

**Hamlin ISD**

**District Improvement Plan**

**2018 – 2019**



# **TABLE OF CONTENTS**

**H.I.S.D. BOARD OF TRUSTEES AND SCHOOL ADMINISTRATION**

**H.I.S.D. DISTRICT LEVEL PLANNING COMMITTEE**

**H.I.S.D. MISSION, SHARED BELIEFS, CONVICTIONS AND VALUES**

**H.I.S.D. STATEMENT OF VISION AND CORRELATES**

**H.I.S.D. COMPREHENSIVE NEEDS ASSESSMENT**

**H.I.S.D. GOALS FOR STUDENT LEARNING**

**H.I.S.D. ADMINISTRATIVE PROCEDURES**

**H.I.S.D. DISTRICT IMPROVEMENT PLAN**

## **APPENDICES**

**STATE AND NATIONAL EDUCATION GOALS**

**H.I.S.D. STATE COMPENSATORY EDUCATION PLAN**

**H.I.S.D. MIGRANT ACTION PLAN**

**H.I.S.D. DISTRICT TITLE I PARENT INVOLVEMENT POLICY**

**H.I.S.D. EQUITY PLAN**

**H.I.S.D. COMPREHENSIVE NEEDS ASSESSMENT IS ON FILE AND ONLINE**

**H.I.S.D. BUSINESS PROCEDURES MANUAL CAN BE ACCESSED AT:**

**<http://www.hamlin.esc14.net/users/0001/Business/HISD%20BUSINESS%20PROCEDURES%20MANUAL.pdf>**

**HISD LEGAL AND LOCAL POLICIES ON SITE-BASED DECISION MAKING CAN BE ACCESSED ONLINE AT:**

**<http://pol.tasb.org/Home/Index/747>**

# **HAMLIN INDEPENDENT SCHOOL DISTRICT**

## **HAMLIN, TEXAS**

DISTRICT PLAN FOR IMPROVED STUDENT PERFORMANCE

Revised 2018-2019

### **HAMLIN ISD BOARD OF TRUSTEES**

Mason VanCleave –President

Dan Byerly – Vice-President

Brandon Carreon - Secretary

Jerry Don Woods

Norman Pond

Jennifer Prater

Kendon Gruben

### **SCHOOL DISTRICT ADMINISTRATION**

Dr. Randy Burks – Superintendent

Matt Pond – Jr/Sr High School Principal

Michelle Jones– Elementary School Principal

**HAMLIN INDEPENDENT SCHOOL DISTRICT  
DISTRICT LEVEL PLANNING COMMITTEE  
(Site-Based Decision Making Committee)**

**Team Members**

Jamie Woods	JHHS Teacher
Gary Ford	JHHS Teacher
Russell Lucas	JHHS Para-Professional
Matt Pond	JHHS Principal
Cindy Hastings	JHHS Counselor
Stephanie Wills	ES Teacher
Diane Edwards	ES Teacher
Kristi Byerly	ES Teacher
Michelle Jones	ES Principal
Leroy Arce	ES Parent
Amber Moore	JHHS Parent
Deanna McNeely	JHHS Parent
Troy Harper	Business Rep.
Miles Mayfield	Community Rep.
Dr. Randy Burks	Superintendent
Katrina Bogle	DCSI/IT/AP
Lauri Pond	Business / Instructional Services

## **HISD Mission Statement**

The mission of Hamlin ISD is to build a strong foundation that will motivate students to grow, learn, and conquer the challenges they will face in tomorrow's world.

## **HISD Vision Statement**

Hamlin ISD will be a high-performing district of choice that connects students to a productive and rewarding future.

## **HISD Core Values**

Student Centered;  
Pride in Performance;  
Passionately Hopeful

**Work Hard, Love Kids & Be Positive**

#PIPERPOSSIBILITIES

## Hamlin Independent School District

### Shared Beliefs, Convictions, and Values Related to School:

- Every person in the school, whether child or adult, is important, can learn, and does or can make a positive difference in the world.
- School should positively impact each student toward a successful future.
- Education is a shared responsibility of the student, the home, the community, and the school.
- Learning is a lifelong process.
- Education is both part of and preparation for a successful life.
- Everything done at school must have meaningful purpose.
- Time is precious and must be allocated and used wisely.
- When school activities are challenging, engaging, and perceived to add value to their lives, students will stay in school and become lifelong learners.
- Positive, caring interpersonal relationships are necessary for effective teaching and learning.

### Hamlin ISD Statement of Vision

**Introduction:** Hamlin ISD's *vision* is a collective mental picture of a desired future condition of how we want things to be. We are convinced that when this vision becomes reality, we will accomplish our stated mission and give evidence to what we say we believe and value.

For more than twenty years, research has borne out that in effective schools where student achievement and general satisfaction are high, certain characteristics consistently exist. These characteristics have come to be known as the Correlates of Effective Schools. It is upon these correlates that our vision is based.

## **Correlate #1: Instructional Focus**

The stated mission of Hamlin ISD is understood and supported by all students, staff, parents, and community members and is the basis upon which all important decisions are made. The commitment to mission is enduring and drives not only planning efforts but also the implementation and evaluation of resulting plans. Mission, values and beliefs ensure consistency in all phases, programs, and people.

Because of the instructional focus inherent in the school's mission, basic skills in reading, writing and math are taught early and are continually emphasized. Teaching strategies include the thoughtful application of basic skills to real-life situations.

There is clear alignment between what should be taught, what is actually taught, and what is tested.

The instructional needs of all students, including those at risk of school failure, are determined and met. Discrepancies in assessment results among various student groups are negligible or non-existent.

Students, staff, parents, and community are generally excited and enthusiastic about the school's instructional programs and see them as adding value to their lives.

## **Correlate #2: Safe and Orderly Environment**

There is an atmosphere of mutual respect and demonstrated caring between and among all adults and students. Individuals embrace personal values (including courage, kindness, self-control, forgiveness, honesty, etc.) which lead to corporate health. Positive interpersonal relationships are consistently forming and growing.

Hamlin campuses are orderly but not oppressive. There are clearly written and accepted guidelines of conduct for students and staff and all understand that there are consequences for actions. All are safe from violence.

Buildings and grounds are clean, attractive, and free of physical hazards. Students and adults demonstrate pride in the appearance of facilities as well as in their own appearance. Up-to-date physical resources, including technology-related equipment and infrastructure, are available to promote real-world student competencies.

Because the school and classrooms are nurturing places, attendance is high and tardiness is low.

### **Correlate #3: Instructional Leadership**

Hamlin school leaders, especially campus principals, effectively define and communicate the school's mission to staff, students, parents, and the community. The principal leads the campus staff in the planning process and sees that plans are implemented and results evaluated. They ensure persistence of effort and consistency with declared values and beliefs.

More specifically, the principal:

- Is accessible for discussion of instructional matters
- Keeps lines of communication open to all
- Plans and implements meaningful staff development
- Promotes collegiality among his/her staff
- Involves staff, students, parents, and community in improvement planning
- Secures needed instructional resources
- Regularly schedules faculty meetings to discuss instruction, curriculum, and student achievement
- Frequently observes classroom activities and discusses lesson plans and teaching strategies with teachers

Leadership is shared with all who have expertise and the will to contribute, who have the competence and character to establish trust.

### **Correlate #4: High Expectations**

The behavior of all instructional staff indicates that they believe all Hamlin students can learn all they need to know to successfully assume the various roles of a productive American adult. These high expectations are consistently conveyed to students, parents and community. Grading scales and mastery standards are set at a level that promotes quality work and learning.

Because of the size and location of the school and because of the high quality of community, parents, staff and students expectations of student achievement include:

- high school students score above the national average on college entrance exams
- 100% of non-special education students pass STAAR (or similar state assessment)
- the average daily attendance is 98% or higher
- graduation rate is 100%

- all students are technologically literate by current standard

Student academic achievements are praised, celebrated, paraded and featured through various media. Teachers and students take pride and enjoyment in quality work.

### **Correlate #5: Time and Opportunity to Learn**

Because time is precious and learning is critical to productive American adult life, decisions are made to ensure ample time and opportunity to learn.

Learning time is extended and opportunities are varied for those who have need for such. More capable, talented students are offered opportunities to enrich their learning in regular class and by taking higher level classes. All students engage in learning experiences outside the classroom and all students are taught through “hands-on”, “real-world” applications. There is a variety of extra-curricular activities to meet the needs of all students and they are scheduled to avoid disruption of instructional time. Core curriculum basic skills, taught early, continually reinforced, built upon and applied, are preeminent.

### **Correlate #6: Monitored Progress**

Hamlin ISD is committed to accountability, assessment of student learning, and honest introspection.

Student learning is regularly, frequently and systematically assessed through a variety of means, both formal and informal.

Students are provided immediate feedback on assessments so that learning can be corrected or reinforced.

Teachers use assessments for diagnostic and prescriptive purposes.

Assessment data are used in teachers’ daily planning of lessons, in short term campus curriculum and instructional strategy decisions and in campus and district long range planning.

Because everything we do and ask students to do has meaningful purpose, its effect merits measure.

## **Correlate #7: Parent and Community Support**

Because education is a shared responsibility, parents and other community members are afforded and assume significant roles in helping all Hamlin students learn all they need to know.

Parent-teacher conferences are regularly scheduled, well attended and focus primarily on student learning.

Parents visit school and observe instructional programs as partners.

The community provides settings and opportunities for student learning outside the classroom.

Community folk serve as instructional resource persons in their areas of expertise and experience.

Teachers communicate with parents frequently and in various ways. Homework is a home/school coordinated activity with meaningful purpose.

**Conclusion:** Hamlin ISD's Vision includes not only these desired future school conditions aligned with the correlates, but also certain resulting student qualities. We envision and expect that all district students will graduate and will have acquired the following qualities:

1. Realistic positive self-esteem as a person and as a learner
2. Cognitive knowledge and skills, progressing to high levels
3. Ability to solve problems, make decisions, accept responsibility, and positively interact and communicate with others
4. Self-directed, continuous learning
5. Contributing, involved citizenship/patriotism
6. Concern and respect for others, evidenced by positive actions toward others
7. Technological knowledge and skills

## **Comprehensive Needs Assessment**

The Hamlin District Planning Committee conducted a comprehensive assessment of needs related to student achievement in 2018. The team conducted a careful analysis of student performance data by various student groups. Numerous other data sources were utilized to analyze the needs of HISD students.

The assessment of needs is ongoing. Each year, as new student achievement and other data becomes available, district and campus planning committees evaluate data to determine growth toward stated goals and objectives. Identified needs may change as an outgrowth of ongoing assessment, resulting in altered or redirected student performance objectives. Activities, initiatives, and strategies will also change as new or altered needs and objectives are established. However, the district recognizes that, because we are a small school, changes in assessment data may occur from year to year and may not necessarily indicate a trend in need of address.

### **Needs Assessment –Data**

Yearly, the Hamlin ISD District Planning Committee analyzes student achievement and attendance data provided to the district through the Texas Education Agency’s Academic System.

Student data analyzed includes:

- Testing results and passing percentages; Attendance rates; Drop-out rates;

Student groups analyzed include:

- All students
- Ethnic Groups: African American students; Hispanic Students; White Students
- Economically disadvantaged students
- At-risk students
- Special Education students
- LEP Students
- Gender Groups: Male students; Female Students
- Gifted and Talented Students
- Migrant Students

## **Needs Identified Through Data**

Through the comprehensive study of student achievement data, evaluating Hamlin student performance against state standards, local district expectations, and state and regional comparisons, the district planning team identified the following related needs:

### **Reading/Language Arts and Writing**

- Need R1: Students are performing below HISD expectations in Reading/ELA and Writing. HISD's target is that 90% of the students meet the minimum standard as measured by STAAR or equivalent.
- Need R2: Special population students analyzed are scoring lower than expectations as measured by STAAR.

### **Math**

- Need M1: Students are performing below HISD expectations in math. HISD's target is that 90% of the students meet the minimum Standard as measured by STAAR or equivalent.
- Need M2: Special population students analyzed are scoring lower than expectations as measured by STAAR

### **Science**

- Need Sci1: Students are performing below HISD expectations in science. HISD's target is that 90% of the students meet the minimum standard as measured by STAAR or equivalent.
- Need Sci2: Special population students analyzed are scoring lower than expectations as measured by STAAR .

### **Social Studies**

- Need SS1: Students are performing below HISD expectations in Social Studies. HISD's target is that 90% of the students meet the minimum standard as measured by STAAR or equivalent.
- Need Sci2: Special population students analyzed are scoring lower than expectations as measured by STAAR .

### **Student Attendance**

- Need A1: The HISD percent of attendance was slightly below the target level district-wide in 2017-2018. The district's goal is to maintain target attendance levels.

## **Dropout Rate**

Need D1: The district's target is to maintain a zero dropout rate.

## **College Entrance Exam**

Need C1: HISD's goal is for HISD student's taking the SAT/ACT exams to score at or above the TEA established criteria and to increase the number of students taking the exams.

### **Hamlin Independent School District Goals for Student Learning**

By or before June of 2019, to demonstrate that they are learning everything necessary to successfully assume the various roles of productive American adults:

- Goal 1. Hamlin students will remain in school until graduation. (Attain an overall dropout rate of zero).
- Goal 2. Hamlin students will attend school every day unless legitimately hindered. (Maintain an ADA of 97%)
- Goal 3. Hamlin students will exhibit exemplary academic performance in reading/ ELA, writing, mathematics, science and social studies. (90% or better)
- Goal 4. Hamlin students will manifest respect and care for all others; will attend school in a safe, disciplined and drug-free environment that is conducive to learning; and be provided an educational setting which meets their social and emotional needs.
- Goal 5. Hamlin students and staff will increase their knowledge and use of technology.
- Goal 6. Parents of Hamlin students will be partners with the district in the education of their children.

## **Hamlin Independent School District**

### **Administrative Procedures for Planning, Budgeting, Curriculum, Staffing Patterns, Staff Development, and School Organization**

A concert of effort from many players is required to maximally help all Hamlin ISD students learn everything necessary to successfully assume the various roles of productive American adults. In the critical areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization, roles and responsibilities of district personnel vary. Following is a general description of those respective roles and responsibilities.

#### **PLANNING**

**Preface:** By design and by board policy the campus plans are aligned with the district plan in order to insure a truly integrated process and product. The district superintendent serves as chairperson of the district committee and the campus principals serve on the district committee as well as on their own campus committee. The district plan contains goals and objectives which serve as a foundation (or umbrella) for campus planning. Campus plans, of course, have their own objectives, initiatives and strategies, etc. All plans are mutually supportive of the district's shared mission, vision and overall goals.

**Superintendent and Central Office Staff** – The superintendent serves as chairperson of the district planning committee. He is primarily responsible for the formation of the district plan. With considerable assistance from the district planning committee and others he/she conducts and/or oversees the comprehensive needs assessment, establishes goals and objectives to meet identified needs, identifies initiatives and strategies (including related issues), and evaluates both process and results.

**Principals** – Principals are key members of the district planning committee as well as chairs of their campus committees. In the campus planning process the principals have responsibilities similar to those of the superintendent in the district planning process. She/he directs and gives oversight to the campus process insuring that there is compatibility with the district plan. The principal, through localized-to-campus efforts, narrows the focus of the district plan to the needs of his/her students.

**Teachers** – Teachers serve on both the district planning committee and campus planning committees. They are therefore directly involved in the respective planning process. Non-committee teachers communicate with colleagues on committees stating perceived needs, solutions and planning targets. Non-committee teachers are also often involved in aspects of the planning process, i.e. gathering data to determine needs or to evaluate.

**District Planning Committee** – With the leadership of the superintendent, the district planning committee is responsible for formulating the district plan for improved student performance. The committee helps to gather and evaluate data in the assessment of needs as well as in the evaluation of planned student impact. As the committee meets periodically they help in the actual formulation of plan components or revisions or otherwise approve, disapprove, or alter planning work performed and presented by the superintendent. The district committee also conducts a bi-annual evaluation of the effectiveness of the planning process.

**Campus Planning Committees** – Led by campus principals, the campus committees are responsible for the campus plans in much the same way as the district committee is responsible for the district plan. They approve or disapprove work done by the principal, directly help in writing the plan, make recommendations, and communicate needs and suggestions from other sources.

## **BUDGETING**

**Preface:** The budgeting process, although necessarily somewhat removed and constrained by other factors, should be integrated with other facets of school operation as much as is possible. The district and campus plans should drive the budget. Final budget approval rests with the local Board of Education.

**Superintendent and Central Office Staff** – The superintendent, by policy, is responsible for the preparation of the annual operating budget. He builds the budget based on the personnel, programs, and provisions stipulated in district and campus plans to meet the identified needs of district students.

**Principals** – Campus principals, working with their staff and committee, will submit campus budget requests to the superintendent. These budget requests must align with the campus plan and finance the initiatives thereof.

**Teachers** – Teachers provide budget-related information requested by principals or superintendent and make reasonable and legitimate requests related to their responsibility.

**District Planning Committee** – With the superintendent, assure that the financial resources stipulated in the district plan are properly reflected in the budget.

**Campus Planning Committees** – Working with the principal, properly align the campus budget requests with the campus plan.

## **CURRICULUM**

**Preface:** The Texas Administrative Code, including the Texas Essential Knowledge and Skills (TEKS), mandates curriculum to a significant degree. The local district has limited discretion.

The District utilizes the TEKS Resource Center.

**Superintendent and Central Office Staff** – The superintendent, in the district planning process, may determine some elements of curriculum. Predominantly, however, curriculum decisions originate at the campus level and are approved by the superintendent.

**Principals** – Campus principals, working with their staff and committees, largely determine curriculum issues. Making certain that T.A.C. standards are met, the principal selects, arranges and aligns curriculum to meet students' needs and in concert with the district and campus plans.

**Teachers** – Teachers' primary role and responsibility is to effectively teach curriculum to her/his students, utilizing proven and innovative strategies for delivery. Teachers may also recommend curriculum changes perceived to meet student needs.

**District Planning Committee** – As does the superintendent, the district committee may influence curriculum decisions through the planning process as student needs are targeted.

**Campus Planning Committee** – In the campus planning process, in order to meet a particular goal or objective, a campus committee may stipulate a curriculum component as an initiative or strategy.

## **STAFFING PATTERNS**

**Preface:** The hiring and firing of staff is a function of the board at the recommendation of the superintendent. “Staffing Patterns” is a separate issue and deals with how staff are needed, assigned and arranged in the district and on the campus.

**Superintendent and Central Office Staff** – The superintendent hears and considers, within budget constraints, requests from campus principals or department directors to add, reassign, or rearrange staff. The superintendent will consider district and campus plans in staffing pattern decisions. The superintendent must consider staff certification. Staffing patterns may be determined through the planning process.

**Principals** – The principal, with advice from his committee and with superintendent approval, will largely determine staffing patterns on his campus. Staffing patterns must track provisions of the campus and district plans.

**Teachers** – Teacher may offer suggestions to principals in regard to staffing patterns on his/her campus. Also teachers must be flexible as staffing patterns change.

**District Planning Committee** – The district planning committee may determine elements of staffing patterns through the planning process.

**Campus Planning Committees** – The campus committees, through their advice to and work with campus principals, help to determine campus staffing patterns in keeping with provisions of the campus plan.

## **STAFF DEVELOPMENT**

**Preface:** Staff development is predominately campus-based and is related to achieving campus performance objectives. It must include technology training and training in conflict resolution and discipline strategies.

**Superintendent** – The superintendent may ordain and/or conduct a limited amount of district-wide staff development. She/he helps to insure that state and federal requirements for staff training are met. He/she serves as a facilitator for campus-based staff development, making sure that resources are available.

**Principals** – Based on district and campus plans and state and federal requirements, the principals work with campus SBDM committees to effectively train campus staff. This training can be accomplished through a variety of delivery systems including outside consultants, ESC staff on campus, campus staff traveling to points of delivery, local staff delivery, local administration delivery, telecommunications and other technologies, etc.

**Teachers** – Teachers may train other teachers and staff in areas of their expertise or experience. The power in the district is vested in those with the competence, commitment and charisma to effectively share. All teachers, usually on the receiving end, will view all staff development as an opportunity to grow, as value added, and will respond appropriately.

**District Planning Committee** – In developing the district plan the district planning committee may prescribe a limited amount of staff development.

**Campus Planning Committee** – Through the campus planning process the campus planning committee in conjunction with the principal is responsible for determining the preponderance of staff training. The principal and this committee assign the training that will equip staff to implement the initiatives of the plan.

## **SCHOOL ORGANIZATION**

**Preface:** The school is currently organized on two main campuses. A certified principal services each of the campuses. The elementary campus includes grades pre-k through 6, and the Jr/Sr high school includes grades 7-12. The district has one elementary and one secondary counselor. One librarian serves the entire district with the help of paraprofessionals and student aides. The district has one nurse, whose office is at the elementary campus. Any changes in school organization would be made at the board level.

**Superintendent and Central Office Staff** – The superintendent makes recommendations to the board regarding changes in school organization based on financial constraints, perceived and validated needs, and/or requests from principals or others. The superintendent is responsible to the board and community for all that happens in the district.

**Principals** – As principals know of needed changes in organization, they convey those needs, with documented evidence, to the superintendent. Principals are responsible for all that transpires on their campus and answer directly to the superintendent.

**Teachers** – Teachers are responsible for the instruction of assigned curriculum, student supervision and control and other duties assigned by their principal. Teachers are under the direct supervision of their principal.

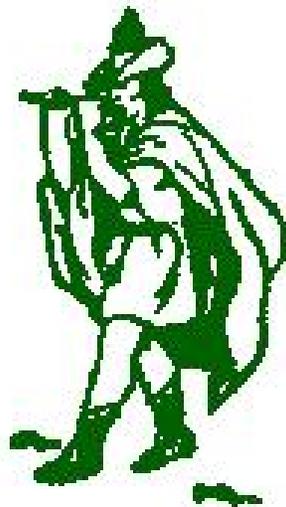
**District Planning Committee** – The district committee assists the superintendent in preparing, reviewing and revising the district plan for improved student performance. The committee, by statute assumes other responsibilities including the development, if any, of an appraisal process other than that developed by the commissioner, providing written comments on any waiver application, involvement in establishing administrative procedures, holding at least one public meeting per year, approving district-wide staff development, etc.

**Campus Planning Committee** – The campus committee assists the principal in the development, review and revision of the campus plan. The committee approves campus staff training activities, holds at least one public meeting per year, provides comments on campus-level waiver requests, and performs other duties prescribed by law.

**Hamlin ISD**

**District Improvement Plan**

**2018 – 2019**



**Hamlin ISD District Plan**  
**2018-2019**

Goal 1: Hamlin Students will remain in school until graduation. (Attain an overall dropout rate of zero)

Summative Evaluation: Texas Academic Performance Reports (TAPR) student dropout, completion rate.

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
In conjunction with and/or in addition to Texas Objectives of Public Education. (TEC, Sec. 4.001 (b))				
1.1 Counselor will advise individually 8 <sup>th</sup> grade and other HS students concerning their 4 year plans.	Spring '18	JHHS Prin., Counselor	General Operations Budget	Completed 4 year plan report in DMAC and to Administration
1.2 At-Risk students will have a Personal Growth Plan and School Success Initiative Plan as appropriate by the counselor.	Spring '18	Prin., Counselor	General Operations Budget	At-Risk List to Principals and Principals report to Supt. on completion.
1.3 Through the use of RTI (Response to Intervention) student success will be monitored.	2018 - 2019	Principal, Staff	General Operations Budget	Progress report to Supt. every 6 weeks
1.4 Counselors employed. Keeping accurate records and direct contact with students who are in danger of dropping out.	2018-2019	Principal, Staff, Secretaries, Counselor	General Operations Budget See SCE Plan	Reviewing At-Risk list and maintaining staff support and encouragement. Report every semester to Supt. on dropout prevention.
1.5 Credit Recovery will be provided through the use of Odyssey Ware.	2018-2019	HS Prin., Counselor, Credit Recovery Coordinator	Federal Budget; Title I	Campus Report on Progress without student names.
1.6 Summer Programs	Sum '19	Principals	General Operations Budget	Campus Report on Progress without student names.
1.7 Provide pregnancy related services, parenting services through PEP	2018 - 2019	Supt.; PEP Sweetwater	General Operations Budget See SCE Plan	Records of students served and services Provided.
1.8 Provide homebound services.	2018 - 2019	Principals, Staff	G.O.B. See SCE Plan	Records of services.

## Hamlin ISD District Plan

Goal 2: Hamlin students will attend school every day unless legitimately hindered. (Maintain an ADA of 97%)

Summative Evaluation: TAPR; PEIMS student attendance data.

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
<p>In conjunction with and/or in addition to Texas Objectives of Public Education. (TEC, Sec. 4.001 (b))</p> <p>2.1 Student Attendance will be monitored by the Principal. Parents will be contacted daily regarding absences.</p> <p>2.2 Students will be recognized through attendance incentives on Perfect Attendance by grading period, each semester, and annually.</p> <p>2.3 Attendance will be improved through the use of incentives each grading period and drawings for other prizes each semester. Results will be publicized.</p> <p>2.4 Before/After School OEY programs for student remediation and learning assistance such as tutorials, enrichment, and mentoring.</p>	<p>2018 – 2019</p> <p>2018 – 2019</p> <p>2018 - 2019</p> <p>2018 - 2019</p>	<p>Principals; Office Personnel</p> <p>Prin., CIC, Staff</p> <p>Prin., CIC, Staff</p> <p>Admin; Staff</p>	<p>General Operations Budget</p> <p>General Operations Budget</p> <p>PTO</p> <p>GOB</p>	<p>Copies of Contact Log and results to Prin. each six weeks.</p> <p>Progress on campus attendance and student numbers on attendance incentives.</p> <p>Progress on campus attendance and student numbers on attendance incentives.</p> <p>Progress on campus attendance and student numbers on attendance incentives.</p>

## Hamlin ISD District Plan

Goal 3: Hamlin students will exhibit exemplary academic performance in reading/ELA, writing, mathematics, science and social studies. (90 % or better)

Summative Evaluation: TAPR, STAAR or equivalent performance data

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
<p>In conjunction with and/or in addition to Texas Objectives of Public Education. (TEC, Sec. 4.001 (b))</p> <p><b>3A Reading</b></p> <ul style="list-style-type: none"> <li>• Continue utilizing the TEKS Resource System curriculum with adherence to the YAG and yearly planning calendar.</li> <li>• Students will make a year’s reading growth yearly. Students will be assessed with the STAAR test, use of Lexile Scores on DMAC, Accelerated Reading; and Aims Web administered 3 times yearly.</li> <li>• Vocabulary instruction emphasized in reading and all core subjects.</li> <li>• Students will achieve exemplary academic performance through after-school remediation.</li> <li>• At least 90% of students taking the STAAR EOC Test will meet minimum TEA passing standards. The English department will               <ol style="list-style-type: none"> <li>1. hold tutorials to teach specific reading skills to those below grade level,</li> <li>2. teachers across the curriculum will encourage students to read during extra time.</li> </ol> </li> </ul>	<p>2018 - 2019</p> <p>May ‘19</p> <p>2018 - 2019</p> <p>2018 - 2019</p> <p>Spring 2019</p>	<p>Prin., Staff</p> <p>Prin., Staff</p> <p>Prin., Staff</p> <p>Prin., Staff</p> <p>HS Prin., Staff</p>	<p>General Operations Budget</p> <p>Federal Budget/Title I</p> <p>General Operations Budget</p> <p>General Operations Budget</p> <p>General Operations Budget</p>	<p>Teacher report to Principal on implementation.</p> <p>Report to Supt. on progress towards goal by grade level.</p> <p>Memo of progress on implementation to Supt. from Principal.</p> <p>Report on progress to Supt. each grading period.</p> <p>Progress report each semester with areas of weaknesses and improvement. EOC results 2018-2019.</p>

<b>3B Writing</b> <ul style="list-style-type: none"> <li>Continue utilizing the TEKS Resource System curriculum with adherence to the TRS yearly planning calendar and YAG.</li> <li>Students will submit written responses on their assignments in all core subjects. Grammar and punctuation will be graded on these assignments.</li> <li>More emphasis will be placed on short answer, open ended answers for student response. Use of consistent language, answering in complete sentences.</li> <li>The Students will achieve exemplary academic performance through the AR program.</li> <li>Students will achieve exemplary academic performance through after-school remediation.</li> <li>At least 90% of students taking the STAAR EOC Test will meet minimum TEA passing standards. The English Department will: <ul style="list-style-type: none"> <li>1. Hold writing tutorials to improve problem areas,</li> <li>2. Teachers across the curriculum will encourage the use of correct grammar and punctuation on all class work,</li> <li>3. Teachers will also create real life writing assignments.</li> </ul> </li> </ul>	2018 - 2019	Prin., Staff	General Operations Budget	Teacher report to Principal on implementation.
	2018 - 2019	Prin., Staff	General Operations Budget	Progress report to principal each semester.
	2018 - 2019	Prin., Staff	General Operations Budget	Teacher reports to principal on progress.
	2018 - 2019	ES Prin., Staff	General Operations Budget, Title 1	Teacher reports to principal on progress.
	2018 - 2019	Prin., Staff	General Operations Budget	Teacher reports to principal on progress.
	Spring 2019	HS Prin., Staff	General Operations Budget	Teacher reports to principal on progress.
<b>3C Mathematics</b> <ul style="list-style-type: none"> <li>Continue utilizing the TEKS Resources System curriculum with adherence to the TRS yearly planning calendar and YAG.</li> <li>Spiral instruction, repeated prior instruction and new instruction will be emphasized on instruction methods.</li> <li>Place more emphasis on: Units of Measurement, Place Value, Place Value Charts, Multiplication Facts, Concrete Models for Area and Perimeter, Patterns, Variables,</li> </ul>	2018 - 2019	Prin., Staff	General Operations Budget	Teacher report to Principal on implementation.
	2018 - 2019	Prin., Staff	General Operations Budget	Teacher report to principal on progress.
	2018 - 2019	Principals; Staff	Gen Op Budget	Teacher Report to Principal

<p>Problem-Solving skills, and addition and subtraction facts. Math Vocabulary aligned both horizontally and vertically.</p> <ul style="list-style-type: none"> <li>Students will be taught how to transfer and apply previous learning to new concepts.</li> <li>The Students will achieve exemplary academic performance through various programs.</li> <li>Students will achieve exemplary academic performance through after-school remediation.</li> <li>At least 90% of students taking the STAAR EOC Test will meet minimum TEA passing standards. The Math Department will: <ul style="list-style-type: none"> <li>1. Ensure that students are familiar with the objectives and format of the test,</li> <li>2. Will provide students with skills and strategies to excel,</li> <li>3. Hold tutorials for students,</li> <li>4. Teach students to use discovery to recognize patterns and use these patterns to make conjectures to solve problems.</li> </ul> </li> </ul>	<p>2018 - 2019</p> <p>2018 - 2019</p> <p>2018 - 2019</p> <p>Spring 2019</p>	<p>Prin., Staff</p> <p>Prin., Staff</p> <p>Prin., Staff</p> <p>HS Prin., Staff</p>	<p>General Operations Budget</p> <p>General Operations Budget</p> <p>General Operations Budget</p> <p>General Operations Budget</p>	<p>Teacher Report to Campus Principals.</p> <p>Teacher report to principal on progress.</p> <p>Teacher report to principal on progress.</p> <p>Teacher report to principal on progress.</p>
<p><b>3D Science</b></p> <ul style="list-style-type: none"> <li>Continue utilizing the TEKS Resource System curriculum with adherence to the TRS yearly planning calendar.</li> <li>At least 90% of students taking the STAAR EOC Test will meet minimum TEA passing standards. The Science Department will <ul style="list-style-type: none"> <li>1. Ensure that students are familiar with the objectives and format of the test,</li> <li>2. Provide students with skills and strategies to excel,</li> <li>3. Hold tutorials for students.</li> </ul> </li> </ul>	<p>2018 - 2019</p> <p>Spring 2019</p>	<p>Principals., Staff</p> <p>HS Prin., Staff</p>	<p>General Operations Budget</p> <p>General Operations Budget</p>	<p>Progress report to Principals from teachers.</p> <p>Progress reports to principal from staff</p>

<p><b>3E Social Studies</b></p> <ul style="list-style-type: none"> <li>Continue utilization of TEKS Resource System curriculum and yearly calendar.</li> <li>At least 90% of students taking the STAAR EOC Test will meet minimum TEA passing standards. The Social Studies Department will             <ol style="list-style-type: none"> <li>Ensure that students are familiar with the objectives and format of the test,</li> <li>Use test-taking strategies to achieve exemplary status.</li> </ol> </li> </ul>	<p>2018 - 2019</p> <p>Spring 2019</p>	<p>Prin., Staff</p> <p>HS Prin., Staff</p>	<p>Gen Op Budget</p> <p>General Operations Budget</p>	<p>Progress report to Principal from teachers.</p> <p>Teacher reports to all Principals on implementation.</p>
<p><b>3F Special Education</b></p> <ul style="list-style-type: none"> <li>The district will appropriately provide special education and related services, including early intervention services and training necessary to support these programs, to students who are eligible for those services. The campus will work with district personnel and programs through the Tri-County SSA to accomplish this task.</li> </ul>	<p>2018 - 2019</p>	<p>Supt. Campus Principals Special Education Staff, Tri-County Co-op SSA</p>	<p>General Oper. Budget Federal Funds</p>	<p>Reports to Supt. and Board.</p>
<p><b>3G ESL</b></p> <ul style="list-style-type: none"> <li>Provide ESL service to LEP students.</li> </ul>	<p>2018 - 2019</p>	<p>Campus Prin., ESL Staff</p>	<p>General Operations Budget ; ESL Funds</p>	<p>Progress report to Prin. &amp; Supt. Staff Employment Records</p>
<p><b>3H Dyslexia</b></p> <ul style="list-style-type: none"> <li>Provide Dyslexia Services</li> </ul>	<p>2018 - 2019</p>	<p>Campus Prin., Dyslexia Staff</p>	<p>Gen. Operating Budget See SCE Plan</p>	<p>Progress report to Principals Employment, Staff Dev. Records</p>
<p><b>3I GT</b></p> <ul style="list-style-type: none"> <li>Maintain GT Coop</li> <li>Update GT Plan and have teachers qualified and differentiating instruction</li> </ul>	<p>2018 - 2019</p>	<p>Principals, Staff GT committees</p>	<p>General Operations Budget, GT Resources</p>	<p>GT records</p>
<p><b>3J MIGRANT</b></p> <ul style="list-style-type: none"> <li>Provide Migrant Services according to district MEP plan through ESC 14.</li> </ul>	<p>2018 - 2019</p>	<p>Principals, Counselors</p>	<p>Gen. Operations Budget</p>	<p>Migrant Records</p>
<p><b>3K CTE</b></p> <ul style="list-style-type: none"> <li>Provide Career/Technology Programs.</li> </ul>	<p>2018 - 2019</p>	<p>HS Prin., Counselor, CATE Teachers</p>	<p>GOB/Carl Perkins</p>	<p>Progress reports to HS Teachers, Parents, Supt. School Board. TAIS IP Monitoring</p>

<b>3L Curriculum Alignment</b> <ul style="list-style-type: none"> <li>Curriculum Alignment. TRS</li> </ul>	2018 - 2019	Supt., Campus Prin., Staff Dist/ESC Curriculum Coord.	General Operations Budget, Title 1 See SCE Plan	Review Campus/Teacher findings & Dept Hd. Alignment activities to focus on Scope and Sequence with TRS Report to DIT, School Board.
<b>3M HQ Staff</b> <ul style="list-style-type: none"> <li>Provide HQ staff development</li> <li>Insure HQ staff is employed</li> <li>Employee HQ substitutes</li> </ul>	2018 - 2019	Supt., Principals	Gen Op. Budget See SCE Plan	Staff Development and certification records.
<b>3N Supplies</b> <ul style="list-style-type: none"> <li>Purchase Supplies as necessary</li> </ul>	2018 - 2019	Supt. Principals	GOB/ Federal Budget / See SCE Plan	Purchasing Records
<b>3O MAINTAIN ESC COOP</b> <ul style="list-style-type: none"> <li>Contract Services w ESC 14.</li> </ul>	2018 - 2019	Supt BOE	General Operations Budget	ESC Contract
<b>3P PROGRAM COORDINATION</b> <ul style="list-style-type: none"> <li>Ensure and evaluate program coordination throughout all aspects of the District including State and Federal Funding regulations.</li> <li></li> </ul>	2018 - 2019	Supt. Bus Mgr BOE Administrators DIT CICs Federal Program Director	Staff Time	Program Evaluations; Budget Reports HISD Business Procedures Manual

## Hamlin ISD District Plan

- Goal 4: Hamlin students will: A. Manifest respect for others,  
 B. Attend school in a safe, disciplined, and drug free environment that is conducive to learning,  
 C. Be provided an educational setting which meets their social and emotional needs.

Summative Evaluation: Campus discipline reports, Safe and Drug Free reports, Student/Faculty/Parent Surveys.

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
In conjunction with and/or in addition to Texas Objectives of Public Education. (TEC, Sec. 4.001 (b))				
4.1 Maintain membership in ESC SDFS. Students will participate in Drug-Free activities.	2018 - 2019	Prin., Staff, Counselor	General Operations Budget	Report to Supt. from Principals / Counselors on Drug Free activities, participation and comment on how successful the activity was.
4.2 Students are drug tested according to district guidelines in grades 7-12 who participate in any UIL or Extra-curricular event.	2018 - 2019	Prin., Program Sponsors	General Operations Budget	Report to Supt on Testing results in %'s and anonymously June '19 by Campus Prin.
4.3 Contract Drug Dog Services	2018 - 2019	Principals	GOB See SCE Plan	Principals Reports to Supt.
4.4 The counselor will provide individual and small group counseling for conflict management, suicide prevention and crisis intervention. Additional emotional and psychological support will be provided on a needs basis.	2018 - 2019	Prin., Counselor, Staff	General Operations Budget	Counselor report to Prin. on dates of groups sessions, # of individual session held (anonymous).
4.5 Using the guidelines of a locally developed character building program, students will learn about being respectful of others, and being drug free.	2018 - 2019	Prin., Counselor, Staff	General Operations Budget	Evaluation report from counselor to Prin. on program results/success.
4.6 Students and adults will demonstrate a progression towards mutual respect and caring through positive interactions and attitudes.	2018 - 2019	Prin., Staff	General Operations Budget	Reports to Prin., Supt.

4.7 Students will demonstrate a yearly decline in the frequency of misbehavior and violence and faculty will contribute to maintaining a positive and safe environment.	2018 - 2019	Prin., Staff	General Operations Budget	Annual discipline reports on PEIMS.
4.8 Hamlin High School will provide students with skills and knowledge for success beyond high school and progress toward excellence for students in special programs.	Spring 2019	HS Prin., Counselor, Staff	General Operations Budget	Report on graduates post grad. plans, track graduates and survey. Sp. Ed. Report on student progress toward excellence through PBMAS.
4.9 The <i>Emergency Operations Plan</i> will be reviewed and drills held to maintain proficiency for student safety. Ex: Shelter in Place.	2018 - 2019	Supt., Campus Prin., CIC	General Operations Budget	Monthly drills to cover a spectrum of emergency plans with results reported to Supt., School Board.
4.10 Provide as needed a DAEP for students who might otherwise be at risk due to disciplinary reasons.	2018 - 2019	Supt. Principals	General Operations Budget	DAEP records
4.11 Provide information on college programs and financial aid in order to encourage students toward high academic performance.	Spring 2019	Principals, Counselor	General Operations Budget	Records of sessions, career day attendance, applications.
4.12 Provide extracurricular activities including UIL athletics and academics and other clubs and events.	2018 - 2019	Administration, Staff, Sponsors	General Operations Budget	Financial Records/ extracurricular participation records.
4.13 Maintain a physical environment that is safe and conducive to education.	2018 - 2019	Admin/ BOE/ Maint/	General Operations Budget	Financial Records
4.14 Maintain and enforce policies for the Welfare of all students, including HISD's Bullying Prevention Policy. Board Policy made available online. Required information and procedures Posted on the district website.	2018 - 2019	Admin/BOE/Principals/Staff Tech / Web Server	General Operations Budget / Staff	Board Policy/ Handbooks / Website

## Hamlin ISD District Plan

Goal 5: Hamlin students and staff will increase their knowledge and use of technology.

Summative Evaluation: Technology use as a tool in the preparation and presentation of academic material and curriculum.

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
In conjunction with and/or in addition to Texas Objectives of Public Education. (TEC, Sec. 4.001 (b))				
5.1 Increase technology for instructional and student use throughout the district.	2018 - 2019	Technology Coordinator	Grants, T1, GOB	Purchasing records, inventory.
5.2 Through staff development and ESC 14 personnel, the faculty will receive technology training as needed. Staff will use technology in instruction and administrative programs.	2018 - 2019	BOE, Administrators Prin., ESC Staff, Technology Coordinator	General Operations Budget	Staff Development Records Technology Records
5.3 Students will receive formal technology training in the computer lab.	2018 - 2019	Administrators; Tech Teachers	GOB; Staff Time	Prin. report to supt. student progress.
5.4 Technology will be used at Hamlin High School, as detailed in the TEKS, to improve the quality of instruction in the educational process.	2018 - 2019	HS Prin., Staff, Technology Coordinator	General Operations Budget	Teacher report to HS Prin. on technology use and impact on student learning.
5.5 Students will master the appropriate level Technology App TEKS.	2018 - 2019	Technology Teachers, Principals, Tech Staff	General Operations Budget, Grants	Tech Apps mastery results
5.6 Teachers will complete the STAR Chart yearly, and will attain mastery of the required Tech Applications.	2018 - 2019	Tech Staff, Principals, All Teachers	Staff Time, Tech Allot.	Star Chart Records, Teacher Application Achievement
5.7 Maintain a District Technology Plan approved by TEA including CIPA compliance.	2018 - 2019	Technology Coordinator Tech Committee	General Operations Budget, eRate, Grants	Plan Approval
5.8 Continue to seek latest technology to aid in instruction and upkeep of LAN.	2018 - 2019	Tech Coordinator, Principals, Administration, Staff	General Op Budget;	Purchasing records; LAN Reports
5.9 All persons accessing district technology will have a signed AUP on file and abide by the rules specified in policy, student handbooks and the code of conduct.	2018 - 2019	Tech Coordinator, Principals, Administration, Staff	Grants; E-Rate Funding Staff Time	Tech Access records and reports of non-compliance.

## Hamlin ISD District Plan

Goal 6: Parents of Hamlin ISD students will be partners with the district in the education of their children

Summative Evaluation: Parents actively involved in Hamlin ISD students' education

Implementation Strategies and Activities	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation
In conjunction with and/or in addition to Texas Objectives of Public Education. (TEC, Sec. 4.001 (b))				
6.1 Continue to utilize PTO to enhance the educational environment of the students through programs and fundraising.	2018 - 2019	Prin., Staff, Parents,	General Operations Budget, PTO Funds	Report to Supt. from Principal on PTO Programs and Meetings and fundraising results. Copies of sign in sheets.
6.2 HS CTE classes mentor ES Students.	2018 - 2019	Prin., Staff, Volunteers	General Operations Budget	Reports to Supt. on program implementation and mentor list.
6.3 Title I Parent Compact annually reviewed and adopted.	Fall 2019	Prin., Staff, Parents, Community, Board, DIT	General Operations Budget	Signed Compact to Supt.
6.4 Parents will be partners with Hamlin Elementary in their children's education through PTO programs, better communication, and the mentor program.	2018 - 2019	ES Prin., Staff, Parents	General Operations Budget	Report to Supt. from Principal on PTO, improved communication, and Mentor Program. Copies of sign in sheets.
6.5 Hamlin ISD will involve parents in the process of educating their children and in school related activities by maintaining parental contact and having current phone numbers, addresses and email addresses on file.	2018 - 2019	Prin., Staff, Parents	General Operations Budget	Program evaluation from Principal with teacher/parent contact results.
6.6 Increase Parental involvement at all levels of the district. Maintain parental involvement policies and all Title requirements including coordination with other federal and state funds.	2018 - 2019	Principals, Staff, Administration	Title 1 Funds, General Operations Budget	Parental Involvement Records, Policies, Procedures
6.7 Maintain communication with parents through the use of notes and letters, email, phone calls, meetings, HISD School Way App, Remind 101, social Media, the school website and others.	2018 - 2019	Administration, All Staff, Tech Coordinator	General Operations Budget, Staff Time	Copies of communications, records of contacts, sign-in sheets,



# APPENDIX



## STATE AND NATIONAL EDUCATION GOALS

## **Mission of the Public Education System of Texas:**

To ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation.

TEC, Sec. 4.001(a)

## **Texas Public Education Academic Goals**

To serve as a foundation for a well – balanced and appropriate education:

GOAL 1: the students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL 2: the students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL 3: the students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL 4: the students in the public education system will demonstrate exemplary performance in the understanding of social studies.

TEC, Sec. 4.002

## Texas Objectives of Public Education

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a school diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 6: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 7: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 8: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning.

OBJECTIVE 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEC, Sec. 4.001 (b)

# APPENDIX



H.I.S.D. STATE COMPENSATORY PLAN

HAMLIN ISD  
Local Procedures &  
Program Description Manual

State Compensatory Education  
(Supplemental Intensive & Accelerated Instruction)

School Year 2018 – 2019

## TABLE OF CONTENTS

SECTION 1:	PROGRAM OVERVIEW
SECTION 2:	STUDENT ELIGIBILITY CRITERIA
SECTION 3:	STUDENT IDENTIFICATION PROCEDURES
SECTION 4:	PROVISION OF SERVICES
SECTION 5:	STUDENT EXIT PROCEDURES
SECTION 6:	PROGRAM EVALUATION
SECTION 7:	CAMPUS-LEVEL SERVICES
SECTION 8:	SUMMARY OF FTE's

## SECTION 1: PROGRAM OVERVIEW

### Program Purpose

In keeping with the intent and purpose of Section §29.081 of the Texas Education Code addressing Compensatory, Intensive, and Accelerated Instruction, Hamlin ISD provides compensatory education services, hereafter referred to as State Compensatory Education (SCE) services, which are supplemental to the regular education program for students identified as at risk of dropping out of school. The District has chosen to use its supplemental SCE funds to support the schoolwide program for upgrading the entire educational program. The district ensures that these funds remain supplemental to those used to implement the regular education program and that the intent and purpose of the SCE Program are met – to increase the academic achievement and reduce the drop out rate of students meeting the State-defined eligibility criteria.

### Program Goals

The goals of all HISD SCE services provided to identified students are to reduce any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39 and to reduce/eliminate any disparity in the rates of high school completion between students identified in at-risk situations and all other district students (§29.081, TEC and 77® SB 702 Enrolled – Bill Text).

### General Use of Funds

Hamlin ISD uses all SCE funds to supplement services beyond those offered through the regular education program, less 15 percent indirect costs and the 18% allowable to provide baseline services at the District's AEP. The only exception to this ruling is where SCE funds are used to support one or more of the eight components at each of the Title 1, Part A, schoolwide campuses. SCE funds do not supplant funds for the Regular Education Program, defined as those basic instructional services to which all eligible students are entitled and consists of the required curriculum for each school district that serves grades K-12 (e.g., English language arts, mathematics, science, social studies) and enrichment curriculum (e.g., languages other than English, health, physical education, fine arts, economics, career and technology education and technology applications).

### Use of Funds on Title 1, Part A Campuses

As appropriate and necessary, SCE funds will be used to support one or more of the eight Title 1, Part A Schoolwide Program Components, so long as each campus continues to meet, at a minimum, the 50% poverty threshold. The district ensures that all campuses shall continue to receive their fair share of state and local funds for conducting the regular education program and ensures that the intent and purpose of the SCE Program will be met.

## Section 2: Student Eligibility

Hamlin ISD has adopted the thirteen criteria delineated in Texas Education Code §29.081 and redefined by Senate Bill 702 as the sole criteria used in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

A student at risk of dropping out of school includes each student who is under 21 years of age and who...

1. Is in pre-kindergarten, kindergarten or grade 1, 2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. Is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Was not advanced from one grade level to the next for one or more school years;
4. Did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. Is pregnant or is a parent;
6. Has been placed in an alternative education program in accordance with §37.006 during the preceding or current school year;
7. Has been expelled in accordance with §37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is a student of limited English proficiency, as defined by §29.052;
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined by 42 U.S.C. §11302, and its subsequent amendments; or
13. Resided in the preceding school year or reside in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

### Section 3: Identification Procedures

#### Responsibilities – Campus Contact

The Superintendent, in consultation with each campus principal, shall appoint an At-Risk Contact at each campus. Responsibilities of each contact include the following:

- Oversee processes for identification of students
- Maintain a list of identified students with the qualifying criterion/criteria listed
- Advise campus staff, as appropriate, of the status of identified students
- Oversee processes for timely review of student progress to determine the need for continued services &/or continued eligibility
- Oversee, at a minimum, a semi-annual review of student data to determine the student's continued eligibility
- Collaborate with campus administration and staff (SBDM) to ensure appropriate services are available to identified students
- Plan and conduct, in coordination with the district contact, an annual evaluation of program effectiveness at the campus level
- Collaborate with the principal and SBDM or campus staff to provide appropriate staff development sessions

#### Procedures for Identifying Eligible Students

The district coordinator shall establish uniform procedures for identifying students, utilizing a district-adopted/created document for identifying and monitoring the status of students in at-risks situations according to the criteria outlined by the State. Each campus contact shall oversee identification processes at his/her respective campus and shall ensure that PEIMS data is updated accordingly.

#### Periodic Updates and Eligibility Review

The campus contact, in consultation with the district coordinator and the campus principal and/or his designee(s), shall establish procedures to conduct periodic reviews semiannually, at a minimum, to identify additional eligible students, as well as to review the status of previously identified students, ensuring that all students receive services as needed.

Student data to be reviewed shall include, but may not be limited to, the following:

- For primary students only – students' performance on a readiness test or assessment instrument administered during the current school year (e.g., TPRI);
- For students in grades 7-12 only – student grades in subjects in the foundation curriculum to determine maintenance of grades of 70 or above in a semester preceding the current school year or maintenance within the current school year (failure to maintain less than 70 in two or more subjects qualify students to be identified as At-Risk);
- Retention rates;
- Performance on State assessments, inclusive of STAAR, EOC's, and alternative assessments (failure or lack of mastery equal to 110 percent of the level of satisfactory performance)
- Parental or pregnancy status (if the child is adopted, then, natural parents are no longer identified at-risk if this criterion is the only qualifying criterion);
- Alternative education program placement (current or preceding school year)
- Expulsion records (current or preceding school year)
- To the extent possible, data regarding parole, probation, deferred prosecution or other conditional release;
- LEP status

- DPRS referrals (current school year)
- Homeless status
- Residential facility placement data (preceding or current school year)

#### Section 4: Provision of Services

##### Services

Upon identification of students, the campus contact, in collaboration with appropriate campus staff, shall ensure that identified students are provided appropriate services that address the student's qualifying criteria. These services may include, but are not limited to, the following:

- Intensive remediation services for State assessments
- Extended learning opportunities (e.g., before/during/&/or after-school tutoring)
- Counseling sessions
- Peer, teacher, community-member mentoring sessions
- ACT/SAT preparation sessions for identified students
- Teen parenting sessions
- Training sessions for parents of identified students
- Intensive, supplemental reading programs
- Study skills sessions
- Self-esteem enhancement sessions
- Summer enhancement programs
- Individualized instruction
- Extended early childhood programs
- Goal-setting session
- Class-size reduction measure

##### Monitoring

In addition to provision of services the campus contact in consultation with appropriate staff and representatives from external agencies, where appropriate, will establish measures for timely monitoring of the student's progress. Such measures may include the following:

- Periodic interviews with service providers
- Written progress reports
- Review of subject area performance
- Periodic benchmark assessments
- Review of six-week failure lists
- To the extent possible, quarterly &/or other timely consultations with law enforcement agents and representatives DPRS
- As appropriate review impact of counseling services offered to identified students

## Section 5: Exit Procedures

### Exit Review

Since some criteria may only temporarily qualify students for SCE services (e.g., performance in subject area curriculum, on readiness tests, on State assessments, pregnancy or parent status, expulsion timeframe, LEP status, residential placement timeframes), the campus contact, in consultation with the principal and /or the appropriate staff, will determine through periodic decisions for exiting a student from the SCE program will be based upon the review of student data and may include the following:

- 110% level of satisfactory performance on state assessments
- Retention status
- Maintenance of passing grades with a score of 70 or greater
- Residential placement status
- Condition of pregnancy or parent status
- Alternative education program placement timeframe
- LEP status

### Continued Monitoring

To ensure that previously identified and served students receive timely and appropriate assistance, as needed, the campus contact will establish periodic review of students' performance for those students who have been exited from the SCE Program services.

## Section 6: Program Evaluation

### Required Overall Program Evaluation

The district coordinator will conduct an annual program evaluation, with assistance from the campus-level contacts, to assess the impact of SCE services/programs on the level of disparity between identified students in at-risk situations in relation to all other student populations for the following:

1. The disparity in performance on Chapter 39 Assessments; and
2. The disparity in the rates of high school completion.

### Additional Evaluation Measures

Other evaluation measures may include a review of evaluation data arising from specific services provided at each of the campuses. This information will include the campus' individual assessments of the progress made toward achieving the goals of services provided. Additional evaluation measures, both formative and summative, may be found in the campus's tables.

## Section 7: Campus-Level Services

Based upon students' qualifying criteria, each campus has designated specific services funded by State Compensatory dollars. As additional students are identified, additional services may be added, and others may be modified or deleted. A complete listing of the designated funds is available in the business office.

### B. Other Services/Funds Utilized

In addition to the strategies utilized by the campuses, HISD draws on other fund sources to support services to address the needs of students identified in at-risk situation. In particular, local and special grants support our goals to provide our teaching staff with the most current effective staff development, a required component of State Compensatory Education. As well, other special state and federal funds support additional initiatives designed to support all students, especially those in greatest need.

## Section 8: Summary of FTEs

A complete listing of FTEs, salaries and benefits for all staff paid through State Compensatory Funds is available upon request through the business office.

# APPENDIX



H.I.S.D. TITLE I  
PARENT INVOLVEMENT POLICY

## **Hamlin Independent School District NCLB District Title I Parent Involvement Policy**

The mission of Hamlin Independent School District is to build a strong foundation that will motivate students to grow, learn, and conquer the challenges they will face in tomorrow's world. The purpose of Title I is to improve the basic programs of Hamlin ISD, and to provide opportunities for children to acquire the knowledge and skills contained in the Texas Essential Knowledge and Skills and to meet the state performance standards.

Pursuant to federal law, each school district and the parents of students participating in Title I programs shall jointly develop a written parent involvement policy.

Hamlin ISD will be governed by the following statutory definition of parental involvement, and expects that each Title I campus will carry out programs, activities and procedures in accordance with this definition:

*Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:*

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at School;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and*
- (D) the carrying out of other activities, such as those described in state and federal policy.*

### **I. Title I Program Design and Development**

HAMLIN ISD will involve parents in the joint development of the Title I plan and the process of school review and improvement. The District Improvement Team composed of teachers and administrators from each campus, district level personnel, parents, and other community members will meet to discuss the design and implementation of HISD's District Parent Involvement Policy.

An adequate number of parents will work collaboratively with staff at the school in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program. Opportunities for participation will be provided to parents with limited English proficiency, disabilities, and who are migratory.

### **II. School – Parent Compact**

In accordance with Title I regulations, a component of the plan will be the school-parent compact at each campus. The Campus Administrator and teachers will meet with parents in order to discuss the compact and to explain how it relates to the child's academic achievement. This compact will enable the school and parents to share responsibility for student performance and success. The campus specific school-parent compact will be included in the campus handbook and will include programs available at each respective campus.

The district will support many varied ways of parental involvement striving to develop and maintain an optimum learning environment for all students. Parents may contribute through volunteer programs at each campus as well as creating a supportive home atmosphere. Parents and other community members may participate through an array of campus based activities that promote students success. Each campus plan will include the opportunities for parent and community involvement.

The district highly encourages parents to volunteer to serve on district and campus level committees. Hamlin ISD strives to make committee selections that represent the diversity of the community and the varying student sub-groups served by the district.

### **III. Parent Notifications**

Annually the school will convene a meeting to which all parents of participating students are invited to inform the parents of the school's participation in the Title I program and of the right of the parents to be involved. Parents will be provided timely information about available programs through newsletters and flyers. Information will be provided in a language and format that parents can understand.

### **IV. Parent Training and Available Programs**

Parents will receive materials and training to help parents work with their children to improve student achievement. Hamlin ISD believes that the best educational result for each student occurs when all three partners are doing their best: the campus staff, the student's parents and the student. Such a partnership requires trust and communication between home and school. Appendix A attached to this policy lists some of the many ways that parents are urged to help strengthen this partnership.

Parents are encouraged to contact the school and/or their child's teachers if they have any questions or concerns about the instructional program. Usually student or parent complaints or concerns can be addressed – simply by a phone call or a conference with the teacher. For those complaints and concerns that cannot be handled so easily, the district has adopted a standard complaint policy at FNG(LOCAL) in the district's policy manual. Additional information can also be found in District Board Policy online at <http://www.tasb.org/policy/pol/private/127903/>.

### **V. Annual Report Card, Student Assessment Data and Test Results**

All parents will be provided with the school performance profiles and assistance with interpreting their child's assessment results. They will also be provided a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficient levels students are expected to meet. NCLB Adequate Yearly Progress results and the annual TEA School Report Card will be disseminated to all parents and posted on the district website: <http://www.hamlin.esc14.net/District%20Information.htm>.

### **VI. Teacher Qualifications and Professional Development**

Teachers and school personnel will receive professional development training in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners. Staff members will be trained in promoting positive communication activities as well as effective ways to work with parents and community members. The staff is encouraged to have ongoing contact with parents not only in situations where there is an academic or behavioral concern, but also when good things are happening within the classroom. Hamlin ISD will maintain the goal that all core academic teachers and all instructional paraprofessionals, regardless of funding source, working in a Title I Schoolwide Program School, meet the High Quality Teacher Standards

Hamlin ISD will distribute to the public an annual report on the status of each Title I school in the district which includes the percentage of core academic teachers who meet the High Quality Standards and the percentages of teachers receiving high-quality professional development to enable such teachers to meet the high quality standards. This information is posted on the district website: <http://www.hamlin.esc14.net/District%20Information.htm>.

HAMLIN ISD will provide parents with timely information regarding the Highly Qualified status of all core academic teachers in the district. The parents of any student that is taught for more than four consecutive weeks by a teacher that is not highly qualified will be notified through a personal letter.

#### **VII. Program Coordination**

Hamlin ISD will coordinate and integrate parental involvement strategies in Title I Part A with parental involvement strategies under other federal and state programs, such as Head Start and Preschool.

#### **VIII. School Improvement or Persistently Dangerous: Choice**

Parents will receive timely information regarding Supplemental Educational Services and School Choice as required by NCLB if a campus is placed into School Improvement by TEA and/or is identified as being persistently dangerous.

#### **IX. Policy Development, Review and Evaluation**

All parents will be provided with opportunities for regular meetings to formulate suggestions, express dissatisfaction, share experiences with other parents, and to participate in decisions relating to the education of their children. These meetings will convene at convenient times for parents. Each campus will hold two meetings annually: the first being Open House in the fall; and the second being a late spring meeting to evaluate the Title I program.

Parents will work with staff in order to review the school's parent involvement policy. The review will focus on whether the parental involvement policy increases the academic quality of the school. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise if necessary, with the involvement of parents its parental involvement policies.

The goal of the parents and the objective of the school district are synonymous. This Parent Involvement Policy is intended to help the district's parents make the fullest contribution to their child's success in school.

This policy is reviewed and evaluated annually by the Hamlin ISD District Improvement Team in the summative meeting. The school will distribute this policy to all parents at the beginning of each school year.

## Appendix A

Hamlin ISD believes that the best educational result for each student occurs when all three partners are doing their best: the campus staff, the student's parents, and the student. Such a partnership requires trust and much communication between home and school. To strengthen this partnership, every parent is urged to:

- \* Encourage your child to put a high priority on education and commit to making the most of the educational opportunity the school provides.
- \* Encourage your child to attend school regularly. Contact the school when your child is unable to attend school.
- \* Encourage your child to do their homework and study at home.
- \* Instill a wholesome attitude toward school and respect for teachers in your child.
- \* Review the information in the student handbook, including the Student Code of Conduct, with your child and sign and return the acknowledgement form(s) and the directory information notice.
- \* Become familiar with all of your child's school activities and with the academic programs, including special programs offered in the district. Discuss with the counselor or principal any questions, such as concerns about placement, assignment, or early graduation, and the options available to your child. Monitor your child's academic programs and contact teachers as needed.
- \* Attend school conferences and request additional conferences as needed. A teacher will usually arrange to return the call or meet with the parent during his or her conference period or at a mutually convenient time before or after school.
- \* Exercise the right to review teaching materials, textbooks, and other aids, and to examine tests that have been administered to your child.
- \* Review your child's student records when needed. A parent may review attendance records, test scores, grades, disciplinary records, counseling records, psychological records, applications for admission, health and immunization information, other medical records, teacher and counselor evaluations, reports of behavioral patterns, and state assessment instruments that have been administered to your child.
- \* Grant or deny any written request from the district to make a videotape or voice recording of your child unless the videotape or voice recording is to be used for school safety; relates to classroom instruction or a co-curricular activity; or relates to media coverage of the school as permitted by law.
- \* Temporarily remove your child from the classroom, if an instructional activity in which the child is scheduled to participate conflicts with the parent's religious or moral beliefs. The removal cannot be for the purpose of avoiding a test and may not extend for an entire semester. Further, your child must satisfy grade-level and graduation requirements as determined by the school and the Texas Educational Agency.
- \* Become a school volunteer.
- \* Participate in campus parent organizations. Parents have the opportunity to support and be involved in various school activities, either as leaders or in supporting roles.
- \* Offer to serve as a parent representative on the district-level or campus-level planning committees, formulating educational goals and plans to improve student achievement.
- \* Attend Board meetings to learn more about district operations, including the procedures of addressing the Board when appropriate.
- \* Your child will not be required to participate without parental consent in any survey, analysis, or evaluation – funded in whole or in part by the U.S. Department of Education – that concerns: (1) political affiliation or beliefs of the student or the student's family, (2) mental or psychological problems of the student or the student's family, (3) sexual behavior or attitude, (4) illegal, antisocial, self-incriminating or demeaning behavior, (5) critical appraisals

of individuals with whom the student has a close family relationship, (6) relationships privileged under law, such as relationships with lawyers, physicians, and ministers, (7) religious practices, affiliations, or beliefs of the student or parents, and (8) income, except when the information is required by law and will be used to determine the student's eligibility to participate in special programs or to receive financial assistance under such a program. You will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation. For further information, see Board Policy EF.

- \* As a parent, you also have a right to receive notice and opt your child out of participating in: (1) Any survey concerning the primary information listed above, (2) school activities involving collection, disclosure, or use of personal information collected from your child for the purpose of marketing or selling that information, (3) Any non-emergency, invasive physical examination or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student. Exceptions are hearing, vision, or scoliosis screening, or any physical exam or screening permitted or required under state law. See Board policies EF and FFAA.
- \* As a parent, if you choose that your child's artwork special projects, photographs and the like not be displayed to the community on the District's Web site, in printed material, by video, or any other method of communication, you must notify the principal in writing.
- \* Parents also have a right to request information regarding the professional qualifications of your child's teachers, including whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; whether the teacher has an emergency permit or other provisional status for which the state requirements have been waived; and undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree. You also have the right to request information about the qualifications of any paraprofessional who may provide services to your child.
- \* To request that your child be excused from participating in the daily recitation of the Pledge of Allegiance to the United State flag and the Pledge of Allegiance to the Texas flag, the request must be made to the principal in writing. State law does not allow your child to be excused from participation in the required moment of silence or silent activity that follows.
- \* To request that your child be excused from reciting a portion of the text of the Declaration of Independence during Celebrate Freedom Week, the request must be in writing. State law requires the recitation as part of the social studies classes in grades 3-12 unless (1) you provide a written statement requesting that your child be excused, (2) the District determines that your child has a conscientious objection to the recitation, or (3) you are a representative of a foreign government to whom the United States government extends diplomatic immunity. See Board policy EHBK.
- \* To request in writing, if you are a non-custodial parent, that you be provided for the remainder of the school year a copy of any written notice usually provided to a parent related to misconduct that may involve placement in a Disciplinary Alternative Education Program (DAEP) or expulsion. See Board policies FL(Legal) and (Local), FO(Legal) and the Student Code of Conduct.
- \* To request a transfer of your child to another classroom if your child has been verified by the board or its designee to have been a victim of bullying as the term is defined by Education Code §25.0341. See the campus principal for information.

# APPENDIX



H.I.S.D. Equity Plan

## Putting It All Together: Roadmap Overview and Reporting Template

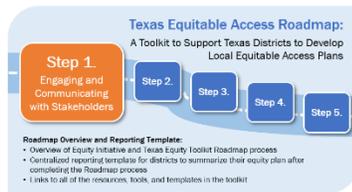
### Instructions

Please complete each field below. A district leader or staffer who was strongly involved with the equity work your district undertook while completing the five tools of this toolkit should complete this template with the support from the overall equity planning team. Each section of the reporting template can be filled in by copying and pasting the information from the end of each step in the toolkit.

If you have any questions, please reach out to the Equity Toolkit lead at your local ESC.

### District Reporting Template

District Name	HAMLIN ISD
County District Number (CDN)	127903
Date	09/25/2018
Name/E-mail of District Point Person	Katrina Bogle/katbogle@hamlin.esc14.net



### Results of Step 1. Engaging and Communicating with Stakeholders

Note that TEA does not require districts to report the outcomes of their stakeholder engagement planning. Your team may move forward to Step 2 to begin reporting the outcomes of your district's equity plan development.



### Results of Step 2. Reviewing and Analyzing Data

For this next set of items, please refer to the "Putting It All Together: Incorporating Your Reviewing and Analyzing Data Efforts Into Your Roadmap Reporting Template" from the **Step 2. Reviewing and Analyzing Data** tool. Please transfer the information from the end of Step 2 into the spaces below.

Districts with four or more campuses should complete Table A. Districts with three or fewer campuses should complete Table B. All districts also must respond to the two questions following Table B on your district's definition of effective teaching.

**Table B. Districts with Three or Fewer Campuses—Reporting Template for Calculating Equity Gaps for Inexperienced and Out-of-Field Teachers**

**Hamlin Elementary School**

Row	Comparison	Percentages of:	
		Inexperienced Teachers	Out-of-Field Teachers
A	Percentage of teachers in the Title I campus	27	0
B	State average <sup>a</sup>	14.4	6.9
C	<b>State equity gap: Title 1 campus minus state average (row A – row B)</b>	4.6	-6.9 (no gap)

**Hamlin JR/Sr High School**

Row	Comparison	Percentages of:	
		Inexperienced Teachers	Out-of-Field Teachers
A	Percentage of teachers in the Title I campus	27	0
B	State average <sup>a</sup>	14.4	6.9
C	<b>State equity gap: Title 1 campus minus state average (row A – row B)</b>	5.6	-6.9 (no gap)

<sup>a</sup>State averages for inexperienced and out-of-field teachers are available and updated annually on the TEA Equity Toolkit [website](#).

## What is your district's definition of effective teaching?

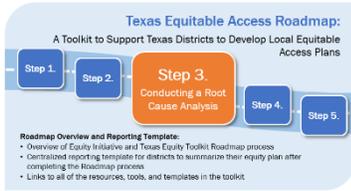
In the fields below, record the definitions of effective teaching according to the three categories included in the table. Provide a description of your rationale for these three definitions.

### Our District's Definition of Effective Teaching:

Teaching Performance	Student Learning	Student Engagement
<b>Selected data to measure teaching performance:</b>	<b>Selected data to measure student learning</b>	<b>Selected data to measure student engagement:</b>
T-Tess Data from Evaluation, Walkthroughs, Meetings, and other Documentation.	Documentation on achievement such as grades and growth on local and state assessments.	T-Tess Data, surveys, attendance and discipline reports and other documentation.
<b>Definition of effective teaching using these data</b>	<b>Definition of effective teaching using these data</b>	<b>Definition of effective teaching using these data</b>
Teachers who are rated as proficient or above in at least 75% of the T-Tess dimensions will be considered as having effective teaching practices.	Teachers with less than 10% overall failure rate and minimal discipline referrals; and teachers with fifty percent of their students showing growth on local and state assessments will be considered as having effective teaching practices. This should be evidenced in the Instruction Domain in T-Tess.	Teachers for whom the majority of the observation and survey data, as well as the discipline data, show above average engagement on the parts of students and the teacher will be considered as having effective teaching practices. This should be evidenced in the Learning Environment Domain of T-Tess.

After examining the equity gaps in your district related to student access to effective teaching, what are your conclusions?

After examining the data on the equity gaps in Hamlin ISD related to student access to effective teaching, it is determined that 75% of teachers were effective according to the district's definitions in Teaching Performance, Student Learning and Student Engagement. The inexperienced teachers are spread across the district and no one student group or sub-population is concentrated with an inexperienced teacher. Within a small district, there are limited staff that teach each grade or subject and all students in that grade or subject are assigned to those teachers. To ensure equity to every student, the district needs excellent staff throughout. Excellence does not equate with experience. The plan should be to help all teachers continually to improve.



## Results of Step 3. Conducting a Root Cause Analysis

For this next set of items, please refer to the “Putting It All Together: Incorporating Your Conducting a Root Cause Analysis Efforts Into Your Roadmap Reporting Template” section of your RCA tool and transfer the information to the following spaces.

<b>Problem Statement:</b>		
<b>Hamlin ISD, due to location and economic issues, has difficulty attracting supporting and retaining excellent teachers.</b>		
<b>Root Causes as They Relate to ATTRACTING Excellent Teachers</b>	<b>Root Causes as They Relate to SUPPORTING Excellent Teachers</b>	<b>Root Causes as They Relate to RETAINING Excellent Teachers</b>
<b>Hamlin ISD is located in a small rural town with declining population and business offerings.</b>	<b>The decline in enrollment in recent years has held steady which required current staff to do more. New teachers need support to handle the load.</b>	<b>HISD is located within 45 minutes of two larger districts and cities that offer more opportunities within the districts and the communities.</b>
<b>The decline in enrollment from recent years has held steady and the budget is limited which inhibits the ability to attract and retain excellent teachers.</b>		<b>With a small staff, everyone is stretched to do more, from numerous course preps to extra-curricular duties and activities.</b>
		<b>While competitive for the size of the district, HISD cannot compete with some surrounding nor the larger districts in salary and compensation.</b>



## Results of Steps 4 and 5. Selecting Strategies and Planning for Implementation

For this next set of items, please refer to the “Putting It All Together: Incorporating Your Selecting Strategies Efforts Into Your Roadmap Reporting Template” section of your Selecting Strategies tool and Planning for Implementation tool.

Complete the following tables by first listing your district’s long-term outcomes. These are your high-level goals that should occur in the next 2–5 years if your strategies are successful. Then, list the strategies your district will implement to address the root causes of the equity gaps in your district.

Long-Term Outcomes (from Step 5):

HISD will hire, retain and support Highly Qualified and certified teachers who work hard, love kids, and have a positive attitude.

Identified Root Cause (from Step 3)	Selected Equity Plan Strategies (from Step 4)	Outputs Benchmark 1 (from Step 5)	Short-Term Outcome Benchmark 2 (from Step 5)	Mid-Term Outcome Benchmark 3 (from Step 5)
Location and lack of funding.	Continue to increase and offer 20+ years’ salary increases.	Retain more veteran teachers.	Retain 10% more veteran teachers this year.	Retain 30% more veteran teachers through the next 3 years.
Principals work closely with and assign Mentor teachers for inexperienced teachers.	Veteran teachers will mentor inexperienced teachers and meet weekly. Principals will work closely with inexperienced teachers.	Inexperienced teachers will gain confidence and effectiveness with the help of their support system.	New teachers will return next year with the help of their mentor and support system.	New teachers will stay in the district for 3-5 years or longer becoming excellent teachers.

Use this box to provide any additional insights you learned from completing this process or provide any additional information you think is necessary to understanding your plan.

The chronic teacher shortage is causing many issues for districts that inhibit student growth and achievement. By creating a positive culture and enhancing the instructional climate, the smaller districts can make strides in retaining staff and improving student growth and achievement.

# Appendix

## List of Resources to Support Local Equity Plan Development, by Topic Area

Topic Area	Resource and Link to Access Resource
Every Student Succeeds Act (ESSA)	<ul style="list-style-type: none"> <li>Information from the U.S. Department of Education (ED) (<a href="http://www.ed.gov/essa?src=rn">http://www.ed.gov/essa?src=rn</a>).</li> <li>Information on equity as it relates to states is included in section (1111(g)(1)(B)).</li> <li>Information on equity as it relates to districts is included in section (1112(b)(2)).</li> </ul>
Equity Plans	<ul style="list-style-type: none"> <li>State Equity Plans—plans submitted by all of the states to ED in 2015 (<a href="https://www2.ed.gov/programs/titleiparta/resources.html">https://www2.ed.gov/programs/titleiparta/resources.html</a>).</li> <li>Texas 2015 Equity Plan (<a href="http://tea.texas.gov/About_TEA/Laws_and_Rules/NCLB_and_ESEA/Title_I_Part_A_-_Improving_Basic_Programs/State_Plan_To_Ensure_Equitable_Access_to_Excellent_Educators/">http://tea.texas.gov/About_TEA/Laws_and_Rules/NCLB_and_ESEA/Title_I_Part_A_-_Improving_Basic_Programs/State_Plan_To_Ensure_Equitable_Access_to_Excellent_Educators/</a>).</li> </ul>
Engaging and Communicating with Stakeholders	<ul style="list-style-type: none"> <li>The Center on Great Teachers and Leaders (GTL Center) has developed sample stakeholder engagement meeting agendas for various formats (<a href="http://www.gtlcenter.org/sites/default/files/GTL_Resource_04_Agendas-ed-fmt.doc">http://www.gtlcenter.org/sites/default/files/GTL_Resource_04_Agendas-ed-fmt.doc</a>).</li> <li>Communications planning resource from the GTL Center (<a href="http://www.gtlcenter.org/sites/default/files/Communication_Guidebook.pdf">http://www.gtlcenter.org/sites/default/files/Communication_Guidebook.pdf</a>).</li> <li>Developing key messages—Ideas and suggestions from the GTL Center (<a href="http://www.gtlcenter.org/sites/default/files/Communication_Guidebook.pdf">http://www.gtlcenter.org/sites/default/files/Communication_Guidebook.pdf</a>).</li> <li>Gathering stakeholder feedback with a feedback form from the GTL Center that districts can use or repurpose (<a href="http://www.gtlcenter.org/sites/default/files/GTL_Resource_05_IncorpFeedback-ed-fmt.doc">http://www.gtlcenter.org/sites/default/files/GTL_Resource_05_IncorpFeedback-ed-fmt.doc</a>).</li> </ul>
Reviewing and Analyzing Data	<ul style="list-style-type: none"> <li>ED definition of “out-of-field” teachers (<a href="https://www2.ed.gov/policy/elsec/leg/esea02/pg20.html">https://www2.ed.gov/policy/elsec/leg/esea02/pg20.html</a>).</li> <li>Best practices in defining an “ineffective” teacher. Resource from the GTL Center <i>Teacher Effectiveness in the Every Student Succeeds Act: A Discussion Guide</i> (<a href="http://www.gtlcenter.org/sites/default/files/TeacherEffectiveness_ESSA.pdf">http://www.gtlcenter.org/sites/default/files/TeacherEffectiveness_ESSA.pdf</a>).</li> <li>The reference above also helps guide consideration of the role district resources, including time, money, and educator engagement, play in the decision-making process in defining effective teaching.</li> <li>Texas Data Checklist (list of data elements available to most districts in Texas; LINK TBD).</li> <li>Data from the Public Education Information Management System (PEIMS) (2015–2016) sources. Code tables available at <a href="http://ritter.tea.state.tx.us/peims/standards/weds/">http://ritter.tea.state.tx.us/peims/standards/weds/</a>.</li> <li>Definition of person of color—New Oxford American Dictionary (2015) definition is a person of color is a person who is not White or of European parentage (<a href="https://en.oxforddictionaries.com/definition/us/person_of_color">https://en.oxforddictionaries.com/definition/us/person_of_color</a>).</li> <li>The PEIMS 110 record includes an “at-risk indicator code.” This code indicates whether a student is currently identified as at-risk of dropping out of school using state-defined criteria that are based on whether the student meets one or more of 13 criteria. For more information, please visit <a href="http://ritter.tea.state.tx.us/peims/standards/weds/">http://ritter.tea.state.tx.us/peims/standards/weds/</a>.</li> <li>Chronic absenteeism refers to excessive absences during the school year while truancy refers to a certain number or certain frequency of unexcused absences. In Texas, chronic absenteeism generally refers to a student who is absent for 10% or more of the days school is offered (see Texas Education Code §25.092; <a href="http://www.statutes.legis.state.tx.us/?link=ED">http://www.statutes.legis.state.tx.us/?link=ED</a>). Truant conduct is defined as failing to attend school without an excuse on 10 or more days or parts of days within a 6-month period in the same school year (see Texas Family Code §65.003(a); <a href="http://www.statutes.legis.state.tx.us/Docs/FA/htm/FA.65.htm">http://www.statutes.legis.state.tx.us/Docs/FA/htm/FA.65.htm</a>).</li> </ul>

Topic Area	Resource and Link to Access Resource
	<ul style="list-style-type: none"> <li>Research on within campus inequitable student access to effective teachers—Goldhaber, D., Lavery, L., &amp; Theobald, R. (2014). <i>Uneven playing field? Assessing the inequity of teacher characteristics and measured performance across students</i> (CEDR Working Paper 2014-14). Seattle: University of Washington. Retrieved from <a href="http://www.cedr.us/papers/working/CEDR%20WP%202014-4.pdf">http://www.cedr.us/papers/working/CEDR%20WP%202014-4.pdf</a>.</li> </ul>
<b>Conducting a Root Cause Analysis</b>	<ul style="list-style-type: none"> <li>Problems of Practice Related to Talent Management—As districts explore the root causes of their equity gaps, it may be helpful to carefully examine current talent management strategies, policies, and practices and consider how they may be supporting or hindering equitable access. The following GTL Center resources and tools can help districts as they consider how their current approaches support attracting, supporting, and retaining excellent educators in their highest need campuses. <ul style="list-style-type: none"> <li>Talent Development Framework (<a href="http://www.gtlcenter.org/sites/default/files/14-2591_GTL_Talent_Dev_Framework-ed_110714.pdf">http://www.gtlcenter.org/sites/default/files/14-2591_GTL_Talent_Dev_Framework-ed_110714.pdf</a>).</li> <li>Creating Coherence and Alignment Tool (<a href="http://www.gtlcenter.org/sites/default/files/Coherence_Alignment_Tool.pdf">http://www.gtlcenter.org/sites/default/files/Coherence_Alignment_Tool.pdf</a>).</li> <li>Talent Management Strategies: Districts Self-Assessment Checklist (<a href="https://easn.grads360.org/#communities/pdc/documents/12611">https://easn.grads360.org/#communities/pdc/documents/12611</a>).</li> </ul> </li> <li>After conducting a root cause analysis, districts may want to collect feedback from participants/stakeholders. Your district may develop its own feedback form, or you could choose to use or adapt an existing feedback form like the one developed by the GTL Center available at <a href="http://www.gtlcenter.org/sites/default/files/GTL_Resource_05_IncorpFeedback-ed-fmt.doc">http://www.gtlcenter.org/sites/default/files/GTL_Resource_05_IncorpFeedback-ed-fmt.doc</a>.</li> </ul>
<b>Selecting Strategies</b>	<ul style="list-style-type: none"> <li>How to select strategies to address equity gaps—The GTL Center’s Research-Supported Implementation Tips for Equitable Access Plan Strategies resource (<a href="http://www.gtlcenter.org/sites/default/files/Implementation_Tips.pdf">http://www.gtlcenter.org/sites/default/files/Implementation_Tips.pdf</a>).</li> <li>Reviewing existing strategies may prompt some districts to consider a more comprehensive review of the alignment and coherence of their district’s policies and practices. The resources below can assist those efforts. <ul style="list-style-type: none"> <li>Talent Development Framework (<a href="http://www.gtlcenter.org/sites/default/files/14-2591_GTL_Talent_Dev_Framework-ed_110714.pdf">http://www.gtlcenter.org/sites/default/files/14-2591_GTL_Talent_Dev_Framework-ed_110714.pdf</a>).</li> <li>Creating Coherence and Alignment Tool (<a href="http://www.gtlcenter.org/sites/default/files/Coherence_Alignment_Tool.pdf">http://www.gtlcenter.org/sites/default/files/Coherence_Alignment_Tool.pdf</a>).</li> <li>Talent Management Strategies: Districts Self-Assessment Checklist (<a href="https://easn.grads360.org/#communities/pdc/documents/12611">https://easn.grads360.org/#communities/pdc/documents/12611</a>).</li> </ul> </li> </ul>
<b>Planning for Implementation</b>	<ul style="list-style-type: none"> <li>Developing a logic model. Although a formal logic model is not required when planning for implementing your district strategies, it might be helpful to create one, especially if you are using many strategies. Logic model development resources are available from: <ul style="list-style-type: none"> <li>The Kellogg Foundation (<a href="https://www.wkcf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide">https://www.wkcf.org/resource-directory/resource/2006/02/wk-kellogg-foundation-logic-model-development-guide</a>).</li> <li>Regional Education Laboratory Northeast and Islands (<a href="http://www.relnei.org/events/skill-builder-archive/logic-model-to-program-evaluation.html">http://www.relnei.org/events/skill-builder-archive/logic-model-to-program-evaluation.html</a>).</li> </ul> </li> <li>If you need help generating a list of common barriers, you can refer to the GTL Center’s Monitoring Tool for a list of common barriers (<a href="http://www.gtlcenter.org/sites/default/files/Monitoring_Tool.pdf">http://www.gtlcenter.org/sites/default/files/Monitoring_Tool.pdf</a>).</li> </ul>
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## Texas Equity Plan Success Criteria

This tool is designed to be used by LEAs as they revise the 17-18 Equity Plans for 18-19 submission. Ideally, LEAs will demonstrate effectiveness with each of the success criteria. Additionally, ESC Equity Leads can use this tool to support and guide LEAs in their Equity Plan improvement efforts.

### Step 1: Engaging and Communicating with Stakeholders

- Provides evidence throughout equity plan that multiple stakeholders were involved in development of process

### Step 2: Reviewing and Analyzing Data

- Calculates equity gaps for percentages of out-of-field and inexperienced teachers for both low-income and students of color in a clear and correct manner utilizing previous year's data
- Defines effective teaching using appropriate, measurable data including teaching performance, student learning and student engagement
- Provides qualitative conclusion(s) on the effective teaching equity gap calculation that is directly aligned to the district definition of effective teaching

### Step 3: Conducting a Root Cause Analysis

- Provides a problem statement that is aligned to the findings in the equity gap analysis of out-of-field, inexperienced, or effective teaching
- Provides a problem statement with a focus on the challenge of attracting, supporting, or retaining effective, experienced, and in-field teachers in the highest need campuses serving low-income and students of color
- Provides at least one root cause that is aligned to the problem statement as it relates to attracting, supporting and retaining excellent teachers
- Completes Step 3 column on the progress monitoring template with root cause(s)

### Steps 4: Selecting Strategies

- Selects strategies that are directly aligned to the root cause analysis
- Selects strategies that are measurable and evidence-based
- Selects strategies that are viable within district's specific context
- Completes Step 4 column on the progress monitoring template with selected strategies

### Step 5: Planning for Implementation

- Selects benchmarks that are directly aligned to the selected strategies
- Selects benchmarks that are viable within district's specific context
- Selects benchmarks that are measurable
- Completes all Step 5 columns on the progress monitoring template with benchmarks