

# Hereford Independent School District

## District Improvement Plan

2014-2016

Accountability Rating: Met Standard

**HEREFORD**  
Independent  
School  
District



Board Approval Date: May 19, 2015

# Mission Statement

## Core Business & Principles

*The focus and responsibility of our school system is to see that every person, student and staff, is successful.  
This commitment requires an environment that encourages and rewards innovation through traditional and non-traditional methods.  
All involved are to be active co-participants in the educational process.*

The principles that will guide the decisions of the school system include:

Success of children will be the priority in all decisions.

High expectations for performance refer to both students and staff.

The sanctity of student and teacher instructional time will be emphasized.

Ethical standards will guide all decisions and actions.

Students and staff will experience engaging and relevant work.

Staff members will be informed educational leaders with the requisite knowledge necessary to make appropriate decisions.

## Vision

The VISION for Hereford ISD is to see that ALL children:

C - Communicate Effectively

H - Have Positive Relationships

I - Incorporate Critical Thinking Skills

L - Learn to Respect Differences  
D - Develop Into Productive Citizens

**ALL Means ALL**

# Core Business & Principles

## Core Business & Principles

*The focus and responsibility of our school system is to see that every person, student and staff, is successful.  
This commitment requires an environment that encourages and rewards innovation through traditional and non-traditional methods.  
All involved are to be active co-participants in the educational process.*

The principles that will guide the decisions of the school system include:

Success of children will be the priority in all decisions.

High expectations for performance refer to both students and staff.

The sanctity of student and teacher instructional time will be emphasized.

Ethical standards will guide all decisions and actions.

Students and staff will experience engaging and relevant work.

Staff members will be informed educational leaders with the requisite knowledge necessary to make appropriate decisions.

# Table of Contents

|  |    |
|--|----|
| Comprehensive Needs Assessment .....   | 6  |
| Needs Assessment Overview .....  | 6  |
| Demographics .....   | 16 |
| Student Achievement .....  | 18 |
| District Culture and Climate .....   | 20 |
| Staff Quality, Recruitment, and Retention .....  | 22 |
| Curriculum, Instruction, and Assessment .....  | 24 |
| Family and Community Involvement .....   | 25 |
| District Context and Organization .....  | 26 |
| Technology .....   | 27 |
| Comprehensive Needs Assessment Data Documentation .....  | 28 |
| Goals .....  | 31 |
| Goal 1: To provide a supplement to offset rising cost of health insurance for all employees that take health insurance. .... | 31 |
| Goal 2: Improve performance on STAAR (Writing, sub-populations). ....  | 32 |
| Goal 3: Up-grade Wi-Fi infrastructure. ....  | 34 |
| Goal 4: Identify the reasons and establish strategies to meet the needs of the high % of at-risk students. ....              | 34 |
| Goal 5: Professional development focused on integrating technology into lessons. ....  | 43 |
| Goal 6: Professional development for Inclusion efforts. ....   | 48 |
| Goal 7: To attend to and meet the full expectation of improvement plans as per statute. ....                                 | 49 |
| System Safeguard Strategies .....  | 53 |
| Title I .....  | 54 |
| Schoolwide Program Plan .....  | 54 |
| Ten Schoolwide Components .....  | 54 |
| 2014-2016 District Improvement Committee .....   | 60 |
| District Funding Summary .....   | 63 |

# Comprehensive Needs Assessment

## Needs Assessment Overview

### DISTRICT PRIORITIES

**Based on the CNA by the District Leadership Team the following priorities were selected for the 2014-2016 District Improvement Plan**

**Goal 1 – Provide supplement to offset rising cost of health insurance for all employees that take health insurance**

**Goal 2 – Improve performance on STAAR (Writing, subpopulations)**

**Goal 3 – Upgrade Wi-Fi infrastructure**

**Goal 4 – Identify the reasons and establish strategies to meet the needs of the high % of at-risk students**

**Goal 5 – Professional development focused on Integrating Technology into lessons**

**Goal 6 – Professional development of Inclusion Efforts**

**Goal 7 - To attend to and meet the full expectation of improvement plans as per statute.**

**The Needs Assessment conducted September 17, 2013 with the District Leadership Team included:**

- **Superintendent Dr. Moulton reviewed the current (2012-2014) activities and completion status.**
- **Dr. Moulton led a data review as part of the CAN to identify strengths and challenges in are area of:**
  - **Demographics**
  - **Student Achievement**
  - **School Culture and Climate**
  - **Staff Quality Recruitment and Retention**
  - **Curriculum Instruction and Assessment**
  - **Parent Involvement**
  - **Technology**
  - **Seven work groups, under the direction of LEA administrators, led discussion to:**

- 1. incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA;*
- 2. identify actions that have the greatest likelihood of improving the achievement of participating children in meeting the state's student academic achievement standards;*
- 3. address the professional development needs of the instructional staff serving the agency by committing to spend not less than 10 percent of the Title I, Part A funds for each fiscal year in which the agency is identified for improvement for professional development, excluding funds reserved for professional development under section 1119;*
- 4. include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data consistent with adequate yearly progress;*
- 5. address the fundamental teaching and learning needs in the schools of that agency, and the specific academic problems of low-achieving students, including a determination of why the LEA's prior plan failed to bring about increased student academic achievement;*
- 6. incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year;*
- 7. specify the responsibilities of the TEA and the LEA under the plan, including specifying the technical assistance to be provided by the TEA and the LEA's responsibilities under 1120A [Fiscal Requirements];*
- 8. include strategies to promote effective parental involvement in the school; and*
- 9. be implemented (including a revised plan) expeditiously, but not later than the beginning of the next school year after the school year in which the LEA was identified for improvement.*

•

The District Leadership Team Identified Six Goals for the 2014-2015-2016 District Improvement Plan. There are however, many ongoing programs that support the intent of the District Improvement Plan in regard to state law and TEA/ NCLB requirements.

These ongoing activities are listed below:

|   |  |
|---|--|
| <p><b>T- STAAR</b></p> <p><b>R-RTI</b></p> <p><b>PD-Prof Dev</b></p> <p><b>A- Acceleration</b></p> <p><b>CI- Curriculum</b></p> | <p style="text-align: center;"><b>Curriculum Issues (CI)</b></p>   |
| <p>T</p>  | <p>1. Review STAAR data to evaluate existing Bilingual/ESL programs in grades 4-12; revise as necessary.</p>   |
| <p>T</p>  | <p>1. District Common Based Assessments will be designed to place emphasis on STAAR based assessment.</p>  |
| <p>T</p>  | <p>1. District Assessment Data will be analyzed to focus instruction and identify students for extended learning experiences.</p>  |
| <p>T</p>  | <p>1. Campus leader training will be held to enhance knowledge and analysis of STAAR based assessment.</p>   |
| <p>T</p>  | <p>1. Released Tests/Item Analysis of SES students will be analyzed to pinpoint student needs and focus staff development needs.</p>   |
| <p>T</p>  | <p>1. District COMMON BASED ASSESSMENTS will be revised for the 2014-2015 &amp; 2015-2016 school years</p>   |
| <p>T</p>  | <p>1. Grade 5 and Grade 8 students identified as being at-risk of non-mastery on STAAR Reading Test (including those who do not meet minimum expectations) will be placed in Accelerated Reading Programs, according to RTI interventions and individualized AIPs.</p> |



|                                  |  |
|----------------------------------|--|
| T                                | 1. A grade placement committee meeting will be held for all Grade 5 and Grade 8 students who do not master the <b>second</b> and <b>third</b> administration of the STAAR Reading Test (2014, 2015) and/or STAAR Mathematics Test (2014).      |
| R                                | 1. Students identified as At-Risk on the K, 1, or 2 TPRI will be placed in Accelerated Reading Programs, through the RTI process.  |
| R                                | 1. Full day Pre-Kindergarten classes that focus on pre-reading skills will be held for qualifying students.  |
| A                                | 1. Identified G/T students in Kindergarten will be afforded enrichment activities through their classroom teachers and campus enrichment programs.   |
| A                                | 1. Identified G/T students in Grades 1-5 will participate one day weekly in “Pegasus”, the district’s pullout G/T Program.   |
| A                                | 1. Identified G/T students in Grades 6-8 will participate daily in the “Humanities” class.   |
| A                                | 1. Secondary students will have the opportunity to participate in Pre-AP, AP, and AP/Dual Credit classes.  |
| A                                | 1. Identified at-risk secondary students will have the opportunity to apply to HCAL Alternative High school (2014, 2015)   |
| A                                | 1. HISD will offer GED testing (2014).   |
| PD                               | 1. Review and investigate other software packages that will support achievement in Reading and Mathematics.  |
| PD                               | 1. Review and investigate software and technology enhancements   |
| <b>Curriculum Issues - Cont.</b> |  |
| PD                               | 1. TEKS Resource Systems curriculum will provide the specificity of the TEKS, a scope and sequence for all courses and grade levels will be developed with the guidance of the curriculum division and the Texas ESC Curriculum Collaborative. |
| PD                               | 1. Continue Olweus Bully Prevention program interventions and class meeting training for HISD staff  |
| PD                               | 1. District will provide staff development for teachers of At-Risk students in Reading Writing, Math , and Science with STAAR focus  |
| PD                               | 1. New teacher orientation of curriculum process, TEKS Resource System, district assessment process (Common Based Assessments), DMAC, Skyward use and expectations.  |
| CI                               | 1. Continue to provide a Health Education Curriculum, required for graduation, that includes CPR, Dating Violence, PAPA awareness, First Aide, decision making skills, and Abstinence Based Sex-Education as approved by the HISD SHAC.        |

|    |  |
|----|--|
| CI | 1. The Recommended High School Graduation Plan will be the minimum expectation for all students  |
| CI | 1. 26 Credits for graduation will be required for all the Recommended Graduation Plan and the New HB 5 Endorsement Plan. Minimum graduation plan and the Foundation plan will require 22 credits.                                      |
| CI | 1. 8 <sup>th</sup> grade students will have multiple opportunities to accelerate by earning high school credits.   |
| CI | 1. Dual Credit coursed in coordination with Amarillo College will continue to be offered with no less that 12 hours available to qualifying students. Beginning in 2015-2016 students will not be limited in the number of DC courses. |
| CI | 1. Flexible scheduling, including correspondence, Credit-by-Exam, online (both inside and outside the HISD system) will be made available to high school students.   |

|                                 |                       |   |
|---------------------------------|-----------------------|---|
| <b>SP –<br/>Special<br/>Pop</b> | <b>Student Issues</b> |   |
| <b>AR – At<br/>Risk</b>         |                       |   |
| <b>D -<br/>Discipline</b>       |                       |   |
| SP                              | 1                     | The District will decrease the number of parent denials in Bilingual/ESL programs.                            |
| SP                              | 2                     | The District will identify LEP students for the Gifted/Talented Program.                                      |
| SP                              | 3                     | The District will provide Bilingual/ESL support to all LEP students with certified Bilingual/ESL instructors. |
| SP                              | 4                     | The District will report on LEP student progress each six weeks.  |

|    |    |   |
|----|----|---|
| SP | 5  | The District will support campuses in the development of intervention strategies to meet differentiated student needs.  |
| AR | 6  | The District will offer a credit accrual program for high school students.  |
| AR | 7  | The District will continue to provide an Alternative High School – designed to accommodate the needs of at-risk high school students.   |
| D  | 8  | The District will provide an Alternative Education Placement setting (Prime Time) for violators of the District’s Student Code of Conduct.  |
| D  | 9  | District will provide a School Attendance Officer to assist campuses with truancy and attendance issues.  |
| AR | 10 | The District will provide supplemental support to the core curriculum through the operation of NovaNet, iStation, TTM, and content specific software for remediation and acceleration.                              |
| SP | 11 | The District will provide supplemental instructional support in ESL/Bilingual classrooms by hiring classroom instructional paraprofessionals.   |
| SP | 12 | The District will continue to provide a full-day Pre-Kindergarten Program for identified 4 year olds.   |
| AR | 13 | The District will provide supplemental instructional support in at-risk classrooms by hiring classroom instructional paraprofessionals.   |
| AR | 14 | The District will provide instructional support to highly at-risk students by providing staff and materials for a classroom located at the Deaf Smith County Youth Home.  |
| AR | 15 | The District will provide supplemental instructional settings for students who have failed or who are at-risk of failing STAAR.   |
| AR | 16 | The District will provide resources (staff and operational costs) to support a summer school program for at-risk students.  |
| AR | 17 | The District will provide instructional support for students who qualify for Pregnancy Related Services.  |
| AR | 18 | The District will provide Safe and Drug Free, Dating Violence, Anti-bullying, and Character Education activities.   |
| D  | 19 | Implementation of District’s Student Code of Conduct.   |
| SP | 20 | Migrant staff will contact migrant students and parents to inform them of STAAR testing dates and graduation requirements.  |
| SP | 21 | Migrant staff will conduct college information nights for junior and senior migrant students. Information and assistance will be provided for: 1- ACT/SAT/Accuplacer; 2- Financial Aid; and 3- Application Process. |
| SP | 22 | Migrant students will have the opportunity to gain credits in curricular based software programs.   |
| AR | 23 | The District will support admission and financial aid informational sessions for parents ad students, including: College for All Texans; Texas Grant; Teach for Texas Grant; and various graduation plans.          |
| SP | 24 | Student Allergy and anaphylaxis information will be reviewed annually with all staff  |

**Staff Issues**

|    |  |
|----|--|
| 1  | The District will strive to improve teacher attendance through campus-based incentives and use of AESOP accounting software.                                       |
| 2  | The District will provide all staff new to the district with a “Buddy”/Mentor for the 2014-15, 2015-16 school years.   |
| 3  | The District will provide for substitute enhancement through substitute teacher training, substitute teacher handbook.   |
| 4  | The District will maintain an automated substitute service   |
| 5  | The District will strive to continually employ highly qualified teachers and paraprofessionals.  |
| 6  | The District will continue to provide high quality researched based staff development for all staff of Hereford ISD  |
| 7  | The District will maintain that all teachers are highly qualified.   |
| 8  | The District will provide opportunities for all learning facilitators to be trained on the RTI process.  |
| 9  | The District will provide Site Based Decision Making training for the District Leadership Team (DLT) and the Building Leadership Team (BLT) / School Support Team. |
| 10 | The District will provide opportunities for all learning facilitators, diagnosticians, and dyslexia teachers to be trained on dyslexia placement and 504 process.  |
| 11 | Interpreter training to be provided to all campuses for ARD meetings.  |
| 12 | The District will provide Crisis Management Procedures training for all staff.   |
| 13 | The District will provide At-Risk training for campus administrators and counselors.   |
| 14 | The District will provide new teacher orientation and training for all staff new to the district.  |
| 15 | The Texas Behavior Support Initiative training will be offered for all staff new to Hereford ISD through online training via ESC 16                                |
| 16 | The District will provide PDAS training to all new staff to HISD.  |
| 17 | The District will provide for ILD and PDAS training for all new administrators to HISD.  |
| 18 | The district will continue the Educational Aide Exemption Program for paraprofessionals who have been employed with the district for 12 months or longer.          |
| 19 | The staff will continue to use relevant software in an efficient manner: Skyward, School Messenger, AESOP, etc   |

**Parent Community Issues**

|    |   |
|----|---|
| 1  | Each campus will provide evidence of policy implementation by providing:<br><br>Contact logs; Home visits; Parent/Teacher conferences; Progress reports; Report cards; and Parental training and planning sessions for the purpose of Federal Programs. |
| 2  | Vary meeting times of District Leadership Team meetings throughout the year.  |
| 3  | Phone contacts made to parents, community, and business representatives for DLT meetings.   |
| 4  | Prior notification made to parents, community, and business representatives for DLT meetings.   |
| 5  | Emphasize importance of community partnerships, collaboration, and vision and goal-setting through SBDM training.   |
| 6  | Encourage participation of parents in IEP/Transition meetings to communicate the services available.  |
| 7  | School-sponsored activities and committees such as:<br><br>PTO; Open Houses; Family Frameworks Training on elementary and Intermediate campuses.  |
| 8  | Awareness of regulations for all special programs through newspaper, cable TV, and radio spots, in dual language.   |
| 9  | Safe and Drug Free Advisory & Health Advisory Committee will be established and meet according to policy.   |
| 10 | PAC Committee will be established and will reflect Special Education, At-Risk and Migrant student groups.   |
| 11 | The district will communicate in English and Spanish as required.   |
| 12 | Encourage parents and community members to volunteer in school district activities  |
| 13 | School Calendars to inform parents of school events, holidays, in-service days and grading schedules.   |
| 14 | The District will provide parental involvement opportunities to educate parents regarding the importance of school attendance, curriculum issues and benefits of education and current topics of interest.  |

|  |  |
|--|--|
|  | 15 Dropout Committee will be established to study and make recommendations regarding the Districts dropout concerns.   |
|  | 16 Committee and Board sponsored exploration of a uniform dress requirement and corresponding policy   |
|  | 17 Career Education – HISD will offer night classes to community members to enhance employment opportunities.  |
|  | 18 Home visits will be encouraged on all campuses as a tool for communication and parental involvement.  |
|  | 19 The District will support admission and financial aid informational sessions for parents and students, including: College for All Texans; Texas Grant; Teach for Texas Grant; and various graduation plans. |

| <b>Safety and Facilities Issues</b> |  |
|-------------------------------------|--|
|                                     | 1 All district employees will receive Blood borne Pathogen training. New employees within 30 days of employment.                 |
|                                     | 2 Employees identified as being at-risk will have the opportunity to receive Hepatitis B vaccinations at the district’s expense. |
|                                     | 3 HISD will practice standards for facilities’ cleaning and maintenance: Custodial training; Asbestos Awareness.                 |
|                                     | 4 HISD will continue to make building repairs as needed.   |
|                                     | 5 HISD will continue to employ (a) School Resource Officer(s) in coordination with the Hereford Police Department.               |
|                                     | 6 HISD will continue to support the campus security camera software and training for administrators.                             |
|                                     | 7 HISD will continue to support the school bus safety initiatives with radio and camera installation and updates.                |
|                                     | 8 Campus visitor sign-in procedures will be continued.   |

| <b>Technology Issues</b> |   |
|--------------------------|---|
| 1                        | Skyward electronic gradebook and attendance modules will continue to be used, updated as necessary and training provided as needed. |
| 2                        | Skyward Parent Portal Family Access for online data regarding students will be accessible on the Hereford ISD website.              |
| 3                        | Mobile Labs and 1:1 initiatives will be implemented per Technology Plan and E-Rate initiatives (2014)                               |
| 4                        | 3 year refresh of all computers and infrastructure needs will be maintained   |
| 5                        | Library software maintained.  |
| 6                        | Cafeteria software maintained.  |
| 7                        | Staff generated professional learning supported in both face-to-face and on-line formats.   |

# Demographics

## Demographics Summary

Hereford Independent School District

Comprehensive Needs Assessment

The HISD District Improvement Plan (DIP) is prepared annually in accordance with requirements of Chapter 11, Subchapter F, of the Texas Education Code, specifically §11.251 and §11.252. These requirements are also contained in HISD policies BQ(Legal) and BQA(Legal).

The DIP serves two important purposes:

1. To document a Comprehensive System for Continuous Improvement for the district. The system is accomplished at the district, campus, and individual employee levels, through establishment of policy, and delivery of a number of long-range, ongoing, and annual actions. An integral feature of the system is the alignment of all district planning efforts with the Strategic Plan.
2. The District Improvement Plan provides detailed annual work plans for the Key Action Steps in the Strategic Plan, and is guided by a Needs Assessment conducted each year by the District Leadership Team.

The planning process begins with a thorough examination of the district including data that considers gender, ethnicity, age, language background, migrant status, children with disabilities, and socioeconomic status. By exploring the strengths and needs of the student population, technology, the staff, the parents/community, and school facilities, the planning teams can amass a wealth of information to draw from for determining the school goals, program objective, staff development needs, and funding priorities.

Hereford Independent School District is the third largest public school district in the Panhandle of Texas. Serving 4,265 students, HISD has 1 high school, 1 alternative high school (opening 2014-2015), 2 middle schools, 5 elementary schools, and 1 pre-Kindergarten campuses. As of the most recent TAPR report, the district employed 363 teachers and instructional support staff, 31 administrators, 106 classroom paraprofessionals, and 182 auxiliary staff. The student population is 13% white, <1% African American, and 86% Hispanic. The mobility rate for the district is >16.0%.

In accordance with the Texas state legislative requirements, the district staff conducted a comprehensive needs assessment for the 2013-2014 school year. The needs assessment was conducted to identify gaps in student achievement and other areas for improvement. The information used to conduct the needs assessment included data from the 2012 and 2013 State Assessment of Academic Readiness in Texas (STAAR), locally-developed assessments, discipline, attendance, and teacher retention data.

A student group with fewer than eighty percent of students passing in a given TAKS-tested content area is identified as a priority. Based on the review of the 2013 STAAR data, several priority areas were identified that will be addressed in the 2014-2015-2016 school years including:

Reading (African American, 43%; Hispanic, 63%; Special Education, 45%; ELL, 43%; and Economically Disadvantaged, 43%); Mathematics (African American, 69%; Hispanic, 64%; Special Education, 43%, ELL 54%, and Economically Disadvantaged, 63%); Writing (Hispanic, 37%; White, 63%; Special



Education 26%; ELL, 26%; and Economically Disadvantaged, 37%); Social Studies (Hispanic, 49%; Special Education, 41%; ELL, 42%, and Economically Disadvantaged, 47%); and Science (Hispanic, 65%; Special Education 45%; ELL, 49%; and Economically Disadvantaged, 63%). Efforts in 2013-14 included the support of SIRC (School Intervention Resource Center) to restructure Hereford Junior High School and the creation of the Hereford Preparatory Academy will align in the attention to student performance on the state standardized test regime. The HPA Campus achieved three Distinguished Designations in their first year including top 25% of like campuses.

The establishment of the Hereford Center for Accelerated Learning as an alternative high school begins in 2014-2015. Best practices will be used to address the areas of need in the content area(s) and student group(s) identified. Researchbased strategies to address the need in these areas are delineated in the ongoing strategies section of the district improvement plan. In order to address these areas of need, the district has identified several areas of need in relation to professional development. These areas include differentiated instruction (HOTS: Higher Order Thinking Skills), content area curriculum (TEKS Resource System), and technology integration. HISD staff will implement behavioral strategies (including, Random Actor Violence Prevention Program) to reduce the number of discipline incidents related violations in the Hereford ISD Student Code of Conduct. Additionally, strategies will be used to improve the attendance rate for all student groups including: PreK students and English Language Learners (ELL). Strategies will also be used to increase teacher retention in the district (First and Second Year Teacher Academy).

### **Demographics Strengths**

Attendance, Diversity

### **Demographics Needs**

Address needs of high at-risk population, Increasing numbers of Economically Disadvantaged students

## **Student Achievement**

### **Student Achievement Summary**

In accordance with the Texas state legislative requirements, the district staff conducted a comprehensive needs assessment for the 2013-2014 school year. The needs assessment was conducted to identify gaps in student achievement and other areas for improvement. The information used to conduct the needs assessment included data from the 2012 and 2013 State Assessment of Academic Readiness in Texas (STAAR), locally-developed assessments, discipline, attendance, and teacher retention data. A student group with fewer than eighty percent of students passing in a given TAKS-tested content area is identified as a priority. Based on the review of the 2013 STAAR data, several priority areas were identified that will be addressed in the 2014-2015-2016 school years including:

Reading (African American, 43%; Hispanic, 63%; Special Education, 45%; ELL, 43%; and Economically Disadvantaged, 43%); Mathematics (African American, 69%; Hispanic, 64%; Special Education, 43%, ELL 54%, and Economically Disadvantaged, 63%); Writing (Hispanic, 37%; White, 63%; Special Education 26%; ELL, 26%; and Economically Disadvantaged, 37%); Social Studies (Hispanic, 49%; Special Education, 41%; ELL, 42%, and Economically Disadvantaged, 47%); and Science (Hispanic, 65%; Special Education 45%; ELL, 49%; and Economically Disadvantaged, 63%).

### **Student Achievement Strengths**

HPA, Aikman, West Central, Bluebonnet campuses all earned Academic Distinction Designations. Student improvement is noted.

Improving performance on state assessment (ELL, Sped - TAKSM), UIL and academic competitive performance (SS), CTE performance

### **Student Achievement Needs**

Closing achievement gaps

Special Education and English Language Learner student performance

Discrepancy between reportcard grades and STAAR performance indicates a need to look at the rigor of graded student work, and raise the rigor of Tier 1 Instruction

Language acquisition and vocabulary development (ELL, Eco Dis, Migrant), Higher Order Thinking skills and practices, SAT and ACT performance,

increased incidents of dysgraphia, TSI testing opportunities

## **District Culture and Climate**

### **District Culture and Climate Summary**

Efforts in 2013-14 included the support of SIRC (School Intervention Resource Center) to restructure Hereford Junior High School and the creation of the Hereford Preparatory Academy will align in the attention to student performance on the state standardized test regime. The HPA Campus achieved three Distinguished Designations in their first year including top 25% of like campuses.

The establishment of the Hereford Center for Accelerated Learning as an alternative high school begins in 2014-2015. Best practices will be used to address the areas of need in the content area(s) and student group(s) identified. Researchbased strategies to address the need in these areas are delineated in the ongoing strategies section of the district improvement plan. In order to address these areas of need, the district has identified several areas of need in relation to professional development. These areas include differentiated instruction (HOTS: Higher Order Thinking Skills), content area curriculum (TEKS Resource System), and technology integration. HISD staff will implement behavioral strategies (including, Random Actor Violence Prevention Program) to reduce the number of discipline incidents related violations in the Hereford ISD Student Code of Conduct. Additionally, strategies will be used to improve the attendance rate for all student groups including: PreK students and English Language Learners (ELL). Strategies will also be used to increase teacher retention in the district (First and Second Year Teacher Academy).

### **District Culture and Climate Strengths**

Improvements have been made in the area of shared decision making.  
Transparency with information  
Alignment of curriculum  
Teacher, Parent, Student survey results, extracurricular successes

### **District Culture and Climate Needs**

Utilizing stakeholder feedback to make decisions at all levels of the organization.

Consistency across campuses in efforts to eliminate bullying.

Comprehensive and articulated student management system/respect for authority, parental involvement, maintaining high expectations of student

performance, poor attendance by chronic offenders,

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

The Board of Trustees has prioritized maintaining a 100% highly qualified and certified staff, and that priority, as well as very high performance from the administrative staff is providing a quality experience for each student in Hereford ISD. Quality instructional and administrative staff members are attracted to Hereford because they see the employment in the district as an opportunity for them to collaborate and work with other highlyqualified and knowledgeable team members. A challenge to our ability to recruit the most qualified and best applicants is competition from surrounding districts and the limited ability to increase pay schedules demanded by market driven compensation. Our excellence in bringing in and training a quality staff, is however, intact, though a constant challenge.

The district has increased staff development and technology training aligned to district priorities, one of which is to increase the number he ability to differentiate instruction and all teachers have been introduced to the SIOP model for ELL. In order to meet all expectations for instructional alignment, all staff have been trained in the district's model of instruction based on the TEKS Resource System. Administration and instructional staff are invited to apply for admission to initiatives like the Leadership Development Academy. Professional development efforts are continuously aligned to the campus and district needs assessments. The First and Second Year Teacher Academies are strong and provide a supportive additional layer for teachers new to the profession.

HISD continues to have challenges in staff attendance and measures substitute usage.

### **Staff Quality, Recruitment, and Retention Strengths**

- Quality administrators at each campus.
- Strong succession process for campus level administrators.
- Opportunities for collaboration and teamwork
- 100% Highly Qualified Staff
- Staff retention at or above industry standard
- Increased training aligned to district priorities
- Broad range of teacher experience
- Increasing number of teachers with ESL certifications
- Quality 1st year and 2nd year teacher mentoring program

### **Staff Quality, Recruitment, and Retention Needs**

- More strategic and intentional plan for leadership development at all levels of the organization.
- Accurate, effective and ongoing feedback and appraisals of personnel
- Ability to recognize staff through salary increases and benefits packages
- Increase in staff attendance

Systemic planning throughout organization and departments  
Core documents are not fully embedded in the culture throughout organization  
Development of training “webinars” or other online training

# **Curriculum, Instruction, and Assessment**

## **Curriculum, Instruction, and Assessment Summary**

Based on research and best-practice, the district is designing and deploying a state-aligned curriculum. The TEKS Resource System provides the foundation for assuring all TEKS are addressed at the appropriate depth of knowledge (DOK) and at a level of rigor that provides for profound levels of learning. A focus on instructional best practices, gap areas and identification of root causes forms the basis for improvement in the written curriculum document. Data driven decisions for improvement in written curriculum and instructional methodologies are based on state and local assessments and campus walkthrough data. Embedded professional development, increased use of aligned written curriculum, and analysis of data will continue to provide the basis for monitoring accountability progress at the district and campus level.

Intentional efforts and processes will be piloted to increase fidelity of curriculum implementation, instructional best practices, programs, processes and procedures for compliance.

## **Curriculum, Instruction, and Assessment Strengths**

Worked cooperatively with campus administrators in strengthening their ability to be instructional leaders

Affirmed instructional looping at West Central Elementary school

Educated teachers and principals on the new state assessment - - STAAR and new graduation plans (HB5)

Incorporates assessment data (CBA, etc.) to identify and address strengths, weaknesses, and gaps in the curriculum at district and campus level

Aligned Curriculum aligned to state standards, ACT, and SAT

Increased the alignment of special program and regular education processes

Enhanced the understanding of rigor and depth of knowledge

Working to align digital resources in support of increasing technology in the classroom

Aligning RTI processes and actions

## **Curriculum, Instruction, and Assessment Needs**

Create a process for gathering data that drives increased student engagement and measures active learning opportunities

Addressing the limitations of current software support

Imbedding technology applications / keyboarding in curriculum for grades K-8

Automate the process for managing inventory and tracking of instructional resources

Increase the use of fidelity checks in the processes for programs, instruction, and curriculum

More information on Foundation/Endorsement Graduation plans



## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Communication is key to the effectiveness of all family and community involvement. Through the use of internal and external electronic and printed communication tools (Facebook, website, School Messenger, Family Access, etc.) stakeholders receive information and provide critical feedback. With frequent interaction between schools, families, and communities students are more likely to receive common messages regarding the importance of school, collaboration, and partnerships.

Family liaison assigned periodically to all campuses.  
SRO support

Would like to have a more sustained approach to issues such as teen pregnancy, drug use/abuse, gang affiliation.

### **Family and Community Involvement Strengths**

Parent/Community feedback (District/campus surveys)  
Parent/Community volunteer support at campuses  
Web site  
Social media (Twitter, Facebook)  
Electronic publications  
Extra-curricular booster club

### **Family and Community Involvement Needs**

Title 1 communication: education of families regarding 21st century learning  
Teacher websites lack current, consistent and relevant information.  
Continuous need for customer service training.  
Parent education regarding instructional practices.  
Maintaining the same level of outreach and community education with budget constraints.  
Improved customer service  
Continuing to provide opportunities for engagement  
Expanded Drug/Alcohol Abuse Awareness  
More information on Foundation/Endorsement Graduation plans

## **District Context and Organization**

### **District Context and Organization Summary**

Hereford ISD has benefited from campus efforts to reorganize themselves into functions and create more efficient campus alignment structures for process development and efficiency of service delivery. These reorganized administrative and instructional efforts have been helpful in developing the vertical alignment of the district. The ability of campuses to become more functional and agile reflects a desire at all levels of the organization to become more responsive AND more forward-thinking, in order to better serve our stakeholders. Elementary campuses have also benefited from an increased effort to facilitate horizontal alignment work to align processes and spread good ideas throughout the district.

### **District Context and Organization Strengths**

Implementation of vertical action plans and alignment to campus CIPs.  
Continued development of campus/district processes  
Efficiency efforts at the campuses  
SpEd Inclusion, SRO program, SOAR, Aligned software and curriculum materials

### **District Context and Organization Needs**

Vertical Alignment implementation and unity

Development of processes in priority areas.

Reorganization within functions to complete necessary work with less resources and less people

# Technology

## Technology Summary

Technology plays an important role in terms of what and how student learning takes place. In the Hereford ISD, teachers are encouraged and supported in the use of technology to facilitate methods of teaching that are far more engaging, effective, and efficient than past practices and resources allowed. Throughout the District, students are not only learning with technology, they are learning about technology. All indications point to our students achieving academic success and becoming skilled digital users in the process. The instructional program is infused with technology in the delivery of curriculum content and instructional practice. The District Technology plan is aligned to the District Improvement Plan. The plan identifies strategies to meeting local, state, and national technology standards including 21st Century Skills. The incorporation of an instructional-technology specialist will provide teachers with the support for integrating technology into lessons. The TEKS Resource System supports the curriculum team as they help to identify student expectations, write curriculum, and assist in the assessment of the curriculum. A major emphasis is placed on increasing the levels of student engagement using various technology tools and a collaborative learning environment.

## Technology Strengths

Administrative use of technology for campus organization and communication.

Emphasis on student use of technology in classrooms. Hereford HS 1:1 laptop technology initiative (year 6)

Focused use of money on technology improvements

The use of technology to provide expanded opportunities for gathering, accessing, analyzing, and utilizing data for effective decision-making. Classrooms are equipped with independent and ceiling mounted projectors, document/web cameras, sound reinforcement, teacher laptop and docking station and student access to various technologies.

All facilities have wireless access

A co-sourcing agreement with Apple

## Technology Needs

Consistency in use of technology for organization and communication.

Student use of technology as a learning tool.

Administrator and Teacher knowledge of technology

Disaster recovery plan to prevent data loss and insure 24 by 7 reliability of network resources.

Provide automation for routine tasks and process to increase efficiency and productivity.

Create a common language for technology to support users in locating resources and direction.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- 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
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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 ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- SSI: Think Through Math assessment data (Grades 3-8)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Observation Survey results

### **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
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

### **Employee Data**

- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data

### **Parent/Community Data**

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

### **Support Systems and Other Data**






- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

# Goals

**Goal 1: To provide a supplement to offset rising cost of health insurance for all employees that take health insurance.**


**Performance Objective 1:** Explore and develop a cost analysis for insurance supplements and a district wellness program.

**Summative Evaluation:** Information disseminated to 100% Hereford ISD employees.

| Strategy Description  | TITLE I | Staff Responsible for Monitoring  | Evidence that Demonstrates Success  | Formative Reviews |     |     |     |
|---|---------|---|---|-------------------|-----|-----|-----|
|   |         |   |   | Sept              | Nov | Mar | May |
| 1) Create a chart to identify the costs for different options on supplements to offset cost of rising health insurance.   | 1, 5    | Business Manager<br>Employee Benefits Clerk<br>Superintendent           | Chart complete and disseminated   |                   |     |     |     |
| Funding Sources: 199 - Local  |         |   |   |                   |     |     |     |
| 2) Investigate the feasibility of / and cost to implement a district wide employee wellness program.  | 1, 5    | Superintendent<br>Athletic Directors                                    | Aetna has a wellness program and HISD is investigating HISD bringing someone in locally                         |                   |     |     |     |
| 3) Identify and disseminate the costs and benefits of the Affordable Care Act.  | 1, 5    | Business Manager<br>Employee Benefits Clerk<br>Human Resources Division | Superintendent and board attended presentations on ACA<br>Business Mgr scheduled to attend presentations on ACA |                   |     |     |     |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |         |   |   |                   |     |     |     |

## Goal 2: Improve performance on STAAR (Writing, sub-populations).

**Performance Objective 1:** Writing will improve by 25% in all tested areas.


| Strategy Description   | TITLE I | Staff Responsible for Monitoring             | Evidence that Demonstrates Success  | Formative Reviews |     |     |     |
|--|---------|--|---|-------------------|-----|-----|-----|
|  |         |  |   | Sept              | Nov | Mar | May |
| <b>System Safeguard Strategies</b><br><b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 7<br>1) Systemic Continuous Staff Development     | 1, 4    | Curriculum Division Principals               | Scheduled professional development for grades 3-8<br>Implementation of Training<br>Lead4Ward Training in July - campuses are continuing to develop this training. |                   |     |     |     |
| <b>System Safeguard Strategies</b><br><b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 7<br>2) Vertical alignment of the writing process | 1, 9    | Curriculum Division Principals Lead Teachers | Walk-through documentation<br>CBA development<br>Curriculum Writing Guide grades 2-11   |                   |     |     |     |
|    |         |  |   |                   |     |     |     |



**Goal 2:** Improve performance on STAAR (Writing, sub-populations).

**Performance Objective 2:** Improve Reading performance by 25% in all tested areas

**Summative Evaluation:** Reading performance

| Strategy Description   | TITLE I   | Staff Responsible for Monitoring  | Evidence that Demonstrates Success  | Formative Reviews |     |     |     |
|--|---|---|---|-------------------|-----|-----|-----|
|  |   |   |   | Sept              | Nov | Mar | May |
| <b>System Safeguard Strategies</b><br><b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 4<br><br>1) Utilize iStation as a reading intervention for English and Spanish learners | 1, 2, 9, 10   | Campus SAT Reading specialists Curriculum Team                                      | Reading performance improves on progress monitoring measures  |                   |     |     |     |
|  | Funding Sources: 211 - Title 1 - \$12635.00, 263 - Title III LEP - \$10000.00 |   |   |                   |     |     |     |
| <b>System Safeguard Strategies</b><br><b>Critical Success Factors</b><br>CSF 1<br><br>2) Provide training in the instruction of phonemic awareness (Summer 2015)                 | 1, 3, 4   | Curriculum Team Campus Administrators   | Training provided   |                   |     |     |     |
|  | Funding Sources: 270 - Title VI Rural - \$2442.00                             |   |   |                   |     |     |     |
| <b>Critical Success Factors</b><br>CSF 1<br><br>3) Provide training in the instruction of phonics (Summer 2015)  | 1, 3, 4   | 1, 3, 4 Curriculum Team Campus Administrators                                       | Training provided   |                   |     |     |     |
|  | Funding Sources: 211 - Title 1 - \$12000.00                                   |   |   |                   |     |     |     |
| <b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 4<br><br>4) Provide district wide Dyslexia Services   | 3, 9  | Director for Curriculum and Instruction, Dyslexia Therapists, Campus Administrators | All identified students are served through a variety of resources and frequently monitored for success. |                   |     |     |     |
|  | Funding Sources: 199 - Local, 199 - Local, 199 - Local                        |   |   |                   |     |     |     |
|    |   |   |   |                   |     |     |     |

### Goal 3: Up-grade Wi-Fi infrastructure.

**Performance Objective 1:** Increase bandwidth available to all district facilities by 10%

**Summative Evaluation:** Bandwidth increased

**Goal 3:** Up-grade Wi-Fi infrastructure.

**Performance Objective 2:** Improve mobile connectivity to all district facilities by increasing contact points by 10%






**Goal 3:** Up-grade Wi-Fi infrastructure.

**Performance Objective 3:** Align technology and instructional time so that students utilize effective technology products by 25%.

### Goal 4: Identify the reasons and establish strategies to meet the needs of the high % of at-risk students.

**Performance Objective 1:** Train 100% of the core teachers in the correct use of research based, district identified reading and math intervention programs.






**Summative Evaluation:** 100% Core teachers attend, complete, or demonstrate correct use of research based, district identified reading and math intervention programs.

| Strategy Description  | TITLE I           | Staff Responsible for Monitoring                     | Evidence that Demonstrates Success  | Formative Reviews |     |     |     |
|---|-------------------|--|---|-------------------|-----|-----|-----|
|   |                   |  |   | Sept              | Nov | Mar | May |
| 1) Establish dates for training for Texas based products: Think Thru Math and iStation.   | 1, 2, 3, 4, 9, 10 | Curriculum Division Principals Learning Facilitators | Teacher surveys with 95%+ feedback on clear understanding of program delivery and measurement.<br><br>Student growth - progress monitoring provided by specific program<br><br>Student growth - CBA's and STAAR<br><br>Dates for training establish Fall 2014 |                   |     |     |     |
| 2) Monitor each campus to ensure that ALL teachers are thoroughly trained and ready to implement Think Thru Math and iStation.  | 1, 2, 3, 4, 9, 10 | Curriculum Division Principals Learning Facilitators | Schedule of training, sign in sheets.<br><br>Survey of teachers regarding training effectiveness.   |                   |     |     |     |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |                   |  |   |                   |     |     |     |

**Goal 4:** Identify the reasons and establish strategies to meet the needs of the high % of at-risk students.

**Performance Objective 2:** Provide small group training opportunities on each campus to demonstrate the techniques of integrating reading into the content areas.


**Summative Evaluation:** Trainings held and positive feedback on the training session

| Strategy Description   | TITLE I           | Staff Responsible for Monitoring  | Evidence that Demonstrates Success  | Formative Reviews |     |     |     |
|--|-------------------|---|---|-------------------|-----|-----|-----|
|  |                   |   |   | Sept              | Nov | Mar | May |
| <p><b>System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 7</p> <p>1) Train teachers on the basic/simple techniques of integrating reading instruction into their content area lessons.<br/>(Concept definition mapping; graphic organizers; anticipation guide; directed reading; thinking activities; etc)</p>  | 1, 2, 3, 4, 9, 10 | Curriculum Division<br>Principal Learning Facilitator<br>Program Directors<br>Instructional Technology Specialist | <p>Survey of teachers regarding training effectiveness.</p> <p>Agenda, sign-in, minutes, evaluations</p> <p>Evidence observed during administrative walk-throughs</p> <p>Documentation of master teachers providing direction in PLC's, grade-level meetings, etc</p> |                   |     |     |     |
| <p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p> |                   |   |   |                   |     |     |     |

**Goal 4:** Identify the reasons and establish strategies to meet the needs of the high % of at-risk students.

**Performance Objective 3:** Each campus will develop a campus appropriate plan to inform parents of campus expectations to enable parents to feel comfortable coming to and participating in their child's school activities.






**Summative Evaluation:** 100% of the campus plans presented to administrative team.

| Strategy Description   | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success          | Formative Reviews |     |     |     |
|--|---------|----------------------------------|---|-------------------|-----|-----|-----|
|  |         |                                  |   | Sept              | Nov | Mar | May |
| 1) All campuses will conduct an Open House during the fall and spring.             | 1, 6    | Campus Administration            | Sign-In Sheets<br>Agendas<br>Parent Surveys |                   |     |     |     |
|  |         |                                  |   |                   |     |     |     |

**Goal 4:** Identify the reasons and establish strategies to meet the needs of the high % of at-risk students.

**Performance Objective 4:** Provide training for teachers on the reasons for gaps among our at risk students: 1) sub populations, 2) emotional and social concerns (including poverty), and research based interventions that are shown to close the performance gaps in our at risk youth.


**Summative Evaluation:** 50% of the teachers will attend training to address closing performance gaps for at risk youth?

| Strategy Description   | TITLE I              | Staff Responsible for Monitoring                 | Evidence that Demonstrates Success  | Formative Reviews |     |     |     |
|--|----------------------|--|---|-------------------|-----|-----|-----|
|  |                      |  |   | Sept              | Nov | Mar | May |
| <p><b>System Safeguard Strategies</b><br/><b>Critical Success Factors</b><br/>CSF 2 CSF 3</p> <p>1) Provide data analysis training to ensure that teachers can collect and analyze data showing gaps in sub populations performance (Summer 2015)</p>  | 1, 2, 4, 7, 8, 9, 10 | Curriculum Division Principals Program Directors | <p>Teacher survey results<br/>Walk-through data<br/>CBA and STAAR performance<br/>Campuses are working diligently in providing this training<br/>District Directors will provide data learning to Learning Facilitators to implement at the campus level.</p> |                   |     |     |     |
| Funding Sources: 270 - Title VI Rural - \$35000.00   |                      |  |   |                   |     |     |     |
| <p><b>System Safeguard Strategies</b><br/><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>2) Provide training for teachers in how to successfully address the needs of at risk youth.</p>   | 1, 2, 4, 7, 8, 9, 10 | Curriculum Division Principals Program Directors | <p>Teacher survey results Walk-through data CBA and STAAR performance</p> <p>October 2014 Principal received training in Safeguard identification</p> <p>Webinar from Region 16 provided to campus At-Risk contacts in Sept 2014</p>                          |                   |     |     |     |
| <p><b>System Safeguard Strategies</b></p> <p>3) Provide training for teachers to self-assess and overcome bias against non traditional/non-mainstream student groups. Emphasis on establishing and maintaining high expectations for academic and behavior performance for all students.</p>   | 1, 2, 3, 7, 8, 9, 10 | Curriculum Division Principals Program Directors | <p>Teacher survey results Walk-through data CBA and STAAR performance</p> <p>Campuses are addressing at the campus level on identification - assistance needed.</p>   |                   |     |     |     |
| <p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p> |                      |  |   |                   |     |     |     |

**Goal 4:** Identify the reasons and establish strategies to meet the needs of the high % of at-risk students.

**Performance Objective 5:** Provide additional support for PK learning through a full day program.






**Summative Evaluation:** Student Readiness assessments indicate 100% of the students taking part in full day PK are prepared for instruction at the Kindergarten level

| Strategy Description   | TITLE I     | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews |     |     |     |
|--|-------------|----------------------------------|------------------------------------|-------------------|-----|-----|-----|
|  |             |                                  |                                    | Sept              | Nov | Mar | May |
| <b>Critical Success Factors</b><br>CSF 1 CSF 4 CSF 5<br><br>1) Fund full day Pre K staff | 1, 3, 7, 10 | HR Stanton Administrators        | Staffing complete                  |                   |     |     |     |
| Funding Sources: 211 - Title 1 - \$120516.00   |             |                                  |                                    |                   |     |     |     |
|        |             |                                  |                                    |                   |     |     |     |

**Goal 4:** Identify the reasons and establish strategies to meet the needs of the high % of at-risk students.

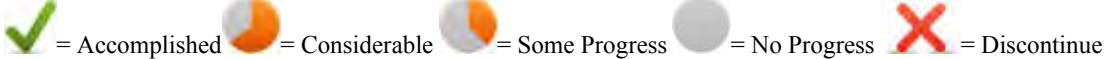
**Performance Objective 6:** Provide additional support for ELL learners

**Summative Evaluation:** Improved performance on standardized assessments; increase passing rates on courses and grade level material

| Strategy Description  | TITLE I       | Staff Responsible for Monitoring             | Evidence that Demonstrates Success   | Formative Reviews |     |     |     |
|---|---------------|--|--|-------------------|-----|-----|-----|
|   |               |  |  | Sept              | Nov | Mar | May |
| <b>System Safeguard Strategies</b><br><b>Critical Success Factors</b><br>CSF 1 CSF 4<br><br>1) Provide additional ELL Intervention staff for students in grades 6-8   | 1, 2, 3, 8, 9 | Campus Administration Bilingual/ESL Director | Improved performance on STAAR; Increased passing rates on courses to advance to the next grade level; Staff hired and retained |                   |     |     |     |
| Funding Sources: 211 - Title 1 - \$50000.00   |               |  |  |                   |     |     |     |
| <b>System Safeguard Strategies</b><br><b>Critical Success Factors</b><br>CSF 1 CSF 4<br><br>2) Provide additional ELL Intervention staff for students in grades 9-12  | 1, 2, 3, 8, 9 | Campus Administration Bilingual/ESL Director | Improved performance on STAAR; Increased passing rates on courses to earn credits for graduation; Staff hired and retained     |                   |     |     |     |
| Funding Sources: 211 - Title 1 - \$50000.00   |               |  |  |                   |     |     |     |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue |               |  |  |                   |     |     |     |

**Goal 4:** Identify the reasons and establish strategies to meet the needs of the high % of at-risk students.

**Performance Objective 7:** At risk students will transition from grade to grade at the same rate as their non identified peers


| Strategy Description  | TITLE I | Staff Responsible for Monitoring       | Evidence that Demonstrates Success  | Formative Reviews |     |     |     |
|---|---------|--|---|-------------------|-----|-----|-----|
|   |         |  |   | Sept              | Nov | Mar | May |
| <p><b>Critical Success Factors</b><br/>CSF 2 CSF 5</p> <p>1) Provide enhanced counseling services through the use of specialized software grades K-12</p>   | 9       | Campus counselors                      |   |                   |     |     |     |
| Funding Sources: 211 - Title 1 - \$1200.00  |         |  |   |                   |     |     |     |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>2) Provide for data availability to all staff through DMAC software platform via the ESC 16 contract.</p>   | 1, 8, 9 | Curriculum Director<br>Superintendent  | Staff utilize DMAC software to make informed decisions regarding students at risk due to learning gaps and the for those failing to transition from grade to grade at the same rate as their peers. |                   |     |     |     |
| Funding Sources: 211 - Title 1 - \$17711.00   |         |  |   |                   |     |     |     |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 4</p> <p>3) Utilize available roll-forward funding to augment embedded tutorial activities (within school day, extended day, extended year credit recovery</p> | 1, 9    | Campus administrators                  | Attendance sheets<br>Progress monitoring  |                   |     |     |     |
| Funding Sources: 211 - Title 1 - \$35000.00, 211 - Title 1 - \$60000.00   |         |  |   |                   |     |     |     |
| <p><b>Critical Success Factors</b><br/>CSF 5 CSF 6</p> <p>4) Students at all grade levels will receive instruction on career choice and career readiness. CTE introductory courses are offered grades 8-12.</p>       | 9       | CTE director,<br>campus administration | CTE course rosters<br>Career Fair participation   |                   |     |     |     |
|    |         |  |   |                   |     |     |     |



**Goal 4:** Identify the reasons and establish strategies to meet the needs of the high % of at-risk students.

**Performance Objective 8:** Federal programs administrators and staff will increase their understanding of the funding and support mechanisms by attending the Texas Title I conference

**Summative Evaluation:** Meeting attended and information disseminated to all district instructional administrators.

| Strategy Description  | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success              | Formative Reviews |     |     |     |
|---|---------|----------------------------------|---|-------------------|-----|-----|-----|
|   |         |                                  |   | Sept              | Nov | Mar | May |
| <p><b>Critical Success Factors</b><br/>CSF 2</p> <p>1) Provide professional development opportunities to Federal Programs administrators.</p> | 4       | Federal Programs Director        | Meetings attended and information disseminated. |                   |     |     |     |
| Funding Sources: 211 - Title 1 - \$8500.00  |         |                                  |   |                   |     |     |     |
|   |         |                                  |   |                   |     |     |     |

**Goal 4:** Identify the reasons and establish strategies to meet the needs of the high % of at-risk students.

**Performance Objective 9:** Student attendance will meet or exceed 97%.


**Summative Evaluation:** PEIMS submission

| Strategy Description  | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success   | Formative Reviews |     |     |     |
|---|---------|----------------------------------|--|-------------------|-----|-----|-----|
|   |         |                                  |  | Sept              | Nov | Mar | May |
| <b>Critical Success Factors</b><br>CSF 4<br>1) Campus principals will review student attendance data each six weeks | 10      | Campus administrator             | Campus student attendance rates that contribute to district attendance improves. |                   |     |     |     |
|   |         |                                  |  |                   |     |     |     |

**Goal 5: Professional development focused on integrating technology into lessons.**

**Performance Objective 1:** Employ a district staff member to assist with integration of technology into the district curriculum.

**Summative Evaluation:** Position employed and evaluation feedback is supportive of the district mission.

| Strategy Description   | TITLE I    | Staff Responsible for Monitoring                         | Evidence that Demonstrates Success   | Formative Reviews |     |     |     |
|--|------------|--|--|-------------------|-----|-----|-----|
|  |            |  |  | Sept              | Nov | Mar | May |
| 1) Identify funds  | 1, 3, 4, 5 | Human Resources Division Business Manager Superintendent | Budget review based on needs assessment generated by DLT and campuses  |                   |     |     |     |
| 2) Recruit qualified applicants  | 1, 3       | Human Resources Division Business Manager Superintendent | Multiple hiring strategies were identified including hiring for technical assistance and training current staff to support instruction. Also hiring for instructional expertise. |                   |     |     |     |
| 3) Hire most qualified applicant   | 3          |  | Hired Dana Friel   |                   |     |     |     |
|  |            |  |  |                   |     |     |     |

**Goal 5:** Professional development focused on integrating technology into lessons.

**Performance Objective 2:** Increase the number of opportunities for grade level specific integration of technology.

**Summative Evaluation:** Evaluation and feedback to track number of opportunities.

| Strategy Description  | TITLE I       | Staff Responsible for Monitoring  | Evidence that Demonstrates Success | Formative Reviews |     |     |     |
|---|---------------|---|------------------------------------|-------------------|-----|-----|-----|
|   |               |   |                                    | Sept              | Nov | Mar | May |
| 1) Integration training for iPads   | 1, 4, 5, 7, 9 | Technology Division Curriculum Division Principal Learning Facilitators | Staff Survey completed             |                   |     |     |     |
| 2) Integration training for Eno Boards - Smart Boards   | 1, 4, 5, 7, 9 | Technology Division Curriculum Division Principal Learning Facilitators | Staff Survey completed             |                   |     |     |     |
| 3) Integration training for Elmo's and other projective devices.  | 1, 4, 5, 7, 9 | Technology Division Curriculum Division Principal Learning Facilitators | Staff Survey completed             |                   |     |     |     |
| 4) Integration training for distance learning, including Schoology, Moodle, TxVSN.                                      | 1, 4, 5, 7, 9 | Technology Division Curriculum Division Principal Learning Facilitators | Staff Survey completed             |                   |     |     |     |
| <p style="text-align: center;"><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> 5) Integration training for Istation | 4             | Technology Division Curriculum Division Principal Learning Facilitators | Training completed                 |                   |     |     |     |
| Funding Sources: 211 - Title 1 - \$2500.00  |               |   |                                    |                   |     |     |     |

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 5:** Professional development focused on integrating technology into lessons.

**Performance Objective 3:** Provide opportunity for foundational educators to attend the TCEA conference in Austin, TX.


**Summative Evaluation:** Sign in and attendance documentation. Campus and District presentations on data collected and learning gained by attendance.

| Strategy Description  | TITLE I | Staff Responsible for Monitoring                                 | Evidence that Demonstrates Success   | Formative Reviews                           |     |     |     |
|---|---------|--|--|---|-----|-----|-----|
|   |         |  |  | Sept  | Nov | Mar | May |
| <p><b>Critical Success Factors</b><br/>CSF 7</p> <p>1) Provide opportunity and funds for:<br/>5 (K-2 teachers)<br/>5 (3-5 teachers)<br/>2 PK teachers<br/>2 HJH<br/>2 HPA<br/>5 HHS</p> | 1, 4    | Principal Professional Development Division Curriculum Divisions | Group of teachers have been selected to attend. CATE teachers will also be attending. Travel is booked and arrangements made |   |     |     |     |
|   |         |  |  | Funding Sources: 211 - Title 1 - \$15154.00 |     |     |     |
| 2) Require follow up presentations by attendees as part of the summer professional development offerings  | 1, 3, 4 | Principal Professional Development Division Curriculum Divisions |  |   |     |     |     |
|   |         |  |  |   |     |     |     |

**Goal 5:** Professional development focused on integrating technology into lessons.

**Performance Objective 4:** Explore the idea of a team of 8th - 12th grade students attending TCEA to return as presenters for all teachers in the summer.

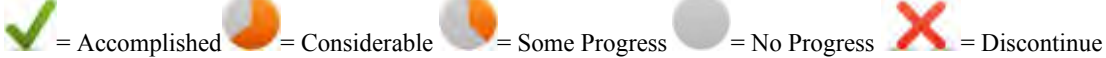
**Summative Evaluation:** Decision made.

| Strategy Description   | TITLE I | Staff Responsible for Monitoring | Evidence that Demonstrates Success                         | Formative Reviews |     |     |     |
|--|---------|----------------------------------|--|-------------------|-----|-----|-----|
|  |         |                                  |  | Sept              | Nov | Mar | May |
| 1) Engage team of leaders to determine the feasibility of a team of students attending TCEA  |         | Technology Division Principals   | A request has been made to TCEA but no response as of now. |                   |     |     |     |
| 2) Create an application process for students to attend TCEA. Include the physical application, teacher recommendation, and other requirements as per team recommendation. |         | Technology Division Principals   |  |                   |     |     |     |
|    |         |                                  |  |                   |     |     |     |

**Goal 6: Professional development for Inclusion efforts.**

**Performance Objective 1:** Collaborate with ESC 16 to establish continuum of training for Inclusion.

**Summative Evaluation:** Training established and attended.

| Strategy Description   | TITLE I     | Staff Responsible for Monitoring | Evidence that Demonstrates Success  | Formative Reviews |     |     |     |
|--|-------------|----------------------------------|---|-------------------|-----|-----|-----|
|  |             |                                  |   | Sept              | Nov | Mar | May |
| 1) Train paraprofessionals in Inclusion methods and strategies.                    | 1, 2, 4     |                                  | Para instructional staff included in 1/2 day elementary math training in October  |                   |     |     |     |
| 2) Train teachers in Inclusion methods and strategies                              | 1, 2, 4, 10 |                                  | Training specific to Inclusion is yet to be determined. Math textbook and differentiation was provided in October 2014<br><br>Jamie Canales with Region 16 has been in for training |                   |     |     |     |
|  |             |                                  |   |                   |     |     |     |



**Goal 6:** Professional development for Inclusion efforts.

**Performance Objective 2:** Contract with Stetson and Associates to provide Inclusion training and coaching.

**Summative Evaluation:** Training established and attended.

**Goal 6:** Professional development for Inclusion efforts.

**Performance Objective 3:** Campus administrators will attend a summer conference on Co-Teaching.

**Summative Evaluation:** Training established and attended.

**Goal 6:** Professional development for Inclusion efforts.





**Performance Objective 4:** 100% of core instructional staff will be trained in elements of TBSI - Texas Behavior Support Initiative relating to instruction of students with disabilities.

**Summative Evaluation:** Training scheduled and monitored by SpEd leadership






**Goal 7: To attend to and meet the full expectation of improvement plans as per statute.**

**Performance Objective 1:** 1. Instructional methods for all student groups not achieving their full potential, including At-Risk 2. Accelerated education, including at-risk/State Comp Ed, Titles I, II, III [TEC 11.252.(3) and TEC 29.081] 3. Methods for addressing needs of students for special programs: a. early mental health intervention and suicide prevention (District only - HB 1386) b. conflict resolution programs [TEC 11.252(3)(B)] c. drug and violence prevention and intervention [TEC 11.252(3)(B)] d. dyslexia treatment and accelerated reading program [TEC 11.252(a)(3)(B)] e. pregnancy related services [TEA Addendum] f. homeless 4. Attendance 5. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D) and TEC 28.001] 6. Discipline management [TEC 11.252 (a)(3)(E)] and Discipline Management Programs [TEC 11.252] including prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying or bully-like behavior in school, on school grounds and in school vehicles. 7. Prevention, identification, response to and reporting of bullying. 8. Harassment and dating violence [TEC 37.001] 9. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 10. Strategies for recruiting high quality teachers and ensure that instruction will be provided by highly qualified teachers as defined by NCLB. 11. Policy for addressing sexual abuse and other maltreatment of children. District plan only. [TEC 11.252(9)] 12. Training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education.

**Summative Evaluation:** All 12 items addressed in a productive manner at the district level.

| Strategy Description   | TITLE I | Staff Responsible for Monitoring   | Evidence that Demonstrates Success  | Formative Reviews   |   |   |   |
|--|---------|--|---|---|---|---|---|
|  |         |  |   | Sept  | Nov   | Mar   | May   |
| <p><b>Critical Success Factors</b><br/>CSF 5</p> <p>1) Parental Involvement HISD Successful Parent Academy "parentsonline.com" a parent training on Internet, Social Media and Digital Wellness for their students</p>   | 1, 10   | HISD Counseling Team Superintendent Technology Division                                | Connect2Inspire Reggie Cajayon presented 1 hour meeting for parents (11-13-14) on Digital Wellness including the "ART" of Internet Safety<br>A-Awareness<br>R-Rules<br>T-Training |   |   |   |   |
| Funding Sources: 199 - Local - \$1500.00   |         |  |   |   |   |   |   |
| 2) Provide specialized software, available through the library, for student research   |         |  |   |   |   |   |   |
| Funding Sources: 211 - Title 1 - \$1000.00   |         |  |   |   |   |   |   |
| 3) Provide virtual experiences via video streaming and virtual field trips - ESC 16 Contract   |         | Director of Curriculum<br>Director of Technology                                       |   |   |   |   |   |
| Funding Sources: 211 - Title 1 - \$7234.00   |         |  |   |   |   |   |   |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Provide professional development as identified by each Campus CNA and the District Professional Development plan through the ESC contracts of Curriculum and Instruction, and Teacher, Principal Training</p> | 2, 3, 4 | Curriculum Division<br>Campus Administration<br>Assist. Supt for Professional Learning | Increased student performance as measured on state assessments.<br>Teacher retention<br>Administrator retention   |   |   |   |   |
| Funding Sources: 211 - Title 1 - \$10580.00, 255 - Title II - \$10580.00   |         |  |   |   |   |   |   |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 7</p> <p>5) Provide professional development to support sustained curriculum alignment efforts</p>  | 4       | Curriculum Division  | Attendance at ASCD conference   |   |   |   |   |
| Funding Sources: 211 - Title 1 - \$11315.40  |         |  |   |   |   |   |   |
| <p><b>Critical Success Factors</b><br/>CSF 7</p> <p>6) Provide professional development for music, physical education, library services as identified in campus CNA and the District Professional Development Plan.</p>  | 1, 3, 4 | Curriculum Director<br>Campus Principal<br>Federal Programs Director                   | Attendance at high quality professional development   |  |  |  |  |
| Funding Sources: 211 - Title 1 - \$2500.00   |         |  |   |   |   |   |   |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 3 CSF 7</p> <p>7) Provide stipend compensation for instructional staff to participate in writing curriculum to further district alignment</p>   | 2, 8    | Curriculum Division  | Stipends disseminated<br>Evidence of curriculum development   |   |   |   |   |
| Funding Sources: 211 - Title 1 - \$25000.00  |         |  |   |   |   |   |   |

|   |         |  |  |  |  |  |  |
|---|---------|--|--|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 3 CSF 6</p> <p>8) Leadership development for district administrators (Summer 2015) Capturing Kids Hearts Leadership Blueprint</p>   | 1, 4    | Superintendent   | Meetings held; evaluations   |  |  |  |  |
| Funding Sources: 211 - Title 1 - \$22000.00   |         |  |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 3 CSF 6</p> <p>9) Leadership development for campus administrators and student leadership teams - HHS, HJH, HPA, HCAL</p>   | 1, 4, 8 | Curriculum Division<br>Assist Supt for Professional Learning | Attendance at meetings; implementation of leadership classes; evaluations  |  |  |  |  |
| Funding Sources: 211 - Title 1 - \$117900.00  |         |  |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 7</p> <p>10) Recruit highly qualified teachers and staff</p>  | 5       | HR Division  | Hiring profile   |  |  |  |  |
| Funding Sources: 255 - Title II - \$5000.00   |         |  |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 5 CSF 6</p> <p>11) Early mental health intervention and suicide prevention: 100% of student self-reports will be seen by a licensed counselor using the HISD protocol</p>   | 10      | Campus administrators and campus counselors.                 | Reports at each monthly counselor meeting evidence number of student self-reports and number of counselor reports regarding student safety |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 6</p> <p>12) Conflict Resolution Strategies: Campus counselors PK-8 will present classroom lessons on the strategies of conflict resolution. Leadership teams may be trained in peer mediation.</p>   | 10      | Campus administrators and campus counselors.                 | Student discipline data  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 6</p> <p>13) Drug and violence prevention and intervention: Red Ribbon week activities, Olweus activities, Counselor interventions, peer mediations, SRO on campus</p>  | 10      | Campus administrators and campus counselors.                 | Reports at each monthly counselor meeting.   |  |  |  |  |
| Funding Sources: 199 - Local - \$500.00   |         |  |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 6</p> <p>14) Pregnancy Related Services are provided by identification, prenatal counseling and services, post delivery in-home instruction and monitoring via PRS staff</p>  | 10      | PRS staff  | Reporting to TEA is without error  |  |  |  |  |
| Funding Sources: 199 - Local - \$500.00, 199 - Local - \$12000.00   |         |  |  |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 6</p> <p>15) Student Discipline data is reviewed each six weeks. All staff receive training in positive behavior management and the specific expectations at their home campus. Additionally all staff will be trained in Olweus Bully Prevention strategies that address harassment.</p> | 4       | Campus Administration, District Hearing officer              | Data is reviewed and results in positive interventions and lowered recidivism.   |  |  |  |  |

|   |    |   |  |  |  |  |  |
|---|----|---|--|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 6</p> <p>16) Students in grades 8-12 enrolled in health course will receive explicit instruction on harassment and dating violence.</p>   | 10 | Director for Curriculum and Instruction. Health Educators             | Lesson plans   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 6</p> <p>17) Sexual abuse and other maltreatment of children will be a module for professional development in the "Safe Schools" content assigned to all staff.</p>   |    | Campus administration, HR division                                    | Safe Schools reports   |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 6</p> <p>18) The DLT will review DAEP data and use information regarding:<br/>Student groups served<br/>Attendance rates<br/>Pre &amp; Post assessment results<br/>Drop Out Rates<br/>Graduation Rates<br/>Recidivism Rates</p>   | 2  | HCAL Administrator, DAEP staff  | Data reviewed and DIP CNA informed.  |  |  |  |  |
| <p>19) At the first DIP meeting of each school year, the members of the DLT will engage in an evaluation of the DLT policies, procedures and staff development activities related to the work of the DLT to ensure that they are effectively structured to positively impact student achievement.</p>   |    | Superintendent, DLT Chair or designee                                 | Review of data; minutes of meeting and documentation of any needed changes to the procedures in the development of the DLT.            |  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 4</p> <p>20) Serving children identified as homeless through transportation services and attendance support.</p>  | 10 | District Homeless liaison; campus administration                      | Students receive services of transportation  |  |  |  |  |
| Funding Sources: 211 - Title 1  |    |   |  |  |  |  |  |
| <p>21) Serving children identified as neglected, delinquent or at risk of dropping out of school through the Deaf Smith County Youth Home. Students served are minor males age 6-16.</p>  | 10 | HCAL Administrator, Executive Director for Title I, Business Manager, | Student rosters, attendance data, evidence of learning through frequent progress monitoring via on-line instructional delivery system. |  |  |  |  |
| Funding Sources: 211 - Title 1  |    |   |  |  |  |  |  |
| <p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p> |    |   |  |  |  |  |  |

## System Safeguard Strategies

| Goal | Objective | Strategy | Description  |
|------|-----------|----------|--|
| 2    | 1         | 1        | Systemic Continuous Staff Development  |
| 2    | 1         | 2        | Vertical alignment of the writing process  |
| 2    | 2         | 1        | Utilize iStation as a reading intervention for English and Spanish learners  |
| 2    | 2         | 2        | Provide training in the instruction of phonemic awareness (Summer 2015)  |
| 4    | 2         | 1        | Train teachers on the basic/simple techniques of integrating reading instruction into their content area lessons. (Concept definition mapping; graphic organizers; anticipation guide; directed reading; thinking activities; etc)       |
| 4    | 4         | 1        | Provide data analysis training to ensure that teachers can collect and analyze data showing gaps in sub populations performance (Summer 2015)  |
| 4    | 4         | 2        | Provide training for teachers in how to successfully address the needs of at risk youth.   |
| 4    | 4         | 3        | Provide training for teachers to self-assess and overcome bias against non traditional/non-mainstream student groups. Emphasis on establishing and maintaining high expectations for academic and behavior performance for all students. |
| 4    | 6         | 1        | Provide additional ELL Intervention staff for students in grades 6-8   |
| 4    | 6         | 2        | Provide additional ELL Intervention staff for students in grades 9-12  |

# Title I

## Schoolwide Program Plan

Intent and Purpose: The intent and purpose of federal & state programs is to support the District's and Campuses initiatives that enhance the quality of supplemental instructional and support programs for at risk learners while maintaining the programmatic and fiscal integrity required by the state and federal granting agencies.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

The Hereford ISD Comprehensive Needs Assessment Process (CNA) consists of the following process:

#### 1. Review the purpose and outcomes of conducting the DNA/CNA process;

- *What do you want to accomplish?*
- *How to ensure the process?*
- *How to involve multiple stakeholders in the process?*
- *How will we share the purpose and outcomes with those involved?*
- *What are the short-and long-term timelines?*

#### 1. Establish committees for each area of the (CNA). Establish committees or teams base on expertise an strengths for each area; *Victoria Bernhardt (using the following probing Questions)*

- **Demographics**- *this data is very important for us to understand as they are part of our educational system, but from which we can observe trends and learn for purposes of prediction and planning. Including enrollment, student mobility, ethnicity, gender, special populations per building per district, staff demographics and mobility, teacher student ratio, comparing data not only from standardized testing, including six weeks to six weeks, year to year.*
- **Student Achievement** - *we want to gather and analyze data that will help us understand they system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement for all student populations.*  
*Victoria Bernhardt*
- **School Culture and Climate** – *culture is the underground stream of norms, values, beliefs, traditions, and rituals that builds up over time as people work together, solve problems and confront challenges. This set of informal expectations and values shapes how people think and act in schools.*  
*Unknown Author*
- **Staff Quality, Recruitment and Retention** – *an empowered organization s one in which individuals have the knowledge, skill, desire, and opportunity*

*to personally succeed in a way that leads to collective organizational success. Stephen Covey*

- **Curriculum, Instruction and Assessment** – *there are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. Fenwick English*
- **Family and Community Engagement** – *The family is changing, we have to broaden our understanding of it, look for the new ways of communication and engagement.*
- **School Context and Organization** - *Climate of an organization that expects personal growth and respect, not only from staff but student, will be recognized and rewarded.*
- **Technology** – *the ways of the world are ever changing; If we are producing globally competitive students, we have to adapt to the world they will encounter*

***The Hereford ISD Needs Assessment for Title, I Part A Schoolwide is based on various District and Campus data collections including but not limited to any method that might provide insight to the needs of the District or Campus At Risk Populations. The methods included:***

- *PEIMS*
- *District Standardized Testing Results – Special Population comparison*
- *District and Campus Surveys*
- *Campus Principal meetings*
- *Department meetings –*
  - *Special Education*
  - *Bilingual*
  - *Migrant*
  - *At Risk Populations*
  - *Technology*
  - *District Curriculum supplementary support*
  - *District sustained staff development needs*
  - *Campus review of Lab Support and growth*
  - *Campus review of Credit Recovery*
  - *Review instructional supplementary software use*
  - *AYP sustained supplementary support*
- ***Intent and Purpose – upon the completion of the CNA process by each Hereford ISD Campuses using multiple sources of data to identify the needs for ALL Students and the priority of supplemental needs for ALL At Risk Populations. Each Hereford ISD Campuses using the following checklist will identify the areas that will be used to best meet the supplemental services with Title I, Part A funds for their students most at risk of failure within their Campus Improvement Plan:***
  - *Demographics*

- *Student Achievement*
- *School Culture and Climate*
- *Staff Quality, Recruitment and Retention*
- *Curriculum, Instruction and Assessment*
- *Family and Community Involvement*
- *School Context and Organization*
- *Technology*

- ***The Campus Needs Assessment will develop the identified needs to be supported within the Title, I Part A Schoolwide Application Plan:***
  - *Identified **Academic** area of need based on what criteria*
  - *Identified supplemental Instructional **Strategies/Activities** for specific student groups learning needs*
  - *Identified methods to provide **measurable evidence** of monitored student growth*
  - *Identified **supplemental positions** (teacher / Para professional) to provide services*
  - *Identified **Parent Involvement Need***
  - *Identified **Professional Development Need** to support your Campus Needs:*
  
- ***In an attempt to ensure Title, I Part A meets the intent and purpose of the federal grant guidelines and application processes the Hereford ISD Campuses and District NEEDS ASSESSMENT identified the following areas of supplemental instructional support Hereford ISD will offer 2013-2014:***
  - *Grades K-5 – Staff for Reading Specialist to support low performance in reading.*
  - *Grade K-5 - Lab Support Staff – to provide supplemental assistance in the area of math, reading, science, social studies with individualized software to meet the support level required for each student.*
  - *Grades 6-7 – Staff for Literacy and Math Intervention*
  - *Grade 8 – Lab Support Staff for to provide supplemental assistance in the area of math, reading, science, social studies with individualized software to meet the support level required for each student.*
  - *Grade 8- Staff for Instructional Tutorial services within the school day.*
  - *Grade 9-10 Staff to provide Credit Recovery*
  - *Grade 9-10 Staff to provide Math and English Intervention*
  - *District staff – Director program support and District Instructional Liaison*
  - *Grades K-12 Counseling Transition Software*



- *Grades PK- Curriculum, Assessment software*
- *Grades 1-12 Library Software support for research*
- *All Campuses supported with supplemental instructional materials as identified in needs assessments*
  - *Parent Involvement Support – School Messenger Software*
  - *ESC contracts to provide classroom opportunities through Video Streaming and Virtual Field Trips*
  - *ESC contracts to provide applicable data availability for staff and students*
  - *ESC contracts to provide available staff development as identified by each Campus Needs Assessment and District Professional development plan.*
  - *ESC contracts to support required District AYP support*
  - *Staff Development for all Staff to sustain the Professional Development identified needs for the District*
  - *Private School support for those that choose to participate*
  - *As funds allow – Tutorials during the school day and/or Extended Day*
  - *As funds allow - Summer Staff Development Stipends*

## **2: Schoolwide Reform Strategies**

Hereford ISD provides effective instructional strategies and opportunities for all students to meet the state's proficient and advanced levels, particularly the low achieving students and those most at risk of not meeting state achievement standards. Additional support is available with tutorials, computer aided instruction extended learning opportunities, research-based math programs, ELA programs, parent involvement and professional development as identified in the campus/district improvement plans.

## **3: Instruction by highly qualified professional teachers**

Hereford ISD follows all state requirements to meet the Highly Qualified Status with the support of HQ reports, job descriptions, campus master schedules with teacher assignments, Principal annual Attestation Form, appropriate documentation for HQ Paraprofessionals staff. Documentation is sent appropriately to parents informing them of the status of non Highly Qualified Teachers.

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

Hereford ISD offers high quality, sustained, intensive professional development that is based on the district and campus staff development identified needs. The personnel department monitors and builds the staff development calendar. The Campus staff development needs are identified within the campus CIP and approved by the campus principal.. All professional development funded through the federal funds are approved by the federal programs director based on approved Districts Federal applications

## **5: Strategies to attract highly qualified teachers**

Hereford ISD uses effective strategies to ensure HQ staff serves all campuses. Being a Rural District, recruiting is done within a 300-mile radius in an attempt to attract appropriate staff. HISD has an intensive Mentoring program for first and second year teaching staff to provide the strategies needed for a successful teacher.

#### **6: Strategies to increase parental involvement**

Hereford ISD annually meets with a campus selected representation of parents to review and create the District Parent Involvement Policy. Upon completion of the District policy each individual campus will conduct an annual meeting to develop their campus policy using guidance from the District policy to complete and update their individual campus policy. Parent Involvement is strongly encouraged by the District and each campus and activities are Incorporated into each DIP and CIP. A Parent Involvement Compact is developed outlining the District, Campus, Parent and student responsibilities and commitment to their educational setting This compact is distribute to each parent. The district provides an automated Messenger Service to provide the most updated information to parents on a regular basis. A Title I parent/student liaison is available at all times to assist parents and campuses with activities and services.

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

Hereford ISD has specific plans and collaborative procedures in pace to implement and unsure smooth transitions for all students from grade level to grade level. Spring visits are held for milestone grade levels of early childhood, fifth grad, and eighth grade students to introduce them to the age appropriate campus. Eighth grade students also visit the Career and Technical Education buildings to see the availability of CTE courses.

#### **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**

Hereford ISD district and campus personnel continue to review by individual campus assessments results and data collection. District and campus personnel analyze classroom and campus CBA results to modify instruction for increased learning and student success.. Horizontal and vertical collaboration meetings are held among staff to make collective decisions for student achievement.

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

Hereford ISD special programs departments update lists of identifies at-risk students on a monthly basis. Campuses review departmental lists and benchmark standards to address student needs that are mot at-risk of failure. The District assesses all students for fluency and comprehension to meet the diverse needs of students and provide quality interventions for students who are below average. Campus teams provide intensive tutorial and flexible intervention time for Nova Net (HS), Study Island (3-12), Compass Learning (K-2), Common Bases Assessments (PK-12) and review and assistance as needed.

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

Hereford ISD coordinates and integrates between federal, state and local services and programs. High priority for Hereford ISD is the early intervention of support through Pre Kindergarten Teachers. Integrated programs and activities exist with Head Start, nutrition, Career and Technical education. Planning and collaboration through the District Leadership team provides opportunity and support for all programs of intervention. Federal campus budgets are allocated on a per student factor allowing for services and resources to meet the students' academic success needs.

## 2014-2016 District Improvement Committee

| <b>Committee Role</b>       | <b>Name</b>        | <b>Position</b>                             |
|-----------------------------|--------------------|---|
| Business Representative     | Bill Bridge        | WC Business Rep 14-15                       |
| Business Representative     | Josh Coneway       | ST Business Rep 14-15                       |
| Business Representative     | Brandi Murillo     | BB Business Rep 14-15                       |
| Classroom Teacher           | Becky Collins      | ST PK Teacher 14-15                         |
| Classroom Teacher           | Angela Burnett     | WC Teacher 14-15                            |
| Classroom Teacher           | Elena Cardenas     | AK Teacher 14-15                            |
| Classroom Teacher           | Karen Esqueda      | HJH Teacher 14-15                           |
| Classroom Teacher           | Yvette Gamboa      | AK Teacher 14-15                            |
| Classroom Teacher           | Lesann Hartman     | TB Teacher 14-15                            |
| Classroom Teacher           | Priscilla Lacey    | HHS Teacher 14-15                           |
| Classroom Teacher           | Cami Lott          | HPA Teacher 14-15                           |
| Classroom Teacher           | Audra Lujan        | TB Teacher 14-15                            |
| Classroom Teacher           | Elizabeth Martinez | WC Teacher 14-15                            |
| Classroom Teacher           | Melanie Mendiola   | BB Teacher 14-15                            |
| Classroom Teacher           | Mike Page          | HHS Teacher 14-15                           |
| Classroom Teacher           | Rachel Rieves      | NW Teacher 14-15                            |
| Classroom Teacher           | Monty Smith        | HHS Teacher 14-15                           |
| Classroom Teacher           | Cay Taylor         | NW Teacher 14-15                            |
| Community Representative    | Roberto Celestino  | ST Community Rep 14-15                      |
| Community Representative    | Sharon Hodges      | HR Community Rep 14-15                      |
| Community Representative    | Susan Robbins      | SPED Community Rep 14-15                    |
| District-level Professional | D'Ann Blair        | Director for Special Education              |
| District-level Professional | Sheri Blankenship  | Assistant Superintendent                    |
| District-level Professional | Don DeLozier       | Athletic Director                           |
| District-level Professional | Michelle DeLozier  | Director for Career and Technical Education |

|                             |                   |   |
|-----------------------------|-------------------|---|
| District-level Professional | Yolanda Gavina    | Exec. Director Migrant Services             |
| District-level Professional | Rusty Ingram      | Business Manager                            |
| District-level Professional | Brenda Kitten     | Athletic Director                           |
| District-level Professional | Linda Lowe        | Director for Instructional Support Services |
| District-level Professional | Joe Mendez        | Technology Director                         |
| District-level Professional | Kelli Moulton     | Superintendent                              |
| District-level Professional | Terry Russell     | Assistant Superintendent                    |
| District-level Professional | Mark Stokes       | Director for Curriculum and Assessment      |
| Non-classroom Professional  | Briar Head        | AK 14-15                                    |
| Non-classroom Professional  | Elissa Lowe       | HJH 14-15                                   |
| Paraprofessional            | Anna Barrera      | ST 14-15                                    |
| Paraprofessional            | Ofelia Garcia     | AK 14-15                                    |
| Paraprofessional            | Leslie Mendoza    | HPA 14-15                                   |
| Paraprofessional            | Lupe Pesina       | BB 14-15                                    |
| Paraprofessional            | Connie Rincon     | TB 14-15                                    |
| Paraprofessional            | Marivel Sanchez   | WC 14-15                                    |
| Parent                      | Johnny Dan Alaniz | HHS Parent 14-15                            |
| Parent                      | Jennifer Brumley  | HPA Parent 14-15                            |
| Parent                      | Lori Carver       | TB Parent 14-15                             |
| Parent                      | Esmerelda Garcia  | AK Parent 14-15                             |
| Parent                      | Holly McNeely     | NW Parent 14-15                             |
| Parent                      | Ruth Sullivan     | HJH Parent 14-15                            |
| Principal                   | Rene Cano         | HPA   |
| Principal                   | David Fanning     | NW  |
| Principal                   | Susan Gaitan      | WC  |
| Principal                   | Linda Gonzalez    | BB  |
| Principal                   | Sandra Maldonado  | AK  |
| Principal                   | Ortencia Mendez   | TB  |

|           |                 |     |
|-----------|-----------------|-----|
| Principal | Cuca Salinas    | HJH |
| Principal | Richard Saucedo | HHS |
| Principal | Melissa Shaver  | ST  |

## District Funding Summary

| <b>199 - Local</b>   |                  |                 |  |                       |                    |
|----------------------|------------------|-----------------|--|-----------------------|--------------------|
| <b>Goal</b>          | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>                              | <b>Account Code</b>   | <b>Amount</b>      |
| 1                    | 1                | 1               |  |                       | \$0.00             |
| 2                    | 2                | 17              | Dyslexia Staff                                       |                       | \$0.00             |
| 2                    | 2                | 17              | Dyslexia instructional strategies including software |                       | \$0.00             |
| 2                    | 2                | 17              | Dyslexia training                                    |                       | \$0.00             |
| 7                    | 1                | 1               | Funding (Included in cost for student assemblies     |                       | \$1,500.00         |
| 7                    | 1                | 13              | Red Ribbon Week - Olweus training and updates        | 199E31649901901099000 | \$500.00           |
| 7                    | 1                | 14              | Mileage  | 199e11641123999024000 | \$500.00           |
| 7                    | 1                | 14              | Wages  | 199e11612823999024000 | \$12,000.00        |
| <b>Sub-Total</b>     |                  |                 |  |                       | <b>\$14,500.00</b> |
| <b>211 - Title 1</b> |                  |                 |  |                       |                    |
| <b>Goal</b>          | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>                              | <b>Account Code</b>   | <b>Amount</b>      |
| 2                    | 2                | 1               |  |                       | \$12,635.00        |
| 2                    | 2                | 3               |  |                       | \$12,000.00        |
| 4                    | 5                | 1               | Funding  |                       | \$120,516.00       |
| 4                    | 6                | 1               |  |                       | \$50,000.00        |
| 4                    | 6                | 2               |  |                       | \$50,000.00        |
| 4                    | 7                | 1               |  |                       | \$1,200.00         |
| 4                    | 7                | 2               | DMAC Contract ESC 16                                 |                       | \$17,711.00        |
| 4                    | 7                | 3               | Extended day K-8                                     |                       | \$35,000.00        |
| 4                    | 7                | 3               | Extended Year  |                       | \$60,000.00        |
| 4                    | 8                | 1               |  |                       | \$8,500.00         |
| 5                    | 2                | 5               |  |                       | \$2,500.00         |
| 5                    | 3                | 1               |  |                       | \$15,154.00        |
| 7                    | 1                | 2               |  |                       | \$1,000.00         |

|                             |                  |                 |   |                     |               |
|-----------------------------|------------------|-----------------|---|---------------------|---------------|
| 7                           | 1                | 3               |   |                     | \$7,234.00    |
| 7                           | 1                | 4               |   |                     | \$10,580.00   |
| 7                           | 1                | 5               |   |                     | \$11,315.40   |
| 7                           | 1                | 6               |   |                     | \$2,500.00    |
| 7                           | 1                | 7               |   |                     | \$25,000.00   |
| 7                           | 1                | 8               |   |                     | \$22,000.00   |
| 7                           | 1                | 9               |   |                     | \$117,900.00  |
| 7                           | 1                | 20              | Funding for Homeless Liaison                                    |                     | \$0.00        |
| 7                           | 1                | 21              | DSCYH instructional aide - May include Title I , Part D funding |                     | \$0.00        |
| <b>Sub-Total</b>            |                  |                 |   |                     | \$582,745.40  |
| <b>255 - Title II</b>       |                  |                 |   |                     |               |
| <b>Goal</b>                 | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>   | <b>Account Code</b> | <b>Amount</b> |
| 7                           | 1                | 4               |   |                     | \$10,580.00   |
| 7                           | 1                | 10              |   |                     | \$5,000.00    |
| <b>Sub-Total</b>            |                  |                 |   |                     | \$15,580.00   |
| <b>263 - Tile III LEP</b>   |                  |                 |   |                     |               |
| <b>Goal</b>                 | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>   | <b>Account Code</b> | <b>Amount</b> |
| 2                           | 2                | 1               |   |                     | \$10,000.00   |
| <b>Sub-Total</b>            |                  |                 |   |                     | \$10,000.00   |
| <b>270 - Title VI Rural</b> |                  |                 |   |                     |               |
| <b>Goal</b>                 | <b>Objective</b> | <b>Strategy</b> | <b>Resources Needed</b>   | <b>Account Code</b> | <b>Amount</b> |
| 2                           | 2                | 2               |   |                     | \$2,442.00    |
| 4                           | 4                | 1               |   |                     | \$35,000.00   |
| <b>Sub-Total</b>            |                  |                 |   |                     | \$37,442.00   |
| <b>Grand Total</b>          |                  |                 |   |                     | \$660,267.40  |