



Campus Improvement Plan 2019-2020

Elementary/Intermediate Campus: Hailey Elementary

Rating: B

GOAL 1: STUDENT ACHIEVEMENT AND POSTSECONDARY SUCCESS

MASTER RIGOROUS ACADEMIC STANDARDS – STUDENT ACHIEVEMENT, STUDENT PROGRESS, CLOSING PERFORMANCE GAPS and SUCCESSFUL COMPLETION OF HIGH SCHOOL

ACCOUNTABILITY

DOMAIN I: STUDENT ACHIEVEMENT - *Evaluates performance across all subjects for all students on both general and alternate assessments; high schools include – College, Career, and Military Readiness (CCMR) indicators, and graduation rates.*

DOMAIN II: SCHOOL PROGRESS - *Measures district and campus outcomes in two areas:*

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

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

DOMAIN II OBJECTIVES: Reading and Math, all students, seven racial/ethnic groups, ELL, SpEd, weighted progress

DOMAIN III: CLOSING THE GAPS - *Uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain align the state accountability with Every Student Succeeds Act (ESSA).*

Distinction Designations Earned:

ELA/Reading Earned
Mathematics Earned
Comparative Academic Growth Earned
Postsecondary Readiness Earned
Comparative Closing the Gaps Earned

ALL STUDENT POPULATIONS

PERFORMANCE OBJECTIVE: 90% of all student will achieve Approaching Grade Level or above.

STRATEGY DESCRIPTION(S):

- Reading Strategy: Provide intensive, systematic, researched-based reading instruction that includes increased rigor of questioning in the differentiated classroom for vertical alignment in TIER 1 Best Practices.
- Writing Strategy: Address the vertical alignment of Workshop model supported by Units of Study by Lucy Calkins for grades K through 4 for fidelity and integration of higher level of practices.
- Math Strategy: Implement CISD Solves Best practices including, Guided Math, Math Review/Mental Math, Poster Method, and Math Fluency.



READING/ELA

PERFORMANCE OBJECTIVE: 70% of African American students will achieve Approaching Grade Level or above.
60% of Special Education students will achieve Approaching Grade Level or above.

STRATEGY DESCRIPTION(S):

- Re-examine effectiveness and depth of Guided Reading in the K-6 classroom through an in-depth examination of classroom practices and focus on the critical role of texts and the expert teaching in the process of reading
- Emphasize higher level questioning within each component of CISD READS: Reading Aloud and Thinking Together, Shared Reading, Guided Reading, and Independent Reading in whole group, flexible small groups, and with individual students

WRITING

PERFORMANCE OBJECTIVE: 70% of African American students will achieve Approaching Grade Level or above. 60% of Special Education students will achieve Approaching Grade Level or above.

STRATEGY DESCRIPTION(S):

- Address the vertical alignment of Writing Workshop Model supported by the *Units of Study in Opinion, Information, and Narrative Writing* by Lucy Calkins for grades K- 4 for fidelity and integration of higher level thinking practices
- Examine the fidelity of implementation of the Writing Workshop approach to writing instruction and the use of the recommended resources for the teaching of writing.

MATH

PERFORMANCE OBJECTIVE: 80% of African American students will achieve Approaching Grade Level or above. 70% of Special Education students will achieve Approaching Grade Level or above.

STRATEGY DESCRIPTION(S):

- Continued focus on creation of common formative assessments to assist in monitoring achievement, including matching rigor of the questions to the requirement of the TEKS, using data to write and review common assessment items, and focusing on the benefits of teacher collaboration when developing and reviewing common assessments.
- Continue the emphasis on small group math instruction such as in guided math, tracking individual progress through documentation using anecdotal notes and implementation of effective tutorial programs for teachers.

SOCIAL STUDIES

PERFORMANCE OBJECTIVE:

Teachers will plan and implement lessons based on the district scope and sequence that include opportunities for critical thinking and higher level questioning with consistency and fidelity.

STRATEGY DESCRIPTION(S):

- Focus on vocabulary development skills, and plan for quality questioning in lesson plans.
- Develop common assessments with leveled questions that align with instruction based on scope and sequence.

SCIENCE

PERFORMANCE OBJECTIVE: Teachers will plan and implement lessons that include hands on labs based on the district scope and sequence. The lessons will provide students with opportunities for reflection, inquiry-based critical thinking, and response to higher level questioning.

STRATEGY DESCRIPTION(S):

- Lessons will focus on inquiry-based learning, vocabulary development skills, and plan for quality questioning in lesson plans.
- Develop common assessments with leveled questions that align with instruction based on scope and sequence.



HEALTH

PERFORMANCE OBJECTIVE: 90% of all students will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment

STRATEGY DESCRIPTION(S):

- Provide instruction that provides students with Moderate to Vigorous Physical Activity (MVPA) 65% of class time.

AT-RISK AND SPECIAL POPULATIONS

STRATEGY DESCRIPTION(S) : (Eco Dis, Dyslexia, GT, ELL, Immigrant, SpEd, Homeless)

- Continued focus of *Do the Math* and *LLI* as targeted instruction for Special Education students and At-Risk students to systematically instruct and monitor the progress of each student.
- Provide RtI through Tier 1 research-based best practices and Tier II and III targeted and specific interventions to facilitate academic improvement for identified students.
- General education teachers provide differentiated instructional strategies to improve the achievement of all at-risk students.

POSTSECONDARY READINESS INDICATORS

POST-SECONDARY READINESS

Attendance rate will increase from 97.73% in 2018/19 to 98% in 2019/20.

Meet eligible campus Academic Achievement Distinction Designations (AADD)

50% of indicators will be in top quartile

Meet Top 25% in Student Progress Distinction Designations

Top quartile of campus comparison group in performance for student progress

Meet Top 25% in Closing Performance Gaps Distinction Designations

Top quartile of campus comparison group in performance for closing performance gaps

Meet eligible Postsecondary Readiness Distinction Designations

50% of indicators will be in top quartile

PERFORMANCE OBJECTIVE:

Attendance rate will increase from 97.3% in 2018/19 to 98% in 2019/20.

STRATEGY DESCRIPTION(S):

- Continue to monitor and incentive attendance.

FINANCIAL RESOURCES

General Operating, Elementary and Secondary

State Compensatory Education Funds

Title Funds

IDEA, Part B

Bilingual Allotment Funds

Gifted and Talented Allotment Funds

ADDITIONAL RESOURCES

Teacher Content Leadership Teams and District and Campus Instructional Coaches

Curriculum: CISD Instructional Model, CISD Reads, CISD Solves, CISD Investigates, CISD Remembers, CISD English Language Acquisition Model for Bilingual Education Programs, Gifted & Talented, RtI, Dyslexia Services

Assessment: STAAR, STAAR Alt 2, TELPAS, TELPAS Alt, District Benchmark Results, District Curriculum Checkpoints, Campus Common



Assessments, Universal Screeners, BAS, DRA, OS, QPS, SAT, ACT, CogAT, IOWA, Logramos
Systems: View It, Eduphoria, Dashboard, Curriculum Heat Maps, Campus Improvement Plans, Road Trip Nation
Professional learning opportunities provided throughout the year.

FORMATIVE EVALUATIONS

NOVEMBER, JANUARY

Item analysis and data disaggregation of Benchmark assessments
CISD Benchmarks at passing rate
Staff Development: track number attending per campus; target for specific campus needs

SUMMATIVE EVALUATIONS

JULY

TEA Accountability Summary, TAPR, PBMAS, AMAOs, DVM, Special Education Evaluation

PROJECT MANAGERS

Principal

Goal 2: RECRUITMENT, DEVELOPMENT, AND RETENTION OF STAFF

PERFORMANCE OBJECTIVE: To recruit, retain and develop highly qualified teachers and staff for all students.

STRATEGY DESCRIPTION(S):

- Recruit and retain highly qualified staff by participating in the CISD hosted job fair.

Financial Resources	Campus budget, Teacher Activity Fund, Title III
Additional Resources	Position Control Reports, Allocation Reports
Monitoring Timeline	November, January, March
Formative Evaluation	HQ data from Human Resources
Summative Evaluation	TAPR, HQ Report to TEA
Project Managers	Principal, Assistant Principal

Goal 3: PARENTS AND COMMUNITY

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

STRATEGY DESCRIPTION(S):

- Provide information nights, curriculum nights, and parent/teacher conferences so parents fully understand the rigor and complexity of CISD curriculum and assessment.
- Provide opportunities to parents to give input regarding the academic needs of students and programs.

Financial Resources	Campus budget, Title Funds
Additional Resources	Campus Key Communicators, Translation services, Local media, Safe Schools Plan, Technology
Monitoring Timeline	Formative - November, January; Summative – July
Formative Evaluation	Record of contact with media, Record of press releases, Record of campus communication, Website information is current and accurate
Summative Evaluation	Meet Performance Indicators for Campus
Project Manager	Principal

Goal 4: SAFE SCHOOLS

PERFORMANCE OBJECTIVE: To provide a safe and orderly school environment conducive to learning for all students and staff.

STRATEGY DESCRIPTION(S):



- **Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans at the district and campus level**

Financial Resources	Campus budget
Additional Resources	Emergency operations plan
Monitoring Timeline	Formative- November, January; Summative - July
Formative Evaluation	Record of programs/presentations/trainings for students and staff, Quarterly reports of police activity and safety drills for campus
Summative Evaluation	Clean safety audit
Project Manager(s):	Principal, Assistant Principal

Goal 5: TECHNOLOGY

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

STRATEGY DESCRIPTION(S):

- **Ensure staff and students utilize technology as a tool and resource within curriculum and assessment.**

Financial Resources	Campus budget, Title Funds
Additional Resources	Technology staff
Monitoring Timeline	Formative - November, January; Summative - July
Formative Evaluation	Records of professional development in technology, Campus and District Technology Plans align with strategies
Summative Evaluation	Meet Performance Indicators for STaR Report
Project Manager(s):	Principal, Assistant Principal, Technology Liaison



STATE AND FEDERAL RESOURCES ALLOCATED

2019-2020 School Year

SCE

Strategy	Activity	Funds Budgeted	FTE
All Students Strategy 1 Reading Strategy 1, Writing Strategy 1, At-Risk Strategy 1	Instructional Materials for At-Risk Students	\$8,634.00	0.16
At-Risk Strategy 3	Gen Ed Teachers for At-Risk Students	\$1,432,260.00	24.00
	TOTAL SCE	\$1,440,894.00	24.16

TITLE I

Strategy	Activity	Funds Budgeted	FTE
All Students Strategy 1 Reading Strategy 1, Math Strategy 1 Writing Strategy 1 At- Risk Strategy 1	Instructional Support Academic Coaches/Teachers	\$149,669.00	2.72
Reading Strategy 1, Math Strategy 1 Writing Strategy 1	Instructional Materials	\$14,115.00	0.00
Parents and Community Strategy 1	Family Engagement	\$2,912.00	0.00
	TOTAL Title I	\$166,696.00	2.72

TITLE III EL

Strategy	Activity	Funds Budgeted	FTE
At-Risk Strategy 1 Reading Strategy 1	Academic Tutorials	\$2,000.00	0.04
At-Risk Strategy 1 Reading Strategy 1	Technology	\$500.00	0.00
At-Risk Strategy 1 Reading Strategy 1 Reading Strategy 2	Books	\$500.00	0.00
At-Risk Strategy 1 Reading Strategy 1 Reading Strategy 2	Instructional Materials	\$500.00	0.00
	TOTAL Title III EL	\$3,500.00	0.04



Title I Schoolwide Program Elements

2019-2020 School Year

Every Student Succeeds Act requires that every Title I Schoolwide Program have three elements in place to ensure compliance: Comprehensive Needs Assessment, Campus Improvement Plan, and Parent Family Engagement activities. Each element consists of specific activities to address increasing student achievement, involving the school community in the design of the schoolwide plan, and actively engaging families in opportunities available at the campus.

Strategy	Title I Schoolwide Elements
Element 1	Comprehensive Needs Assessment
At-Risk Strategy 1 Parents and Community Strategy 2	The campus conducts an annual comprehensive needs assessment of the entire school analyzing the academic achievement of all students and subgroups of students.
Element 2	Campus Improvement Plan (CIP)
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.
At-Risk Strategy 1	The campus will regularly monitor the CIP and revise strategies based on identified needs.
Parents and Community Strategy 1	The campus ensures the CIP is publicly available to parents and the community (English and Spanish).
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.
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.
At-Risk Strategy 1	The campus will address the needs of all students but particularly the needs of those students who are at-risk of not meeting academic standards.
Element 3	Parent and Family Engagement
Parents and Community Strategy 2	The campus jointly develops, with the input of parents, a written Family Engagement Policy and School Family Student Compact.
Parents and Community Strategy 1	The campus offers a variety of family engagement activities which include flexible times and days of the week.
Parents and Community Strategy 1 Parents and Community Strategy 2	The campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand (English and Spanish).



Data Summary Report 2019-2020

Elementary/Intermediate Campus: Hailey Elem

ACCOUNTABILITY

DOMAIN I – STUDENT ACHIEVEMENT

2018-2019 Performance:

84% scored Approaches Grade Level Standards
57% scored Meets Grade Level Standards
33% scored Masters Grade Level Standards

2019-2020 Goals:

90% will score Approaches Grade Level Standards
65% will score Meets Grade Level Standards
50% will score Masters Grade Level Standards

DOMAIN II – SCHOOL PROGRESS

2018-2019 Performance:

76% Met Expected or Accelerated Growth Measure

2019-2020 Goals:

80% Will meet Expected or Accelerated Growth Measure

DOMAIN III – CLOSING THE GAPS

ALL STUDENTS – ALL SUBJECTS

2018-2019 Performance:

Economically Disadvantaged Students

75% scored Approaches Grade Level Standards
41% scored Meets Grade Level Standards
16% scored Masters Grade Level Standards

Focus Student Group: Special Education

53% scored Approaches Grade Level Standards
38% scored Meets Grade Level Standards
13% scored Masters Grade Level Standards

Focus Student Group: African American

60% scored Approaches Grade Level Standards
32% scored Meets Grade Level Standards
11% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

80% will score Approaches Grade Level Standards
50% will score Meets Grade Level Standards
40% will score Masters Grade Level Standards

Focus Student Group: Special Education

60% will score Approaches Grade Level Standards
45% will score Meets Grade Level Standards
40% will score Masters Grade Level Standards

Focus Student Group: African American

70% will score Approaches Grade Level Standards
45% will score Meets Grade Level Standards
40% will score Masters Grade Level Standards

READING/ELA

2018-2019 Performance:

Economically Disadvantaged Students

74% scored Approaches Grade Level Standards
45% scored Meets Grade Level Standards
15% scored Masters Grade Level Standards

Focus Student Group: Special Education

48% scored Approaches Grade Level Standards
38% scored Meets Grade Level Standards
10% scored Masters Grade Level Standards

Focus Student Group: African American

59% scored Approaches Grade Level Standards
32% scored Meets Grade Level Standards
12% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

80% will score Approaches Grade Level Standards
55% will score Meets Grade Level Standards
40% will score Masters Grade Level Standards

Focus Student Group: Special Education

60% will score Approaches Grade Level Standards
40% will score Meets Grade Level Standards
40% will score Masters Grade Level Standards

Focus Student Group: African American

70% will score Approaches Grade Level Standards
50% will score Meets Grade Level Standards
40% will score Masters Grade Level Standards

WRITING



2018-2019 Performance:

Economically Disadvantaged Students

63% scored Approaches Grade Level Standards

22% scored Meets Grade Level Standards

13% scored Masters Grade Level Standards

Focus Student Group: Special Education

48% scored Approaches Grade Level Standards

26% scored Meets Grade Level Standards

9% scored Masters Grade Level Standards

Focus Student Group: African American

43% scored Approaches Grade Level Standards

29% scored Meets Grade Level Standards

5% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

75% will score Approaches Grade Level Standards

40% will score Meets Grade Level Standards

40% will score Masters Grade Level Standards

Focus Student Group: Special Education

60% will score Approaches Grade Level Standards

40% will score Meets Grade Level Standards

30% will score Masters Grade Level Standards

Focus Student Group: African American

60% will score Approaches Grade Level Standards

40% will score Meets Grade Level Standards

30% will score Masters Grade Level Standards

MATH

2018-2019 Performance:

Economically Disadvantaged Students

82% scored Approaches Grade Level Standards

47% scored Meets Grade Level Standards

18% scored Masters Grade Level Standards

Focus Student Group: Special Education

63% scored Approaches Grade Level Standards

45% scored Meets Grade Level Standards

18% scored Masters Grade Level Standards

Focus Student Group: African American

71% scored Approaches Grade Level Standards

34% scored Meets Grade Level Standards

12% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

85% will score Approaches Grade Level Standards

60% will score Meets Grade Level Standards

30% will score Masters Grade Level Standards

Focus Student Group: Special Education

70% will score Approaches Grade Level Standards

60% will score Meets Grade Level Standards

30% will score Masters Grade Level Standards

Focus Student Group: African American

80% will score Approaches Grade Level Standards

50% will score Meets Grade Level Standards

30% will score Masters Grade Level Standards

SOCIAL STUDIES

2018-2019 Performance:

Economically Disadvantaged Students

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

Focus Student Group: Special Education

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

Focus Student Group: African American

n/a% scored Approaches Grade Level Standards

n/a% scored Meets Grade Level Standards

n/a% scored Masters Grade Level Standards

2019-2020 Goals:

Economically Disadvantaged Students

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

Focus Student Group: Special Education

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

Focus Student Group: African American

n/a% will score Approaches Grade Level Standards

n/a% will score Meets Grade Level Standards

n/a% will score Masters Grade Level Standards

SCIENCE

2018-2019 Performance:

2019-2020 Goals:



Economically Disadvantaged Students
 n/a% scored Approaches Grade Level Standards
 n/a% scored Meets Grade Level Standards
 n/a% scored Masters Grade Level Standards
Focus Student Group: Special Education
 n/a% scored Approaches Grade Level Standards
 .% scored Meets Grade Level Standards
 n/a% scored Masters Grade Level Standards
Focus Student Group: African American
 n/a% scored Approaches Grade Level Standards
 n/a% scored Meets Grade Level Standards
 n/a% scored Masters Grade Level Standards

Economically Disadvantaged Students
 n/a% will score Approaches Grade Level Standards
 n/a% will score Meets Grade Level Standards
 n/a% will score Masters Grade Level Standards
Focus Student Group: Special Education
 n/a% will score Approaches Grade Level Standards
 n/a% will score Meets Grade Level Standards
 n/a% will score Masters Grade Level Standards
Focus Student Group: African American
 n/a% will score Approaches Grade Level Standards
 n/a% will score Meets Grade Level Standards
 n/a% will score Masters Grade Level Standards

Federal Accountability: Closing the Gaps

Support Area	District Targeted Support	Campus Targeted Support
Achievement Reading		
Achievement Math		
Growth Reading		
Growth Math	American Indian, Economically Disadvantaged, Special Education	
Student Success		
Graduation	Hispanic, White, Economically Disadvantaged, English Learners (Current/Monitored), Special Education	
School Quality		
STAAR Only		
English Language Proficient	English Learners (Current/Monitored)	

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