

**Irving Independent School District**  
**John Haley Elementary School**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

**The fundamental purpose of John Haley Elementary is to ensure that all students learn at high levels to reach their full potential.**

## Vision

John Haley Elementary will be a leading example of how to transform students into productive thinkers and successful citizens.

## Core Beliefs

### John Haley Collective Commitments

1. Create a safe and positive learning environment that fosters a sense of community
2. Study and implement the curriculum with fidelity while fostering a productive learning environment
3. Collaborate with our colleagues, parents, and students to create a community of learners
4. Analyze assessment data to drive instruction and achieve high levels of students growth
5. Empower and motivate students to set and achieve individual goals
6. Strengthen our craft through professional development including coaching, learning walks, and feedback
7. Balance our personal and professional lives to maintain a positive school climate

# Table of Contents

The fundamental purpose of John Haley Elementary is to ensure that all students learn at high levels to reach their full potential.	2
Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	14
Goal 1: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets or above on STAAR reading from 26.7% to 39% by 2024.	15
Goal 2: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets or above on STAAR math from 20.4% to 49% by 2024.	23
Goal 3: In Irving ISD, we will increase overall CCMR Meets from 60% to 75% by 2024.	29
Goal 4: In Irving ISD we will increase parent and community engagement in the city of Irving.	32
Goal 5: In Irving ISD, we will provide state of the art facilities that rethinks the present design of education for all students.	33
Targeted Support Strategies	34
Additional Targeted Support Strategies	35
State Compensatory	36
Budget for John Haley Elementary School	37
Personnel for John Haley Elementary School	37
Title I	37
1. Comprehensive Needs Assessment (CNA)	38
1.1: Comprehensive Needs Assessment	38
2. Campus Improvement Plan	38
2.1: Campus Improvement Plan developed with appropriate stakeholders	38
2.2: Regular monitoring and revision	38
2.3: Available to parents and community in an understandable format and language	38
2.4: Opportunities for all children to meet State standards	39
2.5: Increased learning time and well-rounded education	39
2.6: Address needs of all students, particularly at-risk	39
3. Annual Evaluation	39
3.1: Annually evaluate the schoolwide plan	39
4. Parent and Family Engagement (PFE)	40
4.1: Develop and distribute Parent and Family Engagement Policy	40
4.2: Offer flexible number of parent involvement meetings	40
5. Targeted Assistance Schools Only	41
Title I Personnel	41
Campus Funding Summary	42

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The population at John Haley Elementary is composed of 693 diverse students.

The ethnic groups represented are as follows:

Hispanic 91.63%

American Indian - Alaskan Native- 0.29%

Asian- 0.87%

Black - African American-1.88%

Native Hawaiian - Pacific Islander-0.14%

White-5.05%

Two-or-More-0.14%

Sped-4.3%

Additionally, 90% of the students at John Haley are economically-disadvantaged with a mobility rate of 11.4%. Overall, 77.92% of our students are at-risk.

### Demographics Strengths

Teachers and staff from John Haley are culturally and linguistically diverse and represent the student body well. In order to build a culturally responsible campus a focus on finding the best staff for our students has been the representation of our students in culture, language, and race.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Our English Learners only had 19% pass rate on all Math STAAR exams in 2022. **Root Cause:** As a campus we have not developed a systematic way to track our English Language Learner sub population .

**Problem Statement 2 (Prioritized):** Our economically disadvantaged population only had 20% pass rate on all STAAR Math exams in 2022. **Root Cause:** Campus lacks a systematic process for monitoring student progress during each grading period and ensuring interventions are in place

## Student Learning

### Student Learning Summary

For the 21-22 school year John Haley had an **overall STAAR** score for grade 3-5 for all content areas of:

Approches- 58%; Meets- 28%; Masters- 12%

### Reading:

Approches: 64%; Meets- 38%; Masters-18%

### Math:

Approches: 55%; Meets- 21%; Masters-7%

### Student Learning Strengths

At John Haley students strenghts is reading:

Overall- All tests

Yeras	Overall Approcahes	Overall Meets	Overrral Masters
2020-2021	42%	14%	5%
2021-2022	58%	28%	12%

Reading:

<b>Yeras</b>	<b>Overall Approcahes</b>	<b>Overall Meets</b>	<b>Overral Masters</b>
2020-2021	48%	20%	9%
2021-2022	64%	38%	12%

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Students scored lower overall in MATH than in READING on the STAAR assessment. **Root Cause:** Due to remote learning educators have had to adjust their teaching from a technology based to a hands on approach.

**Problem Statement 2 (Prioritized):** EL students are not making progress in Math **Root Cause:** Inconsistent use of progress monitoring data by teachers when planning targeted interventions.

## School Processes & Programs

### School Processes & Programs Summary

John Haley continues to follow and refine our Solution Tree PLC approach to teaching and learning with a narrowed focus on reading. Use of a standard and systematic guided reading framework (with specific pacing suggestions) and the MAP reading continuum to guide reteaching and data talks will increase student success this year

Systems in place during 2022-2023:

1. Development of a Calendar for Professional Learning Communities, Extended Planning and every six weeks Purposeful planning.
2. Effective Schools Framework trainings to continue supporting best practices implementation.
3. Teachers, Academic Specialist and Administrators met every week to discuss, data, best practices and assessment tools.
4. Data talks are implemented after every assessment piece.
5. Master schedule was developed denoting Content Areas Tier 1, Intervention times, Social Emotional Learning, recess and lunch times.

### School Processes & Programs Strengths

We will conduct administrative focus walkthroughs during RTI/Guided reading time, assign specialists to conduct specific weekly observations and feedback to teachers who are new to any area of teaching, and finally conduct data meetings with the core instructional team and teachers using the data-driven instructional framework. Staff meetings have been re-purposed to align with intentional intervention practices for reading. Professional Development assigned, given, or requested will also align with reading comprehension and fluency.



## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Teachers and their families get sick or having to take care of family members causing them to be absent. **Root Cause:** Teacher and paraprofessional absences negatively impact student learning.

**Problem Statement 2 (Prioritized):** Due to positions cut, schools are having to share a Technology Specialist with another campus. The time at each campus is cut in half. **Root Cause:** Teachers lack technology support to create hands on lessons that integrate technology in all content areas.

# Perceptions

## Perceptions Summary

The fundamental purpose of John Haley Elementary is to ensure that ALL students learn at high-levels to reach their full potential.

John Haley will grow to be a leading example of transforming and supporting students into productive thinkers and successful citizens.

In addition, we provide family engagement activities such as Math and Reading Nights, TOP Dog, and Parent Volunteering to work collaboratively with parents while fostering an environment of achievement and learning.

## Perceptions Strengths

As evident by data collected through surveys, needs assessments, as well as community input opportunities, John Haley has an overall positive perception among the community.

In addition, we believe in greeting students at the door every day. We believe in fostering connections with our students and community. Our faculty believes in creating an inclusive environment where we foster engagement, hope, and academic success.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Parents were not able to volunteer due to illness and were not allowed on campus. **Root Cause:** Parents were not allowed on campus and their main focus was to support and take care of their families, leaving limited time to volunteer.

**Problem Statement 2 (Prioritized):** Teachers are having a hard time planning for tier 1 instruction, small groups and interventions. **Root Cause:** Teachers struggle with work life balance due to academic gaps and instructional high demands.

# Priority Problem Statements

**Problem Statement 1:** EL students are not making progress in Math

**Root Cause 1:** Inconsistent use of progress monitoring data by teachers when planning targeted interventions.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Our English Learners only had 19% pass rate on all Math STAAR exams in 2022.

**Root Cause 2:** As a campus we have not developed a systematic way to track our English Language Learner sub population .

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Due to positions cut, schools are having to share a Technology Specialist with another campus. The time at each campus is cut in half.

**Root Cause 3:** Teachers lack technology support to create hands on lessons that integrate technology in all content areas.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Parents were not able to volunteer due to illness and were not allowed on campus.

**Root Cause 4:** Parents were not allowed on campus and their main focus was to support and take care of their families, leaving limited time to volunteer.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** Our economically disadvantaged population only had 20% pass rate on all STAAR Math exams in 2022.

**Root Cause 5:** Campus lacks a systematic process for monitoring student progress during each grading period and ensuring interventions are in place

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** Students scored lower overall in MATH than in READING on the STAAR assessment.

**Root Cause 6:** Due to remote learning educators have had to adjust their teaching from a technology based to a hands on approach.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Teachers and their families get sick or having to take care of family members causing them to be absent.

**Root Cause 7:** Teacher and paraprofessional absences negatively impact student learning.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** Teachers are having a hard time planning for tier 1 instruction, small groups and interventions.

**Root Cause 8:** Teachers struggles with work life balance due to academic gaps and instructional high demands.

**Problem Statement 8 Areas:** Perceptions

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

- State-developed online interim assessments
- 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
- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

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

# Goals

**Goal 1:** In Irving ISD, we will increase the percentage of 3rd grade students who score at meets or above on STAAR reading from 26.7% to 39% by 2024.

**Performance Objective 1:** John Haley will continue to promote high levels of learning in foundational reading skills in grades PK through 2nd Grade. This will help close achievement gaps for all students. For the 2022-2023 school year the following goals will be achieved by May 2023.

Pre-K: Increase the percentage of Pre-K students who are proficient on all 5 Circle test indicators by at least 10%


Kindergarten: 50% will score at or above grade level in CORE and EOY MCLASS







1st grade: 34% will score at or above grade level in CORE on EOY and MCLASS

2nd grade: 50% will score at or above grade level in CORE on EOY and MCLASS

## High Priority

**Evaluation Data Sources:** MClass/MAP/Circle Data (DIBELS/IDEL/DRA/EDL) and campus common formative assessments. Circle Test Indicators include: Rapid Letter Naming, Rapid Vocabulary, Math, Social Emotional, and Early Writing Skills.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and support staff will use MCLASS and CORE data to ensure targeted lessons are being delivered to each student as needed. This prescriptive instruction will ensure that students grow exponentially to meet their individual growth goals.</p> <p><b>Strategy's Expected Result/Impact:</b> A more prescriptive approach to delivery of instruction will increase the percentage of students that meet or exceed expectations efficiently.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Specialists, Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All teachers will use running records, anecdotal notes, CORE and DRA/EDL kits to closely monitor student progress and drive guided reading instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will be more focused on the progress of each student and determine the best intervention needed on a frequent basis.</p> <p><b>Staff Responsible for Monitoring:</b> teachers; administration, specialists</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will participate in state sponsored reading academies.</p> <p><b>Strategy's Expected Result/Impact:</b> Reading instruction will improve and increases in literacy development.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Academic Specialist, teachers</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Our English Learners only had 19% pass rate on all Math STAAR exams in 2022. <b>Root Cause:</b> As a campus we have not developed a systematic way to track our English Language Learner sub population .</p>



## Demographics

**Problem Statement 2:** Our economically disadvantaged population only had 20% pass rate on all STAAR Math exams in 2022. **Root Cause:** Campus lacks a systematic process for monitoring student progress during each grading period and ensuring interventions are in place

**Goal 1:** In Irving ISD, we will increase the percentage of 3rd grade students who score at meets or above on STAAR reading from 26.7% to 39% by 2024.

**Performance Objective 2:** John Haley will ensure high levels of learning with literacy skills in third grade in order to foster strong reading skills and help close achievement gaps for all students as they move into continued accountability testing in future years. The following specific third grade goals are set to be achieved by the end of the 2022-2023 school year:

3rd grade: 44% will score above the 60th percentile on EOY MAP as well as 42% reaching MEETS standard on STAAR Reading.

To demonstrate the closing of achievement gaps, the following goals have been set for these student populations:


40% of "All Students" will reach MEETS standard on STAAR Reading


19% of "Sped Students" will reach MEET standards on STAAR Reading.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** MAP, DRA, EDL, STAAR Data, Common Formative and Summative Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers will use running records, anecdotal notes, and DRA/EDL kits to create and meet with guided reading groups at least three times per week to closely monitor student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase exponentially in their foundational literacy skills, therefore improving performance on grade level accountability tests. Teachers will be more focused on the progress of each student and determine the best intervention needed on a frequent basis.</p> <p><b>Staff Responsible for Monitoring:</b> teachers; administration, specialists</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Decodable books, leveled readers, instructional tools - 199 - General Funds, Decodable books, instructional tools - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will use small group skill-based instruction daily to meet targeted needs as indicated by running records, district assessments, campus common assessments, and MAP data.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will increase proficiency on each indicator by practicing their reading skills daily in small groups with teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Academic Specialists/Literacy Specialists, Administration</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Our English Learners only had 19% pass rate on all Math STAAR exams in 2022. <b>Root Cause:</b> As a campus we have not developed a systematic way to track our English Language Learner sub population .</p>

**Goal 1:** In Irving ISD, we will increase the percentage of 3rd grade students who score at meets or above on STAAR reading from 26.7% to 39% by 2024.

**Performance Objective 3:** In order to support the Irving ISD Board Goal for STAAR reading outcome for Meets level in 2024, John Haley Elementary goals over the 2022-2023 year are as follows:

Overall Reading Approaches: 2023=70%,


Overall Reading Meets: 2023= 40%


Overall Reading Masters: 2023=20%

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR scores; NWEA MAP scores. Special education students and white students will meet their expected growth for targeted Improvement.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All instructional staff will develop school, grade level, and individual teacher goals and guide students to set goals for all reading assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Student mastery of reading concepts will increase because of the student focus. Teachers will ensure that students are moving as they should with the focus from all staff members.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administration, instructional support</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All teachers will use data from campus, district, and MAP assessments, as well as running records, anecdotal notes, CORE and DRA/EDL kits to create and meet with guided reading groups three times per week and closely monitor student progress. Students will receive target RTI lessons to meet their individual needs.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of the students will make growth as indicated by MAP Goals</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Leadership Team</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 3 Problem Statements:**

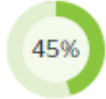
Demographics
<p><b>Problem Statement 2:</b> Our economically disadvantaged population only had 20% pass rate on all STAAR Math exams in 2022. <b>Root Cause:</b> Campus lacks a systematic process for monitoring student progress during each grading period and ensuring interventions are in place</p>


**Goal 1:** In Irving ISD, we will increase the percentage of 3rd grade students who score at meets or above on STAAR reading from 26.7% to 39% by 2024.

**Performance Objective 4:** All sub-populations evaluated in Domain 3 will meet indicated goals for all indicators.

**High Priority**

**Evaluation Data Sources:** District and campus common assessments; STAAR, NWEA MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students in smaller sized sub-populations (SPED, and African American) will be tracked closely. Plans will focus on STAAR achievement and growth in all subject areas. Interventions with these students will be driven by MAP and district assessment data.</p> <p><b>Strategy's Expected Result/Impact:</b> All students will meet the indicators on the accountability system and we will be removed from targeted support.</p> <p><b>Staff Responsible for Monitoring:</b> administration; leadership team; teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will receive target RTI lessons to meet their individual needs.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Sub populations will make growth in targeted areas</p> <p><b>Staff Responsible for Monitoring:</b> Administration, core team, teachers</p>	Formative			Summative
	Nov	Feb	Apr	June

<p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2</p>				
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 No Progress	 Accomplished	 Continue/Modify	 Discontinue
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**Performance Objective 4 Problem Statements:**

<p><b>Demographics</b></p>
<p><b>Problem Statement 2:</b> Our economically disadvantaged population only had 20% pass rate on all STAAR Math exams in 2022. <b>Root Cause:</b> Campus lacks a systematic process for monitoring student progress during each grading period and ensuring interventions are in place</p>
<p><b>Student Learning</b></p>
<p><b>Problem Statement 2:</b> EL students are not making progress in Math <b>Root Cause:</b> Inconsistent use of progress monitoring data by teachers when planning targeted interventions.</p>

**Goal 2:** In Irving ISD, we will increase the percentage of 3rd grade students who score at meets or above on STAAR math from 20.4% to 49% by 2024.

**Performance Objective 1:** John Haley will promote foundational and basic math skills in grades PreK through third grades. This will foster strong math skills and help close achievement gaps for all students. For the 2022-2023 school year the following goals will be achieved by May 2023.


- Kindergarten: 40% will score above the 60th percentile on EOY MAP.
- 1st grade: 36% will score above the 60th percentile on EOY MAP
- 2nd grade: 30% will score above the 60th percentile on EOY MAP
- 3rd grade: 26% will score above the 60th percentile on EOY MAP
- 3rd grade: 26% will score Meets or Above standard on the STAAR Math test.

To demonstrate the closing of achievement gaps, in third grade the following goals have been set for these student populations:  
 46% of All students will score Meets on STAAR Math  
 40% of English Language Learners will score Meets on STAAR Math







**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** MAP Evaluation, STAAR accountability, formative and summative assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use Guided Math to work on learning gaps with students at least 3 times per week.</p> <p><b>Strategy's Expected Result/Impact:</b> Student MAP scores will increase as well as Math campus assessments and District Common Assessments. Goals for STAAR math will be met.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Specialists and Support, and Administration</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All instructional staff will develop school, grade level, and individual teacher goals and guide students to set goals for all math assessments and change instruction according to data trends.</p> <p><b>Strategy's Expected Result/Impact:</b> Student mastery of math concepts will increase because of the student focus. Teachers will ensure that students are moving as they should with the focus from all staff members.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administration, instructional support</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students in smaller sized sub-populations (SPED, White, and African American) will be tracked closely using our campus data tracker. Plans will focus on STAAR achievement and growth in all subject areas. Interventions with these students will be driven by MAP and district assessment data.</p> <p><b>Strategy's Expected Result/Impact:</b> John Haley will meet all indicators on the accountability system and we will be removed from targeted support.</p> <p><b>Staff Responsible for Monitoring:</b> administration; leadership team; teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 2:** Our economically disadvantaged population only had 20% pass rate on all STAAR Math exams in 2022. **Root Cause:** Campus lacks a systematic process for monitoring student progress during each grading period and ensuring interventions are in place

**Student Learning**

**Problem Statement 2:** EL students are not making progress in Math **Root Cause:** Inconsistent use of progress monitoring data by teachers when planning targeted interventions.

**Goal 2:** In Irving ISD, we will increase the percentage of 3rd grade students who score at meets or above on STAAR math from 20.4% to 49% by 2024.

**Performance Objective 2:** In order to support the Irving ISD Board Goal for STAAR math outcome for Meets level in 2024, John Haley Elementary goals for 2022-2023 years on State Math testing are as follows:

Overall Math Approaches: 2023=65%,


Overall Math Meets: 2023=30%







Overall Math Masters: 2023=17%

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR DATA 2022-2023

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will use Guided Math to work on learning gaps with students at least 3 times per week.</p> <p><b>Strategy's Expected Result/Impact:</b> Student MAP scores will increase as well as Math campus assessments and District Common Assessments. Goals for STAAR math will be met.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Specialists and Support, and Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy - Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All instructional staff will develop school, grade level, and individual teacher goals and guide students to set goals for all math assessments and change instruction as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Student mastery of math concepts will increase because of the student focus. Teachers will ensure that students are moving as they should with the focus from all staff members.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administration, instructional support</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2</p> <p><b>Funding Sources:</b> general instructional resources - 199 - General Funds, Tutoring after/before school - 211 - Title I-A</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students in smaller sized sub-populations (SPED, EL and African American) will be tracked closely using our campus data tracker. Plans will focus on STAAR achievement and growth in all subject areas. Interventions with these students will be driven by MAP and district assessment data.</p> <p><b>Strategy's Expected Result/Impact:</b> John Haley will meet all indicators on the accountability system and we will be removed from targeted support.</p> <p><b>Staff Responsible for Monitoring:</b> administration; leadership team; teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 2 Problem Statements:**

## Demographics

**Problem Statement 1:** Our English Learners only had 19% pass rate on all Math STAAR exams in 2022. **Root Cause:** As a campus we have not developed a systematic way to track our English Language Learner sub population .

**Problem Statement 2:** Our economically disadvantaged population only had 20% pass rate on all STAAR Math exams in 2022. **Root Cause:** Campus lacks a systematic process for monitoring student progress during each grading period and ensuring interventions are in place

**Goal 3:** In Irving ISD, we will increase overall CCMR Meets from 60% to 75% by 2024.

**Performance Objective 1:** The goals for improvements on State Reading testing are as follows:


Overall Meets: 2023 53%;


Overall Masters: 2023 30%;

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR scores; NWEA MAP scores. Sped students and White students will meet their expected growth for Targeted Improvement.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All instructional staff will develop school, grade level, and individual teacher goals and guide students to set goals for all reading assessments and change instruction according to data trends.</p> <p><b>Strategy's Expected Result/Impact:</b> Student mastery of reading concepts will increase because of the student focus. Teachers will ensure that students are moving as they should with the focus from all staff members.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administration, instructional support</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All instructional staff will develop and guide students to set goals for reading levels, and state and district assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Reading levels of students will increase because of the student focus. Teachers will ensure that students are moving as they should with the focus from all staff members.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administration</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Our English Learners only had 19% pass rate on all Math STAAR exams in 2022. <b>Root Cause:</b> As a campus we have not developed a systematic way to track our English Language Learner sub population .</p>
<p><b>Problem Statement 2:</b> Our economically disadvantaged population only had 20% pass rate on all STAAR Math exams in 2022. <b>Root Cause:</b> Campus lacks a systematic process for monitoring student progress during each grading period and ensuring interventions are in place</p>

**Goal 3:** In Irving ISD, we will increase overall CCMR Meets from 60% to 75% by 2024.

**Performance Objective 2:** The goals for improvement on State Math testing at Meets or Above:


Overall Meets: 2023 44%


Overall Masters: 2023 22%


**High Priority**


**HB3 Goal**


**Evaluation Data Sources:** STAAR DATA 2022-2023

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All instructional staff will develop school, grade level, and individual teacher goals and guide students to set goals for all math assessments and change instruction according to data trends.</p> <p><b>Strategy's Expected Result/Impact:</b> Student mastery of math concepts will increase because of the student focus. Teachers will ensure that students are moving as they should with the focus from all staff members.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, administration, instructional support</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**






Student Learning
<p><b>Problem Statement 2:</b> EL students are not making progress in Math <b>Root Cause:</b> Inconsistent use of progress monitoring data by teachers when planning targeted interventions.</p>



**Goal 4:** In Irving ISD we will increase parent and community engagement in the city of Irving.

**Performance Objective 1:** Increase parent engagement and decision making by 15% through bi-monthly feedback surveys posted to social media, the website, and sent through text messaging/school messenger.

**Evaluation Data Sources:** Parent survey responses

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct parent climate survey at least once a year and increase response rate by 10%.  <b>Title I:</b> 4.1, 4.2  <b>Problem Statements:</b> Perceptions 1	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Parents were not able to volunteer due to illness and were not allowed on campus. <b>Root Cause:</b> Parents were not allowed on campus and their main focus was to support and take care of their families, leaving limited time to volunteer.</p>

**Goal 5:** In Irving ISD, we will provide state of the art facilities that rethinks the present design of education for all students.

# Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers and support staff will use MCLASS and CORE data to ensure targeted lessons are being delivered to each student as needed. This prescriptive instruction will ensure that students grow exponentially to meet their individual growth goals.
1	1	2	All teachers will use running records, anecdotal notes, CORE and DRA/EDL kits to closely monitor student progress and drive guided reading instruction.
1	1	3	Teachers will participate in state sponsored reading academies.
1	2	1	All teachers will use running records, anecdotal notes, and DRA/EDL kits to create and meet with guided reading groups at least three times per week to closely monitor student progress.
1	2	2	Teachers will use small group skill-based instruction daily to meet targeted needs as indicated by running records, district assessments, campus common assessments, and MAP data.
1	3	1	All instructional staff will develop school, grade level, and individual teacher goals and guide students to set goals for all reading assessments.
2	1	1	Teachers will use Guided Math to work on learning gaps with students at least 3 times per week.
2	1	2	All instructional staff will develop school, grade level, and individual teacher goals and guide students to set goals for all math assessments and change instruction according to data trends.
2	2	1	Teachers will use Guided Math to work on learning gaps with students at least 3 times per week.
2	2	2	All instructional staff will develop school, grade level, and individual teacher goals and guide students to set goals for all math assessments and change instruction as needed.
3	1	1	All instructional staff will develop school, grade level, and individual teacher goals and guide students to set goals for all reading assessments and change instruction according to data trends.
3	2	1	All instructional staff will develop school, grade level, and individual teacher goals and guide students to set goals for all math assessments and change instruction according to data trends.

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	2	All teachers will use running records, anecdotal notes, CORE and DRA/EDL kits to closely monitor student progress and drive guided reading instruction.
1	1	3	Teachers will participate in state sponsored reading academies.
1	2	1	All teachers will use running records, anecdotal notes, and DRA/EDL kits to create and meet with guided reading groups at least three times per week to closely monitor student progress.
1	3	2	All teachers will use data from campus, district, and MAP assessments, as well as running records, anecdotal notes, CORE and DRA/EDL kits to create and meet with guided reading groups three times per week and closely monitor student progress. Students will receive target RTI lessons to meet their individual needs.
1	4	1	Students in smaller sized sub-populations (SPED, and African American) will be tracked closely. Plans will focus on STAAR achievement and growth in all subject areas. Interventions with these students will be driven by MAP and district assessment data.
1	4	2	Students will receive target RTI lessons to meet their individual needs.
2	1	1	Teachers will use Guided Math to work on learning gaps with students at least 3 times per week.
2	1	3	Students in smaller sized sub-populations (SPED, White, and African American) will be tracked closely using our campus data tracker. Plans will focus on STAAR achievement and growth in all subject areas. Interventions with these students will be driven by MAP and district assessment data.
2	2	1	Teachers will use Guided Math to work on learning gaps with students at least 3 times per week.
2	2	3	Students in smaller sized sub-populations (SPED, EL and African American) will be tracked closely using our campus data tracker. Plans will focus on STAAR achievement and growth in all subject areas. Interventions with these students will be driven by MAP and district assessment data.

# State Compensatory

## Budget for John Haley Elementary School

**Total SCE Funds:** \$36,420.00

**Total FTEs Funded by SCE:** 1

### Brief Description of SCE Services and/or Programs

The budget is used to pay for a Paraprofessional- 31, 257, and the rest of the money is for supplies.

## Personnel for John Haley Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Rosa Fernandez	Paraprofessional	1

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

John Elementary focuses on the four questions of the PLC process to ensure that all students are receiving the best educational program. All the staff engages in a model of continuous improvement, which revolves around the four PLC questions: 1)What do you expect student to learn as a result of the work?; 2) How will you know if they are learning and what is your evidence?; 3)What will you do if they don't learn?; 4)What will you do if they do learn? In addition, this year will focus on the following levers of the Effective Schools Framework (ESF): Lever 5.1, Effective classroom routines and instructional strategies and Lever 5.3, Data Driven Instruction.

## 2. Campus Improvement Plan

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

Input has been obtained from all stakeholders and CIP has been developed based on data gathered from these various sources of data.

### 2.2: Regular monitoring and revision

Our CIP will be regularly monitored and revised during our CIC monthly meetings based on campus needs/data.

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

The Campus Improvement Plan will be shared to parents via school website, SNAP! CONNECT. In addition, parents and community members may request a copy of the CIP in the office or access it online,

which is available in both English and Spanish.

#### **2.4: Opportunities for all children to meet State standards**

All students will receive Tier I instruction on the essential standards, and their individual performance is tracked in the campus-created data tracking sheets, which include various sources of data, such as mClass, Estrellita, Core Survey, DRA/EDL levels, MAP RIT and percentile scores, and Common and/or District Assessments, and STAAR and TELPAS data. Students also use Education Galaxy/Progress Learning, SMART student profile sheets, etc. to track and progress-monitor their grade-level essential standards.

#### **2.5: Increased learning time and well-rounded education**

Our master schedule is designed to protect Tier 1 instruction and to guarantee a viable curriculum. Teachers will maximize student learning for all students and will provide a well-rounded education by following the district curriculum. They will use multiple sources of data to plan targeted interventions, enrichment activities, and tutoring as needed. Teachers will be trained on how to integrate reading and writing, how to use small group instruction more effectively to differentiate instruction and meet student needs, and how to improve student learning and teacher efficacy through the PLC process.

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

All students will receive Tier I and Tier II instruction. Students needing additional support and/or Tier III intervention will be referred through a systematic MTSS process. If students are still struggling after the systematic interventions, the MTSS team will recommend further testing to learn more about the student and gather data to develop more individualized intervention plans and to ensure that all students are learning at high levels. Teachers will also use student data to reflect on their instructional practice and collaborate with each other during PLCs to improve their instruction and better meet student needs.

### **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

Multiple sources of data will be collected throughout the school year to determine the implementation and effectiveness of our CIP.

## **4. Parent and Family Engagement (PFE)**

### **4.1: Develop and distribute Parent and Family Engagement Policy**

Administration and our Parent Center Liaison will collaborate with parent volunteers, teachers and community members to create and promote a Parent and Family Engagement Policy (in English/Spanish) to promote high levels of student learning.

The Parent and Family Engagement Policy and Parent and Family Compact will be available online, in the library, in the front office, and in the parent center.

### **4.2: Offer flexible number of parent involvement meetings**

The following parent involvement meetings have been shedule for the 2022-2023 school year:

#### **September 27, 2022**

September 29, 2022

October 27, 2022

November 10, 2022

December 15, 2022

February 23, 2023

John Haley Elementary School  
Generated by Plan4Learning.com

#### **Title I Compliance Meeting-9:00-10:00am(Zoom)**

Title I Compliance Meeting- 5:00-6:30pm (in-person) and Top Dog

Literacy Night- Fall Festival-5:30-6:30pm

4th grade performance/Top Dog 5:00-6:00

3rd grade performance/Top Dog 5:00-6:00

2nd grade performance/ Top Dog/Math Night- 5:00-6:30



April 13, 2023

1st grade performance/ Top Dog/ Pizza and Picasso-  
5:00-6:30pm

## **5. Targeted Assistance Schools Only**

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer De La Cruz	Parent Liaison		
Jose Pargas	PK-5 Math Interventionist		
Melinda Rios	PK-5 Literacy Specialist		

# Campus Funding Summary

<b>199 - General Funds</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Decodable books, leveled readers, instructional tools		\$0.00
2	2	2	general instructional resources		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>211 - Title I-A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Decodable books, instructional tools		\$0.00
2	2	2	Tutoring after/before school		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>