

Henrietta Independent School District

District Improvement Plan

2017-2018

Accountability Rating: Met Standard



Board Approval Date: January 12, 2018

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.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Henrietta Independent School District (HISD) serves 928 students with backgrounds that include 88.1% White students, 7.1% Hispanic students, and 0.3% African American students. Enrollment has remained at approximately 950 students in the past few years. The information below is based on data gathering as reported by the 2016-2017 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
2016-2017	928	0.3%	34.3%	6.6%	36.5%	42.1%	12.0%
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%

Demographics for ethnic distribution:

School Year	White	Hispanic	African American	American Indian	Asian or Other	Two or More Races
2016-2017	88.1%	7.1%	0.3%	1.6%	0.1%	2.3%
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%

Demographics Strengths

Henrietta Independent School District is one of the largest employers in Henrietta. The district currently employs approximately 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.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Campuses face challenges with meeting the academic, social, and emotional needs of the economically disadvantaged and at-risk subpopulations. **Root Cause:** District staff will be assisted in the challenge of making instruction responsive for all students, meaningful professional development and training will be offered.

Student Academic Achievement

Student Academic Achievement Summary

Henrietta Independent School District (HISD) "met standard" on the state accountability system for 2016-2107. All three campuses in HISD "met standard" as well. Henrietta Elementary School earned Distinction Designation in Academic Achievement in ELA/Reading, Academic Achievement in Mathematics, Top 25 Percent Closing Performance Gaps, and Postsecondary Readiness. Henrietta Junior High School earned Academic Achievement in ELA/Reading, Academic Achievement in Mathematics, Academic Achievement in Social Studies, Top 25 Percent Student Progress, and Postsecondary Readiness. Henrietta High School earned Distinction Earned in Academic Achievement in ELA/Reading, Academic Achievement in Science, and Academic Achievement in Social Studies.

Henrietta ISD exceeded the state targets on all four performance indexes, as well as 29 out of 32 (91%) of the System Safeguard indicators.

	State Target	HISD Score	State Score
Index 1: Student Achievement	60	82	75
Index 2: Student Progress	22	40	41
Index 3: Closing Performance Gaps	28	44	39
Index 4: Postsecondary Readiness	60	79	76

Approaches Grade Level--Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrates the ability to apply the assessed knowledge and skills in familiar contexts.

Meets Grade Level--Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

Masters Grade Level--Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

Reading Achievement (STAAR Percent, All Grades)

State Region 9 HISD

Approaches and Above	72%	71%	80%
Masters	19%	16%	23%

As indicated in the Approaches Grade Level or Above performance table above, student achievement is above the state average and Region 9 average. Student achievement at the Masters Grade Level also exceeds the state and Region 9.

The 2017 PBMAS report for Reading/Language Arts identifies the percent of Career and Technical Education (CTE) students and CTE economically disadvantaged students met the minimum level of satisfactory performance or higher on the STAAR EOC assessments.

The performance level of CTE students served in special education were assigned a PL 4 (0%-18.9%) on the STAAR EOC assessment.

The district's special education STAAR 3-8 passing rate in Reading (43.4%) fell in the PL 2 cutpoint and PL 3 for Writing (23.1%).

Special education students meeting the minimum level or higher on the STAAR EOC assessments in ELA was 12.5% meeting the PL 4 cutpoint.

ACT English Language Arts

State Region 9 HISD

2016	19.8	20.3	22.5
2015	20.1	20.4	21.1
2014	20.0	20.2	21.5
2013	20.0	20.7	21.8

SAT ELA and Writing

State Region 9 HISD

2016	903	939	1028
2015	912	942	970
2014	925	942	955
2013	927	964	960

Mathematics Achievement (STAAR Percent, All Grades)

State Region 9 HISD

Approaches and Above	79%	77%	87%
Masters	23%	18%	27%

As indicated in the Approaches Grade Level or Above performance table above, student achievement is above the state average and Region 9 average. Student achievement at the Masters Grade Level exceeds the state and Region 9.

The 2017 PBMAS report for Mathematics identifies the percent of Career and Technical Education (CTE) students meeting minimum or higher STAAR EOC (77.8%) and economically disadvantaged (71.4%) falling in the PL 0 cutpoint.

Special education students passing rate of 50.9% falls in the PL 2 cutpoint for STAAR 3-8.

ACT Mathematics

State Region 9 HISD

2016	20.5	20.3	21.0
2015	20.9	20.4	20.4
2014	21.2	20.5	20.5
2013	21.3	21.3	21.6

SAT Mathematics

State Region 9 HISD

2016	472	485	503
2015	482	489	504
2014	491	492	485
2013	496	508	499

Writing Achievement (STAAR Percent, All Grades)

State Region 9 HISD

Approaches and Above	67%	65%	68%
Masters	12%	8%	15%

As indicated in the Approaches Grade Level or Above performance table above, student achievement in Writing across the district was above the state and Region 9. Student achievement at the Masters Grade Level exceeds the state and Region 9.

The 2017 PBMAS report for Writing identifies the percent of special education students passing in grades 3-8 at 23.1%. This percent falls in the PL 3 indicator of the performance level cutpoint.

Science Achievement (STAAR Percent, All Grades)

State Region 9 HISD

Approaches and Above	79%	76%	84%
Masters	19%	14%	14%

As indicated in the Approaches Grade Level or Above performance table above, student achievement in Science across the district was above the state and Region 9. Student achievement at the Masters Grade Level indicates performance below or at the state and Region 9 averages.

The 2017 PBMAS report for Science identifies the passing rate of CTE special education students (11.1%) on STAAR EOC to slip in the PL 3 indicator in performance cutpoint.

ACT Science

State Region 9 HISD

2016	20.5	20.9	23.3
2015	20.7	20.8	21.0
2014	20.7	20.7	21.8
2013	20.7	20.9	21.4

Social Studies Achievement (STAAR Percent, All Grades)

State Region 9 HISD

Approaches and Above	77%	74%	85%
Masters	27%	21%	34%

As indicated in the Approaches Grade Level or Above performance table above, student achievement in Social Studies across the district was above the state and Region 9. Student achievement at the Masters Grade level indicates performance was above the state and Region 9 averages.

Student Academic Achievement Strengths

HISD graduation rates continue to exceed state averages. The 4-year graduation rate for the class of 2016 was 97.3, 8.2% points above the state average. Dropout rates are also lower than the state average. Student attendance is consistently high at 96.8% and is slightly higher (1.0%) than the state.

Elementary class sizes are lower than the state average and this also holds true at the secondary level except for Foreign Languages. The number of students per teacher in HISD is 11.8.

The percentage of students (all grades, all subjects) achieving Masters Grade Level exceeds the state by 3.0% and Region 9 by 7.0%. HISD students (all grades, all subjects) Met or Exceeded Progress was 66.0% (State, 61.0%; Region 9, 59.0%)

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Special Education students are not achieving at the "Approaches Grade Level in All Subjects or Above". **Root Cause:** Tiered instruction will be examined to determine consistent implementation.

District Processes & Programs

District Processes & Programs Summary

Henrietta Independent School District has three traditional campuses (one elementary, one junior high, and one high school campus). Each campus has one principal and counselor with the elementary and high school campuses having an assistant principal.

The culture and climate of the school is directly connected to the quality of the district. Safe and secure buildings are a priority. All campuses have secure entrances and visitor guidelines, including check-in and check-out procedures. HISD has a strong partnership with the Clay County Sheriff's Department to enhance safety and security services to all campuses. Building safety inspections are ongoing, with improvements made continually when warranted. Systems are in place to teach and model behaviors that are safe and respectful.

Physical safety and freedom from bullying are always at the forefront of student needs. HISD is committed to providing a safe and welcoming environment for all students. HES has already implemented Capturing Kids Hearts (CKH) to teach positive, proactive, and relational behaviors. HJH and HHS are willing to review the objectives of CKH and the implementation at each campus.

Curriculum and Instruction

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 the STAAR testing and EOC tests. The curriculum framework is electronically accessed through DMAC and/or TEKS Resource System.

Intentional collaboration towards more research-based instructional practices at all levels are necessary in preparing students for the rigor of the STAAR assessment. The District Leadership Team recognizes the need to ensure strong instructional practices at all levels with an emphasis on addressing the performance of economically disadvantaged, at-risk, and special education subpopulations. District initiatives will continue to focus on Professional Learning Communities, data-based instruction, and technology integration. Overall, there is an emphasis on working in a collaborative environment to improve the instruction in our classrooms.

The District continues to learn more about the changes to the STAAR tests and the new A-F state accountability system to ensure it remains a leading school district in the state. All three Henrietta ISD campuses met the accountability requirements. All three campuses received at least three designation of distinction.

Continued and focused data analysis is a fundamental process of HISD. Implementation of Professional Learning Communities (PLCs) continue in the 2017-2018 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 EOCs 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.

Research-based professional development for all instructional staff is necessary for continued growth and improved instructional practices in order to meet the needs of all students. Collaboration among professional staff is imperative, along with keeping track of the degree of alignment between the written, taught, and tested curriculum. Throughout the year, resources and materials will be adjusted, analyzed, and updated.

Reimagine learning where students become the creator and owner of their learning while attending school in Henrietta ISD is a driving force in the technological needs of the district. All other systems either directly or indirectly support this goal by providing valuable student data to the campuses or supporting the day-to-day operations of the district. The rapid pace of change in the area of technology requires an ongoing evaluation of current equipment and usage to provide the students, teachers, and staff with the tools necessary to prepare HISD students to be life-long learners.

Staff Quality, Recruitment, and Retention

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 employs approximately 149 staff members, 53.0% of which are teachers, 21.0% auxiliary staff, 16.2% educational aides, 4.1% professional staff, and 5.7% campus and district staff. The total minority staff percentage is 3.9%. Approximately 83.5% of teachers hold a bachelor's degree and 16.3% hold a master's. The lowest percentage (14.0%) of teachers by years of experience is 6-10 years experience. The highest percentage (35.1%) of teachers have 11-20 years experience, and the average years of experience of teachers is 16.2.

Technology 2017-2018

HISD students need to be well-prepared, responsible digital citizens; therefore, the technological needs of the students and the teachers are paramount. In Henrietta ISD, technology is more than hardware and software. Instruction drives technology. Integrated modern learning environments facilitate creativity and collaboration, support professional learning communities, share best practices and integrate 21st century skills into classroom practice; enable students to learn in relevant, real-world contexts; allow equitable access to quality learning tools, technologies and resources; provide designs for group, team and individual learning; and support expanded community and global involvement in learning, both face-to-face and online.

All classrooms are networked with high-speed internet. Data projectors and document cameras are available in every classroom, and interactive whiteboards enhance the learning experience in many classrooms.

The emergence and proliferation of mobile internet-ready devices represent a key turning point in education. This leap forward in personal technology access has expanded opportunities for students and educators to reach beyond the classroom. Like other districts, HISD is determining how to best use and integrate these tools, along with trying to balance the need for providing tools for equitable access and embracing devices students bring to school for learning.

A variety of software is utilized as teaching tools, technology curriculum, academic intervention, administrative applications, and for test data analysis and dissemination. Leveraging these immersive, interactive technologies to benefit education will continue to expand as vital aspects of digital learning. Increasing expectations from the business/industry sector, as well as curricular expectations, along with the reality of "anytime, anywhere" learning continues to influence the need to transform the learning experience.

District Processes & Programs Strengths

Curriculum, Instruction, and Assessment

Henrietta ISD utilizes an aligned curriculum that alleviates gaps in instruction and ensures HISD students are taught at the appropriate depth and level of complexity to be successful. Professional Learning Communities continue to improve at every campus to improve planning and instruction.

HISD campus administration has the discretion to utilize tutoring services on their campuses to be most beneficial to their students. HES RtI² programs for academic needs, accelerated instruction, and summer remediation programs are in place to help at-risk students in demographic groups who continue to struggle academically. District administration is committed to a focus on understanding the needs of all subpopulations and providing necessary training to meet the challenges of those subpopulations. As a point of emphasis, HISD will continue to offer effective instructional strategies for professional development.

HISD is committed to providing our students and staff with the innovative technology tools, resources, and training to meet the 21st century demands.

HISD instructional assistants are a benefit in classroom as they serve special education and at-risk students in an inclusive setting.

All three campuses received at least three distinction designations.

Staff Quality, Recruitment, and Retention

All staff members have opportunities to grow and learn. Professional development options include contracted sessions and support based on district initiatives and research based best practices. A variety of staff development options is offered each summer and throughout the school year to address curriculum challenges.

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 11.0 which is above the state average of 7.2. Many retirees continue to serve the district in the capacity of substitute teachers, tutors, and student mentors.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: State assessment data for STAAR Masters Grade Level for economically disadvantaged students (17%) is below the district's performance. **Root Cause:** Continue to improve rigorous learning opportunities, differentiate instruction, professional development, consistently implement the TEKS Resource System with fidelity and other aligned curriculum at all levels which is monitored on a regular bases.

Perceptions

Perceptions Summary

Henrietta ISD continuously seeks feedback from parents, staff, and students on how they perceive the district's academic programs, communications, discipline, climate/environment and leadership and mission.

Parents, guardians and community members are welcomed on campus and encouraged to participate in their children's education. Community members and parents are active participants in the District Advisory Team.

The district assists families by maintaining close working relationships with various community providers. These may include: local food banks, various businesses and community clubs, faith based organizations, and private community donations. Due to these strong community partnerships, students have the opportunity to participate in a wide range of school and community-based activities.

The Henrietta Independent School District strives to create a culture and climate that is safe, caring, and collaborative so that all students reach their maximum potential. The district has a Student Code of Conduct that serves as a platform for student expectations and discipline. School safety is paramount to the efficacy of the district. HISD partners with local community and local law enforcement to ensure safety on all campuses. HISD campuses offer a variety of after-school activities, clubs, and UIL events promoting student connectedness which enhance a positive school environment. The district initiates increasing rigor in the classroom, emphasizes the importance of relationships to ensure a safe, risk-free environment that is academically challenging. HISD focuses on connecting through building strong, positive relationships with the community, staff, and students.

Positive school climate is an essential component of successful and effective schools. It is defined as shared beliefs, values, and attitudes that shape interactions between students, teachers, and administrators, while setting the parameters of acceptable behavior and norms for a school.

Henrietta ISD asked students, parents and guardians, faculty and staff, and community members for feedback on the school's climate and culture. The purpose of the survey is to better understand individual school climate, learn what Henrietta ISD schools are doing well, and identify opportunities for improvement. Results will be incorporated into the district improvement plan and campus improvement plans and used to help the district improve the educational experience for all students.

The survey addresses the following five topics:

- Academics (8 response statements)
- Communications (5 response statements)
- Discipline (6 response statements)
- Climate/Environment (8 response statements)
- Leadership and Mission (6 response statements)

Survey Results

Academics

Survey Item

Highest Ranking Indicator

The district has an academic emphasis and believes that all children can learn and achieve the district's educational goals.

Almost Always

Students are respected regardless of their academic achievement level.

Almost Always

The district has high expectations for student academic achievement.

Almost Always

The district has high expectations for student achievement in extracurricular activities.

Almost Always

The district provides opportunities for students to excel in areas of individual strengths or talents and recognizes their efforts to do so.

Almost Always

The district's curriculum will give students a solid educational foundation.

Almost Always

The district motivates students to learn.

Almost Always

What is the MOST INFLUENTIAL in helping students achieve academically?

Positive relationship between teacher/student

28%

Support from the home

21%

Teaching to various learning styles

11%

Total Academics

Almost Always

Communications

Survey Item

Highest Ranking Indicator

Parents and students feel comfortable talking with the principal.

Almost Always

Parents and students feel comfortable talking with teachers.

Almost Always

Students are willing to approach teachers for advice or help.

Almost Always

Teachers keep parents and students informed about academic progress.

Almost Always

Shared responsibility is assumed by students, faculty, administration, and parents for the achievement of school goals.

Almost Always

Total Communications

Almost Always

Discipline

Survey Item

Highest Ranking Indicator

The district maintains high standards of behavior for all students.

Almost Always

Discipline problems are few.

Students demonstrate respect toward all individuals.

Frequently

The district and teachers have mutual expectations for discipline.

Frequently

The district handles disciplinary actions fairly and consistently.

Almost Always

HISD students are recognized for positive behavior.

Almost Always

Total Discipline

Almost Always

Climate/Environment

Survey Item

Highest Ranking Indicator

The district has an orderly, inviting atmosphere.	Almost Always
The district has attractive, safe, clean facilities and grounds.	Almost Always
Students generally take care of and respect their own property and that of other students.	Frequently
Students feel safe at school.	Almost Always
Teachers and students treat each other with respect.	Frequently
The district gives honors, awards, and other forms of recognition to students for academic achievement.	Almost Always
The district has good teacher morale.	
Areas of volunteer interest	
Going on field trips as a chaperone	29%
Helping keep our campuses clean and safe	26%
Mentoring a student	20%
Total Climate/Environment	Almost Always

Leadership and Mission

Survey Item

Highest Ranking Indicator

The principal has a high level of visibility.

Almost Always

The principal takes an active interest in the well-being of both teachers and students.

Almost Always

The principal provides leadership for continuous school improvement.

Almost Always

The district has staff members who believe they are able to help all students learn and take responsibility for learning outcomes.

Almost Always

Teachers work together on common issues and goals.

Almost Always

Issues perceived as the MAJOR OBSTACLES to student achievement.

Poor parental involvement

24%

Lack of student motivation

19%

Lack of student self-control and discipline

15%

Total Leadership and Mission

Almost Always

Perceptions Strengths

- School Health Advisory Committee (SHAC) continues to advise the district on health and wellness policies and procedures.
- HISD HB5 Community and Student Engagement Rating was Recognized (3.25/4.0).
- An online bullying reporting system is used to efficiently report and track bullying across the district.
- Numerous safety programs and action plans are implemented to include: surveillance/security cameras, emergency operation plans, fire drills, tornado drills, shelter in place drills, exterior lockdown drills, and reverse evacuation drills.

Based on numerous surveys conducted, students, teachers, staff, parents, and community members highly rank the district's academic, communication, and leadership and mission focus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students taking care of and respecting their property and that of other students. **Root Cause:** The need to greater emphasize student support programs which accentuate positive peer relationships and promote student engagement and connectedness.

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
- Accountability Distinction Designations
- 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 or exceeding progress in all grades and all subjects from 64% to 69%.

Evaluation Data Source(s) 1: STAAR performance data; local curriculum based assessments

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
System Safeguard Strategy 1) Provide focused intense small group instruction for students identified for remediation and/or acceleration through RtI, tutorials, summer school, Prime Time and/or Achieve.	2.0, 7.0, 9.0, 10.0	Teachers, Principals, Counselors, Assistant Superintendent	Increased student performance on local curriculum based assessments and STAAR.			
System Safeguard Strategy 2) Continue to provide training to administrators and teachers on calculating and monitoring student progress.	1.0, 4.0	Assistant Superintendent	Increased student performance on local curriculum based assessments. Campus meeting documents that reflect the participation on sign-in sheets and agenda.			
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Campuses face challenges with meeting the academic, social, and emotional needs of the economically disadvantaged and at-risk subpopulations. Root Cause 1: District staff will be assisted in the challenge of making instruction responsive for all students, meaningful professional development and training will be offered.

School Processes & Programs

Problem Statement 1: State assessment data for STAAR Masters Grade Level for economically disadvantaged students (17%) is below the district's performance. **Root Cause 1:** Continue to improve rigorous learning opportunities, differentiate instruction, professional development, consistently implement the TEKS Resource System with fidelity and other aligned curriculum at all levels which is monitored on a regular bases.

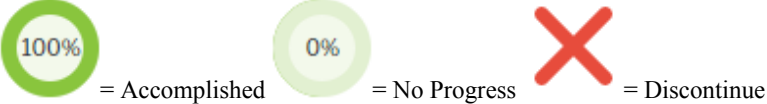
Goal 1: Encourage and challenge all students to meet their full educational potential and demonstrate exemplary performance through well-balanced and appropriate research based curriculum by highly qualified instructors.

Performance Objective 2: Increase the percentage of special education students meeting or exceeding progress in all grades and all subject from 55% to 62%.

Evaluation Data Source(s) 2: STAAR performance data; local curriculum based assessments

Summative Evaluation 2:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
System Safeguard Strategy PBMAS 1) Continue to implement co-teaching/inclusion model in HISD curriculum resources and other best practice instructional strategies (including technology) to improve student engagement and performance.	1.0, 3.0, 4.0, 7.0, 8.0	Teachers, Principals, Counselors, Assistant Superintendent, Clay-Jack SSA	Improved student results on local curriculum based assessments and STAAR.			
	Problem Statements: Student Academic Achievement 1 Funding Sources: State Compensatory (HJH) - \$3,866.00, State Compensatory (HHS) - \$4,624.00					
System Safeguard Strategy PBMAS 2) Each student eligible will receive a progress measure and will be counseled on what he or she needs to meet or exceed progress.	9.0	Teachers, Principals, Counselors, Assistant Superintendent, Clay-Jack SSA	Increase student performance using DMAC student progress data, STAAR, and IEP			
	Problem Statements: Student Academic Achievement 1 Funding Sources: State Compensatory (HES) - \$4,404.00, State Compensatory (HJH) - \$4,704.00, State Compensatory (HHS) - \$5,880.00					
						

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: Special Education students are not achieving at the "Approaches Grade Level in All Subjects or Above". Root Cause 1: Tiered instruction will be examined to determine consistent implementation.

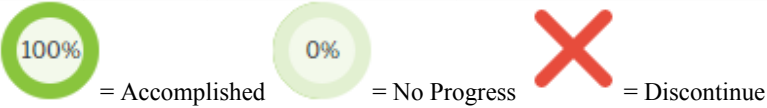
Goal 2: Recruit, develop and retain highly effective staff that proactively engages students for success.

Performance Objective 1: 100% of teachers will be state certified and teaching assistants will be "highly qualified."

Evaluation Data Source(s) 1: Review assignment report and annual certification checks to meet state certification requirements.

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Conduct recruitment activities to ensure state certified personnel in all positions and "highly qualified" teaching assistants. Participation in Region 9 ESC HR Services Cooperative provides access to the following: AppliTrak Online Application, multiple posting sites (regional, state, and national) through AppliTrak System and job fair participation.	1.0, 4.0, 5.0	Principals, Superintendent's Executive Assistant, Assistant Superintendent	All teachers will be fully certified. All vacancies will be posted on the HISD AppliTrak and Region 9 ESC.			
2) Assist teachers in maintaining or attaining certification through alternative programs, G/T certification, ESL certification, coursework, and TExES testing to ensure all staff are meeting state certification requirements.	1.0, 4.0, 5.0	Principals, Superintendent's Executive Assistant, Assistant Superintendent	All teachers will be fully certified per state certified requirements			
						

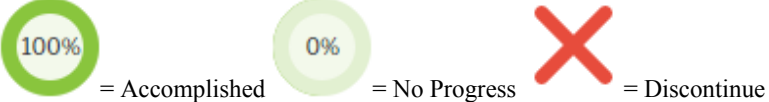
Goal 2: Recruit, develop and retain highly effective staff that proactively engages students for success.

Performance Objective 2: Increase the capacity of instructional leadership through targeted professional development.

Evaluation Data Source(s) 2: STAAR, T-TESS, T-PESS, Region 9 ESC

Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
System Safeguard Strategy PBMAS 1) Continue to encourage, allow, or require professional development according to individual teacher preference or district and/or campus improvement plan(s), including AP training, G/T training, special education training, TEKS, technology, inclusion, 504, dyslexia, RtI, ELL, and professional development conferences.	1.0, 4.0, 7.0	Principals, Assistant Superintendent	Increased student success as measured by STAAR, local curriculum based assessment, and PBMAS.			
	Problem Statements: Student Academic Achievement 1					
System Safeguard Strategy PBMAS 2) Provide teachers, principals, other administrators with sustained, intensive, classroom focused professional development to address learning needs of all students particularly in the areas of local curriculum based assessments and STAAR.	1.0, 4.0, 7.0	Principals, Assistant Superintendent, Superintendent	Increased student success as measured by STAAR, local curriculum based assessments, and PBMAS.			
	Problem Statements: Demographics 1 - School Processes & Programs 1					
						

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Campuses face challenges with meeting the academic, social, and emotional needs of the economically disadvantage and at-risk subpopulations. Root Cause 1: District staff will be assisted in the challenge of making instruction responsive for all students, meaningful professional development and training will be offered.
Student Academic Achievement
Problem Statement 1: Special Education students are not achieving at the "Approaches Grade Level in All Subjects or Above". Root Cause 1: Tiered instruction will be examined to determine consistent implementation.

School Processes & Programs

Problem Statement 1: State assessment data for STAAR Masters Grade Level for economically disadvantaged students (17%) is below the district's performance. **Root Cause 1:** Continue to improve rigorous learning opportunities, differentiate instruction, professional development, consistently implement the TEKS Resource System with fidelity and other aligned curriculum at all levels which is monitored on a regular bases.

Goal 3: Promote effective parental and community engagement through communication, participation, and partnerships in accomplishing student achievement.




Performance Objective 1: Through family and community partnerships, the district will attain a 97% student attendance rate.

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

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Hold regularly scheduled District Advisory Team meetings in order to: -Revise the District Parent and Family Engagement Policy, -Gather input from parents regarding the annual evaluation of the Title I program, -Revise, approve, and distribute a Teacher, Parent, Student Compact.	1.0, 2.0, 6.0, 7.0	Principals, Assistant Superintendent	Increased parent engagement in activities required by federal law.			
Problem Statements: Demographics 1						
System Safeguard Strategy PBMAS 2) Hold HISD University that provides parents information about: -Special education resources in the IEP process, -Classroom activities and resources about online learning opportunities, -English as a Second Language classes, -Volunteer programs, opportunities, and activities, -Parent Portal for parents to monitor attendance, grades, and behavior, -Social media communication (website, email, text, Twitter, Facebook) -Prime Time, Achieve, tutorials, Odyssey, -STAAR and local curriculum based assessments, -Title I requirements, -Social media etiquette, -Handbooks (student, code of conduct)	1.0, 2.0, 6.0, 7.0	Teachers, Principals, Counselors, Staff, Technology, Assistant Superintendent	Increase parents' knowledge of the educational process at HISD.			
Problem Statements: Demographics 1						

3) 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 junior high school: Texas Grant information, financial aid, scholarships, graduation planning, and career transition information.	1.0, 2.0, 6.0	Counselors, Principals, Assistant Superintendent	Greater parent/guardian awareness in the graduation process, procedures, expectation, requirement at HISD.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Campuses face challenges with meeting the academic, social, and emotional needs of the economically disadvantage and at-risk subpopulations. Root Cause 1: District staff will be assisted in the challenge of making instruction responsive for all students, meaningful professional development and training will be offered.</p>

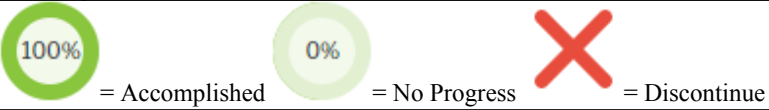
Goal 4: Henrietta ISD will maintain rigorous standards of achievement to prepare 21st century learners for graduation and post-secondary success.

Performance Objective 1: Student performance at meets grade level will increase for all students in all grades for two or more subjects from 54% to 55%; masters grade level for all students in all grades will increase from 23% to 24%.

Evaluation Data Source(s) 1: TAPR STAAR percent at meets grade level, all grades, two or more subjects; TAPR STAAR percent at masters grade level, all grades, all subjects

Summative Evaluation 1:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
System Safeguard Strategy PBMAS 1) Use DMAC to disaggregate data and focus on economically disadvantaged and special education students.	1.0, 2.0, 8.0, 9.0	Teachers, Counselors, Principals, Assistant Superintendent, Clay-Jack SSA	Performance for economically disadvantaged students and special education students will increase on STAAR and local curriculum based assessments.			
	Problem Statements: Demographics 1 - School Processes & Programs 1					
2) Create an environment of high expectations that will focus on meeting and/or mastering grade level.	1.0, 2.0, 8.0, 9.0	Counselors, Principals, Assistant Superintendent, Clay-Jack SSA	Performance for economically disadvantaged students and special education students will increase on STAAR and local curriculum based assessments.			
	Problem Statements: School Processes & Programs 1					
3) Provide training on TEKS to develop a deeper understanding of learning objectives and expected outcomes.	1.0, 2.0, 4.0, 7.0	Principals, Assistant Superintendent	Performance for economically disadvantaged students and special education students will increase on STAAR and local curriculum based assessments.			
	Problem Statements: School Processes & Programs 1					
						

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Campuses face challenges with meeting the academic, social, and emotional needs of the economically disadvantage and at-risk subpopulations. **Root Cause 1:** District staff will be assisted in the challenge of making instruction responsive for all students, meaningful professional development and training will be offered.

School Processes & Programs

Problem Statement 1: State assessment data for STAAR Masters Grade Level for economically disadvantaged students (17%) is below the district's performance. **Root Cause 1:** Continue to improve rigorous learning opportunities, differentiate instruction, professional development, consistently implement the TEKS Resource System with fidelity and other aligned curriculum at all levels which is monitored on a regular bases.

Goal 5: In partnership with the HISD community, students will be provided a nurturing, safe, secure, and orderly environment.

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

Evaluation Data Source(s) 1: SafeSchools course documents, campus drill documentation

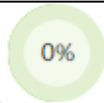
Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Align all practices across the district with plans and procedures in the HISD Emergency Operations Plan.	1.0, 10.0	Principals, Assistant Superintendent, Superintendent	Updated EOP; improved campus drill documentation; increased SafeSchools completions			
2) Train staff on positive behavioral intervention strategies and professionally accepted practices and standards for behavior management, including training on restraint and timeout (required by Texas Behavior Support Initiative--SB 1196).	1.0, 4.0, 7.0	Principals, SSA Executive Director, Diagnosticians, Licensed School Psychologist	Clay-Jack SSA and campus documentation will be maintained.			
Problem Statements: Perceptions 1						
3) Train all district employees in bloodborne pathogens.	1.0, 4.0	District Nurse, Principals, Assistant Superintendent	Increased knowledge by completing the SafeSchools course.			
4) 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.	1.0, 4.0, 8.0	Assistant Superintendent, Principals, Counselors, SSA Executive Director	Increased knowledge by completing SafeSchools courses.			
System Safeguard Strategy 5) Continue "Capturing Kids Hearts" at Henrietta Elementary School and explore implementation at Henrietta Junior High School.	1.0, 2.0, 3.0, 4.0, 7.0, 10.0	Counselors, Assistant Principals, Principals, Assistant Superintendent	Improved school climate results and student attendance.			
Problem Statements: Perceptions 1 Funding Sources: Title II - \$22,006.00						



= Accomplished



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Students taking care of and respecting their property and that of other students. **Root Cause 1:** The need to greater emphasize student support programs which accentuate positive peer relationships and promote student engagement and connectedness.

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide focused intense small group instruction for students identified for remediation and/or acceleration through RtI, tutorials, summer school, Prime Time and/or Achieve.
1	1	2	Continue to provide training to administrators and teachers on calculating and monitoring student progress.
1	2	1	Continue to implement co-teaching/inclusion model in HISD curriculum resources and other best practice instructional strategies (including technology) to improve student engagement and performance.
1	2	2	Each student eligible will receive a progress measure and will be counseled on what he or she needs to meet or exceed progress.
2	2	1	Continue to encourage, allow, or require professional development according to individual teacher preference or district and/or campus improvement plan(s), including AP training, G/T training, special education training, TEKS, technology, inclusion, 504, dyslexia, RtI, ELL, and professional development conferences.
2	2	2	Provide teachers, principals, other administrators with sustained, intensive, classroom focused professional development to address learning needs of all students particularly in the areas of local curriculum based assessments and STAAR.
3	1	2	Hold HISD University that provides parents information about: -Special education resources in the IEP process, -Classroom activities and resources about online learning opportunities, -English as a Second Language classes, -Volunteer programs, opportunities, and activities, -Parent Portal for parents to monitor attendance, grades, and behavior, -Social media communication (website, email, text, Twitter, Facebook) -Prime Time, Achieve, tutorials, Odyssey, -STAAR and local curriculum based assessments, -Title I requirements, -Social media etiquette, -Handbooks (student, code of conduct)
4	1	1	Use DMAC to disaggregate data and focus on economically disadvantaged and special education students.
5	1	5	Continue "Capturing Kids Hearts" at Henrietta Elementary School and explore implementation at Henrietta Junior High School.

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6112.00.041.8.24	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,000.00
199.11.6112.00.101.8.24	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,000.00
199.11.6119.00.001.8.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$36,138.00
199.11.6119.00.041.8.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$35,980.00
199.11.6119.00.101.8.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$133,902.00
199.11.6119.01.041.8.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$3,500.00
199.31.6119.00.001.8.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$5,308.00
199.31.6119.00.041.8.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$4,200.00
199.31.6119.00.101.8.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$3,915.00
199.11.6129.01.101.8.24	6129 Salaries or Wages for Support Personnel	\$1,500.00
199.12.6129.00.001.8.24	6129 Salaries or Wages for Support Personnel	\$4,396.00
199.12.6129.00.041.8.24	6129 Salaries or Wages for Support Personnel	\$3,675.00
199.11.6129.00.041.8.24	6129 Salaries or Wages for Support Personnel	\$21,927.00
199.11.6129.00.101.8.24	6129 Salaries or Wages for Support Personnel	\$5,919.00
199.31.6141.00.101.8.24	6141 Social Security/Medicare	\$57.00
199.11.6141.00.001.8.24	6141 Social Security/Medicare	\$485.00
199.11.6141.00.041.8.24	6141 Social Security/Medicare	\$741.00
199.11.6141.00.101.8.24	6141 Social Security/Medicare	\$1,807.00
199.12.6141.00.001.8.24	6141 Social Security/Medicare	\$64.00
199.12.6141.00.041.8.24	6141 Social Security/Medicare	\$51.00
199.31.6141.00.041.8.24	6141 Social Security/Medicare	\$57.00
199.11.6142.00.001.8.24	6142 Group Health and Life Insurance	\$1,798.00

199.11.6142.00.041.8.24	6142 Group Health and Life Insurance	\$4,194.00
199.11.6142.00.101.8.24	6142 Group Health and Life Insurance	\$7,100.00
199.12.6142.00.001.8.24	6142 Group Health and Life Insurance	\$1.00
199.12.6142.00.041.8.24	6142 Group Health and Life Insurance	\$1.00
199.31.6142.00.001.8.24	6142 Group Health and Life Insurance	\$277.00
199.31.6142.00.041.8.24	6142 Group Health and Life Insurance	\$275.00
199.31.6142.00.101.8.24	6142 Group Health and Life Insurance	\$276.00
199.31.6143.00.101.8.24	6143 Workers' Compensation	\$52.00
199.11.6143.00.001.8.24	6143 Workers' Compensation	\$407.00
199.11.6143.00.041.8.24	6143 Workers' Compensation	\$769.00
199.11.6143.00.101.8.24	6143 Workers' Compensation	\$1,789.00
199.12.6143.00.001.8.24	6143 Workers' Compensation	\$58.00
199.12.6143.00.041.8.24	6143 Workers' Compensation	\$49.00
199.31.6143.00.001.8.24	6143 Workers' Compensation	\$70.00
199.31.6143.00.041.8.24	6143 Workers' Compensation	\$56.00
199.11.6146.00.001.8.24	6146 Teacher Retirement/TRS Care	\$859.00
199.11.6146.00.041.8.24	6146 Teacher Retirement/TRS Care	\$1,077.00
199.11.6146.00.101.8.24	6146 Teacher Retirement/TRS Care	\$2,840.00
199.12.6146.00.001.8.24	6146 Teacher Retirement/TRS Care	\$90.00
199.12.6146.00.041.8.24	6146 Teacher Retirement/TRS Care	\$75.00
199.31.6146.00.001.8.24	6146 Teacher Retirement/TRS Care	\$155.00
199.31.6146.00.041.8.24	6146 Teacher Retirement/TRS Care	\$110.00
199.31.6146.00.101.8.24	6146 Teacher Retirement/TRS Care	\$104.00
199.11.6149.00.001.8.24	6149 Employee Benefits	\$47.00
199.11.6149.00.041.8.24	6149 Employee Benefits	\$107.00
199.11.6149.00.101.8.24	6149 Employee Benefits	\$204.00
199.12.6149.00.001.8.24	6149 Employee Benefits	\$15.00
199.12.6149.00.041.8.24	6149 Employee Benefits	\$15.00

199.31.6149.00.001.8.24	6149 Employee Benefits	\$6.00
199.31.6149.00.041.8.24	6149 Employee Benefits	\$6.00
6100 Subtotal:		\$288,504.00
6200 Professional and Contracted Services		
199.11.6219.00.101.8.24	6219 Professional Services	\$150.00
199.11.6239.00.101.8.24	6239 ESC Services	\$8,159.00
6200 Subtotal:		\$8,309.00
6300 Supplies and Services		
199.11.6399.00.101.8.24	6399 General Supplies	\$2,900.00
199.11.6399.01.101.8.24	6399 General Supplies	\$1,000.00
199.11.6399.02.101.8.24	6399 General Supplies	\$400.00
6300 Subtotal:		\$4,300.00
6400 Other Operating Costs		
199.11.6411.00.101.8.24	6411 Employee Travel	\$100.00
6400 Subtotal:		\$100.00

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
Annie Gunter	Counselor (HES)	Guidance and Counseling	.1000
Betsy Cantrell	First Grade Teacher	Prime Time	.1200
Billie Anthony	Seventh Grade English Teacher	Excel	.1387
Bonnie Hill	Second Grade Teacher	Prime Time	.1200
Brandy Russell	Second Grade Teacher	Prime Time	.1200
Carol Syverson	Fourth Grade Teacher	Prime Time	.1200
Casey Cody	First Grade Teacher	Prime Time	.1200
Casondra Smith	Fifth Grade Teacher	Prime Time	.1200
Courtney Marek	Kindergarten Teacher	Prime Time	.1200
Danielle Hensley	Science Teacher (HHS)	Achieve	.1107
Demi Baird	Fifth Grade Teacher	Prime Time	.1200
Jennifer Browning	Eighth Grade English Teacher	Excel	.0954
Jennifer McMurry	Special Education (HHS)	Achieve	.1385
Jennifer Sims	Prekindergarten Teacher	Prekindergarten	.1200
Jenny Frederick	Sixth Grade English/Seventh Grade Readin	Excel	.1188
Jill Jetton	English Teacher (HHS)	Achieve	.0141
Julie Wuthrich	Seventh Grade Math Teacher	Excel	.1383
Jysica Kirby	Teaching Assistant	Prime Time	.5000
Kara Hutchins	First Grade Teacher	Prime Time	.1200
Kelley Barnard	Kindergarten Teacher	Prime Time	.1200
Kerri Williams	Third Grade Teacher	Prime Time	.1000
Laurie Schaffner	English Teacher (HHS)	Achieve	.1288

Layai Toney	Fourth Grade Teacher	Prime Time	.1000
Leanne Graves	Third Grade Teacher	Prime Time	.1200
Linda Moffitt	Teaching Assistant	Head Start	.4105
Maci Case	Second Grade Teacher	Prime Time	.1200
Merileigh Johnson	Counselor (HJH)	Guidance and Counseling	.0986
Michael Mitchell	Fifth Grade Teacher	Prime Time	.1194
Molly Letz	Fourth Grade Teacher	Prime Time	.1200
Nicki Holbert	Counselor (HHS)	Guidance and Counseling	.1393
Nicole Childs	Fourth Grade Teacher	Prime Time	.1200
Patricia Campbell	Second Grade Teacher	Prime Time	.1000
Reesa Blackburn	English Teacher (HHS)	Achieve	.1406
Rochelle Kabisch	Science Teacher (HHS)	Achieve	.1182
Samantha Baird	Eighth Grade Math Teacher	Excel	.1179
Sarah Scribner	Math Interventionist (HES)	Prime Time	.5000
Summer Matthews	Library Assistant (HHS)	Media Services	.2500
Susan Cantrell	Teaching Assistant	ASL	1.000
Susan Horn	Kindergarten Teacher	Prime Time	.1200
Traci Scholl	Third Grade Teacher	Prime Time	.1151
Tracie Barry	Sixth Grade Reading Teacher	Excel	.1336
Wynn Essler	Math Teacher (HHS)	Achieve	.2808

Title I Components

Schoolwide Program Plan

Ten Schoolwide Components

1: Comprehensive Needs Assessment

2: Schoolwide Reform Strategies

3: Instruction by highly qualified professional teachers

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

5: Strategies to attract highly qualified teachers

6: Strategies to increase parental involvement

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

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

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

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

Title I Component Personnel

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

District Advisory Team

Committee Role	Name	Position
Administrator	Scot Clayton	Assistant Superintendent
Administrator	Kendra Bennett	HES Principal
Administrator	Kristin Lennon	HES Assistant Principal (non-voting member)
Administrator	Jeff McClure	Superintendent
Administrator	David Smith	HHS Assistant Principal (non-voting member)
Administrator	Michael Smiley	HHS Principal
Administrator	Terry McCutchen	HJH Principal
Business Representative	John Belcher	HJH Business
Business Representative	Cindy Dunkerley	HHS Business (non-parent)
Classroom Teacher	Brandy Russell	HES Second Grade Teacher
Classroom Teacher	Angie Duncan	HES Kindergarten Teacher
Classroom Teacher	Wynn Essler	HHS Math Teacher
Classroom Teacher	Ginnie Gaskey	HJH Seventh/Eighth Grades Science Teacher
Classroom Teacher	Julie Wuthrich	HJH Seventh Grade Math Teacher
Classroom Teacher	Laurie Schaffner	HHS English Teacher
Community Representative	Scott Cleveland	HHS Community (non-parent)
Community Representative	Jerri Skelton	HES Community (non-parent)
Non-classroom Professional	Merileigh Johnson	HJH Counselor (non-voting member)
Non-classroom Professional	Annie Gunter	HES Counselor (non-voting member)
Non-classroom Professional	Nicki Holbert	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	1		211.11.6XXX.XX.101.8.XX	\$132,709.00	
					Sub-Total	\$132,709.00
					Budgeted Fund Source Amount	\$132,709.00
					+/- Difference	\$0
Title II						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
5	1	5		255.11.6XXX.XX.XXX.8.11	\$22,006.00	
					Sub-Total	\$22,006.00
					Budgeted Fund Source Amount	\$22,006.00
					+/- Difference	\$0
State Compensatory (HHS)						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	1		199.11.61XX.XX.001.8.24	\$39,734.00	
1	2	1		199.12.61XX.00.001.8.24	\$4,624.00	
1	2	2		199.31.61XX.00.001.8.24	\$5,880.00	
					Sub-Total	\$50,238.00
					Budgeted Fund Source Amount	\$50,238.00
					+/- Difference	\$0
State Compensatory (HJH)						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	1		199.11.61XX.XX.041.8.24	\$69,295.00	
1	2	1		199.12.61XX.00.041.8.24	\$3,866.00	
1	2	2		199.31.61XX.00.041.8.24	\$4,704.00	
					Sub-Total	\$77,865.00

Budgeted Fund Source Amount					\$77,865.00
+/- Difference					\$0
State Compensatory (HES)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		199.11.6XXX.XX.101.8.24	\$168,770.00
1	2	2		199.31.61XX.00.101.8.24	\$4,404.00
Sub-Total					\$173,174.00
Budgeted Fund Source Amount					\$173,174.00
+/- Difference					\$0
Grand Total					\$455,992.00

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

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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)

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)*

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.

PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

BQA
(LOCAL)

DISTRICT ADVISORY TEAM	In compliance with Education Code 11.251, the District Advisory Team shall advise the Board or its designee in establishing and reviewing the District's educational goals, objectives, and major Districtwide classroom instructional programs identified by the Board or its designee. The team shall serve exclusively in an advisory role except that the team shall approve staff development of a Districtwide nature.
CHAIRPERSON	The Superintendent shall be the Board's designee and shall name the chairperson of the team from among the team's members. The Superintendent shall meet with the team periodically.
MEETINGS	The chairperson of the team shall set its agenda and shall schedule at least one meeting per year; additional meetings may be held at the call of the chairperson.
COMMUNICATIONS	<p>The Superintendent or designee shall ensure that the District-level team obtains broad-based community, parent, and staff input and provides information to those persons on a systematic basis. Methods of communication may include, but are not limited to:</p> <ol style="list-style-type: none">1. Articles regarding the work of the team in District and campus publications or on the District's Web site.2. News releases to the local media regarding the work of the team.3. Periodic reports on the work of the team that may be posted on campus bulletin boards.
COMPOSITION	The team shall be composed of members who shall represent campus-based professional staff, District-level professional staff, parents, businesses, and the community. For purposes of this policy, District-level professional staff shall be defined as professionals who have responsibilities at more than one campus, including, but not limited to, central office staff.
PROFESSIONAL STAFF	<p>Classroom teacher representatives shall be nominated and elected by classroom teachers assigned to each campus and shall comprise at least two-thirds of the total professional staff representation on the team.</p> <p>At least one campus-based nonteaching professional representative shall be nominated and elected by all professional staff.</p> <p>At least one District-level professional staff member, other than the Superintendent, shall be nominated and elected by the District-level professional staff.</p>
PARENTS	The team shall include at least two parents of students currently enrolled in the District, selected in accordance with administrative

PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

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	<p>procedures. The Superintendent shall, through various channels, inform all parents of District students about the team's duties and composition and shall solicit volunteers. [See BQA(LEGAL)]</p>
COMMUNITY MEMBERS	<p>The team shall include at least two community members selected by a process that provides for adequate representation of the community's diversity, in accordance with administrative procedures. The Superintendent shall use several methods of communication to ensure that community residents are informed of the team and are provided the opportunity to participate and shall solicit volunteers. Community representatives must reside in the District.</p>
BUSINESS REPRESENTATIVES	<p>The team shall include at least two business representatives selected by a process that provides for adequate representation of the community's diversity, in accordance with administrative procedures. The Superintendent shall use several methods of communication to ensure that area businesses are informed of the team and are provided the opportunity to participate and shall solicit volunteers. Business representatives need not reside in nor operate businesses in the District.</p>
ELECTIONS	<p>An employee's affiliation or lack of affiliation with any organization or association shall not be a factor in either the nomination or election of the employee to the team. [See DGA]</p> <p>The consent of each nominee shall be obtained before the person's name may appear on the ballot. Election of the team shall be held in the fall of each school year at a time determined by the Board or its designee. Nominations and elections shall be conducted in accordance with this policy and administrative regulations.</p>
TERMS	<p>Representatives shall be elected or selected annually and shall be limited to two consecutive terms on the team.</p>
VACANCY	<p>If a vacancy occurs among the representatives, nominations shall be solicited and an election held or selection made for the unexpired term in the same manner as for the annual election.</p>
OTHER ADVISORY GROUPS	<p>The existence of the District-level team shall not affect the authority of the Board or its designee to appoint or establish other advisory groups or task forces to assist it in matters pertaining to District instruction.</p>

PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

BQA
(LEGAL)

COMMITTEE

The District's policy and procedures shall establish a District-level planning and decision-making committee as provided by Education Code 11.251(b)–(e).

The committee shall include representative professional staff, parents of students enrolled in the District, business representatives, and community members.

Education Code 11.251(b), .253(a)

PROFESSIONAL
STAFF

The Board shall adopt a procedure, consistent with Education Code 21.407(a) [see DGA], for the professional staff to nominate and elect the professional staff representatives who shall serve on the District-level committee. If practicable, the committee shall include at least one professional staff representative with the primary responsibility for educating students with disabilities.

At least two-thirds of the elected professional staff representatives must be classroom teachers. The remaining staff representatives shall include both campus- and District-level professional staff members.

Education Code 11.251(e)

PARENTS

Board policy shall provide procedures for the selection of parents to the District-level committee.

For purposes of establishing the composition of the committee:

1. A person who stands in parental relation to a student is considered a parent.
2. A parent who is an employee of the District is not considered a parent representative on the committee.
3. A parent is not considered a representative of community members on the committee.

Education Code 11.251(c), (e)

BUSINESS
REPRESENTATIVES
AND COMMUNITY
MEMBERS

Board policy shall provide procedures for the selection of community members and business representatives to serve on the District-level committee in a manner that provides for appropriate representation of the community's diversity.

The committee must include business representatives without regard to whether a representative resides in the District or whether the business the person represents is located in the District.

Community members must reside in the District and must be at least 18 years of age.

Education Code 11.251(b), (c), (e)

PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

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(LEGAL)

MEETINGS	The Board shall establish a procedure under which the District-level committee holds regular meetings. The Board or designee shall periodically meet with the District-level committee to review the committee's deliberations. <i>Education Code 11.251(b)</i>
PUBLIC MEETINGS	The District-level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual District performance report from TEA for the purpose of discussing the performance of the District and the District performance objectives. <i>Education Code 11.252(e)</i>
COMMUNICATIONS	District policy and procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input and to provide information to those persons regarding the recommendations of the District-level committee. <i>Education Code 11.252(e)</i>
CONSULTATION	The Superintendent shall regularly consult the District-level committee in the planning, operation, supervision, and evaluation of the District educational program. <i>Education Code 11.252(f)</i>
RESPONSIBILITIES DISTRICT PLAN	<p>The District-level committee shall assist the Superintendent with the annual development, evaluation, and revision of the District improvement plan. <i>Education Code 11.252(a)</i> [See BQ]</p> <p>The District shall use the results from the teaching and learning survey required by Education Code 7.064(a), conducted biennially, to review and revise, as appropriate, the District-level improvement plan, and for other purposes, as appropriate to enhance the District learning environment. <i>Education Code 7.064(e)</i></p>
DROPOUT PREVENTION REVIEW	<p>The District-level committee of a district with a junior high, middle, or high school campus shall analyze information related to dropout prevention, including:</p> <ol style="list-style-type: none">1. The results of the audit of dropout records;2. Campus information related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering grade 9;3. The number of students who enter a high school equivalency certificate program and:<ol style="list-style-type: none">a. Do not complete the program,b. Complete the program but do not take the high school equivalency examination, or

PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

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- c. Complete the program and take the high school equivalency examination but do not obtain a high school equivalency certificate;
4. For students enrolled in grades 9 and 10, information related to academic credit hours earned, retention rates, and placements in disciplinary alternative education programs and expulsions under Chapter 37; and
5. The results of an evaluation of each school-based dropout prevention program in the District.

The District-level committee shall use the information in developing the District improvement plan.

Education Code 11.255

Note: See BF for information on the committee's role in requesting waivers.
