

Title I A Schoolwide Program

A schoolwide program (SWP) is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school. The primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.

SWP allows staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis on SWP schools is to serve all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. SWP maximizes the impact of Title I, Part A. Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

A school operating a SWP shall develop a comprehensive plan (ESSA Section 1114[b]). The SWP plan will remain in effect for the duration of the school's participation in a SWP and will be monitored and updated annually (ESSA Section 1114[b][3]).

Hailey Elementary School

Hailey Elementary School, home of the Comets, is an exciting learning environment of approximately 410 students from preschool to fifth grade. Our students are served by a skilled and enthusiastic classroom staff of 24 certified teachers, 14 special services teachers, and a classified support staff of 25 highly trained paraprofessionals. Hailey's students represent different demographic groups including:

- 21% English Language Learners
- 12% Special Education
- 3% Gifted and Talented
- 37% Free and/or Reduced Lunch

All students receive weekly special instruction in Art, Music, Technology, Computer Skills and PE. Our library maintains over 18,000 books and has a monthly circulation of about 4,000 books, which demonstrates our focus on literacy for all students.

We have a very strong and involved PTA. Parents can be found volunteering on a daily basis in any capacity that supports the mission and vision of this family-oriented community.

520 S 1st Ave.
Hailey, ID 83333
(208) 578-5070



HAILEY ELEMENTARY

Title I Program Schoolwide Plan



Prioritized Needs:

- * Increase ELA proficiency in grades K-5.
- * Increase math proficiency in grades 3-5.
- * Decrease the achievement gap between subgroups and those not in subgroups.
- * Behavior Expectations should be clear to all students and staff and be consistent from area to area within the school building.



Improvement Goals:

- * **ELA**
Hispanic students within the subgroup will make an 18.4% growth to equal 30% proficiency or higher as measured by the ISAT.
Students with Disabilities subgroup will make a 13% growth to equal 30% proficiency or higher as measured by the ISAT.
- * **MATH**
Hispanic students within the subgroup will make a 14.5% growth to equal 30% proficiency or higher as measured by the ISAT.



Plan to Achieve Goals:

- * Refine and implement RTI process with a focus on increasing classroom instruction effectiveness for students as measured by ongoing assessments, refining supporting interventions in Tier 2 and Tier 3.
- * Identify and implement Tier 2 interventions for math to enhance learning opportunities for 2-5 grade students who have additional math needs as identified by diagnostic assessments.
- * Team to attend Family and Community Engagement conference and bring strategies back to school for implementation.
- * Provide time for daily Social Emotional Instruction at each grade level. Grade level appropriate curriculum will be developed and utilized to support all students. Teachers will partner in teams to lead their group of students through the progression of social emotional development curriculum.
- * K-2 teachers will continue to use the 10-10-10 approach to explicitly teach phonics, word work and vocabulary. With the support of the K-2 Lead Reading Teacher, teachers will continue to refine their reading instruction. 3-5 grade teachers will focus on metacognition to further develop student reading skills. They will work with the 3-5 lead reading teacher.
- * Partner with math consultants to deepen mathematical understanding and implementation of mathematical thinking.

Process for monitoring and evaluating the Schoolwide Improvement Plan:

The school wide improvement plan will be reviewed at least two times each school year by the school leadership team. This will be done in the Winter and Spring when student benchmark achievement data is available. The leadership team will be reviewing the data to determine progress toward achieving identified goals, and determine if professional development plan and resources are appropriate or if needs exist.