Only 69% of staff consistently reinforce rules and expectations in all common areas. **Root Cause:** Foundations expectations and procedures

are not reinforced consistently within all grade levels across the campus.

Problem Statement 2 (Prioritized): Our campus had 6528 and 7146 late arrivals/early checkouts for 22-23, which is a 10% increase from the previous year. **Root Cause:** Attendance and punctuality have not been made a priority.

Problem Statement 3 (Prioritized): Parents are concerned about their child's safety while at school. **Root Cause:** Although Hailey Elementary passed the state security audit, and we monitor systems frequently, there is an increased need in putting security measures and protocols at the forefront for all staff.

Parent and Community Engagement

Parent and Community Engagement Summary

It is Hailey Elementary'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.

In addition, the Hailey staff is dedicated to meeting the social needs and challenges of our students. Hailey utilizes Pillars of Character and other CISD resources. Students are recognized for their strong character traits, not only academic achievement.

Hailey Elementary recognizes the importance of parent and community relationships. Frequent communication builds a foundation of trust and engagement. These positive relationships build students who are academically and socially confident and successful in their endeavors.

Parent and Community Engagement Strengths

Parent and Engagement Strengths at Hailey include:

- Weekly recognition for students and staff through the use of SAEs and TAEs (Students and Teachers Achieving Excellence), as well as social and tangible recognition.
- Character Counts student recognition 6 times throughout the year.
- Welcoming community support and parental involvement through volunteer opportunities.
- Campus wide positive behavior incentive of Comet Cash.
- PTA sponsored school store to fund a CPHS scholarship.
- Daily door checks and weekly door audits to ensure campus safety.
- WATCH DOGS program to increase parent involvement and community relations.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): A large number of parents do not have Parent Access Accounts; therefore, they lack access to critical student information. **Root Cause:** Need to inform parents of the importance of Parent Access and how to utilize the functions to stay informed about their child's progress.

Problem Statement 2: Parent participation in Parent Survey was low. **Root Cause:** Administrators and teachers need to ensure that they are communicating with families in a way that they will be able to receive the information.

Priority Problem Statements

Problem Statement 1: Students in special education are not making adequate progress towards grade level expectations.

Root Cause 1: Lack of shared accountability (between special and general education staff members), collaboration, and established common expectations for students with disabilities.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Our campus had 6528 and 7146 late arrivals/early checkouts for 22-23, which is a 10% increase from the previous year.

Root Cause 2: Attendance and punctuality have not been made a priority.

Problem Statement 2 Areas: Culture and Climate

Problem Statement 3: A large number of parents do not have Parent Access Accounts; therefore, they lack access to critical student information.

Root Cause 3: Need to inform parents of the importance of Parent Access and how to utilize the functions to stay informed about their child's progress.

Problem Statement 3 Areas: Parent and Community Engagement

Problem Statement 4: 41% of Fourth Grade students are unable to craft an Extended Constructed Response where the prompt is directly addressed and the text evidence is accurately cited and explained.

Root Cause 4: Insufficient emphasis was placed on student writing structure that mirrored the demands of the new testing format.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: 32% of Third Grade students are unable to craft an Extended Constructed Response where the prompt is directly addressed and the text evidence is accurately cited and explained.

Root Cause 5: Lack of stamina to type responses on the computer and not enough exposure to the demands of the writing test.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: The 2023 TELPAS Assessment report indicates a significant number of students who demonstrated regression of language or no growth in language proficiency in all four domains of TELPAS.

Root Cause 6: Lack of emphasis on ELPS and limited focus on student language proficiency levels.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Only 58% of First Grade students read on or above level.

Root Cause 7: Teacher turnover disrupted effective collaboration and planning in the grade level. There is also a need to build teacher capacity on BAS and mCLASS analysis for more targeted instruction.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: Only 54% of First Grade students scored on or above grade level in numeracy on the Early Math Assessment.

Root Cause 8: We need more focus on using data from the Early Math Assessment to form groups in the area of numeration and place value.

Problem Statement 8 Areas: Student Achievement

Problem Statement 9: Students in 4th Grade Reading showed a high level of regression. 14 students regressed from Masters to Meets.

Root Cause 9: Lack of teacher efficacy and experience with Extended Constructed Responses (ECR).

Problem Statement 9 Areas: Student Achievement

Problem Statement 10: Parents are concerned about their child's safety while at school.

Root Cause 10: Although Hailey Elementary passed the state security audit, and we monitor systems frequently, there is an increased need in putting security measures and protocols at the forefront for all staff.

Problem Statement 10 Areas: Culture and Climate

Problem Statement 11: Only 69% of staff consistently reinforce rules and expectations in all common areas.

Root Cause 11: Foundations expectations and procedures are not reinforced consistently within all grade levels across the campus.

Problem Statement 11 Areas: Culture and Climate

Problem Statement 12: The 2024 STAAR 4th grade Reading Assessment scores fell at the Approaches level for African American, Hispanic, Eco Dis, and Special Education students.

Root Cause 12: We need more focus on differentiated instruction and targeted interventions to meet the needs of all students.

Problem Statement 12 Areas: Student Achievement

Problem Statement 13: Fourth grade math students receiving Accelerated Instruction regressed or made no change in progress.

Root Cause 13: Inconsistent grade level approach to address deficits. Targeted intervention was not planned collaboratively.

Problem Statement 13 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

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 percentage of 3rd grade students that achieve the Meets level or above on the 2024 STAAR Reading Assessment from 72% to 75%.





High Priority

HB3 Goal

Evaluation Data Sources: BAS Data, STAAR Assessments, Interim Assessments, Campus Common Formative Assessments, District Formative Assessments, Amplify, mCLASS

Strategy 1 Details	Formative Reviews		
Strategy 1: PK teachers will set measurable goals and monitor progress of foundational literacy skills. Strategy's Expected Result/Impact: Students will receive targeted and equitable instruction aligned to PK standards. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Classroom Teacher Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: Instructional Material - State Comp Ed - \$12,500	Formative		
	Dec	Mar	June

Strategy 2 Details		Formative Reviews		
Strategy 2: Kindergarten teachers will set measurable goals and implement instructional plans on high-leverage TEKS. Strategy's Expected Result/Impact: 80% of students will achieve CISD expected growth in reading levels as measured by mCLASS, Running Records, and/or BAS assessments. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 5, 7 Funding Sources: ELA Coach - State Comp Ed - \$20,000		Formative		
		Dec	Mar	June
Strategy 3 Details		Formative Reviews		
Strategy 3: First Grade teachers will set measurable goals and implement instructional plans on high-leverage TEKS. Strategy's Expected Result/Impact: 80% of students will achieve CISD expected growth in reading levels as measured by mCLASS, Running Records, and/or BAS assessments. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Classroom Teacher Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 5		Formative		
		Dec	Mar	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Second grade teachers will set measurable goals and implement instructional plans on high-leverage TEKS. Strategy's Expected Result/Impact: 80% of students will achieve CISD expected growth in reading levels as measured by mCLASS, Running Records, and/or BAS assessments. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Classroom Teacher Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2 Funding Sources: ELA Instructional Coach - State Comp Ed - \$20,000	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Third grade teachers will set measurable goals and implement instructional plans on high-leverage TEKS. Strategy's Expected Result/Impact: 80% of students will achieve CISD expected growth in reading levels as measured by mCLASS, Running Records, and/or BAS assessments. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Classroom Teacher Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 2	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: 41% of Fourth Grade students are unable to craft an Extended Constructed Response where the prompt is directly addressed and the text evidence is accurately cited and explained. Root Cause: Insufficient emphasis was placed on student writing structure that mirrored the demands of the new testing format.</p> <p>Problem Statement 2: 32% of Third Grade students are unable to craft an Extended Constructed Response where the prompt is directly addressed and the text evidence is accurately cited and explained. Root Cause: Lack of stamina to type responses on the computer and not enough exposure to the demands of the writing test.</p> <p>Problem Statement 5: Only 58% of First Grade students read on or above level. Root Cause: Teacher turnover disrupted effective collaboration and planning in the grade level. There is also a need to build teacher capacity on BAS and mCLASS analysis for more targeted instruction.</p>

Student Achievement
Problem Statement 7: The 2024 STAAR 4th grade Reading Assessment scores fell at the Approaches level for African American, Hispanic, Eco Dis, and Special Education students. Root Cause: We need more focus on differentiated instruction and targeted interventions to meet the needs of all students.

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 achieve the Meets level or above on the 2024 STAAR Math Assessment from 64% to 70%.

High Priority
HB3 Goal
Evaluation Data Sources: Interim Assessments, Formative Assessment, STAAR, Campus Common Assessments, District Early Math Assessment

Strategy 1 Details	Formative Reviews		
Strategy 1: PK teachers will set measurable goals and implement instructional plans on early math concepts. Strategy's Expected Result/Impact: Increase PK student performance as measured through CLI. Staff Responsible for Monitoring: PK teachers, Instructional Coaches, Principal Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 6, 8 Funding Sources: Math Coach - State Comp Ed - \$20,000	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Kindergarten teachers will set measurable goals and implement instructional plans on high-leverage Math TEKS. Strategy's Expected Result/Impact: Increase Kindergarten student performance as measured through Early Math Assessments. Staff Responsible for Monitoring: Kindergarten Teachers, Instructional Coaches, Principal Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 6 Funding Sources: Instructional Material - State Comp Ed - \$5,500	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: First grade teachers will set measurable goals and implement instructional plans on high-leverage Math TEKS. Strategy's Expected Result/Impact: Increase first grade student performance as measured through Early Math Assessments. Staff Responsible for Monitoring: First Grade Teachers, Instructional Coach, Principal Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 6 Funding Sources: Instructional Material - State Comp Ed - \$12,000	Formative		
	Dec	Mar	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Second grade teachers will set measurable goals and implement instructional plans on high-leverage Math TEKS. Strategy's Expected Result/Impact: Increase second grade student performance as measured through Early Math Assessments. Staff Responsible for Monitoring: Second Grade Teachers, Instructional Coaches, Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 6 Funding Sources: Instructional Materials - State Comp Ed - \$7,500	Formative		
	Dec	Mar	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Third grade teachers will set measurable goals and implement instructional plans on high-leverage Math TEKS. Strategy's Expected Result/Impact: Identify and monitor students who need remediation or extensions in grade level TEKS. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Grade Level Teachers. Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 6 Funding Sources: Math Instructional Coach - State Comp Ed - \$20,000	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 6: Only 54% of First Grade students scored on or above grade level in numeracy on the Early Math Assessment. Root Cause: We need more focus on using data from the Early Math Assessment to form groups in the area of numeration and place value.
Problem Statement 8: Fourth grade math students receiving Accelerated Instruction regressed or made no change in progress. Root Cause: Inconsistent grade level approach to address deficits. Targeted intervention was not planned collaboratively.

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 percentage of 4th grade students that achieve the Meets level or above on the 2024 STAAR Reading Assessment from to 55% to 70%.

- High Priority
- HB3 Goal
- Evaluation Data Sources: STAAR Assessments, Common Assessments, BAS Data, mCLASS, Running Records, QPS

Strategy 1 Details	Formative Reviews		
Strategy 1: Fourth grade teachers will set measurable goals and implement instructional plans on high-leverage Reading Language Arts TEKS. Strategy's Expected Result/Impact: 80% of students will achieve CISD expected growth in reading levels as measured by mCLASS, Running Records, and/or BAS assessments. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Grade Level Teachers, Student Success Manager Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 9 Funding Sources: ELA Instructional Coach - State Comp Ed - \$20,000	Formative		
	Dec	Mar	June
<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>			

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 9: Students in 4th Grade Reading showed a high level of regression. 14 students regressed from Masters to Meets. Root Cause: Lack of teacher efficacy and experience with Extended Constructed Responses (ECR).

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 percentage of 4th grade students that achieve the Meets level or above on the 2024 STAAR Math Assessment from 56% to 70%.

High Priority
Evaluation Data Sources: STAAR Assessments, Common Assessments, Common Formative Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Fourth grade teachers will set measurable goals and implement instructional plans on high-leverage Math TEKS. Strategy's Expected Result/Impact: Students will receive targeted instruction aligned to priority TEKS. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches, Grade Level Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 9 Funding Sources: Instructional Resources - State Comp Ed - \$2,232, Math Coach - State Comp Ed - \$20,000	Formative		
	Dec	Mar	June
<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>			

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 3: Students in special education are not making adequate progress towards grade level expectations. Root Cause: Lack of shared accountability (between special and general education staff members), collaboration, and established common expectations for students with disabilities.
Problem Statement 9: Students in 4th Grade Reading showed a high level of regression. 14 students regressed from Masters to Meets. Root Cause: Lack of teacher efficacy and experience with Extended Constructed Responses (ECR).





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 number of fourth grade students that maintain or exceed academic growth on the 2024 STAAR Assessments.

High Priority
Evaluation Data Sources: STAAR Assessments, Interim Assessments, Common Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: K-4 teachers will plan and provide targeted interventions and extension activities during schoolwide intervention and enrichment time. Strategy's Expected Result/Impact: Every student will receive instruction at their level of proficiency in a given skill. Staff Responsible for Monitoring: Principal, Assistant Principal, Student Success Manager, Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3, 4, 5, 6, 9 Funding Sources: ELA Instructional Coach - State Comp Ed - \$9,567	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Special Education Teachers will attend weekly planning sessions with General Education teachers to collaborate on content and lesson delivery for students with special needs. Strategy's Expected Result/Impact: Increase the percentage of Special Education students performing on or above level in content areas. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 3	Formative		
	Dec	Mar	June
Strategy 3 Details	Formative Reviews		
Strategy 3: The Student Success Manager will lead focused writing groups in third and fourth grades to address various aspects of writing. Strategy's Expected Result/Impact: Increase the number of students scoring in the 8-10 range of the Extended Constructed Response on the 2024 STAAR Assessment. Staff Responsible for Monitoring: Principal, Assistant Principal, Student Success Manager Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 9	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 1: 41% of Fourth Grade students are unable to craft an Extended Constructed Response where the prompt is directly addressed and the text evidence is accurately cited and explained. Root Cause: Insufficient emphasis was placed on student writing structure that mirrored the demands of the new testing format.
Problem Statement 2: 32% of Third Grade students are unable to craft an Extended Constructed Response where the prompt is directly addressed and the text evidence is accurately cited and explained. Root Cause: Lack of stamina to type responses on the computer and not enough exposure to the demands of the writing test.
Problem Statement 3: Students in special education are not making adequate progress towards grade level expectations. Root Cause: Lack of shared accountability (between special and general education staff members), collaboration, and established common expectations for students with disabilities.

Student Achievement

Problem Statement 4: The 2023 TELPAS Assessment report indicates a significant number of students who demonstrated regression of language or no growth in language proficiency in all four domains of TELPAS. **Root Cause:** Lack of emphasis on ELPS and limited focus on student language proficiency levels.

Problem Statement 5: Only 58% of First Grade students read on or above level. **Root Cause:** Teacher turnover disrupted effective collaboration and planning in the grade level. There is also a need to build teacher capacity on BAS and mCLASS analysis for more targeted instruction.

Problem Statement 6: Only 54% of First Grade students scored on or above grade level in numeracy on the Early Math Assessment. **Root Cause:** We need more focus on using data from the Early Math Assessment to form groups in the area of numeration and place value.





Problem Statement 9: Students in 4th Grade Reading showed a high level of regression. 14 students regressed from Masters to Meets. **Root Cause:** Lack of teacher efficacy and experience with Extended Constructed Responses (ECR).

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: Hailey Elementary will maintain effective and efficient time management and fiscal resources.

Evaluation Data Sources: Campus Budget, Audit Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Principal and the campus secretary will meet weekly to ensure the alignment of budget expenditures with campus goals. Strategy's Expected Result/Impact: Budget and campus goals will be aligned Staff Responsible for Monitoring: Principal, Secretary ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 5	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Hailey Elementary will use the campus budget to provide instructional material and resources to enhance the learning of all students. Strategy's Expected Result/Impact: All purchases will align to the instructional goals of the campus, Staff Responsible for Monitoring: Principal, Secretary Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 3, 9 Funding Sources: Resources and materials - Title III - \$1,417.60	Formative		
	Dec	Mar	June
<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 3: Students in special education are not making adequate progress towards grade level expectations. **Root Cause:** Lack of shared accountability (between special and general education staff members), collaboration, and established common expectations for students with disabilities.

Problem Statement 5: Only 58% of First Grade students read on or above level. **Root Cause:** Teacher turnover disrupted effective collaboration and planning in the grade level. There is also a need to build teacher capacity on BAS and mCLASS analysis for more targeted instruction.

Problem Statement 9: Students in 4th Grade Reading showed a high level of regression. 14 students regressed from Masters to Meets. **Root Cause:** Lack of teacher efficacy and experience with Extended Constructed Responses (ECR).

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 grade level planning time.

High Priority

Evaluation Data Sources: Master Schedules, Staff Feedback

Strategy 1 Details	Formative Reviews		
Strategy 1: Develop a campus wide schedule to facilitate additional times for grade levels to meet. Strategy's Expected Result/Impact: Increased grade level collaboration on designing instruction, planning small groups, disaggregating data, and refining interventions. Staff Responsible for Monitoring: Principal, Team Leaders Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Achievement 9	Formative		
	Dec	Mar	June
<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>			

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 9: Students in 4th Grade Reading showed a high level of regression. 14 students regressed from Masters to Meets. Root Cause: Lack of teacher efficacy and experience with Extended Constructed Responses (ECR).

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: Hailey Elementary will facilitate ongoing learning opportunities through professional development and observation of instruction.

High Priority

Evaluation Data Sources: Schedule of staff development, Instructional Rounds

Strategy 1 Details	Formative Reviews		
Strategy 1: Administrators and coaches will host biweekly meetings to grow grade level capacity and instructional leadership. Strategy's Expected Result/Impact: Strengthening each grade level by increasing teacher capacity. Staff Responsible for Monitoring: Principal, Coaches Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 5, 9 Funding Sources: Student Success Manager - Title I - \$20,000, Student Support Specialist - Title I - \$20,000	Formative		
	Dec	Mar	June
<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>			

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 5: Only 58% of First Grade students read on or above level. Root Cause: Teacher turnover disrupted effective collaboration and planning in the grade level. There is also a need to build teacher capacity on BAS and mCLASS analysis for more targeted instruction.
Problem Statement 9: Students in 4th Grade Reading showed a high level of regression. 14 students regressed from Masters to Meets. Root Cause: Lack of teacher efficacy and experience with Extended Constructed Responses (ECR).

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 2: Support teachers new to the campus with additional coaching to increase instructional efficacy, classroom management, and student growth.

Evaluation Data Sources: Teacher Retention Rates, Professional Development Records, T-TESS Evaluations, Walkthroughs

Strategy 1 Details	Formative Reviews		
Strategy 1: Pair new teachers with support team members to monitor instructional efficacy and provide student support. Strategy's Expected Result/Impact: Improved instructional delivery, student academic growth, and teacher retention. Staff Responsible for Monitoring: Student Success Manager, Student Support Specialist Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 5, 6, 9 Funding Sources: Student Success Manager - Title I - \$20,000, Student Support Specialist - Title I - \$20,000	Formative		
	Dec	Mar	June
<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>			

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 5: Only 58% of First Grade students read on or above level. Root Cause: Teacher turnover disrupted effective collaboration and planning in the grade level. There is also a need to build teacher capacity on BAS and mCLASS analysis for more targeted instruction.
Problem Statement 6: Only 54% of First Grade students scored on or above grade level in numeracy on the Early Math Assessment. Root Cause: We need more focus on using data from the Early Math Assessment to form groups in the area of numeration and place value.
Problem Statement 9: Students in 4th Grade Reading showed a high level of regression. 14 students regressed from Masters to Meets. Root Cause: Lack of teacher efficacy and experience with Extended Constructed Responses (ECR).

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 3: Attend and recruit highly qualified teachers from the Conroe ISD Job Fair.

High Priority

Evaluation Data Sources: Teacher Certifications, Teacher Interview Notes

Strategy 1 Details	Formative Reviews		
Strategy 1: Have staff members attend Conroe ISD Job Fair to recruit and interview potential applicants. Strategy's Expected Result/Impact: Highly qualified hires. Staff Responsible for Monitoring: Principal, Assistant Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Student Achievement 5	Formative		
	Dec	Mar	June
<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>			

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 5: Only 58% of First Grade students read on or above level. Root Cause: Teacher turnover disrupted effective collaboration and planning in the grade level. There is also a need to build teacher capacity on BAS and mCLASS analysis for more targeted instruction.


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: Parent Meeting Agendas, Parent Sign In Sheets, Parent Feedback

Strategy 1 Details	Formative Reviews		
Strategy 1: Communicate with families through weekly parent updates, grade level newsletters, printed communication in the daily folder, teacher emails, and Students Achieving Excellence (SAE) awards, in order to increase the number of communications parents receive. Strategy's Expected Result/Impact: An increased number of parents engaged in school with their child. Staff Responsible for Monitoring: Principal, Teachers Title I: 4.1, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Culture and Climate 2 Funding Sources: Resources and materials for parent communication- PFE - Title I - \$1,000	Formative		
	Dec	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:





Culture and Climate
Problem Statement 2: Our campus had 6528 and 7146 late arrivals/early checkouts for 22-23, which is a 10% increase from the previous year. Root Cause: Attendance and punctuality have not been made a priority.

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 continue to create a positive, collaborative school culture for students and staff.

Evaluation Data Sources: Discipline Referral Data, SAEs, TAEs

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will participate in a positive behavior incentive where they earn Comet Cash and get opportunities to spend it at the Comet Cash Store. Strategy's Expected Result/Impact: Increased positive student behaviors and decreased behavior referrals Staff Responsible for Monitoring: Principal, Student Support Specialist, Teachers Title I: 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Culture and Climate 2 Funding Sources: Student Support Specialist - Title I - \$20,000, Student incentives for comet cash - Title I - \$1,000	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase staff awareness of consistently reinforcing Foundations expectations. Strategy's Expected Result/Impact: A safe and orderly school where students know what their expectations are. Staff Responsible for Monitoring: Principal, Assistant Principal, Student Support Specialist ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Culture and Climate 1, 2 Funding Sources: Student Support Specialist - Title I - \$20,000	Formative		
	Dec	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 2 Problem Statements:

Culture and Climate
<p>Problem Statement 1: Only 69% of staff consistently reinforce rules and expectations in all common areas. Root Cause: Foundations expectations and procedures are not reinforced consistently within all grade levels across the campus.</p> <p>Problem Statement 2: Our campus had 6528 and 7146 late arrivals/early checkouts for 22-23, which is a 10% increase from the previous year. Root Cause: Attendance and punctuality have not been made a priority.</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: Establish school-wide practices for students and staff to ensure a safe environment for all stakeholders.


High Priority


Evaluation Data Sources: Weekly Door Audits, Staff Surveys

Strategy 1 Details	Formative Reviews		
Strategy 1: Staff will engage in reviewing safety procedures for effectiveness, such as daily locked door checks by administration and daily collection of visitor badges upon exiting the building. Strategy's Expected Result/Impact: Increased feelings of safety from students, staff and parents. Staff Responsible for Monitoring: Principal, Assistant Principal, Staff Members Title I: 4.1 - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Culture and Climate 3	Formative		
	Dec	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:





Culture and Climate
Problem Statement 3: Parents are concerned about their child's safety while at school. Root Cause: Although Hailey Elementary passed the state security audit, and we monitor systems frequently, there is an increased need in putting security measures and protocols at the forefront for all staff.

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 4: Establish a partnership with Hailey families and community members to provide on-campus support.

Evaluation Data Sources: Watch DOGS Sign-in Sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement the Watch DOGS parent partnership program. Strategy's Expected Result/Impact: Increased community partnership and parent relations. Staff Responsible for Monitoring: Principal, Counselor Title I: 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Culture and Climate 3 Funding Sources: Purchase of Watch DOG items - PFE - Title I - \$500	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure parent involvement through participation in opportunities such as Site Based Committee Meetings, PTO Meetings, and Room Parent Meetings. Strategy's Expected Result/Impact: Improved home/school connection and improved parent involvement. Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Culture and Climate 2, 3 - Parent and Community Engagement 1 Funding Sources: Subs for teachers, resources for meeting - Title I - \$1,000, ELA Instructional Coach - Title I - \$10,000, Math Instructional Coach - Title I - \$6,427, Parent and Family Engagement Initiatives - Title I - \$3,073	Formative		
	Dec	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 4 Problem Statements:

Culture and Climate
Problem Statement 2: Our campus had 6528 and 7146 late arrivals/early checkouts for 22-23, which is a 10% increase from the previous year. Root Cause: Attendance and punctuality have not been made a priority.
Problem Statement 3: Parents are concerned about their child's safety while at school. Root Cause: Although Hailey Elementary passed the state security audit, and we monitor systems frequently, there is an increased need in putting security measures and protocols at the forefront for all staff.
Parent and Community Engagement
Problem Statement 1: A large number of parents do not have Parent Access Accounts; therefore, they lack access to critical student information. Root Cause: Need to inform parents of the importance of Parent Access and how to utilize the functions to stay informed about their child's progress.

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: Campus instructional coaches will promote and guide the use of Tier I Best Practices to strengthen instruction in all content areas.


High Priority


HB3 Goal


Evaluation Data Sources: Instructional Rounds, Coaching Cycles, Weekly Planning Meetings, Classroom Observations, Big Picture Planning Days

Strategy 1 Details	Formative Reviews		
Strategy 1: Grade level teams will work with coaches on Big Picture Planning Days to establish unit goals, lesson planning, and assessment plans in Reading and Math. Strategy's Expected Result/Impact: Rigorous instruction to meet the needs of every student and highly aligned common assessments that appropriately measure student mastery. Staff Responsible for Monitoring: Teachers, Instructional Coaches, Assistant Principal, and Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 4, 5, 6, 9 Funding Sources: Student Success Manager - Title I - \$20,000, ELA Instructional Coach - Title I - \$7,256, Math Instructional Coach - Title I - \$7,256	Formative		
	Dec	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 41% of Fourth Grade students are unable to craft an Extended Constructed Response where the prompt is directly addressed and the text evidence is accurately cited and explained. Root Cause: Insufficient emphasis was placed on student writing structure that mirrored the demands of the new testing format.

Student Achievement

Problem Statement 2: 32% of Third Grade students are unable to craft an Extended Constructed Response where the prompt is directly addressed and the text evidence is accurately cited and explained. **Root Cause:** Lack of stamina to type responses on the computer and not enough exposure to the demands of the writing test.

Problem Statement 4: The 2023 TELPAS Assessment report indicates a significant number of students who demonstrated regression of language or no growth in language proficiency in all four domains of TELPAS. **Root Cause:** Lack of emphasis on ELPS and limited focus on student language proficiency levels.

Problem Statement 5: Only 58% of First Grade students read on or above level. **Root Cause:** Teacher turnover disrupted effective collaboration and planning in the grade level. There is also a need to build teacher capacity on BAS and mCLASS analysis for more targeted instruction.

Problem Statement 6: Only 54% of First Grade students scored on or above grade level in numeracy on the Early Math Assessment. **Root Cause:** We need more focus on using data from the Early Math Assessment to form groups in the area of numeration and place value.

Problem Statement 9: Students in 4th Grade Reading showed a high level of regression. 14 students regressed from Masters to Meets. **Root Cause:** Lack of teacher efficacy and experience with Extended Constructed Responses (ECR).

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: Improve student technology skills in order to increase proficiency in Extended Constructed Responses and TELPAS scores.

High Priority

Evaluation Data Sources: Common Assessments, Interim Assessments, STAAR Assessments, Common Formative Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: The Librarian and technology paraprofessional will support the development of Extended Constructive Response with weekly lessons in keyboarding, literature response, and editing and revising skills on Chromebooks. Strategy's Expected Result/Impact: Improved student responses on ECR questions. Staff Responsible for Monitoring: Librarian, Student Success Manager Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2 Funding Sources: Student Success Manager - Title I - \$20,000	Formative		
	Dec	Mar	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement the Summit K-12 program to support and increase the 4 dimensions of English proficiency on the 2024 TELPAS Assessment. Strategy's Expected Result/Impact: Improved TELPAS proficiency Staff Responsible for Monitoring: Student Success Manager, Classroom Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Achievement 4 Funding Sources: Summit K-12 - Reading and Writing - Title III - \$457.70, Summit K-12 - Listening and Speaking - Title III - \$411.70, Leveled readers - Title III - \$2,500	Formative		
	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: 41% of Fourth Grade students are unable to craft an Extended Constructed Response where the prompt is directly addressed and the text evidence is accurately cited and explained. Root Cause: Insufficient emphasis was placed on student writing structure that mirrored the demands of the new testing format.</p> <p>Problem Statement 2: 32% of Third Grade students are unable to craft an Extended Constructed Response where the prompt is directly addressed and the text evidence is accurately cited and explained. Root Cause: Lack of stamina to type responses on the computer and not enough exposure to the demands of the writing test.</p> <p>Problem Statement 4: The 2023 TELPAS Assessment report indicates a significant number of students who demonstrated regression of language or no growth in language proficiency in all four domains of TELPAS. Root Cause: Lack of emphasis on ELPS and limited focus on student language proficiency levels.</p>

State Compensatory

Budget for Hailey Elementary

Total SCE Funds: \$169,299.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Hailey Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Brenda DeMetropolis	Student Support Coach	1
Emilye Capan	Instructional Coach	1

Title I

1.1: Comprehensive Needs Assessment

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

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus developed a CIP involving parents and other stakeholders such as teachers, the campus principal, paraprofessionals, and community stakeholders.

2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on our identified needs. Our core team will monitor the plan, including administrators, campus coaches, student support services coaches, RTI interventionists, and counselors. Once the Campus Improvement plan is complete, we will share it with staff and parents.

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

The campus ensures our Campus Improvement plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability and available upon request in hard copy.

2.4: Opportunities for all children to meet State standards

The campus implements reform strategies to address school needs, including opportunities for all students and student subgroups to exceed academic standards. Staff and administration closely monitor grades and assessments to ensure students are on target to meet State standards. Students who are at risk of missing their targeted benchmarks receive support and small group instruction, including:

- RTI Instruction
- In Class Small Group Instruction
- Pull Out Support
- Push In Support

2.5: Increased learning time and well-rounded education

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 with an enriched and accelerated curriculum.

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

The campus will address all students' needs, particularly those at risk of not meeting academic standards. We closely monitor our at-risk students and work to ensure we are meeting their educational needs through:

- RTI Instruction
- Small Group Instruction
- Guided Math
- In Class Support

3.1: Annually evaluate the schoolwide plan

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data included academic, social, and emotional reviews by stakeholders, including teachers (general and special education), administration, student support, and families. In addition, the campus explored the intent, use of funds, and available school resources. During formative reviews, the core team will evaluate the Title I Schoolwide Plan annually and throughout the school year.

4.1: Develop and distribute Parent and Family Engagement Policy

With parents' input, the campus jointly developed a written Family Engagement Policy and School Family Student Compact. We also used our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact.

4.2: Offer flexible number of parent involvement meetings

The campus offers various family engagement activities, including flexible times and days of the week. In addition, 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>
Brenda DeMetropolis	Student Support Coach	Title 1	1.0
Emilye Capan	Student Success Manager	Title 1	1.0

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Student Success Manager		\$20,000.00
3	1	1	Student Support Specialist		\$20,000.00
3	2	1	Student Success Manager		\$20,000.00
3	2	1	Student Support Specialist		\$20,000.00
4	1	1	Resources and materials for parent communication- PFE		\$1,000.00
4	2	1	Student incentives for comet cash		\$1,000.00
4	2	1	Student Support Specialist		\$20,000.00
4	2	2	Student Support Specialist		\$20,000.00
4	4	1	Purchase of Watch DOG items - PFE		\$500.00
4	4	2	ELA Instructional Coach		\$10,000.00
4	4	2	Subs for teachers, resources for meeting		\$1,000.00
4	4	2	Math Instructional Coach		\$6,427.00
4	4	2	Parent and Family Engagement Initiatives		\$3,073.00
5	1	1	ELA Instructional Coach		\$7,256.00
5	1	1	Math Instructional Coach		\$7,256.00
5	1	1	Student Success Manager		\$20,000.00
5	2	1	Student Success Manager		\$20,000.00
Sub-Total					\$197,512.00
Budgeted Fund Source Amount					\$197,512.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Resources and materials		\$1,417.60
5	2	2	Summit K-12 - Listening and Speaking		\$411.70
5	2	2	Leveled readers		\$2,500.00
5	2	2	Summit K-12 - Reading and Writing		\$457.70

Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$4,787.00
Budgeted Fund Source Amount					\$4,787.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Material		\$12,500.00
1	1	2	ELA Coach		\$20,000.00
1	1	4	ELA Instructional Coach		\$20,000.00
1	2	1	Math Coach		\$20,000.00
1	2	2	Instructional Material		\$5,500.00
1	2	3	Instructional Material		\$12,000.00
1	2	4	Instructional Materials		\$7,500.00
1	2	5	Math Instructional Coach		\$20,000.00
1	3	1	ELA Instructional Coach		\$20,000.00
1	4	1	Instructional Resources		\$2,232.00
1	4	1	Math Coach		\$20,000.00
1	5	1	ELA Instructional Coach		\$9,567.00
Sub-Total					\$169,299.00
Budgeted Fund Source Amount					\$169,299.00
+/- Difference					\$0.00
Grand Total Budgeted					\$371,598.00
Grand Total Spent					\$371,598.00
+/- Difference					\$0.00