Cypress-Fairbanks Independent School District

Hairgrove Elementary School

2023-2024

Mission Statement

We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global leaders.

Vision

LEAD - Learn. Empower. Achieve. Dream.

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

SCHOOL PROFILE
Hairgrove Elementary is a campus in Houston, Texas. Hairgrove Elementary opened its doors in 1991. Hairgrove is projected to serve 827 students in grades PK-5 during the 2023-2024 school year, which is an increase from the previous year of 745.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Hairgrove's needs assessment process is described below. The school Campus Performance Objectives Council (CPOC) evaluated the following data from the 2022-23 school year:

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The CPOC met on May 11, 2023 and again on September 19, 2023 to develop and finalize the CNA. The meetings were held in the Hairgrove library at 4:00 pm.

At the first meeting on May 11, principal Michelle Lee reviewed the CIP and completed the evaluation, discussed campus needs assessment for 23-24, looked at preliminary Title 1 budget for 23-24, and discussed school events coming up.

At the second meeting on September 19, the CPOC completed campus needs assessment, reviewed STAAR scores and other data to complete the CIP, reviewed upcoming events.

The problem statements and root causes are listed in each section of the needs assessment.

SUMMARY OF IDENTIFIED PROBLEMS AND ROOT CAUSES

Below is a summary of the prioritized problems and related root causes identified by the CPOC for the school to focus on during

the 2023-24 school year:

Our first identified priority problem is in the area of student achievement is our AA students scoring lower than other groups in RLA. Through the root cause analysis process, we identified the need to teach vocabulary in an array of ways to meet the needs of the students, including the African American learners, to determine the meaning of unknown words to support comprehension.

Our second identified priority problem is in the area of student achievement, specifically our ESL students scoring lower in math. Through the root cause analysis process, we identified the need to teach content specific vocabulary in an array of areas to help students, including ELs, to determine the main idea of the math problem to solve the problem correctly.

Our third identified priority problem is in the area of parent involvement and the need to increase participation in school activities as well as help student attendance. Through the root cause analysis process, we identified the need to inform parents how their engagement can affect student success and how absences not related to illness negatively impact their child's learning and their future success.

Student Achievement

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-23 data.

STAAR Assessment strengths:

The campus focused on the CIP goals including teaching vocabulary in a variety of ways to help students build their schema on unknown topics and become familiar with content-specific and testing vocabulary. Teachers planned their vocabulary lessons with their instructional specialist utilizing district and campus materials and implementation was monitored and reviewed throughout the year.

The campus conducted comprehensive data digs to determine areas of strengths and weaknesses, shared best practices, and determined what skills and activities would be implemented for reteaching through lessons, small groups, tutoring, and academic camps. Interventions provided by Title 1 specialists were monitored and adjusted to meet students' needs. The campus focused on specific students to provide interventions and adjusted groupings as needed.

The campus provided extended planning to teachers to deepen their understanding of how to teach concepts, in addition to planning what to teach, in order to be the most effective for our students. In addition, staff members, including instructional specialists and administrators, attended several hours of staff development, many more than required, and utilized their learning in the classroom to support students.

End of the Year 2022-2023 STAAR data shows:

3rd Grade Reading-91% Approaches, 41% Meets, 31% Masters

4th Grade Reading-90% Approaches, 62% Meets, 28% Masters

5th Grade Reading-93% Approaches, 66% Meets, 27% Masters

3rd Grade Math-88% Approaches, 55% Meets, 26% Masters

4th Grade Math-82% Approaches, 66% Meets, 34% Masters

5th Grade Math-94% Approaches, 46% Meets, 30% Masters

5th Grade Science-86% Approaches, 27% Meets, 22% Masters

We met goals in 4th Math Meets, 4th Math Masters, 5th Math Approaches,, 5th Math Meets, and 4th ELA Meets

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: RLA: African American students are scoring lower than other groups.   **Root Cause:** RLA: The need to teach vocabulary in an array of ways to meet the needs of students, including African American learners, to determine the meaning of unknown words to support reading comprehension.

Problem Statement 2: Math: ESL current students are scoring lower than other populations   **Root Cause:** Math: The need to teach content specific vocabulary in an array of ways to help students, including ELs, determine the main idea of the math problem in order to solve the problem correctly.

Problem Statement 3: Science: ESL students are scoring lower than other groups.   **Root Cause:** Science: The need to teach students, including African Americans, content-specific and unknown vocabulary in an array of ways to support reading comprehension to increase the application of science concepts.

Problem Statement 4: Students are beginning the 2023-24 school year with learning gaps.   **Root Cause:** The onset of COVID-19 in the spring of 2020 and the implications of modified instructional methods necessitated by the need for immediate remote learning.

Problem Statement 5: Campuses serving the most economically disadvantaged/at-risk students experience larger achievement gaps.   **Root Cause:** Need to deepen understanding and address specific academic needs of economically disadvantaged/at-risk students.

School Culture and Climate

School Culture and Climate Strengths

The following are strengths of the campus in regard to school culture and climate.

Attendance

Our current practices are a strength, and we will add additional strategies to improve our attendance. The campus believes the weekly competitions between the two assistant principals' GAME ON teams support attendance. The team that has the fewest absences and tardies earns points for their team. The teams earn points on a variety of things and at the end of four weeks, the team with the most points earns a pep rally.

The campus will be entering its eighth year in a partnership with Calvary Church Men's Ministry where the church provides two bicycles, two helmets, and two locks each month for a school-wide drawing for those students who have had perfect attendance for the month. At the end of the year, two students that have had perfect attendance for the year may win one of two bikes and five families win a $50 gift certificate.

The campus will address perfect attendance by celebrating all students who have perfect attendance every nine weeks by presenting them with a treat or a prize.

Teachers also support attendance in classroom by spelling the word DOLPHINS to earn a class treat/prize. Every day all students are present, they earn a letter to add to the word.

Restorative Discipline

After reviewing our data the campus believes our strengths include the low number of office referrals. In addition, the campus believes our strengths include the programs that we continue to implement which are listed below.

Quantum Learning and The 8 Keys to Success
PBIS - Positive Behavior Intervention System
GAME ON- Building small communities within a school with weekly friendly competitions and celebrations
No Excuses University Network and The Six Pillars of Academic Excellence and focusing on exposing students to all things college
Conscious Discipline- Teaching students to self-monitor emotions, feelings, and reactions
Project Safety Lessons and Guidance Lessons

Campus Safety

After reviewing our data, the campus believes that our strengths include the programs that we implement for restorative discipline because reduced discipline supports campus safety. In addition, the campus believes that providing powerpoints created through the PBIS leadership team on Don't Be Scared, Be Prepared for safety drills, and practicing the safety drills supports campus safety. The campus also sends home letters, newsletters, and information to families so that they are able to support campus and district procedures for campus safety for all.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School Culture and Climate: The campus had 226 office referrals and 40 of those were for students receiving special education services and 74 were for two 504 students. The rest were general education students and the majority were refusal to follow adult directives and inappropriate physical contact. **Root Cause:** School Culture and Climate: The need to provide additional training on how to work with children with special needs such as autism, emotional disturbance, and OHI as well as training on contracts,

giving students choices, and adding additional rewards.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

The following are strengths of the campus in regard to staff quality, recruitment, and retention.

Attendance:

The campus provides staff development on the importance of regular staff attendance and the positive effects on student learning. The campus has a culture of high expectations for all, which motivates staff members to monitor their attendance. In addition, the campus acknowledges staff members every nine weeks through various rewards such as a celebration cart with a drink and a treat, an announcement in our weekly newsletter, or a written note.

Staff Quality:

The campus believes first instruction is the best instruction for our students and works to ensure that planning times with instructional specialists are not missed as much as possible. IEPs, staffings, and other meetings are scheduled as much as possible on days where teachers do not have to miss planning. Every nine weeks, a name is drawn for any staff member that has attended district staff development, and lunch is provided to that person by the principal. The campus has a culture of sharing and working together, which supports staff quality and student learning.

Recruitment and Retention:

The campus utilizes Title 1 funds to support recruitment and retention by providing:

- tubs with manipulatives, books, and other hands-on materials
- consumable materials such as anchor charts, markers, sticky notes, etc.
- research-based computer programs to support academics
- payment for before/after school tutoring, academic camps, and after-school data digs
- Additional teachers to reduce class size as well as a math interventionist

In addition, according to staff feedback providing a structured environment with high expectations for all and providing ongoing support, is another reason our campus is able to retain highly qualified staff.

Opportunities for developing leadership skills and career growth are also part of our ability to retain HQ staff.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teacher/Paraprofessional Attendance: The absence rate for the campus is 5.0% and our goal is 4.5%. **Root Cause:** Teacher/Paraprofessional Attendance: Personal events occur during the school year, and the campus needs to inform the staff each six weeks our percentage of absences to bring awareness to support the reduction of the use of personal days.

Parent and Community Engagement

Parent and Community Engagement Strengths

The following are strengths of the campus in regard to parent and community engagement.

The campus provides many opportunities for parents to be involved and to learn about how to help their children attain even greater success. The campus held all required Title 1 and CPOC meetings, where information about the campus and Title 1 funding. A brochure was sent home about the three main pillars of Hairgrove and our philosophy.

Events included:

- Meet The Teacher
- Open House Pre K-2
- Open House 3-5
- Title 1 Parent Meeting
- On-going parent conferences along with BOY, MOY, and EOY parent conferences scheduled in October, February, and May
- Science Night
- Christmas Choir and Pictures with Santa Night
- Field Days
- Choir Programs
- VIPS Luncheon
- Book Fairs
- Bike Celebrations for Perfect Attendance Winners
- 5th Grade Graduation

In addition, all teachers in grades K-5 provided tutoring to a specific group of students either before or after school once a week, and grades 3-5 provide academic camps in Math, ELA, and Science to a specific group of students based on current data on Friday evenings from 3:40-5:45. These camps occur twice a year.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent and Community Engagement: Need to increase parent involvement and participation in school activities, including student attendance.   **Root Cause:** Parent and Community Engagement: The need to inform the parents how their engagement can affect student success and how absences not related to illness negatively impact their child's learning and their future success.

Goals

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Curriculum and Instruction & Accountability: By the end of the current school year, students will meet or exceed the STAAR performance targets as noted on the attached CIP data table.

    Evaluation Data Sources: STAAR RLA, Math, and Science

Strategy 1 Details	Formative Reviews		

Strategy 1: RLA: Teachers will plan and implement specific vocabulary activities to support all students' learning, with a focus on EL students. During planning teachers will determine what words to teach through various activities and determine when to teach vocabulary: Structured vocabulary time, read alouds, shared reading, reading small groups, and oral language development. Strategies and materials from SPARC, Lead4Ward, Neuhaus, HMH, along with other campus-created activities.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Growth on checkpoints and district and state assessments
    Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, and Principal
	Formative		

	Nov	**Feb**	**May**
	80%	90%	100%

Strategy 2 Details	Formative Reviews		

Strategy 2: Math: Teachers will focus on math fluency through discussion and vocabulary instruction through oral language and vocabulary development and vocabulary development, for all students, with a focus on African American and EL current students. Teachers will target most commonly used words, and academic and content-specific vocabulary utilizing district lessons, Lead4ward activities, Reflex math technology program from Explore Learning, ST Math, and campus-created activities.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Growth on checkpoints and campus/district assessments.
    Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, and Principal
	Formative		

	Nov	**Feb**	**May**
	65%	80%	

Strategy 3 Details	Formative Reviews		

Strategy 3: Science: Teachers will teach all students, with a focus on African American and EL current students, targeted vocabulary through a daily vocabulary time, along with additional vocabulary instruction provided twice a week by utilizing picture cards, SPARC activities, Lead4ward activities, and district and campus-created activities.
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Growth on checkpoints and campus/district assessments and growth on TELPAS.
    Staff Responsible for Monitoring: Teachers, Instructional Specialists, Assistant Principals, and Principal
	Formative		

	Nov	**Feb**	**May**
	80%	85%	

Strategy 4 Details	Formative Reviews		

Strategy 4: Students will receive lessons covering nutrition and fitness and will participate in fitness related events at the campus and district levels.
 	
    Strategy's Expected Result/Impact: Improved understanding of nutrition and fitness
    Staff Responsible for Monitoring: Principal
	Formative		

	Nov	Feb	May
	100%	100%	100%

Strategy 5 Details	Formative Reviews		

Strategy 5: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: Students will be provided with at least 30 minutes of targeted instruction each day that includes: The campus will provide 30 minutes of instruction each day that includes small group instruction targeted at the specific needs of students.
 	
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialists, Teachers, Paraprofessionals
	Formative		

	Nov	Feb	May
	75%	80%	

Strategy 6 Details	Formative Reviews		

Strategy 6: Well-Rounded Education : Students will be provided the opportunity to participate in the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education:
Students will be provided opportunities to utilize technology through the use of IXL, ST Math, Reflex Math, and Flocabulary, along with I-Read, Kid Biz, Google Classroom, and other technologies.
Students that qualify for gifted and talented services will participate in creating a project that they will present.
Students will participate in choir programs and field days.
Students and parents will be invited to a Science Night in the spring.
For our 4th/5th graders, students may join the after-school choir program.
For our 5th graders, students have various organizations that they may join or apply to become a member such as: Student Leadership Team and our Kindness Committee.
 	
    Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.
    Students will demonstrate an increase in their checkpoints, district, and state assessments.
    Staff Responsible for Monitoring: Principal, Assistant Principals, and Instructional Specialists
	Formative		

	Nov	Feb	May
	75%	85%	

Strategy 7 Details	Formative Reviews		
Strategy 7: At-Risk: Students with an identified area of need based on STAAR or district progress monitoring will be provided with additional academic support based on their specific academic needs	**Formative**		
	Nov	**Feb**	**May**

Strategy's Expected Result/Impact: Meet or exceed the targets on the attached CIP target tables.

Hairgrove will implement the following measures to meet or exceed the targets on the attached CIP target table.

1. Substitutes for the following: extended planning, professional development for observations, support for assessments, additional support for student events, and substitutes for Title I interventionists' absences to develop teachers' knowledge of the content and strategies to teach the students.
2. Staff members will provide extra-duty time through before/after school tutoring, academic camps, data digs, and curriculum writing to analyze student data, to determine what areas need re-teaching, and to share best strategies to increase student learning and academic performance.
3. Paper, anchor charts, project boards, folders, binders, journals, markers, sticky notes, note cards, printer ink, Velcro, and other office materials for staff and students to utilize for note-taking, summarizing, etc. to increase student learning and academic performance (Title 1 and General Funds)
4. Additional content supplies for literacy and math/science materials which include baskets, manipulatives, and non-consumable supplies to increase student academic performance and enable all students to participate in hands-on learning.
5. Stickers, folders, metals, pencils, small prizes for incentives for students to increase student learning, increase appropriate behavior, and increase academic behavior.
6. Interventionists and a paraprofessional will be hired to work with small groups and help support students in the classroom .
7. Kindergarten, third, and fifth grade teacher salaries will allow us to create smaller class sizes in an effort to facilitate accelerated growth.
7. Temporary worker will be hired to provide small groups instruction in reading
8. STAAR snacks and STAAR supplies

Staff Responsible for Monitoring: Principal

Nov: 65% Feb: 75%

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
Strategy 1: Before/After School Program: Before and After School Tutorials - small group instruction in reading, writing, and math based on student need	Formative		
Strategy's Expected Result/Impact: 90% of 3rd, 4th, and 5th graders will score approaches on STAAR 2024 **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	80%	85%	
Strategy 2 Details	Formative Reviews		
Strategy 2: Professional Staffing: Core Content Area Interventionist will be hired to pull small groups based on student data or push in classrooms to support struggling students.	Formative		
Strategy's Expected Result/Impact: 90% of 3rd, 4th, and 5th grade students will score approaches on STAAR 2024 **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	80%	80%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 3: State Compensatory Education (SCE): Throughout the current school year, use the supplementary SCE funds to reduce the disparity in performance on STAAR between students at-risk of dropping out of school and other school district students as measured by educationally disadvantaged and at-risk students meeting or exceeding the STAAR performance targets noted on the attached CIP data table.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
Strategy 1: State Compensatory Education: Provide supplementary support to students identified as at-risk.	**Formative**		
Strategy's Expected Result/Impact: Meet or exceed targets on the attached data table **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**May**
	80%	85%	

0%	No Progress	100%	Accomplished	→	Continue/Modify	✕	Discontinue

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.

    Evaluation Data Sources: Record of safety drills and other required safety actions

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus will train staff, students, and parents on our safety practices such as drills, check-in and check-out procedures, car rider line procedures, emergency procedures, etc. so that we continue to maintain a high level of safety and security and are prepared in the event of an emergency.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Lessons on safety taught in the classrooms, safety information shared with families, information on drills shared with families, safety training with staff at staff meetings throughout the year to keep information at the forefront of all of our minds. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Teachers	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct Emergency Safety Drills: Fire, Evacuate (non-fire), Lock down, Secure, Shelter (Weather), and Shelter (Hazmat) throughout the year.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 100% of Emergency Operating Procedure (EOP) safety drills will be conducted by scheduled deadlines.	100%	100%	100%

Strategy 3 Details	Formative Reviews		
Strategy 3: The campus will implement Sanford Harmony and Second Step social and emotional lessons, Conscious Discipline strategies, and continue with PBIS, Quantum Learning, 8 Keys of Excellence, No Excuses University College Bound, and GAME ON to support the safety of the staff and students.	**Formative**		
	Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Incorporating both district and campus initiatives will create a secure environment that is also welcoming and one that has respect for everyone to increase the safety of every person at the campus, along with increasing student learning and academic performance. **Staff Responsible for Monitoring:** Front desk, Safety Team, Counselor, Assistant Principals, and Principal	90%	90%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.

    Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate.	**Formative**		
	Nov	**Feb**	**May**

Incentives:
Every day a class has 100% attendance, they earn a letter to spell DOLPHINS. Once they spell the word, the class earns a reward of the teacher's choosing. Every month, students with perfect attendance get their name in a drawing for a new bike, helmet, and lock. We give away one girl bike and one boy bike and announce it during their lunchtime. Every nine weeks, students with perfect attendance are rewarded during their lunch time with a presentation of a prize or treat.
    Strategy's Expected Result/Impact: 95% overall attendance rate
    Staff Responsible for Monitoring: Principal, APs, Counselors, Teachers
	100%	100%	100%

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences)	**Formative**		
	Nov	**Feb**	**May**

Monitoring System:
Committee meets to discuss students with attendance concerns. We have a spreadsheet where we are documenting students, number of absences, parent contact, as well as action taken by the school. Action depends on number of absences.
    Strategy's Expected Result/Impact: 95% overall attendance rate
    Staff Responsible for Monitoring: Principal, APs, Counselors, Teachers
	80%	90%	

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 3: Restorative Discipline: The campus will use restorative discipline practices.

    Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		

Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate. We will continue to implement Sanford Harmony/Second Step lessons and activities and have counselors conduct lessons in classrooms to keep violent incidents on our campus at 0%.
    Strategy's Expected Result/Impact: Violent incidents will continue to be 0%
    Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselors
	Formative		

	Nov	**Feb**	**May**
	80%	90%	
Strategy 2 Details	**Formative Reviews**		

Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment. Teachers will present PBIS lessons on Mondays, present SEL lessons on Tuesdays, as well as hold class meetings each Friday to teach and reinforce campus expectations, team build, and work through problems as a class. PK-1st graders will participate in SEL lessons daily for 15 minutes.
    Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.
    Staff Responsible for Monitoring: Teachers, Assistant Principals, Principal
	Formative		

	Nov	**Feb**	**May**
	80%	90%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 1%.

    Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details			Formative Reviews		
Strategy 1: Teacher/Paraprofessional Attendance: The campus will share the campus data for each nine weeks attendance for staff for awareness and recognize staff members who have met the campus goal of missing zero days for each nine weeks.			**Formative**		
			Nov	**Feb**	**May**
Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 1%. **Staff Responsible for Monitoring:** Principal, Campus Secretary, Assistant Principals			75%	80%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 2: Ensure that Teachers are Receiving High-Quality Professional Development: By the end of the current school year, 100% of teachers will receive job targeted professional development based on identified needs.

Evaluation Data Sources: Classroom implementation of professional learning
Walk-throughs
Lesson Plans

Strategy 1 Details		Formative Reviews		
Strategy 1: High-Quality Professional Development: Conference for the Advancement of Science Teaching (CAST): IS and Teachers will come away with strategies, ideas, and examples to implement in the classroom based on the new Science TEKS		**Formative**		
		Nov	**Feb**	**May**
Strategy's Expected Result/Impact: 90% of students will score Approaches or higher on the STAAR Science assessment **Staff Responsible for Monitoring:** Principal, Assistant Principals, ISs, Teachers		80%	90%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the current school year, parent and family engagement will increase by 1%.

    Evaluation Data Sources: Parent Survey
    Activity sign-in sheets/records

Strategy 1 Details	Formative Reviews		

Strategy 1: Parent and Family Engagement:
 	
Communication will be sent out through email and phone call for all students every Thursday.
 	
Our Monthly SPLASH Smore newsletter will be published to provide parents with important information.
 	
Other materials to support the transition from home to Pre K will also be purchased.
 	
Parents will be invited to Meet the Teacher, Open House, Pictures With Santa Night, and Family Science Night to increase parental involvement with the school.
 	
Paraprofessionals will call parents personally with information regarding these school opportunities to help increase participation.
    Strategy's Expected Result/Impact: Parent and family engagement will increase by 1%.
    Staff Responsible for Monitoring: Teachers, APs, Principal
	Formative		

	Nov	**Feb**	**May**
	80%	80%	
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue			

2023-2024 CPOC

Committee Role	Name	Position
Principal	Michelle Lee	Principal
Teacher #1	Teacher #1	Teacher #1
Teacher #2	Teacher #2	Teacher #2
Teacher #3	Teacher #3	Teacher #3
Teacher #4	Teacher #4	Teacher #4
Teacher #5	Teacher #5	Teacher #5
Teacher #6	Teacher #6	Teacher #6
Teacher #7	Teacher #7	Teacher #7
Teacher #8	Teacher #8	Teacher #8
Other School Leader (Nonteaching Professional) #1	Other School Leader (Nonteaching Professional) #1	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Other School Leader (Nonteaching Professional) #2	Other School Leader (Nonteaching Professional) #2
Administrator (LEA) #1	Administrator (LEA) #1	Administrator (LEA) #1
Administrator (LEA) #2	Administrator (LEA) #2	Administrator (LEA) #2
Parent #1	Parent #1	Parent #1
Parent #2	Parent #2	Parent #2
Community Member #1	Community Member #1	Community Member #1
Community Member #2	Community Member #2	Community Member #2
Business Representative #1	Business Representative #1	Business Representative #1
Business Representative #2	Business Representative #2	Business Representative #2
Paraprofessional #1	Paraprofessional #1	Paraprofessional #1
Paraprofessional #2	Paraprofessional #2	Paraprofessional #2
Other School Leader (Nonteaching Professional) #3	Other School Leader (Nonteaching Professional) #3	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4

Addendums

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					#	#	%	%	%	#	%	%	%	#	%	%	%
Reading	3	Hairgrove	ES 9	All	120	104	87%	90%	3%	82	68%	69%	1%	35	29%	30%	1%
Reading	3	Hairgrove	ES 9	Hispanic	98	86	88%	90%	2%	66	67%	69%	2%	30	31%	32%	1%
Reading	3	Hairgrove	ES 9	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Hairgrove	ES 9	Asian	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Hairgrove	ES 9	African Am.	14	11	79%	82%	3%	9	64%	65%	1%	*	*	*	*
Reading	3	Hairgrove	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Hairgrove	ES 9	White	5	5	100%	100%	0%	5	100%	100%	0%	*	*	*	*
Reading	3	Hairgrove	ES 9	Two or More	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	3	Hairgrove	ES 9	Eco. Dis.	109	94	86%	89%	3%	72	66%	67%	1%	31	28%	30%	2%
Reading	3	Hairgrove	ES 9	LEP Current	51	42	82%	85%	3%	29	57%	58%	1%	9	18%	20%	2%
Reading	3	Hairgrove	ES 9	At-Risk	85	70	82%	85%	3%	53	62%	63%	1%	21	25%	26%	1%
Reading	3	Hairgrove	ES 9	SPED	23	13	57%	60%	3%	8	35%	36%	1%	*	*	*	*
Reading	4	Hairgrove	ES 9	All	106	94	89%	90%	1%	67	63%	65%	2%	29	27%	30%	3%
Reading	4	Hairgrove	ES 9	Hispanic	86	75	87%	90%	3%	54	63%	65%	2%	22	26%	28%	2%
Reading	4	Hairgrove	ES 9	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Hairgrove	ES 9	Asian	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Hairgrove	ES 9	African Am.	7	6	86%	89%	3%	5	71%	72%	1%	*	*	*	*
Reading	4	Hairgrove	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Hairgrove	ES 9	White	8	8	100%	100%	0%	5	63%	64%	1%	*	*	*	*
Reading	4	Hairgrove	ES 9	Two or More	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	4	Hairgrove	ES 9	Eco. Dis.	89	77	87%	90%	3%	50	56%	57%	1%	20	22%	24%	2%
Reading	4	Hairgrove	ES 9	LEP Current	50	40	80%	82%	2%	24	48%	50%	2%	10	20%	22%	2%
Reading	4	Hairgrove	ES 9	At-Risk	77	65	84%	86%	2%	41	53%	54%	1%	18	23%	25%	2%
Reading	4	Hairgrove	ES 9	SPED	16	8	50%	53%	3%	*	*	*	*	*	*	*	*
Reading	5	Hairgrove	ES 9	All	83	75	90%	91%	1%	59	71%	72%	1%	22	27%	30%	3%
Reading	5	Hairgrove	ES 9	Hispanic	68	62	91%	91%	0%	46	68%	69%	1%	15	22%	25%	3%
Reading	5	Hairgrove	ES 9	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Hairgrove	ES 9	Asian	2	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Hairgrove	ES 9	African Am.	6	5	83%	85%	2%	5	83%	84%	1%	*	*	*	*
Reading	5	Hairgrove	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Hairgrove	ES 9	White	3	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Hairgrove	ES 9	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Reading	5	Hairgrove	ES 9	Eco. Dis.	70	64	91%	92%	1%	48	69%	70%	1%	15	21%	23%	2%
Reading	5	Hairgrove	ES 9	LEP Current	40	36	90%	91%	1%	23	58%	59%	1%	5	13%	15%	2%
Reading	5	Hairgrove	ES 9	At-Risk	63	56	89%	90%	1%	40	63%	64%	1%	10	16%	18%	2%
Reading	5	Hairgrove	ES 9	SPED	10	5	50%	53%	3%	5	50%	51%	1%	*	*	*	*
Math	3	Hairgrove	ES 9	All	117	99	85%	88%	3%	59	50%	55%	5%	28	24%	30%	6%
Math	3	Hairgrove	ES 9	Hispanic	95	81	85%	88%	3%	49	52%	55%	3%	24	25%	27%	2%
Math	3	Hairgrove	ES 9	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					#	#	%	%		#	%	%		#	%	%	
Math	3	Hairgrove	ES 9	Asian	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Hairgrove	ES 9	African Am.	14	10	71%	74%	3%	*	*	*	*	*	*	*	*
Math	3	Hairgrove	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Hairgrove	ES 9	White	5	5	100%	100%	0%	5	100%	100%	0%	*	*	*	*
Math	3	Hairgrove	ES 9	Two or More	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	3	Hairgrove	ES 9	Eco. Dis.	107	90	84%	87%	3%	55	51%	55%	4%	26	24%	26%	2%
Math	3	Hairgrove	ES 9	LEP Current	50	41	82%	85%	3%	20	40%	45%	5%	9	18%	20%	2%
Math	3	Hairgrove	ES 9	At-Risk	84	68	81%	84%	3%	42	50%	55%	5%	18	21%	23%	2%
Math	3	Hairgrove	ES 9	SPED	23	12	52%	55%	3%	9	39%	40%	1%	*	*	*	*
Math	4	Hairgrove	ES 9	All	106	85	80%	83%	3%	68	64%	65%	1%	34	32%	33%	1%
Math	4	Hairgrove	ES 9	Hispanic	86	68	79%	82%	3%	53	62%	63%	1%	24	28%	29%	1%
Math	4	Hairgrove	ES 9	Am. Indian	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Hairgrove	ES 9	Asian	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Hairgrove	ES 9	African Am.	7	5	71%	74%	3%	5	71%	72%	1%	*	*	*	*
Math	4	Hairgrove	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Hairgrove	ES 9	White	8	8	100%	100%	0%	7	88%	89%	1%	*	*	*	*
Math	4	Hairgrove	ES 9	Two or More	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	4	Hairgrove	ES 9	Eco. Dis.	89	69	78%	81%	3%	53	60%	61%	1%	22	25%	26%	1%
Math	4	Hairgrove	ES 9	LEP Current	50	38	76%	79%	3%	29	58%	59%	1%	10	20%	21%	1%
Math	4	Hairgrove	ES 9	At-Risk	77	58	75%	78%	3%	44	57%	58%	1%	18	23%	24%	1%
Math	4	Hairgrove	ES 9	SPED	16	8	50%	53%	3%	*	*	*	*	*	*	*	*
Math	5	Hairgrove	ES 9	All	83	77	93%	94%	1%	61	73%	74%	1%	24	29%	30%	1%
Math	5	Hairgrove	ES 9	Hispanic	68	63	93%	94%	1%	50	74%	75%	1%	16	24%	25%	1%
Math	5	Hairgrove	ES 9	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Hairgrove	ES 9	Asian	2	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Hairgrove	ES 9	African Am.	6	6	100%	100%	0%	*	*	*	*	*	*	*	*
Math	5	Hairgrove	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Hairgrove	ES 9	White	3	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Hairgrove	ES 9	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Math	5	Hairgrove	ES 9	Eco. Dis.	70	64	91%	92%	1%	49	70%	71%	1%	16	23%	24%	1%
Math	5	Hairgrove	ES 9	LEP Current	40	36	90%	91%	1%	26	65%	66%	1%	*	*	*	*
Math	5	Hairgrove	ES 9	At-Risk	63	57	90%	91%	1%	42	67%	68%	1%	12	19%	20%	1%
Math	5	Hairgrove	ES 9	SPED	10	6	60%	63%	3%	*	*	*	*	*	*	*	*
Science	5	Hairgrove	ES 9	All	83	71	86%	90%	4%	40	48%	55%	7%	18	22%	30%	8%
Science	5	Hairgrove	ES 9	Hispanic	68	58	85%	90%	5%	29	43%	50%	7%	11	16%	25%	9%
Science	5	Hairgrove	ES 9	Am. Indian	0	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Hairgrove	ES 9	Asian	2	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Hairgrove	ES 9	African Am.	6	5	83%	85%	2%	*	*	*	*	*	*	*	*
Science	5	Hairgrove	ES 9	Pac. Islander	0	*	*	*	*	*	*	*	*	*	*	*	*

The targets listed below meet minimum expectations. Campuses are responsible for meeting the CIP targets as well as state and federal accountability targets.

Content	Gr.	Campus	2023 Cluster	Student Group	Tested 2023	2023: Approaches Grade Level		2024 Approaches Incremental Growth Target	% Approaches Growth Needed	2023: Meets Grade Level		2024 Meets Incremental Growth Target	% Meets Growth Needed	2023: Masters Grade Level		2024 Masters Incremental Growth Target	% Masters Growth Needed
					#	#	%	%		#	%	%		#	%	%	
Science	5	Hairgrove	ES 9	White	3	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Hairgrove	ES 9	Two or More	4	*	*	*	*	*	*	*	*	*	*	*	*
Science	5	Hairgrove	ES 9	Eco. Dis.	70	59	84%	85%	1%	31	44%	50%	6%	12	17%	20%	3%
Science	5	Hairgrove	ES 9	LEP Current	40	33	83%	85%	2%	12	30%	35%	5%	*	*	*	*
Science	5	Hairgrove	ES 9	At-Risk	63	51	81%	85%	4%	23	37%	40%	3%	7	11%	15%	4%
Science	5	Hairgrove	ES 9	SPED	10	*	*	*	*	*	*	*	*	*	*	*	*