

Hamlin ISD

District Improvement Plan

2017 – 2018



Hamlin ISD District Plan
2017-2018

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 th grade and other HS students concerning their 4 year plans.	Spring '17	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 '17	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.	2017 - 2018	Principal, Staff	General Operations Budget	Progress report to Supt. every 6 / 9 weeks
1.4 Counselors employed. Keeping accurate records and direct contact with students who are in danger of dropping out.	2017-2018	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.	2017-2018	HS Prin., Counselor, Credit Recovery Coordinator	Federal Budget; Title I	Campus Report on Progress without student names.
1.6 Summer Programs	Sum '18	Principals	General Operations Budget	Campus Report on Progress without student names.
1.7 Provide pregnancy related services, parenting services through PEP	2017 - 2018	Supt.; PEP Sweetwater	General Operations Budget See SCE Plan	Records of students served and services Provided.
1.8 Provide homebound services.	2017 - 2018	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>	2017 – 2018	Principals; Office Personnel	General Operations Budget	Copies of Contact Log and results to Prin. each six weeks.
<p>2.2 Students will be recognized through attendance incentives on Perfect Attendance by grading period, each semester, and annually.</p>	2017 – 2018	Prin., CIC, Staff	General Operations Budget	Progress on campus attendance and student numbers on attendance incentives.
<p>2.3 Attendance will be improved through the use of incentives each grading period and drawings for other prizes each semester. Perfect attendance students may have their picture published in the Hamlin Herald each grading period.</p>	2017 - 2018	Prin., CIC, Staff	PTO	Progress on campus attendance and student numbers on attendance incentives.
<p>2.4 Before/After School OEY programs for student remediation and learning assistance such as tutorials, enrichment, and mentoring.</p>	2017 - 2018	Admin; Staff	GOB	Progress on campus attendance and student numbers on attendance incentives.

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>3A Reading</p> <ul style="list-style-type: none"> • Continue utilizing the TEKS Resource System curriculum with adherence to the YAG and yearly planning calendar. • 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. • Vocabulary instruction emphasized in reading and all core subjects. • Students will achieve exemplary academic performance through after-school remediation. • 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"> 1. hold tutorials to teach specific reading skills to those below grade level, 2. teachers across the curriculum will encourage students to read during extra time. <p>3B Writing</p>	<p>2017 - 2018</p> <p>May ‘18</p> <p>2017 - 2018</p> <p>2017 - 2018</p> <p>Spring 2018</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 2017-2018.</p>

<ul style="list-style-type: none"> Continue utilizing the TEKS Resource System curriculum with adherence to the TRS yearly planning calendar and YAG. 	2017 - 2018	Prin., Staff	General Operations Budget	Teacher report to Principal on implementation.
<ul style="list-style-type: none"> Students will submit written responses on their assignments in all core subjects. Grammar and punctuation will be graded on these assignments. 	2017 - 2018	Prin., Staff	General Operations Budget	Progress report to principal each semester.
<ul style="list-style-type: none"> More emphasis will be placed on short answer, open ended answers for student response. Use of consistent language, answering in complete sentences. 	2017 - 2018	Prin., Staff	General Operations Budget	Teacher reports to principal on progress.
<ul style="list-style-type: none"> The Students will achieve exemplary academic performance through the AR program. 	2017 - 2018	ES Prin., Staff	General Operations Budget, Title 1	Teacher reports to principal on progress.
<ul style="list-style-type: none"> Students will achieve exemplary academic performance through after-school remediation. 	2017 - 2018	Prin., Staff	General Operations Budget	Teacher reports to principal on progress.
<ul style="list-style-type: none"> 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"> Hold writing tutorials to improve problem areas, Teachers across the curriculum will encourage the use of correct grammar and punctuation on all class work, Teachers will also create real life writing assignments. 	Spring 2018	HS Prin., Staff	General Operations Budget	Teacher reports to principal on progress.
3C Mathematics				
<ul style="list-style-type: none"> Continue utilizing the TEKS Resources System curriculum with adherence to the TRS yearly planning calendar and YAG. 	2017 - 2018	Prin., Staff	General Operations Budget	Teacher report to Principal on implementation.
<ul style="list-style-type: none"> Spiral instruction, repeated prior instruction and new instruction will be emphasized on instruction methods. 	2017 - 2018	Prin., Staff	General Operations Budget	Teacher report to principal on progress.
<ul style="list-style-type: none"> Place more emphasis on: Units of Measurement, Place Value, Place Value Charts, Multiplication Facts, Concrete Models for Area and Perimeter, Patterns, Variables, Problem-Solving skills, and addition 	2017 - 2018	Principals; Staff	Gen Op Budget	Teacher Report to Principal

<p>and subtraction facts. Math Vocabulary aligned both horizontally and vertically.</p> <ul style="list-style-type: none"> • Students will be taught how to transfer and apply previous learning to new concepts. • The Students will achieve exemplary academic performance through various programs. • Students will achieve exemplary academic performance through after-school remediation. • At least 90% of students taking the STAAR EOC Test will meet minimum TEA passing standards. The Math Department will: <ol style="list-style-type: none"> 1. Ensure that students are familiar with the objectives and format of the test, 2. Will provide students with skills and strategies to excel, 3. Hold tutorials for students, 4. Teach students to use discovery to recognize patterns and use these patterns to make conjectures to solve problems. 	<p>2017 - 2018</p> <p>2017 - 2018</p> <p>2017 - 2018</p> <p>Spring 2018</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>3D Science</p> <ul style="list-style-type: none"> • Continue utilizing the TEKS Resource System curriculum with adherence to the TRS yearly planning calendar. • At least 90% of students taking the STAAR EOC Test will meet minimum TEA passing standards. The Science Department will <ol style="list-style-type: none"> 1. Ensure that students are familiar with the objectives and format of the test, 2. Provide students with skills and strategies to excel, 3. Hold tutorials for students. <p>3E Social Studies</p>	<p>2017 - 2018</p> <p>Spring 2018</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>

<ul style="list-style-type: none"> Continue utilization of TEKS Resource System curriculum and yearly calendar. 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"> Ensure that students are familiar with the objectives and format of the test, Use test-taking strategies to achieve exemplary status. 	<p>2017 - 2018</p> <p>Spring 2018</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>3F Special Education</p> <ul style="list-style-type: none"> 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. 	<p>2017 - 2018</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>3G ESL</p> <ul style="list-style-type: none"> Provide ESL service to LEP students. 	<p>2017 - 2018</p>	<p>Campus Prin., ESL Staff</p>	<p>General Operations Budget ; ESL Funds</p>	<p>Progress report to Prin. & Supt. Staff Employment Records</p>
<p>3H Dyslexia</p> <ul style="list-style-type: none"> Provide Dyslexia Services 	<p>2017 - 2018</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>3I GT</p> <ul style="list-style-type: none"> Maintain GT Coop Update GT Plan and have teachers qualified and differentiating instruction 	<p>2017 - 2018</p>	<p>Principals, Staff GT committees</p>	<p>General Operations Budget, GT Resources</p>	<p>GT records</p>
<p>3J MIGRANT</p> <ul style="list-style-type: none"> Provide Migrant Services according to district MEP plan through ESC 14. 	<p>2017 - 2018</p>	<p>Principals, Counselors</p>	<p>Gen. Operations Budget</p>	<p>Migrant Records</p>
<p>3K CTE</p> <ul style="list-style-type: none"> Provide Career/Technology Programs. 	<p>2017 - 2018</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>
<p>3L Curriculum Alignment</p>	<p>2017 - 2018</p>	<p>Supt., Campus Prin., Staff</p>		<p>Review Campus/Teacher findings & Dept Hd. Alignment activities to focus on Scope and</p>

<ul style="list-style-type: none"> Curriculum Alignment. TRS 		Dist/ESC Curriculum Coord.	General Operations Budget, Title 1 See SCE Plan	Sequence with TRS Report to DIT, School Board.
<p>3M HQ Staff</p> <ul style="list-style-type: none"> Provide HQ staff development Insure HQ staff is employed Employee HQ substitutes 	2017 - 2018	Supt., Principals	Gen Op. Budget See SCE Plan	Staff Development and certification records.
<p>3N Supplies</p> <ul style="list-style-type: none"> Purchase Supplies as necessary 	2017 - 2018	Supt. Principals	GOB/ Federal Budget / See SCE Plan	Purchasing Records
<p>3O MAINTAIN ESC COOP</p> <ul style="list-style-type: none"> Contract Services w ESC 14. 	2017 - 2018	Supt BOE	General Operations Budget	ESC Contract
<p>3P PROGRAM COORDINATION</p> <ul style="list-style-type: none"> Ensure and evaluate program coordination throughout all aspects of the District including State and Federal Funding regulations. 	2017 - 2018	Supt. Bus Mgr BOE Administrators DIT CICs Federal Program Director	Staff Time	Program Evaluations; Budget Reports HISD Business Procedures Manual
<p>3Q AVID</p> <ul style="list-style-type: none"> Implement the AVID program 7th – 12th grades. See AVID Plan. 	2017 - 2018	AVID Dist. Coordinator, Elective Teachers, Admin and Staff of Jr/SR HS	GOB; Staff Time; Fed Budget	AVID Records and Documentation

- 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
<p>In conjunction with and/or in addition to Texas Objectives of Public Education. (TEC, Sec. 4.001 (b))</p> <p>4.1 Maintain membership in ESC SDFS. Students will participate in Drug-Free activities.</p> <p>4.2 Students are drug tested according to district guidelines in grades 7-12 who participate in any UIL or Extra-curricular event.</p> <p>4.3 Contract Drug Dog Services</p> <p>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.</p> <p>4.5 Using the guidelines of a locally developed character building program, students will learn about being respectful of others, and being drug free.</p> <p>4.6 Students and adults will demonstrate a progression towards mutual respect and caring through positive interactions and attitudes.</p>	<p>2017 - 2018</p> <p>2017 - 2018</p> <p>2017 - 2018</p> <p>2017 - 2018</p> <p>2017 - 2018</p> <p>2017 - 2018</p> <p>2017 - 2018</p> <p>2017 - 2018</p>	<p>Prin., Staff, Counselor</p> <p>Prin., Program Sponsors</p> <p>Principals</p> <p>Prin., Counselor, Staff</p> <p>Prin., Counselor, Staff</p> <p>Prin., Staff</p> <p>Prin., Staff</p>	<p>General Operations Budget</p> <p>General Operations Budget</p> <p>GOB See SCE Plan</p> <p>General Operations Budget</p> <p>General Operations Budget</p> <p>General Operations Budget</p>	<p>Report to Supt. from Principals / Counselors on Drug Free activities, participation and comment on how successful the activity was.</p> <p>Report to Supt on Testing results in %'s and anonymously June '16 by Campus Prin.</p> <p>Principals Reports to Supt.</p> <p>Counselor report to Prin. on dates of groups sessions, # of individual session held (anonymous).</p> <p>Evaluation report from counselor to Prin. on program results/success.</p> <p>Reports to Prin., Supt.</p> <p>Annual discipline reports on PEIMS.</p>

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.			General Operations Budget	
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 2018	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.	2017 - 2018	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.	2017 - 2018	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 2018	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.	2017 - 2018	Administration, Staff, Sponsors	General Operations Budget	Financial Records/ extracurricular participation records.
4.13 Maintain a physical environment that is safe and conducive to education.	2017 - 2018	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.	2017 - 2018	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
<p>In conjunction with and/or in addition to Texas Objectives of Public Education. (TEC, Sec. 4.001 (b))</p> <p>5.1 Increase technology for instructional and student use throughout the district.</p> <p>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.</p> <p>5.3 Students will receive formal technology training in the computer lab.</p> <p>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.</p> <p>5.5 Students will master the appropriate level Technology App TEKS.</p> <p>5.6 Teachers will complete the STAR Chart yearly, and will attain mastery of the required Tech Applications.</p> <p>5.7 Maintain a District Technology Plan approved by TEA including CIPA compliance.</p> <p>5.8 Continue to seek latest technology to aid in instruction and upkeep of LAN.</p> <p>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.</p>	<p>2017 - 2018</p> <p>2017 - 2018</p> <p>2017 - 2018</p> <p>2017 - 2018</p> <p>2017 - 2018</p> <p>2017 - 2018</p> <p>2017 - 2018</p> <p>2017 - 2018</p> <p>2017 - 2018</p> <p>2017 - 2018</p>	<p>Technology Coordinator BOE, Administrators Prin., ESC Staff, Technology Coordinator</p> <p>Administrators; Tech Teachers HS Prin., Staff, Technology Coordinator</p> <p>Technology Teachers, Principals, Tech Staff Tech Staff, Principals, All Teachers</p> <p>Technology Coordinator Tech Committee</p> <p>Tech Coordinator, Principals, Administration, Staff Tech Coordinator, Principals, Administration, Staff</p>	<p>Grants, T1, GOB</p> <p>General Operations Budget</p> <p>GOB; Staff Time</p> <p>General Operations Budget</p> <p>General Operations Budget, Grants Staff Time, Tech Allot.</p> <p>General Operations Budget, eRate, Grants</p> <p>General Op Budget;</p> <p>Grants; E-Rate Funding Staff Time</p>	<p>Purchasing records, inventory.</p> <p>Staff Development Records Technology Records</p> <p>Prin. report to supt. student progress.</p> <p>Teacher report to HS Prin. on technology use and impact on student learning.</p> <p>Tech Apps mastery results</p> <p>Star Chart Records, Teacher Application Achievement</p> <p>Plan Approval</p> <p>Purchasing records; LAN Reports</p> <p>Tech Access records and reports of non-compliance.</p>

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.	2017 - 2018	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.	2017 - 2018	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 2018	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 monthly PTO programs, better communication, and the mentor program.	2017 - 2018	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.	2017 - 2018	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.	2017 - 2018	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.	2017 - 2018	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 2017 – 2018

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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. MIGRANT ACTION PLAN

2017-18 Priority for Service (PFS) Action Plan for Migrant Students

Region 14 Non-Project Districts: Albany ISD, Anson ISD, Aspermont ISD, Baird ISD, Blackwell CISD, Cisco ISD, Clyde CISD, Cross Plains ISD, Eastland ISD, Eula ISD, Gorman ISD, Hamlin ISD, Hawley ISD, Hermleigh ISD, Highland ISD, Ira ISD, Jim Ned CISD, Lueders-Avoca ISD, Merkel ISD, Moran ISD, Paint Creek ISD, Ranger ISD, Rising Star ISD, Roscoe ISD, Rule ISD, Sidney ISD, Stamford ISD, Trent ISD, Wylie ISD

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: Hamlin ISD
Region: 14

Priority for Service (PFS) Action Plan

School Year: 2017 - 2018

Filled Out By: Jo Ann Gonzales
Date: August 11, 2017

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

Goal(s): To ensure that identified Priority for Service (PFS) migrant students in Region 14 Migrant Non-Project districts receive interventions in order to succeed in school.	Objective(s): Region 14 MEP and the Non-Project districts will identify Migrant students and youth who require priority access to MEP services and develop a plan for serving those PFS students.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	July 2017 – June 2018	ESC 14 MEP Staff Mary Jo Beard, Jo Ann Gonzales	NGS Reports
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	August 2017	ESC 14 MEP Staff Jo Ann Gonzales	PFS Action Plan
Additional Activities			
<ul style="list-style-type: none"> 			
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority 	August 2017 – July 2018	ESC 14 MEP Staff Jo Ann Gonzales, Mary Jo Beard	NGS Reports, Email Communications, PFS Criteria

for Service criteria and updated NGS Priority for Service reports.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	August 2017 – July 2018	ESC 14 MEP Staff Jo Ann Gonzales, Mary Jo Beard	Home Visit Logs, Phone Logs, PFS Student Progress Forms
<ul style="list-style-type: none"> During the academic calendar, the district’s Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	August 2017 – July 2018	Non-Project Migrant Contact, ESC 14 MEP Staff Jo Ann Gonzales, Mary Jo Beard	Home Visit Logs, Phone Logs, PFS Student Progress Forms
Additional Activities			
<ul style="list-style-type: none"> 			
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district’s Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	August 2017 – July 2018	Non-Project Migrant Contact, ESC 14 MEP Staff Jo Ann Gonzales, Mary Jo Beard	NGS Reports, Email Communications, PFS Criteria, PFS Student Progress Forms
<ul style="list-style-type: none"> The district’s Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	August 2017 – July 2018	Non-Project Migrant Contact, ESC 14 MEP Staff Jo Ann Gonzales, Mary Jo Beard	NGS Reports, Email Communications, PFS Criteria, PFS Student Progress Forms, Supplemental Services Form
<ul style="list-style-type: none"> The district’s Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	August 2017 – July 2018	Non-Project Migrant Contact, ESC 14 MEP Staff Jo Ann Gonzales, Mary Jo Beard	NGS Reports, Email Communications, PFS Criteria, PFS Student Progress Forms, Supplemental Services Form
Additional Activities			
<ul style="list-style-type: none"> 			

LEA Signature

Date Completed

ESC Signature

Date Received

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 help all students learn everything necessary to successfully assume the various roles of productive American adults. 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

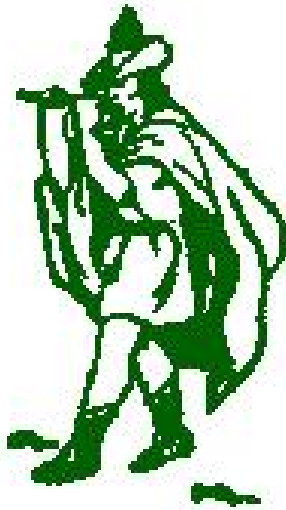
Hamlin ISD believes that the best educational result for each student occurs when all three partners are doing their best: the campus staff, the student's parents, and the student. Such a partnership requires trust and much communication between home and school. To strengthen this partnership, every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

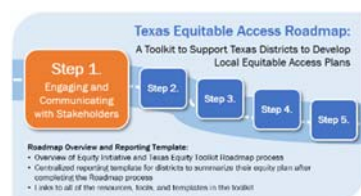
APPENDIX



HISD DISTRICT EQUITY PLAN

District Reporting Template

District Name	Hamlin ISD
County District Number (CDN)	127903
Date	10/11/2017
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.

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

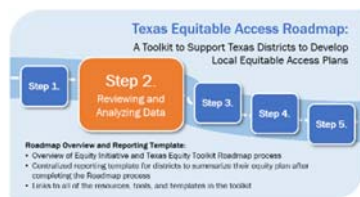
HAMLIN ELEMENTARY 127903102

Row		Percentages of:	
		Inexperienced Teachers	Out-of-Field Teachers
A	Percentage of teachers in the Title I campus	35	0
B	State average ^a	14.37	6.9
C	State equity gap: Title 1 campus minus state average (row A–row B)	20.63	-6.9 (no gap)

HAMLIN JR/SR HIGH SCHOOL 127903001

Row		Percentages of:	
		Inexperienced Teachers	Out-of-Field Teachers
A	Percentage of teachers in the Title I campus	20	0
B	State average ^a	14.37	6.9
C	State equity gap: Title 1 campus minus state average (row A–row B)	5.63	-6.9 (no gap)

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.

What is your district’s definition of effective teaching?

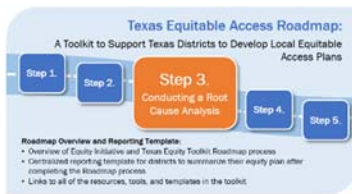
In the fields below, record the definitions of effective teaching according to the three categories included in the table. Provide a description of your rationale for these three definitions.

Our District’s Definition of Effective Teaching:

Teaching Performance	Student Learning	Student Engagement
<i>Selected data to measure teaching performance:</i>	<i>Selected data to measure student learning</i>	<i>Selected data to measure student engagement:</i>
T-TESS Data from Evaluations, 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.
<i>Definition of effective teaching using these data</i>	<i>Definition of effective teaching using these data</i>	<i>Definition of effective teaching using these data</i>
Teachers who are rated as proficient or above in at least 75% of the sixteen 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 of T-Tess.	Teachers for whom the majority of the observation and survey data, as well as the discipline and attendance 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.

Problem Statement:		
Hamlin ISD, due to location and economic issues, has difficulty attracting, supporting and retaining excellent teachers.		
Root Causes as They Relate to ATTRACTING Excellent Teachers	Root Causes as They Relate to SUPPORTING Excellent Teachers	Root Causes as They Relate to RETAINING Excellent Teachers
Hamlin ISD is located in a small, rural town with declining population and business offerings.	Due to declining enrollment and budget, staff has been greatly reduced stretching every teacher to do more. The load can be taxing on new teachers.	HISD is located within 45 minutes of two larger districts and cities that offer more opportunities in the district and the community.
The district’s declining enrollment and budget inhibit the ability to attract and retain excellent teachers.		With a small staff, everyone is stretched to do more, from numerous course preps to extra-curricular duties and activities.
		While competitive for the size of the district, HISD cannot compete with some surrounding nor the

		larger districts in salary and compensation.
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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.

<p>Long-Term Outcomes (from Step 5):</p> <p>HIDS will retain and support excellent teachers.</p>
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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.	Offer 20+ salary increases	Retain more veteran teachers	Retain more veteran teachers	Retain more veteran teachers
Principals work closely with and assign Mentor teachers for inexperienced teachers	Veteran teachers will mentor inexperienced teachers meeting weekly and Principals will work closely with inexperienced teachers.	Inexperienced teachers will gain confidence with their support system.	New teachers will return for another year.	More new teachers will stay in the district and become 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.

