

Conroe Independent School District
Hailey Elementary
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Comprehensive Needs Assessment

Student Achievement Summary

For the 2021-2022 school year, Hailey Elementary met all three target areas:

Domain 1 - Student Achievement: B

Domain 2 - School Progress: B

Domain 3 - Closing Performance Gaps: C

These scores result in Hailey Elementary receiving a 2021 Accountability B Rating. Additionally, Hailey Elementary received Distinction Designations in the following areas:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Postsecondary Readiness

On the 2022 STAAR, the following scores for all grades show the percentage of Meets and Masters Level with the 2021 STAAR scores in parenthesis:

3rd grade Reading

	Campus Acct	Af. Am	White	Hispanic	Eco Dis	EL	Sp Ed.
Approaches	82.41 (75)	74.07 (53)	83.3 (86)	85 (63)	74 (61)	73.3 (62)	37.5 (50)
Meets	64.81 (50)	59.26 (30)	63.3 (61)	65 (31)	51.72 (31)	60 (37)	31.25 (25)
Masters	38.89 (29)	33.3 (23)	36.6 (31)	32 (15)	25.86 (15)	20 (25)	12.5 (16)

3rd grade Math

	Campus Acct	Af. Am	White	Hispanic	Eco Dis	EL	Sp Ed.
Approaches	83.3 (75)	77.78 (53)	86.67 (90)	82.5 (57)	72.41 (61)	86.67 (50)	56.25 (58)
Meets	53.7 (45)	37.04 (23)	63.33 (52)	50 (36)	32.76 (25)	26.6 (25)	18.75 (33)
Masters	33.3 (26)	18.52 (7)	46.67 (34)	27.5 (10)	18.97 (11)	20 (25)	18.75 (16)

4th grade Reading/ELA (#=May 2021 Reading score)

	Campus Acct	Af. Am	White	Hispanic	Eco Dis	EL	Sp Ed.
Approaches	75.79 (77)	50 (56)	85.37 (79)	76 (84)	62.75 (70)	80 (66)	35.71 (57)
Meets	49.47 (49)	25 (25)	56.1 (54)	48 (57)	39.2 (36)	40 (33)	14.29 (35)
Masters	31.58 (29)	6.25 (12)	41.46 (37)	28 (26)	23.5 (12)	13.33 (33)	7.14 (21)

4th grade Math (#=May 2021 Math score)

	Campus Acct	Af. Am	White	Hispanic	Eco Dis	EL	Sp Ed.
Approaches	78.35 (72)	52.94 (43)	88.1 (79)	80 (80)	64.15 (72)	76.7 (72)	50 (50)
Meets	48.45 (45)	11.76 (12)	66.67 (54)	32 (53.8)	30.1 (45)	47.47 (45)	28.57 (45)
Masters	21.65 (35)	0 (0)	30.95 (45)	12 (42.31)	9.43 (35)	21.21(35)	7.14 (35)

While the campus shows overall strong scores in comparison to district averages, there are still some gaps in student groups within our campus. These groups include Special Ed, Economically Disadvantaged, and African American.

These areas need to be targeted for more personalized learning in order to meet said targets. Compared to the campus percentage of Meets Grade Level, the following summarizes the areas in need:

Special Ed Approaches Grade Level in Reading: 46% (Campus 80%)

Special Ed Approaches Grade Level in Math: 60% (Campus 82%)

Economically Disadvantaged Approaches Grade Level in Reading: 70% (Campus 80%)

Economically Disadvantaged Approaches Grade Level in Math: 69% (Campus 82%)

African American Approaches Grade Level in Reading: 56% (Campus 68%)

African American Approaches Grade Level in Math: 66% (Campus 80%)

Student Achievement Strengths

Student Achievement Strengths

Hailey continues to push students to the Masters level in all subjects. The amount of Hispanic students mastering 3rd grade STAAR Reading doubled from 2021 to 2022. Additionally, African American students taking the same test doubled in meeting standards.

In 2022 - 32% of 3rd grade students scored "Masters Grade Level" in STAAR Reading.

Mathematics continues to be a strength for our campus. Third Grade English Learners increased in both Approaches and Meets categories in addition to gains in all levels for Economically Disadvantaged students.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (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 2 (Prioritized): Students in grade 4 STAAR Math decreased by 14 points in reaching Masters. **Root Cause:** Number of students exposed to grade level material and rigor decreased in the two previous years.

Problem Statement 3 (Prioritized): STAAR 4th grade Reading/ELA scores fell in Approaches for African American, Hispanic, Eco Dis, and Special Education students. **Root Cause:** Lack of exposure to repeated on grade level lessons.

Problem Statement 4 (Prioritized): STAAR 3rd grade math students decreased in both the Approaching and Meets categories. **Root Cause:** Lack of exposure to repeated on grade level lessons.

Problem Statement 5 (Prioritized): STAAR 3rd grade reading students decreased in both the Approaching and Masters categories. **Root Cause:** Number of students exposed to grade level material and rigor decreased in the two previous years.

Problem Statement 6 (Prioritized): Federal Accountability - African American students scores were lower in Grade 4 ELA Approaches and Masters and in Grade 4 Math Meets.

Root Cause: Number of students exposed to grade level material and rigor decreased in the two previous years.

Problem Statement 7: The percentage of Prekindergarten students that are proficient at identifying (naming) upper and lowercase letters on the CIRCLE Assessment. **Root Cause:** Lack of exposure to formalized educational opportunities.

Problem Statement 8: The percentage of Prekindergarten students that are proficient at counting sets on the CIRCLE Assessment. **Root Cause:** Lack of exposure to formalized educational opportunities.

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.

Use Data Data is collected regularly for all components of instruction. But are they used? Very often, decisions are made off the gut. Sometimes we hear phrases such as “I know my students”, “I know what they need”, or “I’ve been doing this a long time and I know how it is done”. If all of these statements are supported by data that shows every single student making adequate progress and functioning successfully on grade level, then in fact the teacher may be correct. 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.

Work Collaboratively You just might be the smartest, 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

Strengths

- 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 and providing 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's interests and build campus camaraderie.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Creating and maintaining a positive and supportive culture among our staff.

Problem Statement 2 (Prioritized): Hailey Elementary has 13 new staff members for this year. Providing support and maintaining a positive culture is challenging.

Parent and Community Engagement

Parent and Community Engagement Summary

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

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

Strengths include:

- Weekly recognition for students and staff through the use of SAE's and TAE's (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 incentive of Comet Cash.
- PTA sponsored school store to fund CPHS scholarship.
- Daily door checks and weekly door audits to ensure campus safety.
- WATCH DOG program to increase parent involvement and community relations,

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Lacking volunteers with instructional activities as well as extra curricular events. **Root Cause:** Families have not been engaged with school activities due to COVID closures in the past two years.

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 7: Creating and maintaining a positive and supportive culture among our staff.

Root Cause 7:

Problem Statement 7 Areas: Culture and Climate

Problem Statement 9: Lacking volunteers with instructional activities as well as extra curricular events.

Root Cause 9: Families have not been engaged with school activities due to COVID closures in the past two years.

Problem Statement 9 Areas: Parent and Community Engagement

Problem Statement 6: Students in grade 4 STAAR Math decreased by 14 points in reaching Masters.

Root Cause 6: Number of students exposed to grade level material and rigor decreased in the two previous years.

Problem Statement 6 Areas: Student Achievement

Problem Statement 8: Hailey Elementary has 13 new staff members for this year. Providing support and maintaining a positive culture is challenging.

Root Cause 8:

Problem Statement 8 Areas: Culture and Climate

Problem Statement 3: STAAR 4th grade Reading/ELA scores fell in Approaches for African American, Hispanic, Eco Dis, and Special Education students.

Root Cause 3: Lack of exposure to repeated on grade level lessons.

Problem Statement 3 Areas: Student Achievement

Problem Statement 5: STAAR 3rd grade math students decreased in both the Approaching and Meets categories.

Root Cause 5: Lack of exposure to repeated on grade level lessons.

Problem Statement 5 Areas: Student Achievement

Problem Statement 4: STAAR 3rd grade reading students decreased in both the Approaching and Masters categories.

Root Cause 4: Number of students exposed to grade level material and rigor decreased in the two previous years.

Problem Statement 4 Areas: Student Achievement

Problem Statement 2: Federal Accountability - African American students scores were lower in Grade 4 ELA Approaches and Masters and in Grade 4 Math Meets.

Root Cause 2: Number of students exposed to grade level material and rigor decreased in the two previous years.

Problem Statement 2 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)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

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

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 percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from 64% to 75%.

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: PK teachers will use literacy assessments to set measurable goals and implement instructional plans that address specific reading targets. Strategy's Expected Result/Impact: Students will receive targeted and equitable instruction aligned to PK standards. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Classroom Teacher 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 5: Effective Instruction Problem Statements: Student Achievement 5 Funding Sources: Instructional Material - State Comp Ed - \$12,500	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Kindergarten teachers will use literacy assessments to set measurable goals and implement instructional plans that address specific reading targets. 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 Funding Sources: Instructional Coach - Title I - \$76,842	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: First grade teachers will use literacy assessments to set measurable goals and implement instructional plans that address specific reading targets. 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 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 1, 5, 6 Funding Sources: Instructional Material - Title I - \$15,000	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Second grade teachers will use literacy assessments to set measurable goals and implement instructional plans that address specific reading targets. 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 Teacher, Interventionist 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 1, 3, 5 Funding Sources: Interventionist - ESSER III - \$78,346	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Third grade teachers will use literacy assessments to set measurable goals and implement instructional plans that address specific reading targets. 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 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 Funding Sources: Instructional Materials - Title I - \$8,000	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: 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 3: STAAR 4th grade Reading/ELA scores fell in Approaches for African American, Hispanic, Eco Dis, and Special Education students. **Root Cause:** Lack of exposure to repeated on grade level lessons.

Problem Statement 5: STAAR 3rd grade reading students decreased in both the Approaching and Masters categories. **Root Cause:** Number of students exposed to grade level material and rigor decreased in the two previous years.

Problem Statement 6: Federal Accountability - African American students scores were lower in Grade 4 ELA Approaches and Masters and in Grade 4 Math Meets. **Root Cause:** Number of students exposed to grade level material and rigor decreased in the two previous years.


Goal 1: Student Achievement and Post-Secondary Success

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





Performance Objective 2: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 55% to 70%.

HB3 Goal

Evaluation Data Sources: Interim Assessments, Formative Assessment, STAAR, Campus Common Assessments, District Early Math Assessment

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
<p>Strategy 1: PK teachers will use CLI data to identify and target students performing below expectations in early math assessments.</p> <p>Strategy's Expected Result/Impact: Increase PK student performance as measured through CLI.</p> <p>Staff Responsible for Monitoring: PK teachers, Instructional Coach, Principal</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2, 4</p> <p>Funding Sources: Instructional Coach - Title I - \$81,222</p>				

Strategy 2 Details	Reviews			
Strategy 2: Kindergarten teachers will use Early Math Assessment data for weekly planning that identifies and targets students performing below grade level expectations. Strategy's Expected Result/Impact: Increase Kindergarten student performance as measured through Early Math Assessments. Staff Responsible for Monitoring: Kindergarten Teachers, Instructional Coach, 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 4 Funding Sources: Instructional Material - State Comp Ed - \$5,500	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: First grade teachers will use Early Math Assessment data for weekly planning that identifies and targets students performing below grade level expectations. 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 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 2, 4, 6 Funding Sources: Instructional Material - State Comp Ed - \$12,000	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Second grade teachers will use Early Math Assessment data for weekly planning that identifies and targets students performing below grade level expectations. Strategy's Expected Result/Impact: Increase second grade student performance as measured through Early Math Assessments. Staff Responsible for Monitoring: Second Grade Teachers, Instructional Coach, Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 2, 4, 6 Funding Sources: Instructional Materials - State Comp Ed - \$7,500	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Third grade teachers will use District Common Formative Assessment data for weekly planning that identifies and targets students performing below grade level expectations. Strategy's Expected Result/Impact: Identify low performing students and plan appropriate remediation to demonstrate growth in low performing TEKS. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, 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 4, 6 Funding Sources: Instructional Material - Title I - \$8,000	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: Students in grade 4 STAAR Math decreased by 14 points in reaching Masters. Root Cause: Number of students exposed to grade level material and rigor decreased in the two previous years.
Problem Statement 4: STAAR 3rd grade math students decreased in both the Approaching and Meets categories. Root Cause: Lack of exposure to repeated on grade level lessons.

Student Achievement
Problem Statement 6: Federal Accountability - African American students scores were lower in Grade 4 ELA Approaches and Masters and in Grade 4 Math Meets. Root Cause: Number of students exposed to grade level material and rigor decreased in the two previous years.

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 score meets grade level and above on STAAR Reading from to 49% to 70% .

HB3 Goal

Evaluation Data Sources: STAAR Reading, Common Assessments, BAS, mCLASS, running records, QPS

Strategy 1 Details	Reviews			
Strategy 1: First grade team will actively participate in a process for planning, delivering, and assessing team-wide interventions based on priority grade level standards. Strategy's Expected Result/Impact: Students will receive targeted instruction aligned to priority TEKS. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, 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 5, 6 Funding Sources: Instructional Resources - Title III - \$2,850	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Second grade team will actively participate in a process for planning, delivering, and assessing team-wide interventions based on priority grade level standards. Strategy's Expected Result/Impact: Students will receive targeted instruction aligned to priority TEKS. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, 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 1, 6 Funding Sources: Instructional Materials - State Comp Ed - \$5,500	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Third grade team will actively participate in a process for planning, delivering, and assessing team-wide interventions based on priority grade level standards. Strategy's Expected Result/Impact: Students will receive targeted instruction aligned to priority TEKS. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Grade Level Teachers Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Achievement 2, 6 Funding Sources: Instructional Materials - Title I - \$2,500, Instructional Resources - State Comp Ed - \$2,000	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Fourth grade team will actively participate in a process for planning, delivering, and assessing team-wide interventions based on priority grade level standards. Strategy's Expected Result/Impact: Students will receive targeted instruction aligned to priority TEKS. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, 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 3, 6 Funding Sources: Instructional Material - State Comp Ed - \$9,000	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Fourth grade teachers will use literacy assessments to set measurable goals and implement instructional plans that address specific reading targets. Strategy's Expected Result/Impact: Students will read on grade level according to BAS assessments. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, 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 3, 6	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: 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 2: Students in grade 4 STAAR Math decreased by 14 points in reaching Masters. Root Cause: Number of students exposed to grade level material and rigor decreased in the two previous years.
Problem Statement 3: STAAR 4th grade Reading/ELA scores fell in Approaches for African American, Hispanic, Eco Dis, and Special Education students. Root Cause: Lack of exposure to repeated on grade level lessons.

Student Achievement
<p>Problem Statement 5: STAAR 3rd grade reading students decreased in both the Approaching and Masters categories. Root Cause: Number of students exposed to grade level material and rigor decreased in the two previous years.</p> <p>Problem Statement 6: Federal Accountability - African American students scores were lower in Grade 4 ELA Approaches and Masters and in Grade 4 Math Meets. Root Cause: Number of students exposed to grade level material and rigor decreased in the two previous years.</p>

Goal 1: Student Achievement and Post-Secondary Success

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





Performance Objective 4: Increase the percentage of 4th grade students that score meets grade level and above on STAAR Math from 45% to 70%.

High Priority

Evaluation Data Sources: STAAR Math, Common Assessments

Strategy 1 Details	Reviews			
Strategy 1: Fourth grade team will actively participate in a process for planning, delivering, and assessing team-wide interventions based on priority grade level math standards. Strategy's Expected Result/Impact: Students will receive targeted instruction aligned to priority TEKS. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Grade Level Teachers 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 Funding Sources: Instructional Resources - State Comp Ed - \$15,000	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Third grade team will actively participate in a process for planning, delivering, and assessing team-wide interventions based on priority grade level math standards.</p> <p>Strategy's Expected Result/Impact: Students will receive targeted instruction aligned to priority TEKS.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Grade Level Teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1, 2, 3, 4</p> <p>Funding Sources: Instructional Resources - State Comp Ed - \$10,500</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Second grade team will actively participate in a process for planning, delivering, and assessing team-wide interventions based on priority grade level math standards.</p> <p>Strategy's Expected Result/Impact: Students will receive targeted instruction aligned to priority TEKS.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Grade Level Teacher</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 2, 3, 4, 5</p> <p>Funding Sources: Instructional Material - Title I - \$3,011</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: First grade team will actively participate in a process for planning, delivering, and assessing team-wide interventions based on priority grade level math standards. Strategy's Expected Result/Impact: Students will receive targeted instruction aligned to priority TEKS. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, 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 2, 3, 4, 5 Funding Sources: Instructional Resources - State Comp Ed - \$2,232	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:





Student Achievement
<p>Problem Statement 1: 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.</p> <p>Problem Statement 2: Students in grade 4 STAAR Math decreased by 14 points in reaching Masters. Root Cause: Number of students exposed to grade level material and rigor decreased in the two previous years.</p> <p>Problem Statement 3: STAAR 4th grade Reading/ELA scores fell in Approaches for African American, Hispanic, Eco Dis, and Special Education students. Root Cause: Lack of exposure to repeated on grade level lessons.</p> <p>Problem Statement 4: STAAR 3rd grade math students decreased in both the Approaching and Meets categories. Root Cause: Lack of exposure to repeated on grade level lessons.</p> <p>Problem Statement 5: STAAR 3rd grade reading students decreased in both the Approaching and Masters categories. Root Cause: Number of students exposed to grade level material and rigor decreased in the two previous years.</p>

Goal 2: School Leadership and Fiscal Responsibility

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

Performance Objective 1: Hailey Elementary will maintain effective and efficient time management and fiscal resources.

Evaluation Data Sources: Monitor budget and spending to ensure alignment to the Campus Improvement Plan.

Strategy 1 Details	Reviews			
Strategy 1: Principal and the campus secretary will meet weekly to ensure alignment of budget expenditures with campus goals. Strategy's Expected Result/Impact: Budget and campus goal will be aligned Staff Responsible for Monitoring: Principal, Secretary ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Hailey Elementary will use budget resources to provide instructional material and resources to enhance the learning of all students. Strategy's Expected Result/Impact: All purchases will align to instructional goals of the campus, Staff Responsible for Monitoring: Principal 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	Formative			Summative
	Oct	Dec	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: School Leadership and Fiscal Responsibility

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

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

High Priority

Evaluation Data Sources: Master schedule that reflects additional time for each grade level to have PLC collaborations.

Strategy 1 Details	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, disaggregate data, and refining interventions. Staff Responsible for Monitoring: Principal Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 6	Formative			Summative
	Oct	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 6: Federal Accountability - African American students scores were lower in Grade 4 ELA Approaches and Masters and in Grade 4 Math Meets. Root Cause: Number of students exposed to grade level material and rigor decreased in the two previous years.





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: Ongoing schedule of staff development, Instructional Rounds twice yearly

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
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 2, 3, 4, 5 - Culture and Climate 1, 2				
<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 2: Students in grade 4 STAAR Math decreased by 14 points in reaching Masters. Root Cause: Number of students exposed to grade level material and rigor decreased in the two previous years.
Problem Statement 3: STAAR 4th grade Reading/ELA scores fell in Approaches for African American, Hispanic, Eco Dis, and Special Education students. Root Cause: Lack of exposure to repeated on grade level lessons.
Problem Statement 4: STAAR 3rd grade math students decreased in both the Approaching and Meets categories. Root Cause: Lack of exposure to repeated on grade level lessons.
Problem Statement 5: STAAR 3rd grade reading students decreased in both the Approaching and Masters categories. Root Cause: Number of students exposed to grade level material and rigor decreased in the two previous years.
Culture and Climate
Problem Statement 1: Creating and maintaining a positive and supportive culture among our staff.

Culture and Climate
Problem Statement 2: Hailey Elementary has 13 new staff members for this year. Providing support and maintaining a positive culture is challenging.

Goal 4: Safe and Collaborative School Culture

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

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

Evaluation Data Sources: Increased family participation in school activities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
Strategy 1: Weekly Parent Update and grade level newsletters emailed to parents through school messenger, printed communication in the daily folder, teacher emails, students achieving excellence awards to increase the number of communications parents receive. Strategy's Expected Result/Impact: Student attendance will increase. Student performance will increase. The number of parents engaging will increase. Staff Responsible for Monitoring: Principal, teachers Title I: 4.1, 4.2 - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Culture and Climate 1 - Parent and Community Engagement 1				
<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:

Culture and Climate
Problem Statement 1: Creating and maintaining a positive and supportive culture among our staff.
Parent and Community Engagement
Problem Statement 1: Lacking volunteers with instructional activities as well as extra curricular events. Root Cause: Families have not been engaged with school activities due to COVID closures in the past two years.

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 a campus wide incentive to reward desired behavior and create a positive, collaborative school culture for students and staff.

Evaluation Data Sources: Reduced discipline referral

Strategy 1 Details	Reviews			
Strategy 1: Each week students will have the opportunity to spend their Comet Cash at the Comet Cash Store. Strategy's Expected Result/Impact: Students will earn Comet Cash through good choices, school spirit, and showing kindness. Staff Responsible for Monitoring: Principal, teachers ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Culture and Climate 1	Formative			Summative
	Oct	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:

Culture and Climate
Problem Statement 1: Creating and maintaining a positive and supportive culture among our 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 3: Establish school-wide practices for students and staff to ensure a safe environment for all stakeholders.

High Priority

Evaluation Data Sources: Daily lock checks, weekly door audits.

Strategy 1 Details	Reviews			
Strategy 1: Daily locked door checks by administration, daily collection of visitor badges upon exiting the building. Strategy's Expected Result/Impact: Increased security of school Staff Responsible for Monitoring: Principal, Assistant Principal, all staff members ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Culture and Climate 1, 2	Formative			Summative
	Oct	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:

Culture and Climate
Problem Statement 1: Creating and maintaining a positive and supportive culture among our staff.
Problem Statement 2: Hailey Elementary has 13 new staff members for this year. Providing support and maintaining a positive culture is challenging.

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 partnership with Hailey families and community members to provide on-campus support that will include safety aspects.

Evaluation Data Sources: Review of Watch Dog sign in sheets.

Strategy 1 Details	Reviews			
Strategy 1: Implementation of 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 1 - Parent and Community Engagement 1	Formative			Summative
	Oct	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 4 Problem Statements:

Culture and Climate
Problem Statement 1: Creating and maintaining a positive and supportive culture among our staff.
Parent and Community Engagement
Problem Statement 1: Lacking volunteers with instructional activities as well as extra curricular events. Root Cause: Families have not been engaged with school activities due to COVID closures in the past two years.

Goal 5: Effective Instruction





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

Performance Objective 1: Grade level teams will collaborate to design meaningful instruction and rigor assessments.

High Priority

Evaluation Data Sources: Disaggregated data demonstrating increased student performance

Strategy 1 Details	Reviews			
Strategy 1: Grade level teams will use Big Picture Planning Days, PLC, and planning time to collaborate, create common assessments. Strategy's Expected Result/Impact: A grade level common assessment that measures student mastery and rigorous instruction. 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 Problem Statements: Student Achievement 2, 3, 4, 5	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Grade levels will administer district Common Formative Assessments and teacher created Common Assessments online and use Eduphoria to disaggregate data. Strategy's Expected Result/Impact: Grade level teams, in collaboration with an instructional coach, will use online resources to disaggregate student data to determine if intervention is needed and if so, what skills to target. 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 5: Effective Instruction Problem Statements: Student Achievement 2, 3, 4, 5	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Team planning time created to focus exclusively on small group instruction. Strategy's Expected Result/Impact: Increased student performance on grade level expectations due to closing instructional gaps. 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 5: Effective Instruction Problem Statements: Student Achievement 2, 3, 4, 5	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: Students in grade 4 STAAR Math decreased by 14 points in reaching Masters. Root Cause: Number of students exposed to grade level material and rigor decreased in the two previous years.
Problem Statement 3: STAAR 4th grade Reading/ELA scores fell in Approaches for African American, Hispanic, Eco Dis, and Special Education students. Root Cause: Lack of exposure to repeated on grade level lessons.
Problem Statement 4: STAAR 3rd grade math students decreased in both the Approaching and Meets categories. Root Cause: Lack of exposure to repeated on grade level lessons.

Student Achievement
Problem Statement 5: STAAR 3rd grade reading students decreased in both the Approaching and Masters categories. Root Cause: Number of students exposed to grade level material and rigor decreased in the two previous years.

State Compensatory

Budget for Hailey Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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. Comprehensive Needs Assessment (CNA)

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. Campus Improvement Plan

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. Annual Evaluation

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. Parent and Family Engagement (PFE)

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).

5. Targeted Assistance Schools Only

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brenda DeMetropolis	Instructional Coach	Title 1	1.0
Emily Johnson	Interventionist	ESSR	1.0
Emilye Capan	Instructional Coach	Title 1	1.0

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Coach		\$76,842.00
1	1	3	Instructional Material		\$15,000.00
1	1	5	Instructional Materials		\$8,000.00
1	2	1	Instructional Coach		\$81,222.00
1	2	5	Instructional Material		\$8,000.00
1	3	3	Instructional Materials		\$2,500.00
1	4	3	Instructional Material		\$3,011.00
Sub-Total					\$194,575.00
Budgeted Fund Source Amount					\$194,575.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Instructional Resources		\$2,850.00
Sub-Total					\$2,850.00
Budgeted Fund Source Amount					\$2,850.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Material		\$12,500.00
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	3	2	Instructional Materials		\$5,500.00
1	3	3	Instructional Resources		\$2,000.00
1	3	4	Instructional Material		\$9,000.00
1	4	1	Instructional Resources		\$15,000.00
1	4	2	Instructional Resources		\$10,500.00

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4	Instructional Resources		\$2,232.00
Sub-Total					\$81,732.00
Budgeted Fund Source Amount					\$81,732.00
+/- Difference					\$0.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Interventionist		\$78,346.00
Sub-Total					\$78,346.00
Budgeted Fund Source Amount					\$78,346.00
+/- Difference					\$0.00
Grand Total Budgeted					\$357,503.00
Grand Total Spent					\$357,503.00
+/- Difference					\$0.00