

Henrietta Independent School District
Henrietta Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Mathematics
Postsecondary Readiness



Mission Statement

The mission of the Henrietta Elementary staff is to develop a positive relationship with students that promote a love for learning and to develop the academic skills and character traits necessary for future success.

We will accomplish this mission through cooperation with parents and community with high expectations for helping every student succeed in all their endeavors.

Vision

Helping Everyone Succeed

Core Values in Henrietta ISD

Henrietta Independent School District's five Core Values affirm who we are, what we stand for, how we treat each other, our priorities and the guiding principles we live by as members of the Henrietta ISD family

It is the responsibility of **every member** of the Henrietta ISD family to ensure our Core Values are **deeply embedded** and **intentional** in our deeds, actions, decisions, priorities, conversations, and celebrations in HISD.

- We put every **child** at the heart of everything we do.
- We, as a **community**, leverage individual strengths to meet challenging goals.
- We believe in a **collaborative** spirit because we are better when we are together.
- We never stop learning and growing in limitless **curiosity**.
- We are guided by a moral **compass** of strong character, ethics, and integrity.

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Comprehensive Needs Assessment

Revised/Approved: October 10, 2018

Demographics

Demographics Summary

Henrietta Elementary School (HES) serves 464 students with backgrounds that include 86.2% White students, 9.1% Hispanic students and 0.2% African American students. The information below is based on data gathering as reported by the 2017-18 PEIMS Fall Collection Report and 2016-2017 Texas Academic Performance Report (TAPR).

School Year	Total Enrollment	Limited English Proficient	Gifted & Talented	At Risk	Socio Economic Status	Special Education
2017-2018	464	0.9%	4.7%	39.9%	47.9%	11.0%
2016-2017	449	0.7%	5.6%	31.6%	48.8%	12.2%
2015-2016	448	0.4%	3.5%	30.8%	48.9%	11.5%
2014-2015	480	0.6%	5.0%	34.4%	52.5%	12.5%
2013-2014	460	1.3%	2.2%	38.0%	55.7%	10.7%
2012-2013	433	0.5%	2.3%	26.3%	52.2%	9.0%
2011-2012	442	0.2%	1.8%	30.8%	52.5%	11.8%
2010-2011	447	0.4%	1.6%	32.7%	51.5%	9.4%
2009-2010	412	0.0%	1.0%	25.0%	46.4%	8.0%
2008-2009	427	0.0%	1.2%	27.6%	45.4%	10.5%

Demographics from ethnic distribution:

School Year	White	Hispanic	African American	American Indian	Asian/Pacific Islander	Two or More Races
2017-2018	86.1%	9.1%	0.2%	1.5%	0.4%	2.6%
2016-2017	89.3%	6.2%	0.2%	1.8%	0.6%	1.8%
2015-2016	88.4%	6.9%	0.7%	1.3%	0.0%	2.2%
2014-2015	87.1%	7.1%	0.8%	2.1%	0.2%	2.7%
2013-2014	88.5%	8.3%	0.2%	0.9%	0.2%	1.7%
2012-2013	87.5%	7.9%	0.5%	1.6%	0.2%	2.3%
2011-2012	86.5%	7.8%	0.9%	1.8%	0.1%	2.8%
2010-2011	87.0%	8.3%	1.1%	1.3%	0.2%	2.0%
2009-2010	88.1%	8.0%	1.7%	2.2%	0.0%	
2008-2009	89.2%	7.0%	1.4%	2.3%	0.0%	

Demographics Strengths

Student enrollment increased.

The Henrietta community and business members provide exceptional support to the students enrolled in HES. HES offers programs that include: Scottish Rite Language Therapist, daily academic enrichment, and Texas certified teachers. All of our instructional staff have the core 30 hours of GT training.

Problem Statements Identifying Demographics Needs

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

Student Academic Achievement

Student Academic Achievement Summary

Henrietta Elementary School (HES) scored a B (82) and Met Standard on the state accountability system for 2017-2018. HES earned Distinction Designations in Academic Achievement in Mathematics and Postsecondary Readiness.

Accountability Ratings Overall Summary

	School Progress										
	Overall		Student Achievement		Academic Growth		Relative Growth		Closing the Gap		
	Economically Disadvantaged	Grade Score	Grade	Score	Grade	Score	Grade	Score	Grade	Score	
2018	47.9%	B	82	B	85	D	69	B	82	C	76

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

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

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

All Subjects (STAAR Percent, All Grades)

	All Students			Economically Disadvantaged		
	State	Region 9	HES	State	Region 9	HES
Meets and Above	48%	43%	56%	38%	33%	41%
Masters	22%	17%	27%	14%	11%	15%

Reading Achievement (STAAR Percent, All Grades)

	All Students			Economically Disadvantaged		
	State	Region 9	HES	State	Region 9	HES
Meets and Above	46%	43%	54%	36%	33%	39%
Masters	19%	16%	27%	12%	11%	16%

As indicated in the Meets Grade Level or Above Performance table above, HES' student achievement is above the state and Region 9. HES' student achievement at the Masters Grade Level also exceeds the State and Region 9.

HES' economically disadvantaged students' scores exceed the State scores in the Meets and Above and Masters Grade Level performances.

Mathematics Achievement (STAAR Percent, All Grades)

	All Students			Economically Disadvantaged		
	State	Region 9	HES	State	Region 9	HES
Meets and Above	50%	44%	63%	40%	34%	48%
Masters	24%	19%	35%	17%	13%	19%

As indicated in the Meets Grade Level or Above performance table above, HES' student achievement is above the State average and Region 9 average. HES' student achievement at the Masters Grade Level exceeds the State and Region 9.

HES' economically disadvantaged students' achievement exceeds the State scores in the Meets and Above and Masters Grade Level performances.

Writing Achievement (STAAR Percent, All Grades)

	All Students			Economically Disadvantaged		
	State	Region 9	HES	State	Region 9	HES
Meets and Above	38%	31%	50%	31%	26%	39%
Masters	10%	7%	18%	7%	5%	16%

As indicated in the Meets Grade Level or Above performance table above, HES' student achievement in Writing was above the State and Region 9. HES' student achievement at the Masters Grade Level exceeds the Region 9 and State scores.

HES' economically disadvantaged students' scores top the state's scores in the Meets and Above/Masters Grade Level performance.

Science Achievement (STAAR Percent, All Grades)

	All Students			Economically Disadvantaged		
	State	Region 9	HES	State	Region 9	HES
Meets and Above	40%	33%	44%	40%	35%	*
Masters	16%	13%	14%	14%	11%	*

Student Academic Achievement Strengths

Elementary class sizes are lower than the state average. The number of students per teacher in HES is 14 as compared to the state average of 15.1. (2017-18 TAPR)

The campus Met Standard and received two distinction designations in Academic Achievement in Mathematics and Postsecondary Readiness.

All grade levels/subject scores for approaches and meets were above the Region and State scores.

All grade level and subject scores for approaches were equal to or improved from last year and/or above 90% with the exception of 5th Grade Science, which was slightly lower than the previous year.

The percentage of HES students (all grades, all subjects) achieving Masters Grade Level exceeds the state by 5.0% and Region 9 by 10.0% (HES, 27%; Region 9, 17%; State, 22%). HES students' (all grades, all subjects) Meets Grade Level or Above was 56% which was above the state by 8% and Region 9 by 13% (Region 9, 43%; State, 48%).

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: As indicated in the Meets Grade Level or Above performance table above, The percentage of HES' students achieving Masters in Science showed to be slightly lower than the State. **Root Cause:** Depth and complexity of curriculum implementation will be examined

Problem Statement 2: There is a wider gap between the percentage of HES' economically disadvantaged and all students achieving Meets or above than the State. **Root Cause:** Examine intervention and instructional strategies.

School Processes & Programs

School Processes & Programs Summary

Henrietta Elementary School is made up of one elementary campus and serves Head Start through Fifth Grade students. HES has a principal, assistant principal, and counselor.

The culture and climate of the school is extremely important. Safe and secure buildings are a priority. Henrietta Elementary has a secure entrance and visitor guidelines, including check-in and check-out procedures. HES has a strong partnership with the Clay County Sheriff's Department and the Texas Department of Public Safety to enhance safety and security services. Building safety inspections are ongoing, with improvements made continually when warranted. Systems are in place to teach and model behaviors that are safe and respectful.

Physical safety and freedom from bullying are always at the forefront of student needs. HES is committed to providing a safe and welcoming environment for all students. HES has already implemented Capturing Kids Hearts (CKH) to teach positive, proactive, and relational behaviors. HES administrators will attend the Coaching Greatness course that is a component of CKH in December.

Curriculum and Instruction

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

The campus continues to learn more about the changes to the STAAR tests and the new A-F state accountability system to ensure it remains a leading school district in the state. Henrietta Elementary School met the accountability requirements and received two distinction designations.

Continued and focused data analysis is a fundamental process of HES. Implementation of Professional Learning Communities (PLCs) continue in the 2018-2019 school year. Texas Academic Performance Report (TAPR), STAAR, TPRI, AIMSWeb, TEMI, CIRCLE, and Performance Based Monitoring Analysis System (PBMAS) are used as sources of data to discern needs and strengths. Curriculum checks are given at the six weeks period with common assessments given each six weeks.

Various special programs address the learning needs of HES students. Students identified with special needs are served through RtI² and other appropriate programs such as dyslexia, gifted and talented, English Language Learners, Section 504, and special education.

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

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

Staff Quality, Recruitment, and Retention

Henrietta Elementary School has a reputation for hiring and retaining exceptionally talented and dedicated employees. The Campus Advisory Team conducts intensive screenings and interview processes to ensure that all new employees meet the high standards of our district and community.

HES employs approximately 50 staff members, 66% of which are teachers, 24% educational aides, 6% professional support staff, and 4% campus administrative staff. The total minority staff percentage is 0%. Approximately 87.9% of teachers hold a bachelor's degree and 12.1% hold a master's. The lowest percentage (12.17%) of teachers by years of experience is for beginning teachers and teachers with 6-10 years experience. The highest percentage (36.4%) of teachers have 11-20 years experience, and the average years of experience of teachers is 13.2. (2017-18 TAPR)

Technology 2018-2019

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

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

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

A variety of software is utilized as teaching tools, technology curriculum, academic intervention, administrative applications, and for test data analysis and

dissemination. Leveraging these immersive, interactive technologies to benefit education will continue to extend as vital aspects of digital learning. Increasing expectations from the business/industry sector, as well as curricular expectations, along with the reality of "anytime, anywhere" learning continues to influence the need to transform the learning experience.

School Processes & Programs Strengths

Curriculum, Instruction, and Assessment

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

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

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

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

HES received two distinction designations.

Staff Quality, Recruitment, and Retention

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

Retaining high-quality staff is a priority and efforts result in a lower than average turnover rate. The current average number of years experience teachers have within the district at HES is 11.2 which is above the state average of 7.2. Many retirees continue to serve the district in the capacity of substitute teachers, tutors, and student mentors. (2016-17 TAPR)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: State assessment data for STAAR Masters Grade Level for all subjects, all tests, for economically disadvantaged students (15%) is below the district performance of that same subgroup (16%). **Root Cause:** Continue to improve rigorous learning opportunities, differentiate instruction, professional development, consistently implement the TEKS Resource System with fidelity and other aligned curriculum at all levels which is monitored on a regular bases.

Perceptions

Perceptions Summary

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

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

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

HES strives to create a culture and climate that is safe, caring, and collaborative so that all students reach their maximum potential. The district has a Student Code of Conduct that serves as a platform for student expectations and discipline. School safety is paramount to the efficacy of the district. HES partners with local community and local law enforcement to ensure safety on all campuses. HES strives to increase rigor in the classroom while emphasizing the importance of relationships to ensure a safe, risk-free environment that is academically challenging. HES focuses on connecting through building strong, positive relationships with the community, staff, and students.

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

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

The survey addresses the following five topics:

- Academics (7 response statements)
- Communications (5 response statements)
- Discipline (6 response statements)
- Climate/Environment (7 response statements)
- Leadership and Mission (5 response statements)

Survey Results

Academics

Survey Item	A	B	C	D	F
The school has an academic emphasis and believes that all children can learn and achieve the school's educational goals.	71%	18%	8%	3%	0%
Students are respected regardless of their academic achievement level.	68%	20%	8%	4%	0%
The school has high expectations for student academic achievement.	73%	19%	7%	1%	0%
The school has high expectations for student achievement in extracurricular activities.	71%	16%	5%	7%	1%
The school provides opportunities for students to excel in areas of individual strengths or talents and recognizes their efforts to do so.	56%	21%	17%	5%	1%
The school's curriculum will give students a solid educational foundation.	61%	26%	11%	2%	0%
The school motivates students to learn.	64%	25%	8%	0%	3%
What is the MOST INFLUENTIAL in helping students achieve academically?					
Positive relationship between teacher/student	24%				
Support from the home	18%				
Teaching to various learning styles	17%				

Communications

Survey Item	A	B	C	D	F
Parents and students feel comfortable talking with the principal.	71%	18%	8%	0%	3%
Parents and students feel comfortable talking with teachers.	60%	34%	5%	0%	1%
Students are willing to approach teachers for advice or help.	51%	33%	12%	3%	1%
Teachers keep parents and students informed about academic progress.	61%	18%	12%	7%	2%
Shared responsibility is assumed by students, faculty, administration, and parents for the achievement of school goals.	58%	28%	12%	1%	1%

Discipline

Survey Item	A	B	C	D	F
The school maintains high standards of behavior for all students.	57%	21%	13%	5%	4%
Discipline problems are few.	43%	13%	14%	5%	4%
Students demonstrate respect toward all individuals.	32%	5%	17%	7%	3%
The school and teachers have mutual expectations for discipline.	49%	4%	29%	3%	4%
The school handles disciplinary actions fairly and consistently.	47%	26%	16%	8%	3%
HES students are recognized for positive behavior.	82%	9%	8%	0%	1%

Climate/Environment

Survey Item	A	B	C	D	F
The school has an orderly, inviting atmosphere.	76%	16%	4%	4%	0%
The school has attractive, safe, clean facilities and grounds.	76%	20%	3%	1%	0%
Students generally take care of and respect their own property and that of other students.	43%	34%	18%	5%	0%
Students feel safe at school.	72%	20%	3%	3%	2%
Teachers and students treat each other with respect.	47%	34%	17%	1%	1%
The school gives honors, awards, and other forms of recognition to students for academic achievement.	75%	14%	7%	3%	1%
The school has good teacher morale.	50%	21%	22%	4%	3%
Areas of volunteer interest					
Helping keep our campuses clean and safe	25%				
Going on field trips as a chaperone	24%				
Mentoring a student	17%				

Leadership and Mission

Survey Item

	A	B	C	D	F
The principal has a high level of visibility.	70%	25%	4%	0%	1%
The principal takes an active interest in the well-being of both teachers and students.	72%	21%	5%	1%	1%
The principal provides leadership for continuous school improvement.	71%	24%	3%	1%	1%
The school has staff members who believe they are able to help all students learn and take responsibility for learning outcomes.	65%	24%	9%	1%	1%
Teachers work together on common issues and goals.	62%	25%	12%	0%	1%
Issues perceived as the MAJOR OBSTACLES to student achievement.					
Lack of student motivation	21%				
Poor parental involvement	18%				
Lack of student self-control and discipline	15%				

Perceptions Strengths

Henrietta Elementary School hosts numerous parental and community involvement activities throughout the year.

School Health Advisory Committee (SHAC) continues to advise the district on health and wellness policies and procedures.

An online bullying reporting system is used to efficiently report and track bullying across the district.

Numerous safety programs and action plans are implemented to include: surveillance/security cameras, emergency operation plans, fire drills, tornado drills, lockdown drills, lockout drills, and evacuation drills.

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

In order to address students' needs, campus staff have been trained in Capturing Kids' Hearts and utilize this program to provide a positive learning environment and develop students' social skills and character.

Problem Statements Identifying Perceptions Needs

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic math assessment data
- Running Records results

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: October 11, 2018

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

Performance Objective 1: Increase the percentage of economically disadvantaged students meets or above grade level standards in all grades and all subjects from 41% to 50%; approaches or above grade level standards in all grades and all subjects from 77% to 80%.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
PBMAS 1) Provide focused, intense small group instruction for students identified for remediation and/or acceleration through RtI, tutorials, summer school, and/or Prime Time.	2.4, 2.5, 2.6	Teachers, Principals, Counselors, Assistant Superintendent	Increased student performance on local curriculum based assessments and STAAR.				
				Problem Statements: Demographics 1 - School Processes & Programs 1 Funding Sources: Title I - 137110.00, State Compensatory (HES) - 157206.00			
PBMAS 2) Continue to provide training to administrators and teachers on calculating and monitoring student progress.	2.4, 2.6	Assistant Superintendent, Principals, Counselor, Teachers	Increased student performance on local curriculum based assessments. Campus meeting documents that reflect the participation on sign-in sheets and agenda.				
				Problem Statements: Demographics 1 - School Processes & Programs 1 Funding Sources: Title I - 100.00			

3) Provide Head Start and Pre-Kindergarten classes	2.4, 2.5, 2.6	Superintendent, Principal, Teachers, Region IX	Increased student performance on local curriculum based assessments, diagnostic testing, and STAAR.				
Problem Statements: Demographics 1 - School Processes & Programs 1							
4) Continue PAWS (Partnering Advocates with Students) Mentoring Program to assist students and provide motivation	2.6	Principal, Assistant Principal, Counselor	Increased student performance on local curriculum based assessments, diagnostic tests, and STAAR.				
Problem Statements: Demographics 1 - School Processes & Programs 1							
5) Plan and hold grade level and vertical team meetings to analyze and discuss test data and student progress.	2.4, 2.6	Principal, Counselor, Teachers	Increased student performance on local curriculum based assessments, diagnostic tests, and STAAR.				
Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1							
6) Update Gifted and Talented Procedures and Handbook	2.6	Assistant Superintendent, District GT Coordinator, Principal, Counselor, Teachers	Procedures updated to follow best practice				
7) Research and improve activities for higher level thinking	2.6	Principal, Counselor, Teacher	Increased percentage of students scoring at Masters level on local assessments and STAAR.				
Critical Success Factors CSF 1 CSF 5		Principal, Assistant Principal, Counselor, Teachers	Increased student performance on local curriculum based assessments and STAAR.				
8) Research the possibility of joining with Communities in School (CIS) for a social worker							
Problem Statements: Demographics 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Campuses face challenges with meeting the academic, social, and emotional needs of the economically disadvantaged and at-risk sub-populations. Root Cause 1: District staff will be assisted in the challenge of making instruction responsive for all students. Meaningful professional development and training will be offered.
Student Academic Achievement
Problem Statement 1: As indicated in the Meets Grade Level or Above performance table above, The percentage of 'HES' students achieving Masters in Science showed to be slightly lower than the State. Root Cause 1: Depth and complexity of curriculum implementation will be examined

School Processes & Programs

Problem Statement 1: State assessment data for STAAR Masters Grade Level for all subjects, all tests, for economically disadvantaged students (15%) is below the district performance of that same subgroup (16%). **Root Cause 1:** Continue to improve rigorous learning opportunities, differentiate instruction, professional development, consistently implement the TEKS Resource System with fidelity and other aligned curriculum at all levels which is monitored on a regular bases.

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

Performance Objective 2: Increase the percentage of special education students meets or above grade level standards in all grades and all subjects from 36% to 40%; approaches or above grade level standards in all grades and all subjects from 66% to 70%.

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
PBMAS 1) Provide focused, intense small group instruction for students identified for remediation and/or acceleration through RtI, tutorials, Prime Time, and summer school.	2.4, 2.5, 2.6	Teachers, Principal, Counselor, Assistant Superintendent, Clay-Jack SSA	Increase student performance using DMAC student progress data and reports, STAAR data, and IEPs				
	Funding Sources: State Compensatory (HES) - 2600.00						
2) Provide TEKS-Resource System, DMAC, and TEKS Study Training to focus instruction and create high quality assessments.	2.4, 2.5, 2.6	Teachers, Principal, Assistant Superintendent, Region IX	Increase student performance using DMAC student progress data, STAAR data, and IEPs. Campus meeting documents that reflect the participation on sign-in sheets and agenda.				
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1						
3) Provide targeted professional development for SPED staff and inclusion aides in order to meet students' needs and IEP goals.	2.4, 2.5, 2.6	Teachers, Principal, Clay-Jack SSA	Increase student performance using DMAC student progress data, STAAR data, and IEPs. Campus meeting documents that reflect the participation on sign-in sheets and agenda.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: As indicated in the Meets Grade Level or Above performance table above, The percentage of HES' students achieving Masters in Science showed to be slightly lower than the State. Root Cause 1: Depth and complexity of curriculum implementation will be examined
School Processes & Programs

Problem Statement 1: State assessment data for STAAR Masters Grade Level for all subjects, all tests, for economically disadvantaged students (15%) is below the district performance of that same subgroup (16%). **Root Cause 1:** Continue to improve rigorous learning opportunities, differentiate instruction, professional development, consistently implement the TEKS Resource System with fidelity and other aligned curriculum at all levels which is monitored on a regular bases.

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
1) Conduct recruitment activities to ensure state certified personnel in all positions and "highly qualified" teaching assistants. Participation in Region 9 ESC HR Services Cooperative provides access to the following: AppliTrak Online Application, multiple posting sites (regional, state, and national) through AppliTrak System and job fair participation.		Principal, Superintendent's Executive Assistant, Assistant Superintendent	All teachers will be fully certified. All vacancies will be posted on the HISD AppliTrak and Region IX ESC.				
2) Assist teachers in maintaining or attaining certification through alternative program, G/T certification, ESL certification, coursework, and TExES testing to ensure all staff are meeting state certification requirements.		Principal, Superintendent's Executive Assistant, Assistant Superintendent	All teachers will be fully certified per state certified requirements.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

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

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

Summative Evaluation 2:

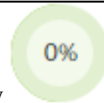
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
PBMAS 1) Continue to encourage, allow, and/or require professional development according to individual teacher preference or district and/or campus improvement plan(s), including G/T, special education, TEKS, technology, inclusion, 504, dyslexia, RTI, ELL training, and professional development conferences.	2.4, 2.5, 2.6	Principal, Assistant Superintendent	Increased student success as measured by STAAR, local curriculum based assessment, and PBMAS.				
	Problem Statements: Student Academic Achievement 1 Funding Sources: State Compensatory (HES) - 8450.00						
PBMAS 2) Provide teachers, principals, other administrators with sustained, intensive, classroom focused professional development to address learning needs of all students; particularly in the areas of local curriculum based assessments and STAAR.	2.4, 2.5	Principal, Assistant Superintendent, Superintendent	Increased student success as measured by STAAR, local curriculum based assessment, and PBMAS.				
	Problem Statements: Demographics 1 - School Processes & Programs 1						
3) Utilize T-TESS conferences to discuss and improve instructional strategies, questioning, and assessments with individual staff members.	2.4, 2.5, 2.6	Principal, Assistant Principal, Teachers	Increased student success as measured by STAAR, local curriculum based assessment, and PBMAS. Increased T-TESS ratings.				
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2 - School Processes & Programs 1						
4) Provide in-depth Sharon Wells math training for second and third grade math teachers, Special Education teachers, math interventionist, and inclusion aides.	2.4, 2.6	Assistant Superintendent, Principal, Teachers	Increased student success as measured by STAAR, local curriculum based assessment, and PBMAS.				
	Problem Statements: Demographics 1 - Student Academic Achievement 2 - School Processes & Programs 1						
5) Encourage staff to observe peers.	2.4, 2.5, 2.6	Principal, Assistant Principal, Teachers	Increased student success as measured by STAAR, local curriculum based assessment, and PBMAS. Increased T-TESS ratings.				
	Problem Statements: Demographics 1 - Student Academic Achievement 2						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Campuses face challenges with meeting the academic, social, and emotional needs of the economically disadvantaged and at-risk sub-populations. Root Cause 1: District staff will be assisted in the challenge of making instruction responsive for all students. Meaningful professional development and training will be offered.
Student Academic Achievement
Problem Statement 1: As indicated in the Meets Grade Level or Above performance table above, The percentage of HES' students achieving Masters in Science showed to be slightly lower than the State. Root Cause 1: Depth and complexity of curriculum implementation will be examined
Problem Statement 2: There is a wider gap between the percentage of HES' economically disadvantaged and all students achieving Meets or above than the State. Root Cause 2: Examine intervention and instructional strategies.
School Processes & Programs
Problem Statement 1: State assessment data for STAAR Masters Grade Level for all subjects, all tests, for economically disadvantaged students (15%) is below the district performance of that same subgroup (16%). Root Cause 1: Continue to improve rigorous learning opportunities, differentiate instruction, professional development, consistently implement the TEKS Resource System with fidelity and other aligned curriculum at all levels which is monitored on a regular bases.

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

Performance Objective 3: The district will be able to hire and retain quality staff by offering competitive regional salaries and high quality opportunities for personal targeted growth based on student needs.

Evaluation Data Source(s) 3: District Compensation Study; T-TESS; STAAR

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
1) Provide incentives for HISD Bilingual/ESL certified teachers in an effort to recruit and retain teachers in the district.	2.4	Assistant Superintendent, Principal	Increase the number of Bilingual/ESL certified teachers				
2) Provide professional development in the use of culturally responsive teaching techniques to address the specific needs of an increasingly diverse and low-socioeconomic population.	2.4, 2.6	Assistant Superintendent, Principal	Staff development attendance documentation, T-TESS				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
1) Hold regularly scheduled Campus Advisory Team meetings in order to: - Revise the Campus Parent and Family Engagement Policy, - Gather input from parents regarding the annual evaluation of the Title I program, - Revise, approve, and distribute a Teacher, Parent, Student Compact	3.1, 3.2	Principal, Assistant Superintendent	Increased parent engagement in activities required by federal law.				
	Problem Statements: Demographics 1						
2) Hold Parent Orientation and other informational parent nights that provide parents information about: - Special education resources in the IEP Process, - Classroom activities and resources, - English as a Second Language, - PTO, - Volunteer programs, opportunities, and activities, - Parent Portal for parents to monitor attendance, grades, and behavior, - Communication - classroom and school-wide newsletters, School Messenger, - Social media communication (website, email, text, Twitter, Facebook), - Prime Time, tutorials, - STAAR and diagnostic assessments, - Title I requirements, - Handbooks (student, code of conduct, grading), - Dyslexia, - 504	3.1, 3.2	Teachers, Principal, Counselor, Staff, Assistant Superintendent	Increase parents' knowledge of the educational process at HES.				
	Problem Statements: Demographics 1 Funding Sources: State Compensatory (HES) - 47567.00						

3) Utilize Parent Portal and School Messenger to keep parents informed of students' attendance, academic progress, and other important information.	2.5	Technology Director, Principal, Teachers	97% student attendance rate for the campus will be analyzed on the TAPR.				
	Problem Statements: Demographics 1						
4) Provide rewards as incentives for meeting attendance goals.	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, Teachers	97% student attendance rate for the campus will be analyzed on the TAPR.				
	Problem Statements: Demographics 1						
5) Continue monthly Head Start parenting classes and meetings.	2.6, 3.2	Assistant Principal, Head Start Teacher, Region IX Social Worker	Increased parent engagement, increased parents' skills				
	Problem Statements: Demographics 1						
6) Continue Pre-K parent meetings and implement Pre-K parenting classes.	2.6, 3.2	Principal, Assistant Principal, Region IX	Increased parent engagement, increased parents' skills				
	Problem Statements: Demographics 1						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

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

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

Performance Objective 1: Student performance at meets grade level will increase for all students in all grades for two or more subjects from 54% to 55%; masters grade level for all students in all grades will increase from 25% to 26%.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
1) Use DMAC to disaggregate data and focus on all students, economically disadvantaged students, and at risk students.	2.4, 2.6	Teachers, Counselor, Principal, Assistant Superintendent	Performance for all students, economically disadvantaged students, and at risk student will increase on STAAR and local curriculum based assessments.				
	Problem Statements: Demographics 1 - School Processes & Programs 1						
2) Create an environment of high expectations that will focus on meeting and/or mastering grade level content.	2.4, 2.5, 2.6	Teachers, Counselor, Principal, Assistant Superintendent, Clay-Jack SSA	Performance for all students, economically disadvantaged students, and at risk student will increase on STAAR and local curriculum based assessments.				
	Problem Statements: School Processes & Programs 1						
3) Provide training on TEKS to develop a better understanding of learning objectives and expected outcomes.	2.4, 2.5, 2.6	Principal, Assistant Superintendent, Region IX	Performance for all students, economically disadvantaged students, and at risk student will increase on STAAR and local curriculum based assessments.				
	Problem Statements: School Processes & Programs 1						
4) Provide a full-day Head Start program for eligible 3 year old children and/or eligible 4 year old children.	2.4, 2.5, 2.6	Assistant Superintendent, Principal, Region IX ESC Head Start Specialists, Teachers	Whole child progress based on federal requirements through BOY and EOY evaluations.				
	Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1 Funding Sources: State Compensatory (HES) - 3000.00						

5) Utilize CIRCLE, TEMI, TPRI, and AIMSWeb for universal screenings and progress monitoring.		Principal, Counselor, Teachers, Clay-Jack SSA, Region IX ESC Head Start Specialists	Universal screening and progress monitoring data will show growth throughout the year and allow teachers to provide early intervention as needed.				
Problem Statements: Student Academic Achievement 2							
6) Continue the Exemplary in All Endeavors Program to encourage high academic performance, good behavior, and good attendance.	2.5	Principal, Assistant Principal, Teachers	97% students' attendance rate for the campus will be analyzed on the TAPR. Performance for all student groups will increase on local curriculum based assessments.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Campuses face challenges with meeting the academic, social, and emotional needs of the economically disadvantaged and at-risk sub-populations. Root Cause 1: District staff will be assisted in the challenge of making instruction responsive for all students. Meaningful professional development and training will be offered.
Student Academic Achievement
Problem Statement 2: There is a wider gap between the percentage of HES' economically disadvantaged and all students achieving Meets or above than the State. Root Cause 2: Examine intervention and instructional strategies.
School Processes & Programs
Problem Statement 1: State assessment data for STAAR Masters Grade Level for all subjects, all tests, for economically disadvantaged students (15%) is below the district performance of that same subgroup (16%). Root Cause 1: Continue to improve rigorous learning opportunities, differentiate instruction, professional development, consistently implement the TEKS Resource System with fidelity and other aligned curriculum at all levels which is monitored on a regular bases.
Perceptions
Problem Statement 1: Students taking care of and respecting their property and that of other students. Root Cause 1: The need to greater emphasize student support programs which accentuate positive peer relationships and promote student engagement and connectedness.

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Feb	Apr
1) Align all practices across the district with plans and procedures in the HISD Emergency Operations Plan.		Principal, Assistant Superintendent, Superintendent	Updated EOP; improved campus drill documentation; increased SafeSchools completions				
2) Train staff on positive behavioral intervention strategies and professionally accepted practices and standards for behavior management, including training on restraint and timeout (required by Texas Behavior Support Initiative--SB 1196).	2.5	Principal, SSA Executive Director, Diagnosticians, Licensed School Psychologist	Clay-Jack SSA and campus documentation will be maintained.				
Problem Statements: Perceptions 1							
3) Train all district employees in bloodborne pathogens.		District Nurse, Principal, Assistant Superintendent	Increased knowledge of safe practices by completing the SafeSchools course.				
4) Provide training for all staff in the recognition and prevention of harassment including disability harassment and sexual harassment, dating violence, reporting child abuse and maltreatment (SB 471), bullying (HB 1942), suicide, health needs, and early mental health intervention (HB 1386). See Board Policy FFI (LEGAL) and FFI (LOCAL) in the addendum.		Assistant Superintendent, Principal, Counselor, SSA Executive Director	Increased knowledge of safe practices by completing the SafeSchools course.				
5) Continue "Capturing Kids Hearts" at Henrietta Elementary School. Explore training and implementation of "Coaching Greatness" at Henrietta ISD.		Staff, Counselor, Assistant Principal, Principal, Assistant Superintendent	Improved school climate and student attendance.				
Problem Statements: Perceptions 1							
Funding Sources: Title II - 21123.00							

6) Continue CORE Value Character Education Program	2.5, 2.6	Counselor, Teachers, Principal	Improved school climate and student behavior.				
	Problem Statements: Demographics 1						
7) Explore ways to improve our school safety plan		Superintendent, Principals, Counselor, Teachers	Increased knowledge and practice of safety measures by completing safety courses.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Campuses face challenges with meeting the academic, social, and emotional needs of the economically disadvantaged and at-risk sub-populations. Root Cause 1: District staff will be assisted in the challenge of making instruction responsive for all students. Meaningful professional development and training will be offered.
Perceptions
Problem Statement 1: Students taking care of and respecting their property and that of other students. Root Cause 1: The need to greater emphasize student support programs which accentuate positive peer relationships and promote student engagement and connectedness.

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide focused, intense small group instruction for students identified for remediation and/or acceleration through RtI, tutorials, summer school, and/or Prime Time.
1	1	2	Continue to provide training to administrators and teachers on calculating and monitoring student progress.
1	2	1	Provide focused, intense small group instruction for students identified for remediation and/or acceleration through RtI, tutorials, Prime Time, and summer school.
2	2	1	Continue to encourage, allow, and/or require professional development according to individual teacher preference or district and/or campus improvement plan(s), including G/T, special education, TEKS, technology, inclusion, 504, dyslexia, RtI, ELL training, and professional development conferences.
2	2	2	Provide teachers, principals, other administrators with sustained, intensive, classroom focused professional development to address learning needs of all students; particularly in the areas of local curriculum based assessments and STAAR.

State Compensatory

Budget for Henrietta Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6112.00.101.9.24	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,000.00
199.11.6119.00.101.9.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$138,296.00
199.31.6119.00.101.9.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$45,207.00
199.11.6129.00.101.9.24	6129 Salaries or Wages for Support Personnel	\$5,145.00
199.11.6129.01.101.9.24	6129 Salaries or Wages for Support Personnel	\$500.00
199.11.6141.00.101.9.24	6141 Social Security/Medicare	\$1,874.00
199.31.6141.00.101.9.24	6141 Social Security/Medicare	\$634.00
199.11.6142.00.101.9.24	6142 Group Health and Life Insurance	\$5,318.00
199.11.6143.00.101.9.24	6143 Workers' Compensation	\$1,742.00
199.31.6143.00.101.9.24	6143 Workers' Compensation	\$580.00
199.11.6146.00.101.9.24	6146 Teacher Retirement/TRS Care	\$3,137.00
199.31.6146.00.101.9.24	6146 Teacher Retirement/TRS Care	\$1,146.00
199.11.6149.00.101.9.24	6149 Employee Benefits	\$194.00
6100 Subtotal:		\$204,773.00
6200 Professional and Contracted Services		
199.11.6219.00.101.9.24	6219 Professional Services	\$150.00
199.11.6239.00.101.9.24	6239 ESC Services	\$8,300.00
6200 Subtotal:		\$8,450.00
6300 Supplies and Services		

199.11.6399.00.101.9.24	6399 General Supplies	\$2,600.00
199.11.6399.01.101.9.24	6399 General Supplies	\$2,500.00
6300 Subtotal:		\$5,100.00
6400 Other Operating Costs		
199.11.6411.00.101.9.24	6411 Employee Travel	\$300.00
199.11.6412.00.101.9.24	6412 Student Travel	\$200.00
6400 Subtotal:		\$500.00

Personnel for Henrietta Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Rosenberger	First Grade Teacher	Prime Time	.1200
Angie Duncan	Kindergarten Teacher	Prime Time	.1200
Annie Allen	Third Grade Teacher	Prime Time	.1200
Bethany Berry	Fourth Grade Teacher	Prime Time	.1525
Betsy Page	First Grade Teacher	Prime Time	.1200
Bonnie Hill	Second Grade Teacher	Prime Time	.1200
Bonnie Morton	Third Grade Teacher	Prime Time	.1200
Brandy Russell	Second Grade Teacher	Prime Time	.1200
Carol Syverson	Fourth Grade Teacher	Prime Time	.1200
Casey Cody	1st Grade Teacher	Prime Time	.1100
Courtney Marek	Kindergarten Teacher	Prime Time	.1200
Demi Baird	Fifth Grade Teacher	Prime Time	.1200
Dottie Taylor	Second Grade Teacher	Prime Time	.1200
Jessica Hoffman	Counselor	Guidance and Counseling	.8000
Kara Hutchins	First Grade Teacher	Prime Time	.1200
Kelley Barnard	Kindergarten Teacher	Prime Time	.1200
Kristy Siegert	Fifth Grade Teacher	Prime Time	.1200
Layai Toney	Fourth Grade Teacher	Prime Time	.1000
Leanne Graves	Third Grade Teacher	Prime Time	.1200
Linda Moffitt	Teaching Assistant	Head Start	.3500
Lindsay Berend	Third Grade Teacher	Prime Time	.1200
Lori Shelby	Third Grade Teacher	Prime Time	.1200
Macy Case	Second Grade Teacher	Prime Time	.1500
Nicole Childs	Fourth Grade Teacher	Prime Time	.1450

Sarah Scribner	Math Interventionist	Prime Time	.5000
Susan Horn	Kindergarten Teacher	Prime Time	.1200
Tina Moore	Head Start Teacher	Head start	1.0000
Traci Scholl	Fifth Grade Teacher	Prime Time	.1200

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the campus that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA).

The Henrietta Elementary School's comprehensive needs assessment was presented to the Campus Advisory Team on _____ for the 2018-2019 school year.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the district, administrators (including administrators of programs described in other parts of this title), the local educational agency, the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, students, and other individuals determined by the school.

The campus must provide a list of the individuals and their roles who assisted with the review of the CIP. The list must identify the individuals by name and roles.

2.2: Regular monitoring and revision

The Campus Improvement Plan remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.

The campus must provide the date(s) that the CIP was revised and/or evaluated for the 2018-2019 school year.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

Henrietta Elementary's Campus Improvement Plan is located in the administrator's office and campus media centers at Henrietta Elementary School. The Campus Improvement Plan is also at the Henrietta ISD Administration Office. HES's CIP is available at campus advisory team meetings at Henrietta Elementary School. The CIP is also located on the district website www.henrietta-isd.net. Copies are also available upon request at the district's administration office or at Henrietta Elementary School.

2.4: Opportunities for all children to meet State standards

Districtwide Reform Strategies that the district will be implementing to address school needs including a description of how such strategies: i. **will** provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)] to meet the challenging State academic standards.

The district must indicate the DIP page number(s) and indicate or highlight where opportunities for all children are addressed.

2.5: Increased learning time and well-rounded education

Districtwide Reform Strategies that the district will be implementing to address school needs including a description of how such strategies: ii. **will** use methods and instructional strategies that strengthen the academic program in the district, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

The district must indicate the DIP page number(s) and indicate or highlight where methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education are addressed.

2.6: Address needs of all students, particularly at-risk

Districtwide Reform Strategies that the district will be implementing to address school needs including a description of how such strategies: iii. **will** address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

The district must indicate the DIP page number(s) and indicate or highlight where the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards are addressed.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Districts **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirement. Parents **shall** be notified of the policy in an

understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy **shall** be made available to the local community and updated periodically to meet the changing needs of parents and the school.

The district must provide a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy.

The district must indicate how the Parent and Family Engagement Policy was distributed. Examples: on campuses, at Post Office, in Student Handbook, at Parent Meetings or other locations (Specify "other").

The district must indicate languages in which the Parent and Family Engagement Policy was distributed. Examples: English, Spanish, Vietnamese or other specify other language (Specify "other").

3.2: Offer flexible number of parent involvement meetings

The district **shall** offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement.

The district must include the following information in the Element Validations and must have supporting documentation for the information provided. Documentation will be submitted only if requested by TEA.

The district must indicate days and times that the Parent and Family Engagement meetings were held and locations.

Examples: Sundays, Mondays, Wednesdays, Thursdays, Fridays, Saturdays, AM during the school day, PM during he school day, PM after school, PM in the evening, specify if other times.

Examples: on campus, other district site, community center, or other locations (specify "other").

Title I Schoolwide Element Personnel

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

2018-2019 Campus Improvement Team

Committee Role	Name	Position
Principal	Kendra Bennett	Campus Administrator
Assistant Principal	Kristin Lennon	Campus Administrator
Classroom Teacher	Demi Baird	5th Grade
Classroom Teacher	Nicole Childs	4th Grade
Classroom Teacher	Annie Allen	3rd Grade
Classroom Teacher	Brandy Russell	2nd Grade
Classroom Teacher	Betsy Page	1st Grade
Classroom Teacher	Courtney Marek	Kindergarten
Classroom Teacher	Melissa Benedict	Special Education
Non-classroom Professional	Joy Schaffner	Dyslexia Therapist
Classroom Teacher	Tina Moore	Head Start
Paraprofessional	Kaye McCormack	Paraprofessional
District-level Professional	Scot Clayton	Assistant Superintendent
Counselor	Jessica Hoffman	Counselor
Parent	Dannielle Moore	Parent
Parent	Annie Gunter	Parent
Community Representative	Mike Scott	Community Representative
Community Representative	Jerri Skelton	Community Representative
Business Representative	Mark Hill	Business Representative
Business Representative	Lloyd Duncan	Business Representative

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$137,110.00
1	1	2			\$100.00
Sub-Total					\$137,210.00
Budgeted Fund Source Amount					\$137,210.00
+/- Difference					\$0
Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	5			\$21,123.00
Sub-Total					\$21,123.00
Budgeted Fund Source Amount					\$21,123.00
+/- Difference					\$0
State Compensatory (HES)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$157,206.00
1	2	1			\$2,600.00
2	2	1			\$8,450.00
3	1	2			\$47,567.00
4	1	4			\$3,000.00
Sub-Total					\$218,823.00
Budgeted Fund Source Amount					\$218,823.00
+/- Difference					\$0
Grand Total					\$377,156.00