

Hamlin ISD

# Hamlin Elementary Campus Improvement Plan 2018-2019

Date of Board Approval:

## **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.

## **Long Range Goals**

Raise the level of achievement for all students, ensure all students show adequate academic growth from year to year, and continue school-wide building improvement

## **State Compensatory Education Statement**

State Compensatory Education (SCE) services 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 school-wide 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.

## **Campus/District Improvement Team**

Michelle Jones	Principal
Kristi Byerly	Teacher
Diane Edwards	Teacher
Stephanie Wills	Teacher
Jill Bell	Business Representative
Melonice Malone	Parent Representative
Deanna McNeely	Parent Representative
Candice Bonds	Community Representative

# Comprehensive Needs Assessment

## Comprehensive Needs Assessment Process

SBDM team meets annually to discuss campus and district goals or concerns. During August, the SBDM team analyzes the data collected from the previous year and sets goals for the upcoming year by looking at the successes as well as the areas of need from the previous school year.

## Summary of Prior Year's Program Evaluation

2017-2018 Campus Plan evaluation found that areas of concern were: student growth on STAAR from year to year, number of students showing growth on STAAR, the passing rate of special education students and ESL students in curriculum and on STAAR, and fluency in lower elementary.

Data Analysis	Sources	Summary of Findings
<b>STAAR Data</b> <b>Campus/Subject/Grade Level</b> <b>STAAR Objective</b> <b>Ethnic Groups</b> <b>Economically Disadvantaged</b> <b>LEP</b> <b>Gender</b> <b>G/T</b> <b>At Risk</b> <b>Special Education</b>	TAPR Report STAAR Perf. Data Table State Acct. Report PBMAS Report PEIMS Report Program Data Longitudinal/Cohort DMAC Data Trend Data	Low STAAR scores in all subjects for special education students Low achievement rates on STAAR for Hispanic subgroup and LEP students Low % of students achieving masters level Concern regarding low % of student growth measure Low # of special education students being successful on STAAR assessments
<b>Other Assessments</b> <b>STAAR - ALT</b> <b>TELPAS</b> <b>AimsWeb</b> <b>CLI</b> <b>TPRI</b> <b>Local Benchmark Data</b> <b>Academic Records of Migrant Students</b>	TAPR Report TELPAS Data SPED Assessment Data AimsWeb Results CLI Results TPRI Data Local Benchmark Data	Fluency is still a targeted area of improvement High level of at-risk students on TPRI
<b>Attendance Rate</b> <b>District/Campus</b> <b>Grade Level</b> <b>Ethnicity/Gender</b> <b>Mobility Rates</b>	Attendance Records Truancy Reports TAPR Reports	Unsatisfactory attendance records Attendance committee needs to meet on a regular basis Truancy hearings

<b>Completion Rate / Dropout Rate / Retention Rate</b> <b>Grade Level</b> <b>Ethnic Group</b> <b>Economically Disadvantaged</b> <b>Special Education</b> <b>LEP</b> <b>Gender</b> <b>Number of Years in School</b> <b>STAAR Performance</b> <b>At Risk</b>	TAPR Report State Accountability Report PEIMS Reports PBMAS Report	Close to 75% of students are identified as economically disadvantaged High percent of at-risk students
<b>Program Effectiveness</b> <b>Parental Involvement</b> <b>Number of Students in a Class</b>	TAPR Report PBMAS Report Enrollment Classes Multi-Hazard Emergency Operations Plan Security Audit Staff Meeting Minutes PTO Minutes Communications to Parents Teacher Conference Records Telephone Logs Master Schedule	As a District of Innovation, some of our class sizes are greater than 22. Parent involvement is good but could be better.
<b>Discipline/Classroom Management</b> <b>Safe and Drug Free Schools</b> <b>Discipline Referrals</b> <b>ISS</b> <b>Mandatory DAEP Placement</b> <b>Discretionary DAEP Placement</b> <b>School Violence Incidence Data</b> <b>Tobacco, Alcohol, and other drug-use incident data</b>	Discipline Records PEIMS Records Telephone Logs	We will work to lower the number of discipline referrals.

## Recommended Initiatives and Strategies

The Campus Improvement Team suggests that we focus on school-wide growth improvement on the STAAR assessments for all students. Our team also wants students to track their own data and progress.

## Key to Program Budget Codes and Title I School-wide Components

Program Budget Codes		Title I School-wide Components	
Abbreviation	Program	Abbreviation	Component
T IA	Title I, Part A	CNA	Campus Needs Assessment
T IC	Title I, Part C (Migrant)	RS	School Reform Strategy
T IIA	Title II, Part A (TPTR)	HQ	Highly Qualified
T IID	Title II, Part D (Technology)	PD	Professional Development
T IV	Title IV (Safe & Drug Free Schools)	ER	Employee Recruitment
SCE	State Compensatory Education	PI	Parental Involvement
OEYP	Optional Extended Year	T	Transition
AMI / ARI	Accelerated Math/Reading Instruction	TIA	Teacher Input in Assessment
LOCAL	Local Funds	AM	Assistance for Mastery
T III	Title III (Bilingual, ESL)	CIS	Coordination / Integration of Services

# Research-Based Curriculum & Instruction

<b>Goal 1</b>	All students will be encouraged and challenged to meet their full educational potential.						
<b>Performance Objectives</b>	<ol style="list-style-type: none"> <li>1. 100% of students will use appropriate writing practices in every K-6 subject area.</li> <li>2. 100% of students will receive math and science STAAR vocabulary instruction.</li> <li>3. 80% of all student subgroups will pass the math, reading, writing, and science STAAR tests.</li> <li>4. Focus on improving individual student progress by at least 10% on the STAAR.</li> </ol>						
<b>Summative Evaluation</b>	Writing assignments, math and science vocabulary list with definitions, STAAR data, lesson plans, PBMAS, AEIS						
<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Completion Date</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Benchmark Timelines</b>	<b>Title I School-wide Components</b>
Continue writing strategies across all subjects, providing vertical alignment within the campus K-6.	Principal Teachers	Local	May	Writing assignments in lesson plans	Higher number of meets and masters for STAAR	Yearly	CNA, RS
Continue to utilize vocabulary of uniform math, reading, and science terminology, checking vocabulary with the released STAAR test.	Teachers	Local	May	Vocabulary Lists Pre/Post Vocabulary tests Lesson plans	Benchmark will show mastery of grade level vocabulary	Yearly	CNA, RS
Continue early intervention strategies in STAAR subjects for struggling students by scheduling elementary math, reading, and science aides to targeted grade levels.	Principal All Staff	Local	May	Master Schedule Progress Reports Report Cards Benchmark Testing Tier II, Tier III	Higher number of met standard on STAAR for at-risk students	Each six weeks	CNA, RS, AM
Elementary teachers will continue appropriate beginning, middle, and end of the year assessments.	Elementary Teachers	Local	May	pretest scores post-test scores	Students will be placed in appropriate intervention	August to May	TIA
Create academic counseling with students and grade-level meetings with teachers to track student progress.	Principal Teachers	Local	May	Grade Level meetings, RTI data, Individual Student Reports w/ goals	Benchmark will show mastery of grade level vocabulary	Yearly	CNA, RS

# Safe and Orderly Environment

<b>Goal 2</b>	Hamlin ISD will provide a safe and disciplined environment.						
<b>Performance Objectives</b>	<ol style="list-style-type: none"> <li>1. 100% of students will receive character/responsibility/citizenship education.</li> <li>2. 100% of teachers will use the campus discipline plan.</li> <li>3. 100% of students will receive bullying prevention.</li> <li>4. 100% of students will have a safe school and safe facilities.</li> </ol>						
<b>Summative Evaluation</b>	Teacher lesson plans, conduct folders, discipline referrals, and safety reports						
<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Completion Date</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Benchmark Timelines</b>	<b>Title I School-wide Components</b>
Model and promote by word and deed an environment of mutual respect toward all individuals using the Core Essentials program.	Principal Teachers	Local	May	Conduct folders Morning announcements	Fewer office referrals	Each six weeks	RS
Utilize character lessons to address issues including violence prevention, discipline management, harassment, conflict resolution, etiquette, manners, and bullying.	Principal Teachers	Local	May	Lesson plans	Student work and behavior	May	RS
Continue a campus-wide drug education plan (smokeless tobacco and community drug awareness programs).	Nurse Teachers	Local	May	School nurse Red Ribbon Week	Parent and student feedback	May	RS
Track discipline referrals.	Principal	Local	May	Discipline Referrals Conduct folders	Fewer number of referrals	Each six weeks	RS
Positively promote students' character, responsibility, and citizenship by providing a variety of rewards.	Students Principal Teachers	Local	May	Discipline Referrals Conduct folders Student recognition	Daily and each semester	Each six weeks	RS
Provide training for staff on bullying vs. mean behavior in the school environment as well as signs of child abuse/neglect and our obligation to report.	Principal Teachers Staff	Local	May	Professional development records	Student feedback	August inservice days	PD

Teachers role-play strategies to address opportunities to promote self-confidence and independent growth.	Teachers	Local	May	Lesson plans	Fewer discipline issues	August inservice days	RS
School leadership will provide students with a safe environment and safe playground. Reports of concerns will be sent to the principal.	Principal Teachers	Local	May	Safety and maintenance reports	Fewer accidents	May	AM



# Student Support Services

<b>Goal 3</b>	Student support services will be provided to meet the diverse needs of all student subgroups.						
<b>Performance Objectives</b>	<ol style="list-style-type: none"> <li>1. 90% of all students will achieve Meets or Masters on math, reading, writing, and science STAAR.</li> <li>2. 100% of students will receive differentiated instruction according to their subgroup, learning style, and targeted area of improvement.</li> <li>3. 90% of all economically disadvantaged students will achieve Meets or Masters on math, reading, writing, and science STAAR.</li> <li>4. 90% of all LEP students will achieve Meets or Masters on math, reading, writing, and science STAAR.</li> <li>5. 90% of Hispanic subgroup will achieve Meets or Masters on math, reading, writing, and science STAAR.</li> <li>6. Maintain 98% or higher attendance rate.</li> </ol>						
<b>Summative Evaluation</b>	STAAR data disaggregated by each subgroup; attendance data; LRE coding in PEIMS, lesson plans, walk-throughs and evaluations, migrant rosters and attendance						
<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Completion Date</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Benchmark Timelines</b>	<b>Title I School-wide Components</b>
Continue monitoring current and exited ESL students and provide support services.	LPAC Committee	T III	May	Progress reports Report cards Benchmarks	Higher number of ESL students achieving Meets and Masters on STAAR	Each six weeks	CNA, RS, AM, CIS
Provide dyslexia services and accommodations to students at all grade levels.	Teacher Principal 504 Coordinator	Local	May	Student schedules	Higher reading achievement	Each six weeks	RS, AM, CIS
Embed STEM challenges within the classroom to continue challenging students through differentiation.	Teachers	Local	May	Lesson plans Student interest	Extension lessons throughout the school year	Each six weeks	RS, CIS
Continue research-based learning strategies throughout all subject areas to increase Hispanic student performance.	Teachers Principal	Local	May	Walkthroughs Teacher evaluations Lesson plans	Higher number of Hispanic students achieving Meets and Masters on STAAR	Each six weeks	RS, CIS
Provide accelerated instruction, including remedial computer programs, for any students failing or at risk of failing STAAR.	Principal Teachers	Local	May	Progress reports RTI data Report cards	Mastery on insufficient skills	Each six weeks	RS, AM
Provide training in interpreting TELPAS data and implementing ELPS strategies. Review instructional materials and supplements that support ESL students.	Principal Teachers Region 14	Local	May	Grade-level meetings Lesson plans ESL documentation	Higher number of ESL students achieving Meets and Masters on STAAR	Monthly	CNA, RS, AM, CIS

Special education students will be assessed with appropriate STAAR tests and other assessments such as STAR AR and AimsWeb.	ARD Committee Teachers	Local	May	ARD minutes	Grade-level STAAR test (mastery)	Each six weeks	TIA
Provide transition activities for preschool students moving into kindergarten and sixth grade students moving to high school.	Principal Teachers	Local	May	Agenda of activities Log of attendees		Each six weeks	T
State Compensatory Education funds will be used to upgrade and enhance the Title I School-wide program to ensure that all students meet the challenging state standards.	Principal	SCE Funds:  Budget: _____  FTEs: _____	May	Progress reports Lesson plans Report cards STAAR results	Tutorial needs met	Each six weeks	RS, AM, CIS
Provide targeted instruction for at-risk students.	Principal Teachers Support Staff	Local, SCE, TIA, TIIA	May	Progress reports Accelerated instruction rosters Report cards	Mastery of failing skills	Each six weeks	RS, AMI/ARI, TIIA, SCE
Continue holding attendance committee conferences.	Principal	Local	May	Attendance report	Fewer tardies and absences	Each six weeks	RS, AM

# Parent and Community Involvement

<b>Goal 4</b>	The parents, school, and community will work together to provide a quality educational experience for the students.						
<b>Performance Objectives</b>	<ol style="list-style-type: none"> <li>1. 80% of parents will attend activities and meetings.</li> <li>2. 95% of parents will attend scheduled teacher/parent conferences.</li> <li>3. 90% of parents will sign Home/School Compacts.</li> </ol>						
<b>Summative Evaluation</b>	Parent sign-in logs; Copies of communications, Home/School Compacts						
<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Completion Date</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Benchmark Timelines</b>	<b>Title I School-wide Components</b>
Continue parent activities related to student needs.	Teacher Principal	TI A Local	May	Agenda Sign-in sheets	Parents will increase knowledge in skills to help students	May	PI, RS, AM
Continue communication to parents through a variety of methods such as e-mail, phone calls, notes, conferences, Remind app, etc.	Teachers Principal	Local	May	Parent contact Logs Parent survey	Parents more informed of school activities	Each six weeks	PI, RS
Hold annual Title 1 parent meeting	Principal Title I Coordinator	Local	August	Agenda and sign-in sheets Compacts		First Semester	PI, RS, AM
Hold annual parent conferences	Principal Title I Coordinator	Local	May	Agenda and sign-in sheets Compacts		First Semester	PI, RS, AM
Positive student achievements will be displayed on Facebook and throughout the school.	Principal	Local	May	Facebook feed		Daily	PI, RS, AM

# Recruitment and Retention Plan

<b>Goal 5</b>	All students will be taught by highly-qualified teachers who are assisted by highly qualified paraprofessionals.						
<b>Performance Objectives</b>	<ol style="list-style-type: none"> <li>100% of core area teachers will be highly qualified by the end of the school year.</li> <li>100% of instructional paraprofessionals will meet the highly qualified standards.</li> <li>100% of new hires will meet highly qualified status prior to employment.</li> <li>100% of teachers will receive high-quality professional development.</li> </ol>						
<b>Summative Evaluation</b>	Personnel files, highly qualified worksheets, and principal attestations.						
<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Completion Date</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Benchmark Timelines</b>	<b>Title I School-wide Components</b>
Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations, and maintaining active webpage.	Superintendent	Local T1 A	May	Number of positions posted Number of applications completed Web page counter		Throughout the year	RE
Establish an effective teacher mentoring system in order to retain highly qualified staff.	Principal	Local T1 A	May	Mentor assignments, conference logs, and journals	Continuity school wide	Throughout the year	HQ
Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified status.	Principal	Local T1 A	May	Personnel files Professional development records Teacher interviews		Annually	HQ
Maintain or attain certification through alternative programs. Maintain or attain GT certification, ESL certification, coursework, and TExES testing in order to assure all staff is highly qualified.	Principal	Local T1 A	May	Number of teachers in ACPs Professional development records		Annually	HQ
Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified.	Principal	Local T1 A	May	Personnel files Professional development records		Annually	HQ

# Technology

<b>Goal 6</b>	Technology will be used to improve student achievement and parent communication.						
<b>Performance Objectives</b>	<ol style="list-style-type: none"> <li>1. Technology team will provide campus-wide technology training.</li> <li>2. 100% of teachers will integrate technology effectively.</li> </ol>						
<b>Summative Evaluation</b>	Personnel files, highly qualified worksheets, and principal attestations						
<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Completion Date</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Benchmark Timelines</b>	<b>Title I School-wide Components</b>
Provide staff development to enable teachers to use new technology including iPads, Smart Boards, Computer Labs, etc.	Principal	Local	May	Sign-in Sheets	Wider use of technology in classroom	Throughout the year	Can, RS, PD
Implement technology training through the using Region 14 professional development.	Principal	Local	May	Lesson plans Walk-throughs	Wider use of technology in classroom	Each semester	RS, AM
Integrate technology in the classroom.	Principal	Local	May	Lesson plans Walk-throughs	Wider use of technology in classroom	Each semester	RS, TIA
Teachers will demonstrate their use of new technology through a variety of methods.	Principal	Local	May	Lesson plans Walk-throughs	Wider use of technology in classroom	Each semester	RS, TIA

