

Hemphill Elementary Campus Improvement Plan

2017-2018

____ July 20th, 2017 ____
Date of School Board Approval

Legal References

- *Each school **district** shall have a District Improvement Plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the Campus Improvement Plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Mission Statement

The mission of the Hemphill Independent School District is to equip all students in a safe learning environment with the skills necessary to lead productive and satisfying lives.

Planning and Decision Making Committee

| Name | Position Parent, Business, Community, Teacher, etc | Signature |
|------------------|--|-----------|
| Vicky Ostrom | Business Representative | |
| Monica Butler | District G/T Coordinator | |
| Susan Smith | Elementary Principal | |
| Mary Ann Briggs | Counselor | |
| Maggie Hadnot | Pre K Teacher | |
| Jennifer Moody | Kindergarten Teacher | |
| Devin McBryde | First Grade Teacher | |
| Denise Eddings | Second Grade Teacher | |
| Lori Henderson | Third Grade Teacher | |
| Karen Cunningham | Fourth Grade Teacher | |
| Karrie Jones | Special Programs | |
| Kathryn Pay | Parent Representative | |
| Theresa Franklin | Community Member | |

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on 5/31/2017.

| Committee Members | Data Sources Examined |
|---|---|
| <i>Karrie Jones -- Special Programs</i> | <ol style="list-style-type: none"> 1. TAPR 2. Federal Accountability Data for AYP 3. STAAR Data--disaggregated 4. District PEIMS reports 5. PBMAS reports 6. District retention data 7. District discipline referral data 8. Parent, Community, Teacher, and /or Student surveys 9. Student attendance & Truancy data 10. Benchmark testing data 11. Referral percentages for students in Special Education 12. iStation/Voyager/MobyMax Data, ThinkThrough Math, Rosetta Stone 13. Campus parent participation records 14. Homeless population analysis 15. Teacher retention data 16. Student Grade Report 17. Special Programs 18. TEKS Resource System 19. Staff Development Sign in logs 20. Public Posting/Records 21. DMAC 22. Technology Inventory/ Software Usage Records 23. Counselor Schedule/Programs 24. T-TESS |
| <i>Susan Smith -- Elementary Principal</i> | |
| <i>Mary Ann Briggs -- Counselor</i> | |
| <i>Maggie Hadnot -- Pre K Teacher</i> | |
| <i>Jennifer Moody -- Kindergarten Teacher</i> | |
| <i>Devin McBryde -- First Grade Teacher</i> | |
| <i>Lori Henderson -- Third Grade Teacher</i> | |
| <i>Karen Cunningham -- Fourth Grade Teacher</i> | |
| | |

Comprehensive Needs Assessment: Summary of Findings

| Prioritized Areas of Concern | |
|--|---|
| Areas of Concern | Data Source |
| Performance of HES 3rd and 4th Grade Students on STAAR and HES PK-2nd Grade Students' Mastery of Grade Level Objectives. | State Accountability Report -TAPR; PEIMS; DMAC; STAAR Reports; TELPAS Reports; iStation, MobyMax, Think Through Math Reports; TxEIS Attendance Data Reports; Local Data |
| Performance of HES 3rd and 4th Grade Students achieving Masters Grade Level on STAAR. | State Accountability Report -TAPR; PEIMS; DMAC; STAAR Reports; TELPAS Reports; TxEIS Attendance Data Reports; Local Data |
| Performance of HES 3rd and 4th Grade Economically Disadvantaged Students on STAAR | State Accountability Report -TAPR; PEIMS; DMAC; STAAR Reports; TELPAS Reports; TxEIS Attendance Data Reports; Local Data |
| Performance of HES 3rd and 4th Grade African American Students on STAAR | State Accountability Report -TAPR; PEIMS; DMAC; STAAR Reports; TELPAS Reports; TxEIS Attendance Data Reports; Local Data |
| Performance of HES 3rd and 4th Grade Special Education Students on STAAR | State Accountability Report -TAPR; PEIMS; DMAC; STAAR Reports; TELPAS Reports; TxEIS Attendance Data Reports; Local Data |
| Student Attendance for ALL HES Students | State Accountability Report -TAPR; PEIMS; DMAC; STAAR Reports; TELPAS Reports; TxEIS Attendance Data Reports; Local Data |
| Student Growth for ALL HES Students | State Accountability Report -TAPR; PEIMS; DMAC; STAAR Reports; TELPAS Reports; TxEIS Attendance Data Reports; Local Data |
| HES Teacher Performance | State Accountability Report -TAPR; PEIMS; DMAC; STAAR Reports; TELPAS Reports; T-TESS; Local Data |

In this plan, the term “student group” refers to students who are H, W, AA, ED, Migrant, LEP, G/T, and Special Education.

State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

Total SCE funds allotted to this District/Campus \$149,064.00

Total FTEs funded through SCE at this District/Campus – .30

The process we use to identify students who are at risk can be located on page 12.

See State Compensatory Education on page 12.

The process we use to exit students from the SCE program who no longer qualify can be located on page 12.

See State Compensatory Education on page 12.

*Optional for Title I School-wide schools:
At Hemphill Elementary School State Compensatory Funds are used to support Title I initiatives.*

State Compensatory Education

State of Texas Student Eligibility Criteria for Title I:

A student under 21 years of age and who:

1. Is in prekindergarten – grade three and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students

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| Program/Funding Source |
| Federal Programs |
| <i>Title 1, Part A</i> |
| <i>Title I, Part C (Migrant)</i> |
| <i>Title II, Part A (TPTR)</i> |
| <i>Title II, Part D (Technology)</i> |
| <i>Title IV, Part A (Innovative)</i> |
| <i>ESEA Title VI (Innovative)</i> |
| <i>Carl Perkins</i> |
| <i>Title V, Part A (Innovative)</i> |
| State Programs/Funding Source |
| <i>Accelerated Reading Instruction Funds</i> |
| <i>Career/Technology Education</i> |
| <i>State Compensatory Education</i> |
| <i>Dyslexia</i> |
| <i>Gifted/Talented</i> |
| <i>Special Education</i> |
| <i>Bilingual/ESL Program</i> |
| Local Programs/Funding Source |
| <i>Grants</i> |

Student Achievement:

Goal #1: The percentage of all 3rd and 4th Grade HES students achieving Approaches Grade Level on all STAAR tested subjects will meet or exceed the state percentage by 2018; **All PK-2nd Grade HES students will achieve Mastery of all Grade Level Objectives annually.**

Annual Performance Measures: The percentage of all 3rd and 4th Grade HES students achieving Approaches Grade Level on all STAAR tested subjects will meet or exceed the state percentage by 2018; **All PK-2nd Grade HES students will achieve Mastery of all Grade Level Objectives annually.**

| Activity/Strategy | Title 1 Schoolwide Components (#1-10) | Person(s) Responsible | Timeline | Resources | Formative Evaluation | Data Source |
|---|--|--|---------------------------------|-----------------------------------|--|--------------------|
| Implement analyzed curriculum (focus on writing, reading RTI, and math) | 4,8,9 | Faculty, Staff, Dir. of Curr and Instruction | Every Grading Cycle | | TEKS Resource | 18 |
| Develop benchmark (math, reading, writing) assessment aligned with curriculum | 4,8,9 | Faculty, Staff, Dir. of Curr and Instruction | Every Grading Cycle | TEKS Resource, DMAC, STAAR | TEKS Resource, DMAC, STAAR, and Benchmark data | 12 |
| Continue ESL curriculum utilizing Rosetta Stone | 1, 2, 8, 9, 10 | Principal and ESL teacher | First Semester, Second Semester | SCE ESL Curriculum; Rosetta Stone | Improved six weeks grades; reduced failure rate. | 10 |
| Utilize Student Support Days/Saturday school for students not meeting attendance/academic | 1, 3 | Principal, teachers | First Semester, Second Semester | | Improved attendance and overall student growth | 3,9 |

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|---|----------------|---------------------------|---------------------------------|--|--|----------|
| requirements. | | | | | | |
| Offer tutorials to students identified as in need of assistance and mastery level (a.m. and p.m). | 1, 2, 8, 9, 10 | Principals, core teachers | First and Second Semester | DMAC item analysis, Student progress reports, and report cards | Evaluate scores | 15, 16 |
| Teachers will participate in instructional rounds or peer learning walks to learn ways to best deliver instruction. | 4 | Principals & Teachers | Semester | Teachers & Principals | Instructional Round form; peer feedback | 15 |
| Utilize web-based resources to increase scores, student growth, and reinforce knowledge and skills. | 2 | Core teachers | Weekly | Classroom teachers and principal BrainPop, YouTube, MobyMax, Think Through Math, iStation, Voyager, AR, AM | Evaluate progress reports and report cards; reports from the resources used. | 12 |
| Remediate students who do not pass core curriculum with RtI, Response to Intervention. | 2 | Teacher | First Semester, Second Semester | Report cards, and STAAR results, intervention classes | Retention rate, report cards, STAAR results | 3, 16,12 |

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|--|------|--|---------------------------------|---|--|----------|
| Repeat and review daily skills with targeted students during RtI and/or enrichment. | 2 | Teacher | First Semester, Second Semester | Classroom material | Improved six weeks' grades. | 12,16 |
| Provide supplemental counseling services to individuals/groups in response to needs related to school performance for education plans/goals. | 2,9 | Title I Funded Counselor, Teachers, and Principals | Every 6 Weeks | Title I A Funds | Counselor Schedule | 12, |
| Access the internet for research, and to enhance and extend classroom fields of study. | 2, 3 | Teachers | First Semester, Second Semester | Internet | Students will achieve mastery of STAAR/TEKS objectives. | 3, 16 |
| Use technology and STAAR released tests and TAG to review STAAR/TEKS objectives. | 2,3 | Teachers | Daily /Weekly | Elmo, Interactive Projector, Mobile Devices, DMAC, TEKS Resource System | Student Performance Results | 3, 16,21 |
| Purchase additional mobile devices for classroom | 1, 2 | Technology Director | 2017-2018 School Year | Technology Inventory Distribution Records | Increased usage of software programs; improved student performance | 23 |
| Analyze individual student data from classroom activities and | 8 | Classroom Teacher | Six Weeks | Reports, Benchmarks, DMAC, | Improved six weeks grades Reduced failure rate | 11 |

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|---|-----|--|-----------|--|------------------------------|-----------|
| benchmarks to identify strengths and weaknesses in preparation for the STAAR test by sub-populations. | | | | Moby Max, TEKS Resource System | | |
| Student data will be closely reviewed through RtI to identify at-risk students that could be served by another existing program. | 2 | Student Intervention Teams | Six Weeks | Criteria for At Risk List; Homeless Surveys; Teacher & Parent referrals /input; Student Report Cards | Improved six weeks grades | 3, 12, 21 |
| Maintain the number of special education students who are placed in the least restrictive environment with inclusion as top priority. | 2,9 | Principals, Special Ed Teachers, ARD Committee | Yearly | Administrators | Improved student performance | 3, 12, 21 |

Curriculum and Instruction:

Goal #2: The percentage of all 3rd and 4th Grade HES students achieving Masters Grade Level on all STAAR tested subjects will increase from 6% to 18% by 2022.

Annual Performance Measures: The percentage of all 3rd and 4th Grade HES students achieving Masters Grade Level on all STAAR tested subjects will increase to 8.4% by Spring 2018.

| Activity/Strategy | Title 1 Schoolwide Component (#1-10) | Person(s) Responsible | Timeline | Resources | Formative Evaluation | Data Sources |
|---|---|--|---------------------------------|----------------------------------|---|---------------------|
| Support UIL contests | 2 | UIL Coordinator, Teachers | Fall Semester | SCE | Increase number of UIL participants; Points earned at contest | 19 |
| Provide instruction to identified Gifted and Talented Students in addition to extending the TEKS based instruction in an effort to challenge identified GT Students | 2, 8, 9 | Classroom Teachers; GT Teachers; Dir. of Curr. & Instruction | Every Grading Cycle | District Curriculum Lesson Plans | Improved Student Performance | 18, 22 |
| Access the internet for research, and to enhance and extend classroom fields of study. | 2, 3 | Teachers | First Semester, Second Semester | Internet | Students will achieve mastery of STAAR/TEKS objectives. | 22 |

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|--|------|--|-----------------------|---|--|----------|
| Use technology to review STAAR/TEKS objectives. | 2,3 | Teachers | Daily /Weekly | Elmo, Interactive Projector, Mobile Devices, DMAC, TEKS Resource System | Student Performance Results | 22 |
| Utilize web-based resources and software to prepare for STAAR and reinforce TEKS. | 2 | Teachers | Daily /Weekly | Computer Education, TEKS Resource System, DMAC | Documented in teacher lesson plans; student progress reports | 12, 22 |
| Purchase additional mobile devices for classroom | 1, 2 | Technology Director | 2017-2018 School Year | Technology Inventory Distribution Records | Increased usage of software programs; improved student performance | 22 |
| Disaggregate Spring STAAR data using STAAR reports to assist in the development of strategies for class and individual student needs. | 1, 8 | Core subject teachers, Principal, Site Base, Dir of Curr & Instruction | Annually | SCE Funds | STAAR scores, DMAC | 3, 17,21 |
| Attend various staff development workshops offered through Region VII, workshops and conferences that address the various needs of students as a | 4 | Faculty and Staff | August | SCE Funds | Professional Development Certification Reading & Math Academy | 19 |

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| result of analyzing student data in the areas of writing/math/reading, TEKS Resource vertical alignment/RTI. | | | | | (Grade Level Specific) | |
| Continue to be aggressive in attendance and truancy policies.(Student Support day,Saturday school, grade level incentives.) | 1 | Administrator | Every Grading Cycle | SCE Funds | Attendance Record-Continue to expect a .3% growth yearly | 1,4,9 |
| Use RTI strategies to meet students' academic and/or behavioral needs prior to making a referral to special education in an effort to determine the least restrictive environment. | 2, 8, 9 | Classroom Teachers, Special Ed. Director | Every Grading Cycle | IDEA B | Special Education Sub-population | 12, 21 |
| Participate in initial and refresher update Crisis Prevention Institute training. | 2 | Special Ed certified teachers; Paraprofessionals; Principals, Counselors | Annually | | # of Referrals for SpEd students | 19 |
| Provide special education students modifications, transportation, supplementary aids, and related services as determined by ARD Committees. | 10 | ARD Committee, Classroom Teachers | Every Grading Cycle | IDEA B | ARD documentation | 3 |

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|--|----------|---|--|-----------|--|------------|
| Examine PBMAS to ensure compliance and effectiveness of student programs. | 10 | Principal | Spring Semester | SCE Funds | PBMAS report | 5 |
| Maintain the certifications of the teachers in each grade level in the area of English as a second language; and place all ESL students in the ESL certified teacher's classroom. | 1, 9, 10 | ESL teacher, ESL coordinator, Principal | Every Grading Cycle | SCE Funds | Professional Development Certification | 19 |
| Assess the reading skills of the PreK-Grade 4 students using the formative and summative computer software data | 8 | PreK -4 Teachers | First, Fourth, and Sixth Grading Cycle | SCE Funds | iStation, Voyager | 12, 18 |
| Analyze benchmark data to assess students' strengths, weaknesses, and abilities in order to assist in the development of strategies for class and individual student needs in preparation for the STAAR. | 8 | Classroom Teacher | First, Third, and Fifth Grading Cycle | SCE Funds | Benchmark data | 3,9 |
| Offer K -4th grade reading intervention through small group instruction as identified through RTI. | 2 | K-4 Teachers, Reading Intervention teacher, Principal | Every Grading Cycle | SCE Funds | Benchmark data, Istation/ Voyager data | 10, 12, 21 |

Demographics:

Goal #3: The percentage of HES Economically Disadvantaged students who meet the STAAR Postsecondary Readiness Standard or above **for all grades** on two or more subjects will increase from 11% to 45% by 2022.

Annual Performance Measures: The percentage of HES Economically Disadvantaged students who meet the STAAR Postsecondary Readiness Standard or above **for all grades** on two or more subjects will increase to 17.8% by Spring 2018.

Goal #4: The percentage of HES 3rd and 4th Grade African American students performing at Approaches Grade Level or above in all STAAR tested subjects will increase from 40% to 75% by 2022.

Annual Performance: The percentage of HES 3rd and 4th Grade African American students performing at Approaches Grade Level or above in all STAAR tested subjects will increase to 47% by Spring 2018.

Goal #5: The percentage of HES 3rd and 4th Grade students receiving Special Education services performing at Approaches Grade Level or above on all STAAR tested subjects will increase from 34% to 50% by 2022.

Annual Performance: The percentage of HES 3rd and 4th Grade students receiving Special Education services performing at Approaches Grade Level or above on all STAAR tested subjects will increase to 37.2% by Spring 2018.

| Activity/Strategy | Title 1 School wide Components (1-10) | Person(s) Responsible | Timeline | Resources | Formative Evaluations | Data Sources |
|---|--|--|----------------------|---|--|---------------------|
| Analyze individual student data from classroom activities and benchmarks to identify strengths and weaknesses in preparation for the STAAR test by sub-populations. | 8 | Classroom Teacher | Six Weeks | Reports, Benchmarks, DMAC, Moby Max, TEKS Resource System | Improved six weeks grades Reduced failure rate | 3,11 |
| Student data will be closely reviewed through Rtl to identify at-risk students that could be served by another existing program. | 2 | Student Intervention Teams | Six Weeks | Criteria for At Risk List; Homeless Surveys; Teacher/Parent referrals/input; Student Report Cards | Improved six weeks grades | 3, 12, 21 |
| All students will be included in benchmark testing | 2 | Principals, Counselors, Classroom Teachers | At least once a year | Released STAAR Tests | Improved six weeks grades Improved STAAR scores | 3, 12, 21 |
| Maintain the number of special education students who are placed in the least restrictive environment with inclusion as top priority. | 2,9 | Principals, Special Ed Teachers, ARD Committee | Yearly | Administrators | Improved student performance | 3, 12, 21 |
| Employ appropriate outside | 4 | Principals, Grade | Yearly | Region VII or | Improved student | 19 |

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|---|----|---|---------------------|-------------------------------|--|-------------|
| professionals for staff development to present teaching strategies and factors which influence student achievement within the classroom. Include specific methods for assisting At-Risk, socio-economically disadvantaged, special education, & African American populations. | | Level/ Department Chairpersons | | outside agencies | performance | |
| Offer Grades K-4 identified as in need of assistance of additional reading intervention through small group instruction | 2, | K-4 Teachers, Reading Intervention teacher, Principal | Every Grading Cycle | SCE Funds | Benchmark data, Istation Data | 10, 12, 16, |
| Provide all teachers access to the STAAR item analysis to determine deficiencies in tested objectives. | 8 | Principals | Daily/Weekly | AEIS Reports STAAR Reports | Documentation Region VIII DMAC | 3,21 |
| Technology will be used to improve the curriculum. Appropriate net workable programs will be evaluated and purchased to address specific academic need of all students. | 2 | Technology Director, Technology Committee | Each Semester | District Curriculum Documents | Improved Classroom instruction | 22 |
| Attend various staff development workshops offered through Region VII, workshops and conferences that address the various needs of students as a result of analyzing student data, | 4 | Faculty and Staff | August | SCE Funds | Professional Development Certification Reading & Math Academy (Grade Level | 19 |

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|---|------|---|-----------------------|---|--|-----------|
| TEKS Resource vertical alignment/RTI. | | | | | Specific) | |
| Plan and organize field trips to expand student's knowledge and cultural experiences. | 6 | Classroom teacher | Once per year | SCE funds | Lesson Plans | 18 |
| Plan and organize curriculum through vertical teaming | 1, 8 | Principal, Teachers | Daily/Weekly | TEKS Resource System Curriculum Meeting Classroom Teachers | Aligned Curriculum | 18 |
| Address self-esteem and suicide prevention issues on an individual basis | 10 | Counselors | Weekly | Counselors, DETCOG, Burke Center | # of students being served. | 23 |
| Participate in a variety of activities, programs and welcome opportunities for guest speakers to visit classrooms on campus | 10 | Principals Counselors | Monthly | ADAC, Harold's House, NED Show, Masonic Lodge Dental and Reading programs | Participation and Sign In Logs | 8,17,23 |
| Provide individual guidance on conflict resolution, student guidance, self esteem, bullying, violence prevention, decision-making, refusal skills and harassment, and drug and alcohol prevention | 2 | Counselors, Teachers, Principal, Guest speakers | Monthly and as needed | Counselor, Teachers, Principal, ADAC, DETCOG, Burke Center | Number of Referrals; Success of programs; Sign in logs | 23,17, 11 |
| Provide special education students modifications, | 10 | ARD Committee, Classroom Teachers | Every Grading Cycle | IDEA B | ARD documentation | 17 |

| | | | | | | |
|---|-------|--|-----------------------|---|--|----------|
| transportation, supplementary aids, and related services as determined by ARD committees | | | | | | |
| Use RtI strategies to meet students' academic and/or behavioral needs prior to making a referral to special education in an effort to determine the least restrictive environment | 2,8,9 | Classroom Teachers, Special Ed. Director | Every Grading Cycle | IDEA B | Special Education Sub-population | 17 |
| Use technology and STAAR released tests and TAG to review STAAR/TEKS objectives. | 2,3 | Teachers | Daily /Weekly | Elmo, Interactive Projector, Mobile Devices, DMAC, TEKS Resource System | Student Performance Results | 3, 16,21 |
| Purchase additional mobile devices for classroom | 1, 2 | Technology Director | 2017-2018 School Year | Technology Inventory Distribution Records | Increased usage of software programs; improved student performance | 22 |
| Acknowledge student achievement on school website and local newspaper | 2 | Classroom Teachers, Principal | Daily | School Website, Sabine Country Reporter | Website hits; articles in paper | 23 |
| Provide information for parents regarding online grades/attendance and website training | 6 | Registrar | Monthly | Parent Portal | Parent/Teacher contacts and Internet hits | 23 |

Family and Community Engagement; Student Culture, Climate and Safety:

Goal #6: The HES attendance rate will increase from 95% to 96.5% by 2022.

Annual Performance Measures: The HES attendance rate will increase to at least 95.3% by 2018.

| Activity/Strategy | Title 1 Schoolwide Component (#1-10) | Person(s) Responsible | Timeline | Resources | Formative Evaluation | Data Sources |
|---|---|--|---------------------------------|---|---|---------------------|
| Reward students for perfect attendance. | 1 | Principal, Teachers | Daily | Positive Incentives | Attendance | 9 |
| Parent contact is made after two consecutive absences. | 1 | Teachers | First Semester, Second Semester | Attendance Data | Attendance Report | 9, 16, |
| Maintain a Drug-Free/Gun-Free environment | 2 | Principal, Region VII Consultants | Daily | Region VII, Local Police Dept. | Number of Referrals | 1, 8, 20 |
| Staff will provide morning and afternoon duty to provide a safe environment for students. | 2 | HES Staff | Daily | HES Staff | Problems addressed while on duty | 8, 19 |
| Acknowledge student achievement on school website and local newspaper | 2 | Classroom Teachers, Principal | Daily | School Website, Sabine County Reporter | Success of website and information in paper | 9, 16 |
| Implement character education classes/lessons and programs. | 2 | Principal, Classroom Teachers, Counselor | First Semester, Second Semester | Principal, Teachers, Counselor, ADAC, NED | Number of Referrals | 19, 23 |

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|---|----|---|--------------------------------------|--|---|--------|
| | | | | Show | | |
| Educate students in the area of drug and alcohol prevention and refusal skills | 2 | Faculty, Principal | 2017-18 School Year | ADAC, Counselor | Number of referrals | 23 |
| Conduct emergency drills including Shelter in Place, site evacuation. | 4 | Principal | First Semester, Second Semester | Service Center, Fire Depts. | Feasibility of programs and evaluation | 20 |
| Enforce the District Code of Conduct and Hemphill ISD Student Handbook to ensure a safe learning environment, including rewarding students for appropriate behavior. | 10 | Principal, Faculty | First Semester, Second Semester | Teachers, Staff, Principal | Office Referrals | 20 |
| Educate faculty, staff, & students in the prevention/intervention of unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in school, on school grounds, and in school vehicles. | 4 | Principal, Counselor | In-Service, Faculty/ Campus Meetings | SCE, ADAC, EduHero, Harold's House, Reg. 7, DETCOG, Burke Center | Office Referrals; Prof. Development Certificates | 17, 19 |
| Provide guest speakers, Fitness Gram, PE, healthy meals served by cafeteria to promote healthy lifestyles. | 2 | Teachers, Coaches, Principal, Support Staff, Child Nutrition Dir. | Daily, Annual | Fitness Gram, Nurse, Teachers, Coaches, USDA Guidelines, TDSHS, Sabine Cnty. Hosp., ADAC | Results of Fitness Gram, Grades, Observations, Student Participation logs | 17, 18 |

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|---|----|-----------------------------------|---------------------------------|---|--|-------|
| Campus is deemed alcohol, drug, tobacco, and weapon free zone | 4 | Principal, All District personnel | Continuous | ADAC | Documentation, Office referrals | 19,23 |
| Refer families to programs for homeless and needy students. | 10 | Principal, Counselor, Teachers | Daily | Rainbow Room, Salvation Army, Backpack Program through SETx Food Bank | Participation | 14,23 |
| Participate in a variety of activities and welcome opportunities for guest speakers to visit and speak to students to increase citizenship and address social-emotional learning. | 2 | Principal, Teachers | First Semester, Second Semester | SCE, Guest Speakers, TEachers, Student Agendas | Increased awareness of cultural activities; participation in Veteran's Day, Meet the Teacher, Field Day, HES Awards Ceremony, Informative/Volunteer Outreach meeting, etc.; School Calendar; Newspaper | 13,19 |
| Inform parents of the various programs at school | 6 | Principals, Teachers | Daily | SCE, Website, Local Newspaper, School Messenger | Increased Student/Parent Involvement | 19 |
| Offer volunteering opportunities for parents and the community | 6 | Principal | Daily | SCE, Volunteer Forms | Parent/ Community Involvement | 13,19 |

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|---|---|--|-----------------------------------|---------------|---|-------|
| Involve parents through the campus site base decision making committee | 6 | Principal | Annually | | SBDM Committee sign-in | 20 |
| Provide information for parents regarding online grades/ attendance and website training | 6 | Registrar | Monthly | Parent Portal | Parent/Teacher contacts and Internet hits | 19 |
| Send home daily/weekly student work samples and conduct sheet; send progress reports home after the first three weeks of each grading cycle. | 6 | Classroom Teacher | Daily/weekly; Every grading cycle | | Conduct sheet and progress reports signed | 13,21 |
| Conduct parent conferences in all grade levels as necessary (grades, attendance, conduct). | 6 | Classroom teacher | Each semester as needed | | Phone log/Conference log; Report cards, attendance reports, referrals | 13 |
| Provide materials in the parents' primary language | 6 | Principal, Teachers, Nurse | Daily/Weekly as possible | Local forms | Materials | 17 |
| The District will send transfer notification to parents. The transfer policy is included in the Student Handbook. | 6 | Principal | End of Year | | Student Handbook | 20 |
| Run attendance report and call parents weekly regarding unexcused absences, send warning letters as needed, conduct attendance conferences/implement TPM as | 6 | Office staff, Principal, Counselor, teachers | Daily, Weekly | | Attendance reports | 9 |

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| needed, assign Student Support Day/Saturday school, file truancy with Sabine County Court. | | | | | | |
| Host PK-K Round Up; Invite local preschools and Headstart to tour elementary campus. | 6,7 | Principal, Office Staff | May | | Newspaper, Marquee, Website, Calendar, Phone | 20 |
| Hold Parent Information meetings by grade level. | 6 | All Elem teachers | Early Fall Semester | | Parent Student Log-in | 20 |
| Plan and organize field trips. | 6 | Teachers | Once a year | | Lesson Plans, Parent participation | 18 |
| Maintain the campus facilities and ensure the cleanliness and attractiveness of the entire district at all times. | 10 | All staff and personnel; maintenance director and staff | Daily | | Clean and attractive environment for all students, employees, visitors, and community | 20 |

Staff Quality:

Goal #7: All HES students will show at least one grade level of growth at the completion of the school year in all core subjects based on various data sources.

| Activity/Strategy | Title 1 Schoolwide Component (#1-10) | Person(s) Responsible | Timeline | Resources | Formative Evaluation | Data Sources |
|--|---|--|---------------------------------|---|--|---------------------|
| Increase the percentage of Masters Grade Level in all core areas. | 1, 2, 3, 4, 8 | Core Teachers | First Semester, Second Semester | iStation, ST Math, Benchmarks, STAAR | District and/or State student growth indicators | 3,10, |
| Encourage participation in UIL Contests. | 2 | Classroom Teacher & Sponsors | 1 st Semester | UIL Events/Contests | Increased UIL Participation | 19 |
| Review progress monitoring data (monthly) as well as Spring State Assessment (yearly) results to determine intervention needs. | 2, 9 | Principal, Counselor, ARD Committees, 504 Committees | Monthly | Moby Max Program; STAAR Istation | Improved Student Performance | 12 |
| Analyze curriculum including TEKS Resource System. | 4, 8, 9 | Faculty, Dir of Curr and Instruction | First Semester, Second Semester | TEKS Res., FrogStreet, Textbooks and their online resources | Improved STAAR Scores; benchmark scores; grade reports | 18 |
| Conference with students and parents regarding grades, attendance, and/or referrals, and | 2, 9 | Principal, core teachers, attendance committee | Weekly | Teachers, Principal contact | Evaluate progress reports and report cards. | 9,16, 19 |

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| other areas of concern as deemed necessary. | | | | documentation , referrals | Attendance reports, referrals | |
| Utilize Student Support Days/Saturday school for students not meeting attendance/academic requirements. | 1, 3 | Principal, teachers | First Semester, Second Semester | | Improved attendance and overall student growth | 3,9 |
| Offer tutorials to students identified as in need of assistance both a.m. and p.m. | 1, 2, 8, 9. 10 | Principals, core teachers | First and Second Semester | DMAC item analysis, Student progress reports, and report cards | Evaluate scores | 15, 16 |
| Analyze individual student data from classroom activities and benchmarks to identify strengths and weaknesses in preparation for the STAAR test by sub-populations. | 8 | Classroom Teacher | Six Weeks | Reports, Benchmarks, DMAC, Moby Max, TEKS Resource System | Improved six weeks grades Reduced failure rate | 11 |

Staff Quality:

Goal #8: 90% of all HES teachers will score at the proficient level or higher on their T-TESS evaluations.

Annual Performance Measures: 90% of all HES teachers will score at the proficient level or higher on their T-TESS evaluations.

| Activity/Strategy | Title 1 Schoolwide Component (#1-10) | Person(s) Responsible | Timeline | Resources | Formative Evaluation | Data Sources |
|---|---|--|--|---|---|---------------------|
| Attend various staff development opportunities in an effort to continue to maintain a highly qualified staff. | 3,4 | Principal | First Semester, Second Semester and Summer | Region VII Service Center TEKs Resource Conference | Certificates from training | 17, 19, 24 |
| Utilize DMAC through Region VII ESC and participate in webinars and online training for technology. | 4 | Principal | Yearly | Region VII Service Center; EduHero | Increased technology integration in the classroom | 15, 19,21 |
| Conduct an assessment to determine staff development needs. | 1 | Principal; Supt.; Dir of Curr and Instruction | Monthly | SGE Facility Plan Survey; Google Sheets and Surveys | Comprehensive Needs Assessment | 19 |

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|--|---|--------------------------|--------------|-----------------------------------|---|-------|
| Ensure that all teachers are effective in the assigned teaching areas. | 3 | Principals Teachers | August | Superintendent Principals | Teacher records Transcripts | 24 |
| Complete T-TESS observations, and hold summative conferences with each classroom teacher using the T-TESS Appraisal System | 8 | Principals Teachers | Weekly | Principals | Appraisals | 4, 24 |
| Review weekly lesson plans in part to assist in the frequent T-TESS walk through observations | 1 | Principals | Daily/Weekly | Principals | Lesson Plan Review Walk through forms | 18 |
| Recruit qualified teachers at college fairs, Region Service Center, and School website | 5 | Administrators | Semester | College/Univer sity Region VII | Recruitment of effective teachers Region VII(ESC) | 24 |
| Teachers will participate in instructional rounds or peer learning walks to learn ways to best deliver instruction. | 4 | Principals & Teachers | Semester | Teachers & Principals | Instructional Round form; peer feedback | 24 |

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| Maintain the certifications of the teachers in each grade level in the area of English as a second language; and place all ESL students in the ESL certified teacher's classroom. | 1, 9, 10 | ESL teacher, ESL coordinator, Principal | Every Grading Cycle | SCE Funds | Professional Development Certification | 19 |
|---|----------|---|---------------------|-----------|--|----|

Title I Schoolwide Plan Checklist – Table of Contents

Directions: Review the Title I Schoolwide Plans prior to mailing to the IDOE to ensure that all requirements listed below have been met. Insert the page number where each component can be found in the column to the right. If a plan does not include all ten components, it is out of compliance with NCLB requirements and will need to be adjusted.

Schoolwide Plan: Section 1114 (b) (2) Any school that operates a schoolwide program shall first develop (or amend a plan for such a program that was in existence on the day before the date of enactment of the NCLB Act of 2001), in consultation with the LEA and its school support team or other technical assistance provider under section 1117, a comprehensive plan for reforming the total instructional program in the school that:

- i. Describes how the school will implement the components described below
- ii. Describes how the school will use resources under this part and other sources to implement the components
- iii. Includes a list of SEA programs and other federal programs that will be consolidated in the schoolwide program
- iv. Describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by the SEA plan.

| Components of a Schoolwide Plan*: | Found on Page #: |
|---|------------------|
| 1. A comprehensive needs assessment of the whole school | |
| 2. Implementation of schoolwide reform strategies that: <ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunities for all children to meet proficient and advanced levels of student academic achievement <input type="checkbox"/> Use effective methods and instructional strategies that are based on scientifically based research that: <input type="checkbox"/> Strengthens the core academic program <input type="checkbox"/> Increases the amount of learning time <input type="checkbox"/> Includes strategies for serving underserved populations <input type="checkbox"/> Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards <input type="checkbox"/> Address how the school will determine if those needs of the children have been met <input type="checkbox"/> Are consistent with and are designed to implement state and local improvement plans, if any | |
| 3. Highly qualified teachers in all core content area classes | |
| 4. High quality and on-going professional development for teachers, principals, and paraprofessionals | |
| 5. Strategies to attract high-quality, highly qualified teachers to this school | |
| 6. Strategies to increase parental involvement, such as literary services | |
| 6 a. Description how the school will provide individual academic assessment results to parents | |
| 6 b. Strategies to involve parents in the planning, review, and improvement of the schoolwide plan | |
| 7. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program | |
| 8. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement | |
| 9. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance | |
| 10. Coordination and integration of federal, state and local funds; and resources such as in-kind services and program components | |
| 10 a. A list of programs that will be consolidated under the schoolwide plan (if applicable) | |