

Hemphill ISD District 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	
Chris Yang	Business Representative	
John Schillings	Business Representative	
Monica Butler	District G/T Coordinator	
Susan Smith	Elementary Principal	
Sandy Savell, Stacy Harris	Elementary Teachers	
Jeremy McDaniel	Middle School Principal	
Lana Procella, Sunny Whittington	Middle School Teachers	
Reese Briggs	Superintendent	
	High School Teacher	

Alex McSwain, Heidi Griffin, Dana Bundy		
Marc Griffin	HS Principal, District SBDM Chair	
Veronica White	Elementary Parent	
Tessa Ross	Middle School Parent	
	High School Parent	
Theresa Franklin	Community Member	
	Community Member	
	Community Member	

Comprehensive Needs Assessment

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

Committee Members	Data Sources Examined
<i>Stacy Harris, Sandy Savell -- Elementary Teacher</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. Dropout and School Leaver data—disaggregated 7. District retention data 8. District discipline referral data 9. Parent, Community, Teacher, and /or Student surveys 10. Student attendance data 11. Benchmark testing data 12. Referral percentages for students in Special Education 13. iStation/Lexia/MobyMax Data, ST Math, Rosetta Stone, Think Through Math/Compass Learning 14. Campus parent participation records 15. Campus mentor participation records 16. Community education program records 17. SAT/ACT data 18. Truancy data 19. Homeless population analysis 20. Teacher retention data 21. Student Grade Report 22. Special Program 23. TEKS Resource System 24. Staff Devolvement Sign in logs 25. Public Posting/Records 26. Student Growth Data/Reports/SLO 27. DMAC 28. TAG 29. Technology Inventory/ Software Usage Records 30. Counselor Schedule
<i>Lana Procella, Sunny Whittington-- 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>Alex McSwain, Dana Bundy, Heidi Griffin– High School Teacher</i>	
<i>Theresa Franklin – Community Member</i>	
<i>Monica Butler - G/T ; Testing Coordinator</i>	

Comprehensive Needs Assessment: Summary of Findings

Prioritized Areas of Concern	
Areas of Concern	Data Source
Goal 1- The percent of ALL District Students achieving the STAAR % at the Masters (Advanced) Standard for ALL Grades on ALL Subjects will increase from 8% to 18% by 2022.	State Accountability Report -TAPR/ PEIMS/ Local Data /PBMAS doc.
Goal 2 - The % of District Economically Disadvantaged students who meet the STAAR Postsecondary Readiness Standard or Above for ALL Grades on Two or More Subjects will increase from 24% to 45% by Spring 2022.	TAPR/ PEIM/ Local Data/ PBMAS doc.
Goal 3 - The % of African American Students performing at the Approaches Grade Level or Above for ALL Subjects will increase from a current percentage of 50% to 75% by Spring of 2022.	TAPR/ PEIMS/ Local Data/ PBMAS doc.
Goal 4 - The % of students receiving Special Education Services performing at the Approaches Grade Level or Above for ALL Subjects will increase from an average of 32% to 50% by Spring 2022.	TAPR/ PEIMS/ Local Data / PBMAS doc.
Goal 5 - The % of District students Graduating based on the 4-year Longitudinal Rate (Gr. 9-12) will increase from 90.3% to 92% by 2022.	TAPR/ PEIMS/ Local Data / PBMAS doc.
Goal 6- Percentage of “approaches grade level” in the category “All Students” in each of the STAAR/EOC tested subjects of Reading, Math, Writing, Science, and Social Studies (grades 3 - 12 combined) will meet or exceed the state percentage by 2020.	TAPR/ PEIMS/ Local Data/ PBMAS doc.
Goal 7 - The % of student attendance will increase from 95% to 96.5 % by Spring 2018.	TAPR/ PEIMS/ Local Data/PBMAS doc.
Goal 8 - <u>95</u> % of teachers scoring proficient or higher;	TTESS; Student Growth Data - local and state.

SLO increase from ____ % to ____%. (Aligned with Equity Plan)	

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 - \$447,192

Total FTEs funded through SCE at this District/Campus – .90

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 STAAR, 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 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/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
<i>Grants</i>

Curriculum and Instruction:

Goal 1:The percent of all district students achieving the STAAR percent at the Masters Grade Level (Advanced) will increase from 8% to 18% by 2022.

Summative Evaluation: An increase of 2% all students will meet the Master Grade Level Advanced standard for all portions of the state tests 2018.

Activity	*Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
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

Technology based programs will be used for extension/enrichment when applicable	2,9	Principal Teachers	Weekly	Teachers Technology based Programs	Grades and Teacher evaluations	21
Offer accelerated education through dual credit courses, honors, courses, and advanced courses	2, 9	Principals , Counselors, Teachers	Semester	Teachers Angelina College	College Assessments Gradebook Growth Assessments	17, 21

Activity/Strategy	Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Utilize and update software to develop academic proficiency.	2	Special Ed. Director, Technology Director, Classroom Teacher	Summer	Principals Classroom Teachers	Results from software	22
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	Each semester	District Curriculum Documents	Improved Student Performance	22
Review data from academic programs (monthly) as well as Spring State Assessment (yearly) results to determine enrichment needs.	2 9	Principal, Counselor, ARD Committees	Every six weeks	Technological Academic Programs	Improved Student Performance	22
Assess the academic programs to determine their effectiveness	2 8	Teachers	Every six weeks	Technological Academic Programs	Improved student performance	22

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 and 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 disadvantaged, special education, and African American populations.	4	Principals, Grade Level/ Department Chairpersons	Yearly	Region VII or outside agencies	Improved student performance	22

<p>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 and counselors of students 7-12 information about: Higher ed. Admissions and financial aid, curriculum choices.</p>		Counselor	Each Semester	Region VII	Survey on career choices	
<p>Plan and organize curriculum through vertical teaming</p>	1, 8	Principal, Teachers	Monthly	TEKS Resource System Curriculum Meeting Classroom Teachers	Aligned Curriculum	23
<p>Publish Honor Roll and Special Recognitions in local newspapers and school web pages</p>	6b	Principals, Classroom Teachers	Each six weeks	Honor Roll Perfect Attendance	Recognition of honor roll, student involvement and achievement	25

Demographics:

Goal 2: The percent of district Economically Disadvantaged students who meet the STAAR Post-secondary Readiness Standard or above for ALL grades on two or more subjects will increase from 24% to 45% by Spring 2022

Summative Evaluation: To increase the percentage of district Economically disadvantaged students who meet STAAR post-secondary Readiness Standard or above for all grade on two or more subjects will increase 5% by Spring 2018.

Goal 3: The percentage of African American students performing at the Approaches grade level or Above for all subjects will increase from an average of 50% to 75% by Spring 2022.

Summative Evaluation: The percentage of African American students performing at the “Approaches grade level” or above for all subjects will increase 6% yearly by 2018.

Goal 4: The percentage of students receiving Special Education services performing at the Approaches Grade Level or Above for all subjects will increase from an average of 32% to 50% by Spring 2022.

Summative Evaluation: For the percentage of students receiving Special Education services performing at the “Approaches Grade Level” or Above for all subjects will increase 3.6% by 2018.

Activity/Strategy	Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Use appropriate academic technology software programs to address specific academic needs of students including EOC/STAAR objectives. Incorporate the use of calculators.	8	Counselor, Classroom Teacher, Technology Director	Weekly	Academic Technology Software	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, TEKS Resource System	Improved six weeks grades Reduced failure rate	11
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 & Teacher Resources	Improved STAAR scores	3
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 supplemental programs in reading and math.	2	Teachers	Daily	academic programs	Reports/documents	22
Provide all teachers access to the EOC/STAAR item analysis to determine deficiencies in tested	8	Principals	Daily/Weekly	AEIS Reports STAAR Reports	Documentation Region VIII DMAC	3

objectives.						
Technology will be used to enhance the curriculum. Appropriate net workable programs will be evaluated and purchased to address specific academic need of all students, including general education and special education groups.	2	Technology Director, Technology 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 web-based programs 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
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	1, 4	Faculty and Staff	Daily/Weekly	Region VII	Enhanced curriculum	24

though 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.						
The technology committee has a shared working document to determine the needs of teachers and staff	10a	Technology Director	Each semester	Input from faculty/staff & community	Improved technology	24
Campus and District SBDM committees have a shared working document to determine, in association with school staff, staff development needs. (ESSA)	1, 2	Principals, Technology Director	Semester	Needs Assessment	Improved Student Performance	24
The District will continue using DMAC through Region VII ESC and teachers will participate in local/regional staff development for technology. (ESSA)	2	Superintendent, Principals, Technology Director	Yearly	STAAR Data Curriculum	Improved student success	22, 24
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
Reduce drop out rate (middle and high school)		Principals, Counselors & Parents	Semester	Odyssey	PEIMS	
Provide mentors for At-Risk Students	2	Counselors Principals Teachers	Weekly	Teachers Principals Counselors	Participation of Program	22

Student Achievement:

Goal 5: The percentage of District Students Graduating based on the four year Longitudinal Rate (Grades 9-12) will increase from 90.3% to 92% by 2022.

Summative Evaluation: The percentage of district students graduating based on the four year longitudinal rate (grades 9-12) will increase 0.34% by 2018.

Goal 6: Percentage of “approaches grade level” in the category “All Students” in each of the STAAR/EOC tested subjects of Reading, Math, Writing, Science, and Social Studies (grades 3 - 12 combined) will meet or exceed the state percentage by 2020.

Annual Performance Evaluation:

Percentage of “approaches grade level” in the category “All Students” and “All Subjects” in STAAR/EOC tested subjects will meet or exceed the state percentage in the same category by 2018.

Activity/Strategy	Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Ensure that all teachers are effective in the core subject areas in which they are assigned to teach.	3	Principals Teachers	August	Superintendent Principals	Teacher records Transcripts	4 T-TESS results
	8					

Complete T-TESS observations, and hold summative conferences with each classroom teacher using the T-TESS Appraisal System		Principals Teachers	Weekly	Principals	Appraisals	TTESS in DMAC
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	TEKS resource YAG
Provide On-Campus training for staff to learn how to use available programs; classroom management, District Discipline policies, student code of conduct, conflict resolution, G/T staff and admin. And professional development activities. Assign mentor to newly hired teachers.	4	Principals	Daily/Weekly	Teachers Principals	District/Campus Plans	24
Recruit effective teachers at college fairs, Region Service Center, and School website	5	Administrator s	Semester	College/University 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.		Principals & Teachers	Semester	Teachers & Principals	Instructional Round form	

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

Goal 7: To increase daily student attendance from 95% to 96.5% by the spring of 2018.

Annual Performance Measures: To increase daily student attendance from 95% to 96.5% by the spring of 2018.

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 and student achievement will be stressed at parent meetings and memos will be sent to parents throughout the year	6b	Principals, Teachers, and Attendance Committee	Annually	Principals Teachers Attendance Committee	Increased student attendance	4, 10, 18
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
Offer student incentives for exemplary and perfect attendance.	6b	Principals Attendance Committee	Every Six Weeks	PEIMS Attendance Committee	Increased student attendance	10
Print school information at the						21

bottom of report cards in an effort to inform parents of upcoming events	6b	Principals, Registrar	Every three weeks	Principals Registrar	Shared information	
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 and use Call-Out system 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	
Conference with students and parents regarding grades, attendance, referrals, and/or other areas of concern or praise as deemed necessary.	1,6	Classroom Teacher Principals	Every Six Weeks	Classroom Teachers Parents	Improved grades Progress at tutorials	14

Website: Provide parent-students pertinent information on the school website.	6a	Technology Director	Daily/Weekly	District Web Site	Student success and achievement	16
Address self-esteem and suicide prevention issues on an individual basis	10	Counselors	Weekly	Counselors	# 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; ADAC; school counselors	Participation of red ribbon week	22
Participate in UIL contests at all campuses	2	Principals UIL Coordinators	Semester	UIL Coaches	UIL Participation	22
Publish Honor Roll and Special Recognitions in local newspapers and school web pages	6b	Principals, Classroom Teachers	Each six weeks	Honor Roll Perfect Attendance	Recognition of honor roll, student involvement and achievement	25

Activity/Strategy	Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Provide individual guidance on conflict resolution, student guidance, self esteem, bullying, and harassment	2	Counselors	Monthly	Teachers Principals School Counselors	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	Counselors ADAC Teachers Principals	Success of Programs	22
Core Teams are trained on each campus in Crisis Intervention Prevention(CPI)	10	Region VII ESC	Yearly	Teachers and Principals	Increased Training	24
Educate students in the areas of drug and alcohol prevention and refusal skills	2	Principals, Counselors	Monthly	DARE Community Outside Agencies	Documentatio n 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 Extracurricula r Program Sponsors	Monthly	Drug Testing Companies	Documentatio n Test results	22
DARE Program is utilized	2	Principals, Classroom Teachers	Monthly	Local Sheriff Dept Teachers	Participation of Programs	22

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

Activity/Strategy	Title 1 School-wide	Person(s)	Timeline	Resources	Formative	Data
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	Component (#1-10)	Responsible			Evaluation	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 about professional qualification of their child's teacher(s); funding, etc.	1, 6	Principals, Title I Coordinator	Annually	Title I Program Requirements	Increased parental involvement	14
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 and		Librarian	Bi-annually	Librarian	Participation	14

Community Wide Reading Program.				Teachers Parents		
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 services required to meet their needs.	^{2f}	Counselors	Semester	Office Staff Counselors	Participation	19
Provide full and equal opportunity to identified homeless students through the district homeless liaison	2, 10	Principals Counselors	On going	Parents Students	Participation	19
The district will conduct an assessment of each campus to determine whether or not there are classes with excessive number of	8	Principals	Beginning of semester	Master Schedule from	Improved Classroom	4

students				registrar	Management	
Maintain the campus facilities and ensure the cleanliness and attractiveness of the entire district at all times	10	Maintenance Director & Custodial Teams	Daily	SCE Funds	Provide an attractive facility for the community	

Staff Quality/Effectiveness, Recruitment, & Retention;

Goal 8: 95% Percentage of teachers scoring proficient or higher; Correlated and aligned with Equity Plan.

Activity/Strategy	Title 1 School-wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Ensure that all teachers are effective in the core subject areas in which they are assigned to teach.	3	Principals Teachers	August	Superintendent Principals	Teacher records Transcripts	4 21
Complete T-TESS observations, and hold summative conferences with each classroom teacher using the T-TESS Appraisal System	8	Principals Teachers	Weekly	Principals	Appraisals	21
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	21
Provide On-Campus training for staff to learn how to use available programs; classroom management, District Discipline policies, student code of conduct,	4	Principals	Daily/Weekly	Teachers Principals	District/Campus Plans	24

conflict resolution, G/T staff and admin. And professional development activities. Assign mentor to newly hired teachers.						
Recruit effective teachers at college fairs, Region Service Center, and School website	5	Administrators	Semester	College/University 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.		Principals & Teachers	Semester	Teachers & Principals	Instructional Round form	21

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)	

