

Hemphill ISD District Improvement Plan

2015-2016

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	
Tellina Wright	Business Representative	
John Schillings	Business Representative	
Ellen Mills	District G/T Coordinator	
Susan Smith	Elementary Principal	
Heidy Griffin, Stacy Harris, Lori Henderson, Kenzie Kitchen, Becky Smith	Elementary Teachers	
Jeremy McDaniel	Middle School Principal	
Debbie Ener, Shelley Fiset, Tina Jay, Cindy Roberts, Candi Thomas	Middle School Teacher	

Reese Briggs	Superintendent	
Sherri Eddings, Nina Farrell, Kristi McDaniel	High School Teacher	
Marc Griffin	HS Principal, District SBDM Chair	
Katherine Pay	Elementary Parent	
Erica Thomas	Middle School Parent	
Kelly Anderson	High School Parent	
	Community Member	
Katherine Knight	Community Member	
	Community Member	

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on 6/16/2015.

Committee Members	Data Sources Examined
<i>Anderson, Kelly -- High School Parent</i>	<ul style="list-style-type: none"> • AEIS
<i>Eddings, Denise -- Elementary Teacher</i>	
<i>Ener, Debbie -- Middle School Teacher</i>	
<i>Smith, Susan – Elementary Principal</i>	
<i>McDaniel, Jeremy – Middle School Principal</i>	
<i>Griffin, Marc – High School Principal, District Chairperson</i>	
<i>Whittington, Sunny – Middle School Teacher</i>	

Comprehensive Needs Assessment: Summary of Findings

Prioritized Areas of Concern	
Areas of Concern	Data Source
<i>Grades PK - 4 – All Students Economically Disadvantaged, At-Risk, Special Education sub population, African American. (Science, Social Studies, Math, Writing, Reading)</i>	<i>State Accountability (TAPR) Local Benchmarks, AIMSWEB, DMAC, TAG</i>
<i>TPRI - Fluency rate and comprehension for grades 1 & 2, Dropping ending sounds in K</i>	<i>TPRI</i>
<i>Advanced scores in Math, Language Arts, Science</i>	<i>State Accountability (TAPR) Local Benchmarks, AIMSWEB, DMAC, TAG</i>
<i>Grades PK-12 Attendance</i>	<i>PEIMS Attendance Report</i>
<i>Grade 5-8 All Students, Economically Disadvantaged, African American, Special Ed.(Science, Social Studies, Math, Writing, Reading)</i>	<i>AYP Demographics; DMAC, and STAAR Report</i>
<i>Algebra I, All Populations excluding gifted and talented</i>	<i>State Accountability (TAPR)</i>
<i>Biology, African American</i>	<i>State Accountability (TAPR)</i>
<i>English I and II, Reading, African American, White</i>	<i>State Accountability (TAPR)</i>
<i>Special Programs - Dyslexia; ESL</i>	<i>Parent, community, and student surveys; student achievement participation in special programs.</i>
<i>Writing for all students in all subpopulations</i>	<i>State Accountability (TAPR)</i>

In this plan, the term “student groups” refers to students who are H, W, AA, ED, Migrant, LEP, G/T, and Special Education (modify as necessary)

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 - \$434,407.00

Total FTEs funded through SCE at this District/Campus – 8.03014

The process we use to identify students who are at risk can be located on page 9.

Failed Readiness Test (PK-3), Not Promoted 1+ School Years, Failed TAKS, Pregnant/Parent, LEP, Protective Services, Homeless, Resident Placement, and Other.

The process we use to exit students from the SCE program who no longer qualify can be located on page 9.

Improvement of Readiness Skills, closed CPS case and passing the STAAR test.

*Optional for Title I Schoolwide schools:
At Hemphill ISD State Compensatory Funds are used to support Title I initiatives.*

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in pre-kindergarten – grade 3 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.

Program/Funding Source
Federal Programs
<i>Title I, 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/Math 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

Grants

Goal 1: Academic Goal: Student Success

Objective 1: Demonstrate Proficiency of the State Assessment

Summative Evaluation: 100% of all students pass all portions of the state tests and the Campus/District will meet AYP.

Activity	*Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Use appropriate software programs such as Odyssey and Study Island to address specific academic needs of students including EOC/STAAR objectives. Incorporate the use of calculators.	8	Counselor, Classroom Teacher, Technology Director	Weekly	Odyssey Accelerated Math/ Reading Moby Max, Brain Pop, You tube, I-stations	Improved six weeks grades Reduced failure rate	3, 21
Analyze individual student data from classroom activities to identify strengths and weaknesses in preparation for the EOC/STAAR test	8	Classroom Teacher	Six Weeks	Reports, Benchmarks, DMAC, Aims Web, Moby Max, TEKS Resource System	Improved six weeks grades Reduced failure rate	11
Conference with students and parents regarding grades, attendance, referrals, and/ or other	1,6	Classroom Teacher Principals	Every Six Weeks	Classroom Teachers Parents	Improved grades Progress at tutorials	14

areas of concern as deemed necessary.						
The district will conduct an assessment of each campus to determine whether or not there are classes that have an excessive number of students	8	Principals	Beginning of each semester	Master Schedule from Registrar	Improved classroom management	4
Intervention Teams on each campus will train personnel in response to intervention for all core areas	2f 9	Principals, Core Teams	Each semester	Region VII Region V Workshops	Improved six weeks grades	21
Student data will be closely reviewed to see if students could be served by another existing program, i.e. Dyslexia, 504 instead of special Education, Reading Intervention	SEMS	Student Intervention Teams	Six Weeks	Reports Student Report Cards Teacher/ Parent input	Improved six weeks grades	3, 12, 21
Eligible Special Education students will be included in benchmark testing	SEMS	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 ages 3-21 who are placed in the least restrictive environment.	2f 9	Principals, Special Ed Teachers, ARD Committee	Yearly	Administrators	Improved student performance	3, 12, 21
Alignment of TEKS with EOC/STAAR Objectives	1 2 9	Classroom Teachers/ Principals	Six Weeks	TEKS Resource system &	Improved STAAR scores	3

				Teacher Resources		
Vertical Alignment of tested areas	1 9	Classroom Teachers Principals	Yearly	TEKS Resource System & Teacher Resources	Improved STAAR scores Improved six weeks grades	3
Analysis of Curriculum	4 8 9	Classroom Teachers Principals	1 st Semester Second Semester	TEKS Resource System & Teacher Resources State Adopted Curriculum, ESCVII	Improved STAAR scores Improved six weeks grades Reduce failure rate	3
Increase the percentage of students achieving Advanced Level on EOC/STAAR. Close the gap between district and state percentages.	1 2 3 4 8	Classroom Teachers Principals	Yearly	Classroom Teachers Principals	Improved STAAR scores Improved six weeks grades	3
Odyssey Program will be used for credit recovery for students failing	2,9	Principal Counselor	Semester	Teachers	Grades and Teacher evaluations	21
Offer accelerated education through dual credit courses or honors classes		Principals , Counselors, Teachers	Semester	Teachers Angelina College	College Assessments	

Goal 1: Academic Goal: Student Success

Objective 2: Close the Achievement Gap of Special Populations

Summative Evaluation: 100% of all students passed all portions of the state tests and campus/district will meet AYP.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Determine EOC/STAAR modifications and appropriate assessment for students in Special Education.	289	ARD Committee	Yearly	Classroom Teachers Diagnostician s ARD Committee	Students testing at all levels Improved STAAR	3
Use pre-referral intervention 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	289	Classroom Teachers	Daily	Classroom Teachers Diagnostician s ARD Committee	Student Improvement	8, 12, 21
Coordinate with Head Start to ensure a quality education for identified children	14	Elementary Principal	Beginning of school	Head Start Principal	Student Improvement	16, 22
Offer Special Education students Extended Service Programs and/or Optional Extended Year Program if appropriate.	22	ARD Committees, Principal	May	Classroom Teachers	Improved Student Performance	22

Determine instructional arrangements appropriate to meet the needs of severely disabled students	22	Principal, ARD Committee	Semester	Classroom Teachers Diagnostician s ARD Committee	Improved Student Performance	22
Provide Special Education students modifications, transportation, supplementary aids, and related services to students as determined by ARD committees.	2b	Principal, ARD Committee	Semester	Region VII, Transportation Department	Increased opportunities for students to participate in the least restrictive environment	22
Each campus will implement strategies to close the achievement gap between African Americans and Whites	2a,b 8 9	Principals, Campus Committees	Daily	Intervention Teachers and CGMS Students	Improved STAAR scores	3
Utilize and update software to develop academic proficiency.	2	Special Ed. Director, Technology Director, Classroom Teacher	Summer	Principals Classroom Teachers	Results from software	22
Examine PBMAS to ensure compliance and effectiveness of student programs	2b	Principal, Special Ed. Director	Yearly	End of Year	Increased percentage of students	5
Monitor compliance of the least restrictive environment ratio.	9	Principal, Special Ed. Director	Daily	Principals Special Education Director	Having students on grade level	21

Identify at-risk students according to state and local criteria so students can receive additional services appropriate for their needs (including, but not limited to Language Science (dyslexia) classes, ESL classes, tutorials, dyslexia, etc.)	2	Dyslexia Teacher, Principals	Every semester	Principals Registrar	Improved six weeks grades	21
Screen Grade 1-2 students for dyslexia tendencies	2 9	Diagnostician	Each Semester	Diagnosticians	Improvement of TPRI results	22
Offer Dyslexia Classes to students in need of additional remediation in reading.	2 9	Special Ed. Teachers, Computer Lab Teachers	Each 6 Weeks	ARI/AMI Grant	Improvement of STAAR & TPRI scores	22
Identify 504 Students in need of additional assistance as determined by the 504 Committee	2 8 9	504 Committee	Every 6 weeks	Paperwork provided by Region VII	Improved six weeks grades	22
Offer ESL classes to identify students (in an effort to provide assistance for students who are identified as at-risk as a result of limited English Proficiency).	2 8 9	ESL Coordinator	Each semester	District Curriculum Documents	Improved Student Performance	22
Provide instruction to identified Gifted and Talented Students in addition to extending the	2 8 9	Classroom Teachers/ GT Teachers	Each semester	District Curriculum Documents	Improved Student Performance	22

TEKS based instruction in an effort to challenge identified GT Students						
Identify homeless students by surveying all incoming students as required by the McKinney-Vento Act	2	Principal, Office Staff	Aug Jan		Identifying all homeless students	19
Provide appropriate services to students identified as At-Risk as a result of being identified as homeless	2	Principals	Daily	Free/Reduced lunch Program tutorials	Improved student success	19
Review Moby Max data (monthly) as well as Spring State Assessment (yearly) results to determine intervention needs.	2 9	Principal, Counselor, ARD Committees	Every six weeks	Moby Max Program	Improved Student Performance	22
Assess the Moby Max program to determine its effectiveness	2 8	Teachers	Every six weeks	Moby Max Program	Improved student performance	22
Lower overall identification of Special Education students through early intervention.	2 8 9	Classroom Teachers, Principals, Special Ed. Teachers	Every six weeks	PBMAS	Student success and achievement	12
Assist preschool children in the transition from early childhood programs to local elementary school programs	7	Elementary Principal	May	DETCOG First Baptist Church Head start Pre K: K Grant	Improved classroom instruction	22

Goal 1: Academic Goal: Student Success

Objective: 3 Focus on Student Improvement

Summative Evaluation: 100% of all students pass all portions at the state tests and the campus will meet AYP.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Attend workshops or visit high performing schools outside the district that present information relating to teaching strategies and student achievement, which include specific methods for assisting the AT-Risk, socio-economically disadvantaged, minority students.	4	Principals, Teachers	Monthly/Semester	Region VII	Improved student performance	22
Employ appropriate outside professionals for staff development to present teaching strategies and factors which influence student achievement within the classroom. Include specific methods for assisting the AT-Risk, socio-economically	4	Principals, Grade Level/Department Chairpersons	Yearly	Region VII or outside agencies	Improved student performance	22

disadvantaged, special education, & African American populations.						
Placement decisions will be data-driven. Initial or re-evaluation assessments; benchmark test data, TPRI, Aimsweb, and DMAC data, and past state assessment data will be reviewed by ARD committee prior to placing a student in resource classes.	2	ARD Committee	Daily	ARD Committee	Improved student performance	22
Career Education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities. (Career Day/College Day) Provide information to students, parents, teachers & counselors of students 7-12 information about: Higher ed. Admissions and financial aid, curriculum choices.		Counselor	Each Semester	Region VII	Survey on career choices	

Goal 2: Drop Out/At-Risk: Develop a Strong Curriculum Utilizing Technology

Objective 1: Provide a Data-driven Core Curriculum

Summative Evaluation: Increased accountability for mastery of state objective and organize curriculum through horizontal teaming.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Assure all tested TEKS are taught prior to assessment	2	Principal/Teachers	Daily/Weekly	TEKS Resource System District Curriculum documents	Documentation Benchmark	11
Provide students access to Moby Max	2	Teachers	Daily	Program Moby Max	Reports/documents	22
Provide all teachers access to the EOC/STAAR item analysis to determine deficient tested objectives.	8	Principals	Daily/Weekly	AEIS Reports STAAR Reports	Documentation Region VIII DMAC	3

Goal 2: Drop Out/At-Risk: Develop a Strong Curriculum Utilizing Technology

Objective 2: Utilize Technology

Summative Evaluation: Increase utilization of technology by students and teachers.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Technology will be used to improve the curriculum. Appropriate net workable software programs will be evaluated and purchased to address specific academic need of all students, including general education and special education groups.	2	Technology Director, Software Committee	Each Semester	District Curriculum Documents	Improved Classroom instruction	23
Utilize the Accelerated Reader program to enrich reading skills and the Accelerated Math program to enrich skills.	9	Classroom Teachers	Daily/Weekly	Accelerated Reading/Math Program	Improved Test Scores and grades	22
Integrate technology into the classroom as appropriate according to the TEKS	2	Classroom Teachers, Computer Lab Paraprofessionals	Daily	Curriculum Documents Moby Max	Improved Classroom instruction	23

Utilize available software in preparation for the STAAR Test and to reinforce essential knowledge and academic skills.	2	Classroom Teachers, Computer Lab, Paraprofessionals	Daily	STAAR Benchmarks, STAAR released Computer	Improved Classroom Instruction	3, 23
Use e-mail as a means of communication between the faculty and staff.	1	Classroom Teachers	Daily	District Web Site	Improved communication	7
Website: Provide parent-students pertinent information on the school website.	6a	Technology Director	Daily/Weekly	District Web Site	Student success and achievement	16
Maintain teacher lesson plans	2	Teachers	Every week	Teachers	Improved instruction	23
TEKS Resource System will be utilized as the district curriculum	2, 10a	Teachers	Daily	Teachers	Improved instruction	27

Goal 2: Drop Out/At-Risk: Develop a Strong Curriculum Utilizing Technology

Objective 3: Provide Timely, Useful Staff Development

Summative Evaluation: Increase useful staff development opportunities to address academic needs.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Attend various staff development workshops and conferences offered through Region VII and other institutions but not limited to sessions available to Hemphill ISD as a result of being part of a shared services arrangement with Region VII utilizing Title V, Part A funds and Title II, Part D funds.	1, 4	Faculty and Staff	Daily/Weekly	Region VII	Enhanced curriculum	24
The technology committee will meet quarterly to determine the needs of teachers and staff	10a	Technology Director	Each semester	Input from faculty/staff & community	Improved technology	24
Campus District SBDM committees will conduct an assessment to determine, in association with school staff, staff development needs. (NCLB)	1, 2	Principals, Technology Director	Semester	Needs Assessment	Improved Student Performance	24

The District will continue in DMAC through Region VII ESC and teachers will participate in local/regional staff development for technology. (NCLB)	2	Superintendent , Principals, Technology Director	Yearly	STAAR Data Curriculum	Improved student success	22, 24
--	---	---	--------	--------------------------	--------------------------------	--------

Goal 2: Drop Out/At-Risk: Develop a Strong Curriculum Utilizing Technology

Objective 4: Align the Curriculum Horizontally and Vertically

Summative Evaluation: Increase horizontal & vertical alignment to address academic needs.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Hold special program meetings to review and evaluate the special programs offered by the District.	2	Principals, Program Directors, Classroom Teachers	Semester	Special Program Director	Evaluation of Programs	22
Plan and organize curriculum through vertical teaming	1, 8	Principal, Teachers	Daily/Weekly	TEKS Resource System Curriculum Meeting Classroom Teachers	Aligned Curriculum	23
Region VII evaluation of successful practices with recommendations for each campus (NCLB).	2	Principals & Region VII Personnel	Semester	Region VII	Evaluation of Programs	22
Drop out reduction (middle and high school)		Principals, Counselors & Parents	Semester	Odyssey	PEIMS	

Goal 3: Violence Prevention/Intervention: Provide a Safe, Positive Learning Environment

Objective 1: Build Student Self-Esteem

Summative Evaluation: Increase student self esteem by providing programs and opportunities to participate in school extra-curricular programs.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Address self-esteem and suicide prevention issues through DETCOG on an individual basis	10	Counselors DETCOG	Weekly	DETCOG	# of students being served.	22
Participate in a variety of activities such as Red Ribbon Week, DARE, Alcohol & Drug Abuse of East Texas and welcome opportunities for guest speakers to visit and speak to the various classrooms on campus	10	Principals Counselors	Weekly	Region VII Guest speakers	Participation of red ribbon week	22
Participate in UIL contests at all campuses	2	Principals UIL Coordinators	Semester	UIL Coaches	UIL Participation	22
Provide mentors for At-Risk Students	2	Counselors GEAR-UP	Weekly	Community Resources	Participation of Program	22
Publish Honor Roll, Perfect Attendance, and Special Recognitions in local newspapers	6b	Principals, Classroom Teachers	Each six weeks	Honor Roll Perfect Attendance	Recognition of honor roll and attendance	25

Core Teams are trained on each campus in Texas Behavior Support Initiative (TBSI)	¹⁰	Region VII ESC	Yearly	Teachers Principals	Increased training	24
---	---------------	----------------	--------	------------------------	--------------------	----

Goal 3: Violence Prevention/Intervention: Provide a Safe, Positive Learning Environment

Objective 2: Teach Conflict Resolution

Summative Evaluation: Increase student safety by providing opportunity practice problems solving skills.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Deep East Texas Council of Government (DETCOG) provides individual guidance on conflict resolution, student guidance, self esteem, bullying, and harassment	2	Counselors	Monthly	DETCOG Teachers Principals	Number of Referrals	22
Address violence prevention; such as conflict resolution, decision-making, and refusal skills through counselor classroom visits	10	Counselors Teachers Principals	As Needed	DETCOG Teachers Principals	Success of Programs	22

Goal 3: Violence Prevention/Intervention: Provide a Safe, Positive Learning Environment

Objective 3: Teach Drug and Alcohol Refusal Skills

Summative Evaluation: Increase student awareness of drug and alcohol prevention.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Educate students in the areas of drug and alcohol prevention and refusal skills	2	Principals, Counselors	Monthly	DARE Community Outside Agencies	Documentation Sign in	22
The District has adopted Drug Testing policy for students participating in extracurricular activities and students who drive to school.	2	Principals, Athletic Coordinators, and Extracurricular Program Sponsors	Monthly	Drug Testing Companies	Documentation Test results	22
DARE Program is utilized	2	Principals, Classroom Teachers	Monthly	Local Sheriff Dept	Participation of Programs	22

Goal 3: Violence Prevention/Intervention: Provide a Safe, Positive Learning Environment

Objective 4: Ensure Staff and Student Safety

Summative Evaluation: Increase student awareness of safe practices.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Update the crisis management plan to address various emergency situations including fire, tornado/bad weather, serious injury, and other crisis situations(if necessary).	10	Principals Counselors	Every six weeks	SCE Funds Call Plus	Ensure safety of students	22
Conduct emergency drills including fire, tornado/bad weather, and crisis situation drills	4	Principals, Faculty and Staff	Every six weeks	SCE Funds	Student will be prepared for all emergencies	22
Train appropriate staff members in Crisis Prevention Institute (CPI) restraint techniques	4	Principals, Special Ed. Director	Annually	SCE Funds	Staff will be prepared to ensure safety of students	24
Attend Safe and Drug Free Schools and Communities staff development.	4	Principals Counselors	Every six weeks	SCE Funds, Title IV, Part A funds	Staff will be trained to ensure a safe and drug free school	24

Goal 4: Discipline Management

Objective 1: Defines and provides for the elimination of aggression, harassment and bullying

Summative Evaluation: Decrease incidences of aggression, harassment, and bullying.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Enforce the District Code of Conduct and Campus Handbooks to ensure a safe learning environment	10	Principals, Faculty and Staff	Every six weeks	SCE Funds	All rules will enforce to ensure safety	8

Goal 5: Highly Qualified Teachers: Develop a Strong Curriculum Utilizing Technology

Objective 1: Provide Instruction by Highly Qualified Personnel

Summative Evaluation: Ensure that all personal hired are highly qualified in order to provide the highest level of education for our students.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Ensure that all teachers are highly qualified in the core subject areas in which they are assigned to teach or ensure that any teacher who is currently teaching the core academic subject	3	Principals Teachers	August	Superintendent Principals	Teacher records Transcripts	4
Complete PDAS observations, and hold summative conferences with each classroom teacher using the PDAS Appraisal System	8	Principals Teachers	Weekly	Principals	Appraisals	
Review weekly lesson plans in part to assist in the frequent PDAS walk through observations	1	Principals	Daily/Weekly	Principals	Lesson Plan Review Walk through forms	
Provide On-Campus training for staff to learn how to use available programs; classroom	4	Principals	Daily/Weekly	Teachers Principals	District/Campus Plans	24

management, District Discipline policies, student code of conduct, conflict resolution, G/T staff and admin. And professional development activities.						
Recruit highly qualified teachers at college fairs and provide Texas grant program and Teach for Texas grant program	5	Administrators	Semester	College/University Region VII	Recruitment of H/Q teachers	24
Teachers will participate in instructional rounds to learn ways to differentiate instruction		Principals & Teachers	Semester	Teachers & Principals	Instructional Round form	

Goal 6: Parent Involvement: Promote Partnerships between the School, Home & Community

Objective 1: Promote a Good Communications

Summative Evaluation: Increase communication between teachers, parents, and community.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Student Handbooks will contain the district attendance policy. The relationship between student attendance	6b	Principals, Teachers, and Attendance Committee	Annually	Principals Teachers Attendance Committee	Increased student attendance	4, 10, 18

and student achievement will be stressed at parent meetings and memos will be sent to parents throughout the year						
Parents of excessively absent students will be notified in accordance with district policy	6b	Principals, Office Staff, and Registrar	As needed	Principals Office Staff Registrar Call Plus	Increased student attendance	18
At the beginning of the school year parents will be notified about the importance of regular attendance for their child and for the school	6b	Principals	Annually	Student Handbook Call Plus	Increased student attendance	10
Print school information at the bottom of report cards in an effort to inform parents of upcoming events	6b	Principals, Registrar	Every three weeks	Principals Registrar	Shared information	21
Send progress reports concerning academics and conduct home following the first three weeks of each six weeks period	1, 6	Classroom Teachers	Every three weeks	Teachers Office Staff	Parent Notification	21
Send weekly calendars via District e-mail & District website that denote upcoming school events	6b	Principals Web Master	Weekly	Technology Director Principals	Parent Notification	25
School staff will conduct Parent Meetings to improve parental involvement	6b	Principals	On going	Principals	Parent Notification	25

Utilize School Tools to provide classroom supplies and positive communications	6b	Classroom Teachers	Annually	School Tools	Number of Students that benefit	22
Continue Backpack program to feed economically disadvantaged students		Testing Coordinator	Weekly	East Texas Food Bank	Number of Students served	22
Hold at least one public meeting after the receipt of annual campus rating from TEA to discuss performance		Administration	Once a year	School ratings	STAAR results	

Goal 6: Parent Involvement: Promote Partnership between the School & Home

Objective 2: Opportunities for Parental Involvement

Summative Evaluation: Increase opportunity for parents and community involvements.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Hold an Annual Title I Parent Meeting to inform parents of the following: Title I Program requirements and their right to be involved (in an organized, ongoing, timely way in the planning, review, and improvements of the Title I, Part A program including the development of the parent involvement policy and the school wide plan); timely information about the Title I, Part A program, a description and explanation of the curriculum, forms of academic assessment used to measure student progress, and proficiency levels students are expected to meet; sharing information	1, 6	Principals, Title I Coordinator	Annually	Title I Program Requirements	Increased parental involvement	14

about professional qualification of their child's teacher(s); funding, etc.						
Offer volunteering opportunities for parents and community members to become involved in the educational process	1, 6	Principals Counselors	Daily/Weekly	Principals Counselors Teachers	Increased Parental Involvement	14
Plan, organize, and host Field Days		PE Teachers	Annually	Parents Teachers	Participation	14
Hold Book Fairs		Librarian	Bi-annually	Librarian Teachers Parents	Participation	14
Involve parents through the District and Campus Site-Based Decision Making Committees		Committee Chairpersons	Monthly	Teachers Community Members Principals	Participation	14
Notify parents through the student handbook of their right under the Family Educational Rights and Privacy Act (FERPA) and of their rights to consent and opt-out	2f	Principals Counselors	Annually	Counselors	Participation	14, 25
Post information regarding the McKinney-Vento Homeless Education Assistance Act in the office area and survey all new, incoming students to HISD in an effort to determine the	2f	Counselors	Semester	Office Staff Counselors	Participation	19

services required to meet their needs						
Provide full and equal opportunity to identified homeless students through the district homeless liaison	2, 10	Principals Counselors	On going	Parents Students	Participation	19

Goal 7: Other: District/Campus

Objective 1: Maintain Aesthetics of the Campus

Summative Evaluation: Increase overall well being of faculty and students.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Maintain the campus facilities and ensure the cleanliness and attractiveness of the entire district at all times	10	Maintenance Director & Custodial Teams	Every six weeks	SCE Funds	Provide an attractive facility for the community	

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: <ul style="list-style-type: none"> <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)	

