

Henrietta Independent School District

District Improvement Plan

2016-2017

Accountability Rating: Met Standard



Board Approval Date: December 8, 2016
Public Presentation Date: December 7, 2016

Mission Statement

Henrietta Independent School District will ensure a caring community of schools staffed with sincere, dedicated professionals providing every child every chance for success.

Vision

Exemplary In All Endeavors

Engaged

students and teachers

Efficient

use of time and resources

Effective

instruction and assessment

Core Values in Henrietta ISD

Henrietta Independent School District's five Core Values affirm who we are, what we stand for, how we treat each other, our priorities and the guiding principles we live by as members of the Henrietta ISD family.

It is the responsibility of **every member** of the Henrietta ISD family to ensure our Core Values are **deeply embedded** and **intentional** in our deeds, actions, decisions, priorities, conversations, and celebrations in HISD.

- We put every **child** at the heart of everything we do.
- We, as a **community**, leverage individual strengths to meet challenging goals.
- We believe in a **collaborative** spirit because we are better when we are together.
- We never stop learning and growing in limitless **curiosity**.
- We are guided by a moral **compass** of strong character, ethics, and integrity.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Henrietta Independent School District (HISD) serves 963 students with backgrounds that include 86.8% White students, 7.8% Hispanic students and 1.0% African American students. In the past few years, enrollment has remained at approximately 950 students. The information below is based on data gathering as reported by the 2015-2016 PEIMS Fall Collection Report and Texas Academic Performance Report (TAPR).

School Year	Total Enrollment	English As A Second Language	Career & Technology	Gifted & Talented	At Risk	Socio Economic Status	Special Education
2015-2016	963	0.3%	36.8%	5.6%	38.9%	40.9%	12.6%
2014-2015	985	0.006%	36.0%	6.3%	36.6%	42.6%	12.1%
2013-2014	948	0.006%	35.9%	4.9%	36.2%	44.2%	11.2%
2012-2013	912	0.2%	35.0%	4.9%	25.5%	43.2%	10.1%
2011-2012	948	0.2%	37.3%	4.4%	29.9%	43.7%	11.5%

Demographics for ethnic distribution:

School Year	White	Hispanic	African American	American Indian	Asian or Other	Two or More Races
2015-2016	86.8%	7.8%	1.0%	1.2%	0.2%	2.9%
2014-2015	85.4%	7.9%	0.8%	1.6%	0.2%	4.1%
2013-2014	87.1%	7.9%	0.6%	1.0%	0.2%	3.1%
2012-2013	87.5%	7.1%	0.7%	1.6%	0.1%	2.8%
2011-2012	86.5%	7.8%	0.9%	1.8%	0.1%	2.8%
2010-2011	88.4%	7.2%	0.7%	1.3%	0.1%	2.2%

Demographics Strengths

Henrietta Independent School District is one of the largest employers in Henrietta. The district currently employs over 165 people. The Henrietta community and business members provide exceptional support to the students enrolled in HISD. HISD offers programs on all campuses that include: AP, Pre-AP (Junior High and High School), dual credit courses, Scottish Rite Language Therapist, daily academic enrichment, a wide variety of electives, and Texas certified teachers.

Demographics Needs

Campuses face challenges with meeting the academic, social, and emotional needs of their economically disadvantaged and at-risk subpopulations. There is an increasing demand to find the most effective ways to help all students succeed academically. In order to assist district staff in the challenge of making instruction responsive for all students, meaningful professional development and training must be offered.

Student Achievement

Student Achievement Summary

Henrietta Independent School District (HISD) "met standard" on the state accountability system for 2015-2016. All three campuses in HISD "met standard" as well. Henrietta Elementary School earned Distinction Designation in Academic Achievement in ELA/Reading and Academic Achievement in Postsecondary Readiness.

Student Achievement Strengths

HISD graduation rates continue to exceed state averages. The 4-year graduation rate for the class of 2015 was 95.8%, 6.8% points above the state average. Dropout rates are also lower than the state average. Student attendance is consistently high at 96.6% and is slightly higher (0.9%) than the state.

Elementary class sizes are lower than the state average and this also holds true at the secondary level. The number is students per teacher in HISD is 12.7.

Special Education performance on the 2016 state assessment is above the state average in all subjects at the Postsecondary Readiness Standard (State, 12%; HISD, 14%) as reflected on the Texas Academic Performance Report (TAPR).

The percentage of students in grades 11 and 12 completing at least one advanced placement or dual enrollment course exceeds the state average by 1.8%.

Student Achievement Needs

HISD students fail to excel on advanced placement (AP) exams scoring 20.5% below the state average in all subjects combined. The subject with the closest to that of the state average was English Language Arts at 33.3% (state, 43.7%). Results for mathematics and science were masked due to small numbers to protect student confidentiality. There was zero observations reported in social studies.

Henrietta ISD will commit resources and support to Henrietta Junior High in an effort to improve student performance through the plan developed in the Texas Accountability Intervention System.

District Culture and Climate

District Culture and Climate Summary

Henrietta Independent School District will provide a safe, organized, positive and quality learning and working atmosphere for all students and staff. As school climate and culture has a profound impact on student growth, it is critical that HISD safeguards that all students are provided a supportive environment, in which to thrive academically and socially. HISD promotes a welcoming academic setting where all students and staff feel valued.

District Culture and Climate Strengths

Henrietta Independent School District offers a college and career bound culture that is reflected on every campus. District staff is trained annually on effective communication, providing a positive environment, and providing a guaranteed and viable curriculum. Effective leadership supporting campus staff has been a district priority, allowing continued feedback for change. All campuses provide multiple opportunities for families to be involved with their child's education.

District Culture and Climate Needs

Henrietta Independent School District will continue to focus on increasing the final Level II and advanced performance for all students, economically disadvantaged, at-risk, and special education students.

Systemic processes and procedures progress consistently and increasing use of data measures to drive decisions.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Henrietta Independent School District has a reputation for hiring and retaining exceptionally talented and dedicated employees. HISD District and Campus Advisory Teams conduct intensive screenings and interview processes to ensure that all new employees meet the high standards of our district and community.

HISD employees approximately 144 staff members, 52.7% of which are teachers, 20.7% auxiliary staff, 16.1% educational aides, 4.2% support staff, and 6.3% campus and district staff. The total minority staff percentage is 4.0%. Eighty-five percent of teachers hold a bachelor's degree and 15% hold a master's. The lowest percentage (15.8%) of teachers by years of experience is 1-5 years experience. The highest percentage (33.4%) of teachers have over 20 years experience, and the average years of experience of teachers is 17.0.

Staff Quality, Recruitment, and Retention Strengths

All staff have opportunities to grow and learn. Professional development options include, but are not limited to contracted sessions and support based on district initiatives and research based best practices.

The district walk-throughs, "look-fors", and principal observations also serve to help teachers grow and improve instruction and ultimately raise student achievement.

Retaining high quality staff is a priority and efforts result in a lower than average turnover rate. The current average number of years teachers have in HISD is 11.8, which is above the state average of 7.3. Many retirees continue to serve the district in the capacity of substitute teacher or tutor.

Staff Quality, Recruitment, and Retention Needs

Feedback from the curriculum is used to guide professional development.

Time to plan and implement strategies and ideas learned in professional development is needed. Processes need to be in place to ensure PD decisions are based on district/campus needs, initiatives, and ultimately impact student performance. In addition, PD efforts need to be aligned with T-TESS goals.

Campus leadership should be supported and provided the growth opportunities to build capacity for instructional leadership.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Henrietta ISD relies on the in-house developed curriculum framework. Teachers within the district have written the curriculum framework in all core subjects along with curriculum checkpoints for every six weeks period. The curriculum framework is updated annually with references to textbooks, assessments, and sources considered best practices and resources. These curriculum changes help prepare students for STAAR testing and EOC tests. By utilizing Region 9 ESC content specialists, training is provided for writing curriculum and how to use the curriculum frameworks. The curriculum framework is electronically accessed through DMAC and/or TEKS Resource System.

Continued and focused data analysis is a fundamental process of HISD. Implementation of Professional Learning Communities (PLCs) continues in the 2016-2017 school year on secondary and elementary campuses. Texas Academic Performance Report (TAPR), STAAR, EOC, and Performance Based Monitoring Analysis System (PBMAS) are used as sources of data to discern needs and strengths. Curriculum checks are given at the six weeks period. Common assessments are being used and aligning EOC's to common assessments are beginning.

Students are offered opportunities for credit recovery through accelerated instruction in middle school and high school. Odyssey resources are used to assist with credit recovery.

Curriculum, Instruction, and Assessment Strengths

Curriculum writing efforts have provided beneficial tools such as the curriculum framework and curriculum checkpoint initiatives.

Region 9 ESC content specialists work with teachers across the district on district initiatives and specific strategies to improve student performance. In addition, they participate in PLC's, assisting with lesson design, assessment, and alignment.

HISD's campus administration has the discretion to utilize tutoring services on their campuses to be most beneficial to their students.

HISD's instructional assistants are a benefit in classrooms as they serve special education and at-risk students.

Other resources and programs contributing to successful curriculum implementation and student success include but are not limited to STEMscopes, Lexia, Sharon Wells Math, Take Flight Reading.

Curriculum, Instruction, and Assessment Needs

A greater understanding of and adherence to vertical and horizontal alignment due to inconsistent implementation between campuses and grade levels will need to be explored.

Additional, specific and in-depth training in the use of district resources is needed in order to maximize the potential of resources districtwide.

Family and Community Involvement

Family and Community Involvement Summary

Henrietta Independent School District makes every effort to build capacity by promoting parent and community engagement. The district welcomes parents and community members to actively participate in all facets of the students' educational process. Communication is key to the effectiveness of all family and community involvement. Parents and community members are provided a variety of opportunities for active, collaborative involvement. The district will offer and conduct meetings, programs, workshops, and outreach efforts on a continuous basis throughout the year. This will foster partnerships between all stakeholders and schools.

Family and Community Involvement Strengths

Effective communication is maintained by the use of the district and campus websites, newsletters, fliers, and social media outlets. The Henrietta Independent School District and campus websites provide up-to-date information for parents and the community. District and campus activities/meetings conducted provide an opportunity for parents and community to stay informed of important happenings including:

- District and Campus Site-Based Committee meetings
- District and Campus meetings
- School Health Advisory Council (SHAC)
- Open House/Meet the Teacher
- HISD Parent Portal
- My School Bucks

Community members have opportunities to receive information and be involved in HISD in a variety of ways. Community partnerships provide a wealth of support to campuses including:

- Organization mentors
- Booster clubs
- PTO
- Henrietta Kiwanis Club
- Henrietta and Clay County Chamber of Commerce
- Region 9 Education Service Center
- County Extension Agency

Staff members collaborate, partner, and communicate with parents through phone calls, conferences, e-mail, and informative meetings.

Every Texas independent school system is required by law to have a School Health Advisory Council (SHAC), of which the majority of members must be parents who are not employed by the school district. Title 2, Chapter 28, Section 28.004 of the Texas education Code at <http://tlo2.tlc.state.tx.us/statutes/ed.toc.htm> details the specifics of this mandate.

Family and Community Involvement Needs

Henrietta ISD recognizes that efforts to provide more opportunities for parental input and engagement is necessary. HISD is exploring for more effective means of two-way communication between home and school. Staff training to assist staff in providing the most effective way to communicate is essential. Implementing a collaborative campaign with the Chamber of Commerce, Henrietta Growth Corporation, and the City of Henrietta is being explored.

Technology

Technology Summary

The Technology Department provides technical support, training, and technology resources to the school district under the supervision of Erik Sanchez, Director of Technology. In the district's effort to continue to transform the learning process for all students, Henrietta ISD continues to concentrate on integrating technology into the district instruction. Developing 21st century skills--planning, critical thinking, reasoning and creativity--are recognized to deepen and enhance student learning processes and academic outcomes, and are necessary for future opportunity and success.

Technology Strengths

The Henrietta ISD Technology Department offers a wide variety of support and assistance to enhance the use of technology within the district. District and campus administration have set a vision for creating learning experiences that provide the right tools and supports all learners by emphasizing the use of technology in the classroom. Campuses are implementing "bring your own device" (BYOD) for instructional purposes. Many classrooms throughout the district are equipped with ceiling mounted projectors, document/web cameras, and student access to various technologies. All district facilities have wireless access. HISD maintains a district website, as well as, campus and department webpages to provide up-to-date information regarding the district to parents and community. HISD provides online training resources.

Technology Needs

While HISD's instructional program is infused with technology; continued growth in the delivery of curriculum content and instructional practices remains necessary. Increasing technology integration into the curriculum across the grade levels and subject areas in order to meet TEKS requirements will support student academic achievement. Henrietta ISD will continue to investigate the need to increase the internet bandwidth capacity as internet demands and needs increase. District campuses are on a replacement cycle to assist in replacing outdated equipment. Technology resources and programs are in high demand to enhance student achievement. Additional training and support are needed to increase the knowledge base of all staff. Parents of HISD students can access their child's grades and attendance information on the district's website through the use of the Parent Portal. The technology department will continue to update, maintain, and support key software resources, for example, the student information systems, library software program, and curriculum related software packages.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data

- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals






Goal 1: Encourage and challenge all students to meet their full educational potential and demonstrate exemplary performance through well-balanced and appropriate research based curriculum by highly qualified instructors.

Performance Objective 1: Increase the percentage of economically disadvantaged students meeting postsecondary readiness standard (final Level II) in all grades in two or more subjects by 8% (41%) on STAAR.

Evaluation Data Source(s) 1: TAPR STAAR Percent at Postsecondary Readiness Standard, All Grades, Two or More Subjects

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>State System Safeguard Strategy</p> <p>1) Utilize HISD curriculum resources for each of the four core content areas: Reading/ELA, Math, Science, Social Studies.</p>	1, 3, 4, 7	Assistant Superintendent, Principals, Region 9 ESC	Students passing the state mandated assessments will increase from the prior year.			
<p>State System Safeguard Strategy</p> <p>2) Student support teams will identify students in need of additional assistance and develop RtI plans for each student.</p>	1, 3, 4, 7, 9	Assistant Superintendent, Principals, Counselors, Clay-Jack SSA, Region 9 ESC	Students passing the state mandated assessments will increase from the prior year.			
Funding Sources: State Compensatory (HHS) - \$6761.00, State Compensatory (HJH) - \$5790.00, State Compensatory (HES) - \$6761.00, Title I - \$100.00						
<p>State System Safeguard Strategy</p> <p>3) Evaluate student achievement as evidenced by state level assessments for economically disadvantaged students.</p>	1, 8, 9	Assistant Superintendent, Principals, Counselors, Region 9 ESC	Students passing the state mandated assessments will increase from the prior year.			
<p>State System Safeguard Strategy</p> <p>4) Utilize data from local common checkpoints for analyzing student performance, instructional effectiveness, predictor of 2017 STAAR performance, and development of appropriate interventions for economically disadvantaged students.</p>	2, 3, 7, 8, 9	Assistant Superintendent, Principals, Counselors, Teachers, Region 9 ESC	Students passing the HISD common checkpoints for each six weeks.			






<p align="center">State System Safeguard Strategy</p> <p>5) Curriculum checks will be constructed in K-12 grade levels for each six weeks in the four core content areas: Reading/ELA, Math, Science, Social Studies for economically disadvantaged students.</p>	7, 8	Assistant Superintendent, Principals, Teachers	Assessments posted on DMAC, curriculum documents recorded in the TEKS Resource System.			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Encourage and challenge all students to meet their full educational potential and demonstrate exemplary performance through well-balanced and appropriate research based curriculum by highly qualified instructors.

Performance Objective 2: Increase the percentage of special education students meeting the postsecondary readiness standard (final Level II) in two or more subjects by 12% (24%) on STAAR.

Evaluation Data Source(s) 2: TAPR STAAR Percent at Postsecondary Readiness Standard, All Grades, Two or More Subjects

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>State System Safeguard Strategy</p> <p>1) Provide opportunities for administration and teacher team collaboration sessions to develop and implement HISD curriculum resources. Teams will work collectively to answer four questions: (1) What do you want students to learn? (2) How will we know if they learn it? (3) What will we do if they don't learn it? (4) What do we do if they already know it?</p>	1, 3, 7	Assistant Superintendent, Principals, Counselors, Clay-Jack SSA, Region 9 ESC	At least one session is held each six weeks with all stakeholders.			
<p>State System Safeguard Strategy</p> <p>2) Implement coteaching/inclusion model into HISD curriculum resources and other best practice instructional strategies (including technology) to improve student engagement and performance.</p>	1, 3, 4, 7, 8	Assistant Superintendent, Principals, Counselors, Clay-Jack SSA, Region 9 ESC	Students' scores on each core subject's common checkpoint each six weeks.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Encourage and challenge all students to meet their full educational potential and demonstrate exemplary performance through well-balanced and appropriate research based curriculum by highly qualified instructors.

Performance Objective 3: Increase the percentage of at-risk students meeting postsecondary readiness standard (final Level II) in all grades in two or more subjects by 11% (31%) on STAAR.

Evaluation Data Source(s) 3: DMAC STAAR Demographics by Subject for All Grades

Summative Evaluation 3:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
State System Safeguard Strategy 1) Provide intervention and acceleration for students identified with delays in reading.	7, 10	Assistant Superintendent, Principals, Counselors, Region 9 ESC	Students passing the state mandated assessments will increase from the prior year.			
				Funding Sources: Title I - \$134089.00		
State System Safeguard Strategy 2) Provide focused intense small group instruction services to students in need of academic assistance through the RtI process.	2, 7, 9, 10	Assistant Superintendent, Principals, Counselors, Region 9 ESC	Students passing the state mandated assessments will increase from the prior year.			
				Funding Sources: State Compensatory (HJH) - \$44209.00, State Compensatory (HES) - \$169775.00, State Compensatory (HHS) - \$52254.00, State Compensatory (HHS) - \$4486.00, State Compensatory (HJH) - \$3791.00		
3) Provide Pregnancy Related Services that include on-campus support and Comprehensive Education Home Instruction to pregnant students during pregnancy, prenatal, and postpartum periods to help students adjust academically, mentally, and physically to stay in school.		Principals, Counselors, Region 9 ESC	Attendance documentation and STAAR scores for home instruction.			
4) Provide early opportunities for grade and credit recovery through intensive, accelerated instruction and Odyssey.		Principals, Counselors, Teachers	Decrease the dropout rate to 1.0% or less. Increase the graduation rate to 95.0% or greater.			
						

Goal 2: Recruit, develop and retain highly qualified and highly effective, certified personnel.

Performance Objective 1: 100% of the teachers will be state certified.

Evaluation Data Source(s) 1: Locally generated reports

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) Audit all teachers' certifications, testing, staff development, and service records to ensure that all meet state certified standards.	1, 4	Assistant Superintendent, Principals	State certified documentation indicate 100% compliance.			
2) Develop employment practices to ensure applicant credentials meet state certified standards.	1, 4	Superintendent, Administrative Assistant, Assistant Superintendent, Principals, Business Manager	State certified documentation indicate 100% compliance.			
						

Goal 2: Recruit, develop and retain highly qualified and highly effective, certified personnel.

Performance Objective 2: Build instructional leadership capacity through targeted professional development.

Evaluation Data Source(s) 2: TEA Accountability Summary; T-TESS; T-PESS

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>State System Safeguard Strategy</p> <p>1) Continue to encourage, allow, or require professional development according to individual teacher preference or district/campus improvement plan, including AP training, GT training, special education training, TEKS, technology, inclusion, 504, dyslexia, RtI and professional development conferences.</p>	1, 4, 7	Assistant Superintendent, Principals	Professional development documents will be maintained.			
Funding Sources: State Compensatory (HES) - \$9460.00, Title I - \$1280.00						
<p>State System Safeguard Strategy</p> <p>2) Provide teachers, principals, and other administrators with sustained, intensive, classroom focused professional development to address learning needs of all students particularly in the areas of PLCs (Professional Learning Community), teacher created common checkpoints, and STAAR.</p>	1, 4, 7	Assistant Superintendent, Principals	Professional development documents will be maintained.			
<p>3) Conduct recruitment activities to ensure highly qualified personnel in all positions. Participation in Region 9 ESC HR Services Cooperative provides access to the following: Applitrack Online Application multiple postings sites (regional, state and national) through Applitrack System and job fair participation.</p>	1, 4, 5	Assistant Superintendent, Principals	Documentation of applicants through the Region 9 ESC HR Services Cooperative.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: Recruit, develop and retain highly qualified and highly effective, certified personnel.

Performance Objective 3: The percentage of instructional paraprofessionals who are highly qualified will be 100%.

Evaluation Data Source(s) 3: Locally generated reports

Summative Evaluation 3:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) Audit paraprofessional personnel files to ensure all instructional aides are highly qualified.	1, 4	Assistant Superintendent, Principals	Personnel files, TOPs Training Certificates reflect that all paraprofessionals are highly qualified.			
2) Require any instructional aides not considered highly qualified to complete TOPs training at Region 9 ESC.	1, 4	Assistant Superintendent, Principals	Documentation showing highly qualified completion through Region 9 ESC TOPs training.			
						

Goal 3: Be full partners with parents in the education of their children.

Performance Objective 1: The district will attain a 97% student attendance rate.

Evaluation Data Source(s) 1: Final PEIMS report from TxEIS

Summative Evaluation 1:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) Revise, approve, and distribute a Teacher/Parent/Student Compact.	6, 7	Assistant Superintendent, Principals, Counselors	Signed Teacher/Parent/Student Compacts signed and returned to campus. Agenda, minutes, committee sign-in documentation will be maintained.			
2) Provide a Parent Portal for parents to monitor their child's attendance, grades, and discipline.	6, 7	Technology Director	97% student attendance rate for the district will be analyzed on the TAPR.			
3) Revise, approve, and distribute HISD Parent Involvement Policy.	6, 7	Assistant Superintendent, Principals, Counselors	Agenda, minutes, committee sign-in documentation will be maintained.			
4) Coordinate and provide opportunities that develop the awareness of the Texas Grant Program and the need to begin careful graduation planning and course selection beginning in the junior high school: Texas Grant information, financial aid, scholarships, graduation planning, and career transition information.		Principals, Counselors	Sign-in sheets, meeting agendas and minutes, newsletters, news articles will be maintained.			
						

Goal 4: Students will graduate from Henrietta ISD college and career ready.

Performance Objective 1: Student performance at postsecondary readiness (final Level II) will increase for all students by 6.0% (53.0%) in all grades for two or more subjects; advanced standards will increase for all students by 2.0% (19.0%) in all grades in all subjects.

Evaluation Data Source(s) 1: TAPR STAAR Percent at Postsecondary Readiness Standard, All Grades, Two or More Subjects; TAPR STAAR Percent at Advanced Standard, All Grades, All Subjects

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
<p>State System Safeguard Strategy</p> <p>1) Use DMAC to disaggregate data and focus on economically disadvantaged, at risk, and special education.</p>	8	Assistant Superintendent, Principal, Counselors, Clay-Jack SSA, Region 9 ESC	Data is distributed to campus principals, counselors, and teachers after each six weeks common checkpoint.			
<p>2) Create an environment of high expectations that will focus on postsecondary readiness and advanced performance.</p>	2	Assistant Superintendent, Principals, Counselors, Clay-Jack SSA, Region 9 ESC	Student performance on STAAR and common six weeks checkpoints.			
<p>State System Safeguard Strategy</p> <p>3) Provide training on TEKS to develop a deeper understanding of learning objectives and expected outcomes.</p>	2, 7	Assistant Superintendent, Principals, Region 9 ESC	Student performance on STAAR and common six weeks checkpoints targeting TEKS at the appropriate level.			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						


Goal 5: Promote nurturing, safe and secure environments for all students, staff and parents for all HISD campuses.

Performance Objective 1: Develop, monitor and assess effectiveness of interventions, crisis management, and school health programs.

Evaluation Data Source(s) 1: SafeSchools Course completions; meeting agenda, minutes, and sign-in documents

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	May
1) Review HISD's Crisis Management Plan and make needed changes on an annual basis.	10	Superintendent, Assistant Superintendent, Principals	Agenda, minutes, and committee signin documentation will be maintained.			
2) Train staff on positive behavioral intervention strategies and professionally accepted practices and standards for behavior management, including training on restraint and timeout (SB 1196).		Principals, SSA Executive Director, Diagnosticians, Licensed School Psychologist	Clay-Jack SSA sign-in documentation will be maintained.			
3) Provide ongoing staff development in workplace safety and security.		Assistant Superintendent, Principals	Sign-in sheets and agendas will be maintained for documentation.			
4) Train all district employees in blood borne pathogens.		Principals, District Nurse	Sign-in sheets will be maintained for documentation.			
5) Provide training for all staff in the recognition and prevention of harassment including disability harassment and sexual harassment, dating violence, reporting child abuse and maltreatment (SB 471), bullying (HB 1942), suicide, health needs, and early mental health intervention (HB 1386). See Board Policy FFI(LEGAL) and FFI (LOCAL) in the addendum.	8	Assistant Superintendent, Principals, Counselors, SSA Executive Director	Sign-in sheets for training will be maintained for documentation along with individually signed receipts of training modules completed. Student handbook acknowledgements will be maintained.			
6) Provide healthy choices and activities through physical fitness and nutrition programs: Fitnessgram, SHAC, Clay County Extension, school lunch/breakfast program.		Principals, Nurse, Food Service Director, Athletic and PE personnel	Fitnessgram results, SHAC sign-in sheets, agenda, and minutes will be maintained for documentation.			
7) Continue to evaluate the districts culture and climate on all campuses.		Assistant Superintendent, Principals, Technology Director	Parent, student, and staff survey (after spring break) will be initiated and the comprehensive needs assessment will be developed.			

8) Implement "Capturing Kids Hearts" at Henrietta Elementary School.	2, 4, 7	Assistant Superintendent, Principal, Assistant Principal, Counselor	Training documentation, meeting documentation, walk-through documentation			
Funding Sources: Title IIA - \$27730.00, Title IIA - \$3000.00						
9) Provide staff development in conflict resolution and violence prevention awareness for all instructional staff.		Assistant Superintendent, Principals, Counselors, Region 9 ESC	Completion of course provided by SafeSchools.			
						

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Utilize HISD curriculum resources for each of the four core content areas: Reading/ELA, Math, Science, Social Studies.
1	1	2	Student support teams will identify students in need of additional assistance and develop RtI plans for each student.
1	1	3	Evaluate student achievement as evidenced by state level assessments for economically disadvantaged students.
1	1	4	Utilize data from local common checkpoints for analyzing student performance, instructional effectiveness, predictor of 2017 STAAR performance, and development of appropriate interventions for economically disadvantaged students.
1	1	5	Curriculum checks will be constructed in K-12 grade levels for each six weeks in the four core content areas: Reading/ELA, Math, Science, Social Studies for economically disadvantaged students.
1	2	1	Provide opportunities for administration and teacher team collaboration sessions to develop and implement HISD curriculum resources. Teams will work collectively to answer four questions: (1) What do you want students to learn? (2) How will we know if they learn it? (3) What will we do if they don't learn it? (4) What do we do if they already know it?
1	2	2	Implement coteaching/inclusion model into HISD curriculum resources and other best practice instructional strategies (including technology) to improve student engagement and performance.
1	3	1	Provide intervention and acceleration for students identified with delays in reading.
1	3	2	Provide focused intense small group instruction services to students in need of academic assistance through the RtI process.
2	2	1	Continue to encourage, allow, or require professional development according to individual teacher preference or district/campus improvement plan, including AP training, GT training, special education training, TEKS, technology, inclusion, 504, dyslexia, RtI and professional development conferences.
2	2	2	Provide teachers, principals, and other administrators with sustained, intensive, classroom focused professional development to address learning needs of all students particularly in the areas of PLCs (Professional Learning Community), teacher created common checkpoints, and STAAR.
4	1	1	Use DMAC to disaggregate data and focus on economically disadvantaged, at risk, and special education.
4	1	3	Provide training on TEKS to develop a deeper understanding of learning objectives and expected outcomes.

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6112.00.041.7.24	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,000.00
199.11.6112.00.101.7.24	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,000.00
199.11.6119.00.001.7.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$21,145.00
199.11.6119.00.041.7.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$36,605.00
199.11.6119.00.101.7.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$141,952.00
199.11.6119.01.041.7.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$3,500.00
199.31.6119.00.001.7.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$6,217.00
199.31.6119.00.041.7.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$5,223.00
199.31.6119.00.101.7.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$6,217.00
199.11.6122.00.001.7.24	6122 Salaries or Wages for Substitute Support Personnel	\$4,500.00
199.12.6129.00.041.7.24	6129 Salaries or Wages for Support Personnel	\$3,605.00
199.11.6129.00.001.7.24	6129 Salaries or Wages for Support Personnel	\$20,877.00
199.11.6129.00.101.7.24	6129 Salaries or Wages for Support Personnel	\$5,937.00
199.11.6129.01.101.7.24	6129 Salaries or Wages for Support Personnel	\$1,000.00
199.12.6129.00.001.7.24	6129 Salaries or Wages for Support Personnel	\$4,264.00
199.11.6141.00.001.7.24	6141 Social Security/Medicare	\$597.00
199.11.6141.00.041.7.24	6141 Social Security/Medicare	\$504.00
199.11.6141.00.101.7.24	6141 Social Security/Medicare	\$1,927.00
199.12.6141.00.001.7.24	6141 Social Security/Medicare	\$62.00
199.12.6141.00.041.7.24	6141 Social Security/Medicare	\$48.00
199.31.6141.00.041.7.24	6141 Social Security/Medicare	\$63.00
199.11.6142.00.041.7.24	6142 Group Health and Life Insurance	\$1,471.00

199.11.6142.00.101.7.24	6142 Group Health and Life Insurance	\$7,280.00
199.12.6142.00.001.7.24	6142 Group Health and Life Insurance	\$1.00
199.12.6142.00.041.7.24	6142 Group Health and Life Insurance	\$1.00
199.31.6142.00.001.7.24	6142 Group Health and Life Insurance	\$277.00
199.31.6142.00.041.7.24	6142 Group Health and Life Insurance	\$275.00
199.31.6142.00.101.7.24	6142 Group Health and Life Insurance	\$277.00
199.11.6142.00.001.7.24	6142 Group Health and Life Insurance	\$3,520.00
199.11.6143.00.001.7.24	6143 Workers' Compensation	\$558.00
199.11.6143.00.041.7.24	6143 Workers' Compensation	\$486.00
199.11.6143.00.101.7.24	6143 Workers' Compensation	\$1,853.00
199.12.6143.00.001.7.24	6143 Workers' Compensation	\$57.00
199.12.6143.00.041.7.24	6143 Workers' Compensation	\$48.00
199.31.6143.00.001.7.24	6143 Workers' Compensation	\$83.00
199.31.6143.00.041.7.24	6143 Workers' Compensation	\$69.00
199.31.6143.00.101.7.24	6143 Workers' Compensation	\$83.00
199.11.6146.00.041.7.24	6146 Teacher Retirement/TRS Care	\$595.00
199.11.6146.00.101.7.24	6146 Teacher Retirement/TRS Care	\$3,003.00
199.12.6146.00.001.7.24	6146 Teacher Retirement/TRS Care	\$87.00
199.12.6146.00.041.7.24	6146 Teacher Retirement/TRS Care	\$74.00
199.31.6146.00.001.7.24	6146 Teacher Retirement/TRS Care	\$178.00
199.31.6146.00.041.7.24	6146 Teacher Retirement/TRS Care	\$154.00
199.31.6146.00.101.7.24	6146 Teacher Retirement/TRS Care	\$178.00
199.11.6146.00.001.7.24	6146 Teacher Retirement/TRS Care	\$972.00
199.11.6149.00.001.7.24	6149 Employee Benefits	\$85.00
199.11.6149.00.041.7.24	6149 Employee Benefits	\$48.00
199.11.6149.00.101.7.24	6149 Employee Benefits	\$223.00
199.12.6149.00.001.7.24	6149 Employee Benefits	\$15.00
199.12.6149.00.041.7.24	6149 Employee Benefits	\$15.00

199.31.6149.00.001.7.24	6149 Employee Benefits	\$6.00
199.31.6149.00.041.7.24	6149 Employee Benefits	\$6.00
199.31.6149.00.101.7.24	6149 Employee Benefits	\$6.00
6100 Subtotal:		\$288,227.00
6200 Professional and Contracted Services		
199.11.6239.00.101.7.24	6239 ESC Services	\$9,460.00
6200 Subtotal:		\$9,460.00
6300 Supplies and Services		
199.11.6399.00.101.7.24	6399 General Supplies	\$2,900.00
199.11.6399.01.101.7.24	6399 General Supplies	\$1,000.00
199.11.6399.02.101.7.24	6399 General Supplies	\$1,000.00
6300 Subtotal:		\$4,900.00
6400 Other Operating Costs		
199.11.6411.00.101.7.24	6411 Employee Travel	\$200.00
6400 Subtotal:		\$200.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Rosenberger	First Grade Teacher	Prime Time	.1200
Angela Wood	Library Assistant (HJH)	Media Services	.2500
Angie Duncan	Kindergarten Teacher	Prime Time	.1200
Annie Allen	Third Grade Teacher	Prime Time	.1200
Betsy Cantrell	Fourth Grade Teacher	Prime Time	.1200
Billie Anthony	Seventh Grade English Teacher	Excel	.1389
Bonnie Hill	Second Grade Teacher	Prime Time	.1200
Brandy Russell	Fourth Grade Teacher	Prime Time	.1200
Carol Syverson	Fourth Grade Teacher	Prime Time	.1200
Danielle Hensely	Science Teacher (HHS)	Achieve	.1142
Danna Reed	Fifth Grade Teacher	Prime Time	.1200
Donna Burch	Second Grade Teacher	Prime Time	.1200
Georgetta Stanford	Counselor (HHS)	Guidance and Counseling	.1000
Greg Fletcher	Fifth Grade Teacher	Prime Time	.1200
Jana Fletcher	First Grade Teacher	Prime Time	.1200
Jennifer McMurry	Special Education (HHS)	Achieve	.1483
Jennifer Sims	First Grade Teacher	Prime Time	.1200
Jessica Boyer	English Teacher (HHS)	Achieve	.1332
Julia Crain	English/Language Arts Teacher (HHS)	Achieve ELA	.1389
Julie Wuthrich	Seventh Grade Math Teacher	Excel	.1383
Kara Hutchins	First Grade Teacher	Prime Time	.1200
Kelley Barnard	Kindergarten Teacher	Prime Time	.1200
Kerri Williams	Fourth Grade Teacher	Prime Time	.1200
Kimberly Allen	Kindergarten Teacher	Prime Time	.1200

Kirstina Mobley	Third Grade Teacher	Prime Time	.1200
Kristy Siegert	Fifth Grade Teacher	Prime Time	.1200
Laurie Schaffner	English Teacher (HHS)	Achieve	.1297
Leanne Graves	Third Grade Teacher	Prime Time	.1200
Linda Moffitt	Teaching Assistant	Head Start	.4200
Mary Parrish	Counselor (HES)	Guidance and Counseling	.1000
Melissa Benedict	Second Grade Teacher	Prime Time	.1200
Merileigh Johnson	Sixth Grade English/Seventh Grade Reading	Excel	.1363
Nicki Holbert	Counselor (HJH)	Guidance and Counseling	.1393
Patricia Campbell	Second Grade Teacher	Prime Time	.1200
Samantha Baird	Eighth Grade Math Teacher	Excel	.1169
Sarah Scribner	Math Interventionalist (HES)	Prime Time	.5000
Summer Matthews	Library Assistant (HHS)	Media Services	.2429
Susan Horn	Kindergarten Teacher	Prime Time	.1200
Susan Vicars	Fifth Grade Teacher	Prime Time	.1200
Traci Scholl	Third Grade Teacher	Prime Time	.1200
Tracie Barry	Sixth Grade Reading Teacher	Excel	.1334
Wynn Essler	Math Teacher (HHS)	Achieve	.1329

Title I

Schoolwide Program Plan

Henrietta Independent School District is continually striving to increase achievement. HISD has made great gains in achieving this goal. HISD's campuses are dedicated to giving every student the best possible education through an intensive core curriculum. Henrietta ISD will continue to strengthen the core academic program, increase the quality and quantity of learning time, and address the individual learning needs of all students in the district with specialized, challenging instructional and career programs. By working hard, constantly improving, and refining instruction and management to make HISD effective, productive, and economical.

Henrietta ISD will continue to utilize best practices with the implementation of its resources, as well as, to provide ample learning and growth opportunities for the students of HISD.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The comprehensive needs assessment is the centerpiece of the planning process and is the driving force most impacting the district and campus improvement plans. Using internal and external data assists the district and campus in developing its vision of the future in a systematic effort to acquire thorough picture of the school district. The comprehensive needs assessment should identify the educational strengths and areas in need of improvement by examining student performance, staff and curriculum objectives, parent and community involvement, and campus facilities.

2: Schoolwide Reform Strategies

Schoolwide reform strategies provide opportunities for all children to meet the state's final Level II or advanced levels of student performance. These strategies should be based on effective means of improving achievement of children.

3: Instruction by highly qualified professional teachers

Instruction by highly qualified teachers must be provided to all students.

Henrietta Independent School District maintains that all teachers of core academic subjects and instructional paraprofessionals (employees who provide instructional support) in a schoolwide program meet the qualifications required by section 1119. Student achievement increases in schools where teaching and learning have the highest priority and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Teachers and other staff in schoolwide programs must be equipped to face the challenge of helping all students meet the state's academic achievement standards. To do this, all must be familiar with the goals and objectives of the schoolwide plan, and receive the sustained, high-quality professional development required to implement them. The statute requires professional development be extended, as appropriate, to those who partner with teachers to support student achievement, such as principals, paraprofessionals, and parents. Henrietta Independent School District in partnership with Region 9 Education Service Center will continue to provide the best opportunities for growth and learning opportunities for staff.

5: Strategies to attract highly qualified teachers

Although recruiting and retaining highly qualified teachers is an on-going challenge, low-performing students have a special need for excellent teachers.

6: Strategies to increase parental involvement

Parental engagement is the participation of parents in regular, two-way, and meaningful communication involving student academic learning and school activities. It is required that schools develop strategies to increase parental engagement.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

For the purpose of Title I, Part A, a preschool program is a program of educational services for eligible children below the age at which the LEA provides elementary education and is focused on raising the academic achievement of children once they reach school age. Title I, Part A preschool programs provide young children with the early learning experiences that will enable them to meet academic standards throughout elementary and secondary school.

Henrietta Independent School District early childhood programs [Head Start, Preschool Program for Children with Disabilities (PPCD), Prekindergarten] provide a foundation for later academic success. HISD focuses on capitalizing and acquiring a strong start for all students. Staff in the areas listed, provide the support and knowledge necessary to the students attending to ensure an easy transition.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

In addition to state performance data, measures are in place to include teachers in the decisions regarding the use of academic assessments in order to provide information on and to improve the achievement of individual students and the overall instructional program.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

The schoolwide plan must include activities to ensure that students experiencing difficulty reaching the final Level II or advanced levels of academic achievement levels shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are

identified on a timely basis and to provide sufficient information on which to base effective assistance.

10: Coordination and integration of federal, state and local services and programs

Schools are authorized to consolidate Title I funds, along with other federal, state, and local funds to operate schoolwide programs. The ability to consolidate funding is provided to focus on the programmatic design of the schoolwide first and then determine how the plan will be funded, rather than using the fiscal resources to determine program design. Title I schoolwide programs are also encouraged to use the flexibility available to them to coordinate and integrate services and programs, as well as funding, with the aim of upgrading the entire educational program for all students. Effective schools coordinate and integrate programs and services by drawing on a wide range of resources such as funding, human, organizational, facility, etc. Research shows the importance of monitoring the impact of this component to ensure that all students receive a quality education, becoming academically final Level II proficient and reaching advanced levels of achievement.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Joy Schaffner	Language Science Therapist	Dyslexia	1.0000
Martha Taylor	Teaching Assistant	Prime Time	1.0000
Pam Payne	Teaching Assistant	Prime Time	1.0000
Victoria Crumpton	Library Assistant (HES)	Media Services	1.0000

2016-2017 District Advisory Team

Committee Role	Name	Position
Administrator	Kendra Bennett	HES Principal
Administrator	Scot Clayton	Assistant Superintendent
Administrator	Kristin Lennon	HES Assistant Principal (non-voting member)
Administrator	Jeff McClure	Superintendent
Administrator	Clint Perkins	HHS Assistant Principal (non-voting member)
Administrator	Michael Smiley	HHS Principal
Administrator	Randy Zamzow	HJH Principal
Business Representative	John Belcher	HJH Business
Business Representative	Cindy Dunkerley	HHS Business (non-parent)
Classroom Teacher	Lisa Crenshaw	HES Special Education Teacher
Classroom Teacher	Angie Duncan	HES Kindergarten Teacher
Classroom Teacher	Wynn Essler	HHS Math Teacher
Classroom Teacher	Dave Holbert	HJH Sixth/Seventh Grades Science Teacher
Classroom Teacher	Megan McCasland	HJH Eighth Grade Social Studies Teacher
Classroom Teacher	Kandace Phillips	HHS Career & Technology
Community Representative	Scott Cleveland	HHS Community (non-parent)
Community Representative	Jerri Skelton	HES Community (non-parent)
Non-classroom Professional	Nicki Holbert	HJH Counselor (non-voting member)
Non-classroom Professional	Mary Parrish	HES Counselor (non-voting member)
Non-classroom Professional	Georgetta Stanford	HHS Counselor (non-voting member)
Parent	Trish Bryant	HES Parent
Parent	Vicki Yurcho	HJH Parent

District Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		211.11.6399.01.101.7.24	\$100.00
1	3	1		211.11.6100.00.101.7.24	\$134,089.00
2	2	1		211.11.6499.00.101.7.24	\$1,280.00
Sub-Total					\$135,469.00
Title IIA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	8		255.11.6219.00.101.7.11	\$27,730.00
5	1	8		255.11.6399.00.101.7.11	\$3,000.00
Sub-Total					\$30,730.00
State Compensatory (HHS)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		199.31.6100.00.101.7.24	\$6,761.00
1	3	2		199.11.6100.00.001.7.24	\$52,254.00
1	3	2		199.12.6100.00.001.7.24	\$4,486.00
Sub-Total					\$63,501.00
State Compensatory (HJH)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		199.31.6100.00.041.7.24	\$5,790.00
1	3	2		199.11.6100.00.041.7.24	\$44,209.00
1	3	2		199.12.6100.00.041.7.24	\$3,791.00
Sub-Total					\$53,790.00
State Compensatory (HES)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		199.31.6100.00.001.7.24	\$6,761.00

1	3	2		199.11.6100.00.101.7.24	\$169,775.00
2	2	1		199.11.6239.00.101.7.24	\$9,460.00
Sub-Total					\$185,996.00
Grand Total					\$469,486.00

Addendums

Acronyms

ACT	American College of Testing	DHSP	Distinguished High School Program
AP	Advanced Placement classes	DIP	District Improvement Plan
ARD	Admission, Review, Dismissal (Special Education)	DMAC	Data Management for Assessment and Curriculum
CARE	Campus Assistance Referral Evaluation	EOC	End Of Course
CAT	Campus Advisory Team	ESC	Education Service Center, Region 9
CIP	Campus Improvement Plan	ESL	English as a Second Language
CNA	Comprehensive Needs Assessment	ESSA	Every Student Succeeds Act
CTE	Career and Technology Education	FTE	Full Time Equivalent
DAEP	Discipline Alternative Education Program	G/T	Gift and Talented
DAT	District Advisory Team	HB	House Bill

HISD	Henrietta Independent School District	PLC	Professional Learning Community
HR	Human Resources	PTO	Parent Teacher Organization
IDEA	Individuals with Disabilities Education Act	RHSP	Recommended High School Program
LEA	Local Education Agency	Rtl ²	Response to Intervention and Instruction
LEP	Limited English Proficient	SAT	Scholastic Aptitude Test
LPAC	Language Proficient Assessment Committee	SB	Senate Bill
NCLB	No Child Left Behind	SCE	State Compensatory Education
PBMAS	Performance Based Monitoring Analysis System	SHAC	School Health Advisory Committee
PD	Professional Development	SSA	Shared Services Arrangement
PEIMS	Public Education Information Management System	STAAR	State of Texas Assessments of Academic Readiness System
PGP	Personal Graduation Plan	TAIS	Texas Accountability Intervention System
		TAPR	Texas Academic Performance Report

TBSI	Texas Behavior Support Initiative
TCMPC	Texas Curriculum Management Program Cooperative
TEA	Texas Education Agency
TEKS	Texas Essential Knowledge and Skills
TELPAS	Texas English Language Proficiency Assessment System
TOPs	Treasuring Our Paraprofessionals
TPRI	Texas Primary Reading Inventory
T-TESS	Texas Teachers Evaluation and Support System

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

DEFINITION

"Bullying" means engaging in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

POLICY

The Board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to a parent or guardian of the victim and a parent or guardian of the bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the District improvement plan under Education Code 11.252. [See BQ]

INTERNET POSTING

The procedure for reporting bullying must be posted on the District's Internet Web site to the extent practicable.

Education Code 37.0832(a)–(e)

Note: This policy addresses bullying of District students. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

BULLYING
PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

RETALIATION

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

EXAMPLES

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

FALSE CLAIM	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
TIMELY REPORTING	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
REPORTING PROCEDURES	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.
STUDENT REPORT	
EMPLOYEE REPORT	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
REPORT FORMAT	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
PROHIBITED CONDUCT	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
INVESTIGATION OF REPORT	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
CONCLUDING THE INVESTIGATION	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
NOTICE TO PARENTS	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

DISTRICT ACTION BULLYING	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
DISCIPLINE	<p>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
CORRECTIVE ACTION	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
TRANSFERS	The principal or designee shall refer to FDB for transfer provisions.
COUNSELING	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
APPEAL	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
RECORDS RETENTION	Retention of records shall be in accordance with CPC(LOCAL).
ACCESS TO POLICY AND PROCEDURES	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LEGAL)

The District may develop and implement a sexual harassment policy to be included in the District improvement plan. The District shall adopt and implement a dating violence policy to be included in the District improvement plan. *Education Code 37.083, 37.0831* [See BQ]

Sexual abuse of a student by an employee, when there is a connection between the physical sexual activity and the employee's duties and obligations as a District employee, violates a student's constitutional right to bodily integrity. Sexual abuse may include fondling, sexual assault, or sexual intercourse. *U.S. Const. Amend. 14; Doe v. Taylor ISD, 15 F.3d 443 (5th Cir. 1994)*

Sexual harassment of students may constitute discrimination on the basis of sex in violation of Title IX. *20 U.S.C. 1681; 34 CFR 106.11; Franklin v. Gwinnett County Schools, 503 U.S. 60 (1992)* [See FB regarding Title IX]

DEFINITION OF
SEXUAL HARASSMENT

Sexual harassment of students is conduct that is so severe, pervasive, and objectively offensive that it can be said to deprive the victim of access to the educational opportunities or benefits provided by the school. Sexual harassment does not include simple acts of teasing and name-calling among school children, however, even when the comments target differences in gender. *Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999)*

EMPLOYEE- STUDENT
SEXUAL HARASSMENT

A District official who has authority to address alleged harassment by employees on the District's behalf shall take corrective measures to address the harassment or abuse. *Gebser v. Lago Vista ISD, 118 S.Ct. 1989 524 U.S. 274 (1998); Doe v. Taylor ISD, 15 F.3d 443 (5th Cir. 1994)*

STUDENT-STUDENT
SEXUAL HARASSMENT

The District must reasonably respond to known student-on-student harassment where the harasser is under the District's disciplinary authority. *Davis v. Monroe County Bd. of Educ., 526 U.S. 629 (1999)*