

Henrietta Independent School District

Henrietta Elementary

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts
Academic Achievement in Mathematics
Top 25% Closing Performance Gaps
Postsecondary Readiness



Public Presentation Date: January 11, 2018

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.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Henrietta Elementary School (HES) serves approximately 450 students with backgrounds that include 89.3% White students, 6.2% Hispanic students and 0.2% African American students. The information below is based on data gathering as reported by the 2016-17 PEIMS Fall Collection Report and Texas Academic Performance Report (TAPR).

School Year	Total Enrollment	Limited English Proficient	Gifted & Talented	At Risk	Socio Economic Status	Special Education
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
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

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.

Our percentage of GT students increased.

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) "met standard" on the state accountability system for 2016-17.

Henrietta Elementary School earned Distinction Designation in Academic Achievement in ELA/Reading, Academic Achievement in Mathematics, Top 25 Percent Closing Performance Gaps, and Postsecondary Readiness.

Continued and focused data analysis is a fundamental process of HES. The campus uses Texas Academic Performance Report (TAPR), STAAR, TPRI, CIRCLE scores, Performance Based Monitoring Analysis System (PBMAS), DMAC and AIMSweb reports as a source of data to discern needs and strengths. Common assessments are being used and continuously improved to meet the rigorous expectations. Administrators meet with instructional staff to collaborate and review student progress.

HES will use Take Flight, Rite Flight, TEMI, and ESTAR to address and intervene with At-Risk students.

Campus administration has the discretion to utilize tutoring services benefit students. Tutors are used for ESL, Special Education, At-Risk, and Homeless students. HES provides Summer School for students in need of academic improvement and/or students struggling to pass state assessments.

HES exceeded the state targets on all four performance indexes and met all of the System Safeguard indicators.

	State Target HES Score	
Index 1: Student Achievement	60	85
Index 2: Student Progress	32	46
Index 3: Closing Performance Gaps	28	49
Index 4: Postsecondary Readiness	12	54

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.

Reading Achievement (STAAR Percent, All Grades)

State Region 9 HES

Approaches and Above	72%	71%	82%
Masters	19%	16%	35%

As indicated in the Approaches Grade Level or Above performance table above, student achievement is above the state average and Region 9 average. Student achievement at the Masters Grade Level also exceeds the state and Region 9.

Mathematics Achievement (STAAR Percent, All Grades)

State Region 9 HES

Approaches and Above	79%	77%	92%
Masters	23%	18%	34%

As indicated in the Approaches Grade Level or Above performance table above, student achievement is above the state average and Region 9 average. Student achievement at the Masters Grade Level exceeds the state and Region 9.

Writing Achievement (STAAR Percent, All Grades)

State Region 9 HES

Approaches and Above	67%	65%	68%
Masters	12%	8%	20%

As indicated in the Approaches Grade Level or Above performance table above, student achievement in Writing across the district was above the state and Region 9. Student achievement at the Masters Grade Level exceeds the state and Region 9.

Science Achievement (STAAR Percent, All Grades)

State Region 9 HES

Approaches and Above	79%	76%	85%
Masters	19%	14%	11%

As indicated in the Approaches Grade Level or Above performance table above, student achievement in Science across the district was above the state and Region 9. However, student achievement at the Masters Grade Level indicates performance below the state and Region 9 averages.

Student Academic Achievement Strengths

Henrietta Elementary School was rated as "Met Standard" and received several distinctions. The campus met 21/21 of the applicable system safeguards.

Achievement on the Math STAAR test showed important gains in the percentage of students approaching and above performance (3%) as well as in the percentage of students who mastered grade level (12%).

STAAR percent met or exceeding progress in all grades, all subjects showed big increases for Special Education (13%) and Economically Disadvantaged (14%) subgroups.

HES Attendance Rate

	State	District	HES
2015-2016	95.8%	96.8%	97.1%
2014-2015	95.7%	96.6%	96.7%
2013-2014	95.9%	96.8%	96.9%
2012-2013	95.8%	96.9%	97.1%
2011-2012	95.9%	96.7%	97.0%
2010-2011	95.7%	96.8%	97.3%

Student attendance is consistently high at 97.1% and is significantly higher (1.3%) than the state. Important gains were seen in the attendance rate for our Special Education and Economically Disadvantaged subgroups.

Elementary class sizes are lower than the state average. The number of students per teacher in HES is 13.2 as compared to the state average of 15.1.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Special Education students are not achieving at the "Approaches Grade Level in All Subjects or Above". **Root Cause:** Tiered

instruction will be examined to determine consistent implementation.

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 an assistant principal who takes the lead on attendance and discipline issues, assists with evaluations and other campus-wide responsibilities. The assistant principal is also the chairperson for the Texas Behavior Support Initiative (TBSI) Team. HES has a counselor. The counselor takes the lead as testing, 504, ELL, UIL, and At-Risk Coordinator. The counselor also directs our campus character education, anti-bullying, and community involvement programs. In addition, the counselor assists with students' emotional needs and supports families with needed community resources. The district has a school nurse that is mainly housed out of the elementary school, except for two afternoons a week when she is at the Junior High. The nurse is available for students during the school day, conducts staff development and organizes student and staff health clinics. She also leads the SHAC (School Health Advisory Council).

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. 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.

Curriculum and Instruction

Henrietta Elementary School relies on an in-house developed curriculum framework. Teachers within the campus have written the curriculum framework in all core subjects along with curriculum checkpoints for every six weeks period. The curriculum framework is updated annually with references to textbooks, assessments, and sources considered best practices and resources. These curriculum changes help prepare students for the STAAR testing.

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 sub-populations. 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 campus in the state. Henrietta Elementary School met the accountability requirements and received four distinction designations.

Continued and focused data analysis is a fundamental process of HES. Implementation of Professional Learning Communities (PLCs) continues in the 2017-2018 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.

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 47 staff members, 72.3% of which are teachers, 21.3% educational aides, 2.1% professional staff, and 4.3% campus administrative staff. The total minority staff percentage is 2.1%. Approximately 91.2% of teachers hold a bachelor's degree and 8.8% hold a master's. The lowest percentage (14.7%) of teachers by years of experience is 6-10 years experience. The highest percentage (38.2%) of teachers have 11-20 years experience, and the average years of experience of teachers is 16.0.

Technology 2017-2018

Henrietta Elementary School 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 the 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 expand 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 planning and instruction.

HES utilizes tutoring services for third through fifth-grade 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. District administration is committed to a focus on understanding the needs of all sub-populations and providing necessary training to meet the challenges of those sub-populations. 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 the classroom as they serve special education and at-risk students in an inclusive setting.

HES received four 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.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: State assessment data for STAAR Masters Grade Level for economically disadvantaged students (17%) is below the district's performance. **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 (8 response statements)
- Communications (5 response statements)
- Discipline (6 response statements)
- Climate/Environment (8 response statements)
- Leadership and Mission (6 response statements)

Survey Results

Academics

Survey Item

Highest Ranking Indicator

The school has an academic emphasis and believes that all children can learn and achieve the school's educational goals.

Almost Always

Students are respected regardless of their academic achievement level.

Almost Always

The school has high expectations for student academic achievement.

Almost Always

The school has high expectations for student achievement in extracurricular activities.

Almost Always

The school provides opportunities for students to excel in areas of individual strengths or talents and recognizes their efforts to do so.

Almost Always

The school's curriculum will give students a solid educational foundation.

Almost Always

The school motivates students to learn.

Almost Always

What is the MOST INFLUENTIAL in helping students achieve academically?

Positive relationship between teacher/student

29%

Support from the home

22%

Teaching to various learning styles

11%

Total Academics

Almost Always

Communications

Survey Item

Highest Ranking Indicator

Parents and students feel comfortable talking with the principal.

Almost Always

Parents and students feel comfortable talking with teachers.

Almost Always

Students are willing to approach teachers for advice or help.

Almost Always

Teachers keep parents and students informed about academic progress.

Almost Always

Shared responsibility is assumed by students, faculty, administration, and parents for the achievement of school goals.

Almost Always

Total Communications

Almost Always

Discipline

Survey Item

Highest Ranking Indicator

The school maintains high standards of behavior for all students.

Almost Always

Discipline problems are few.

Students demonstrate respect toward all individuals.

Frequently

The school and teachers have mutual expectations for discipline.

Frequently

The school handles disciplinary actions fairly and consistently.

Almost Always

HES students are recognized for positive behavior.

Almost Always

Total Discipline

Almost Always

Climate/Environment

Survey Item

Highest Ranking Indicator

The school has an orderly, inviting atmosphere.	Almost Always
The school has attractive, safe, clean facilities and grounds.	Almost Always
Students generally take care of and respect their own property and that of other students.	Frequently
Students feel safe at school.	Almost Always
Teachers and students treat each other with respect.	Almost Always
The school gives honors, awards, and other forms of recognition to students for academic achievement.	Almost Always
The school has good teacher morale.	Almost Always

Areas of volunteer interest

Going on field trips as a chaperone	26%
Helping keep our campus clean and safe	24%
Volunteering in classrooms	22%

Total Climate/Environment	Almost Always
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Leadership and Mission

Survey Item

Highest Ranking Indicator

The principal has a high level of visibility.

Almost Always

The principal takes an active interest in the well-being of both teachers and students.

Almost Always

The principal provides leadership for continuous school improvement.

Almost Always

The school has staff members who believe they are able to help all students learn and take responsibility for learning outcomes.

Almost Always

Teachers work together on common issues and goals.

Almost Always

Issues perceived as the MAJOR OBSTACLES to student achievement.

Poor parental involvement

25%

Lack of student motivation

19%

Lack of student self-control and discipline

16%

Total Leadership and Mission

Almost Always

Perceptions Strengths

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

HES provides a college and career-bound culture and achieved special distinctions on our accountability results for Postsecondary Readiness.

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, shelter in place drills, exterior lockdown drills, and reverse 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

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 reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or 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
- Communications data
- Budgets/entitlements and expenditures data




Goals

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 meeting or exceeding progress in all grades and all subjects from 69% to 74%.

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

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
System Safeguard Strategy 1) Provide focused intense small group instruction for students identified for remediation and/or acceleration through RtI, tutorials, summer school, Prime Time and/or Achieve.	2.0, 7.0, 9.0, 10.0	Teachers, Principals, Counselors, Assistant Superintendent	Increased student performance on local curriculum based assessments and STAAR.			
Problem Statements: Demographics 1 - School Processes & Programs 1						
System Safeguard Strategy 2) Continue to provide training to administrators and teachers on calculating and monitoring student progress.	1.0, 4.0	Assistant Superintendent	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: State Compensatory (HES) - \$6,761.00, Title I - \$100.00						
 = Accomplished  = 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.
School Processes & Programs

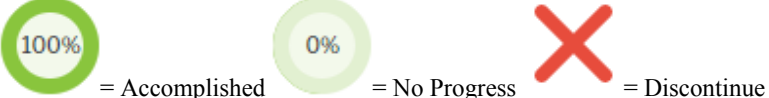
Problem Statement 1: State assessment data for STAAR Masters Grade Level for economically disadvantaged students (17%) is below the district's performance. **Root Cause 1:** Continue to improve rigorous learning opportunities, differentiate instruction, professional development, consistently implement 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 meeting or exceeding progress in all grades and all subject from 78% to 83%.

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

Summative Evaluation 2:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
System Safeguard Strategy PBMAS 1) Continue to implement co-teaching/inclusion model in HES curriculum resources and other best practice instructional strategies (including technology) to improve student engagement and performance.	1.0, 3.0, 4.0, 7.0, 8.0	Teachers, Principals, Counselors, Assistant Superintendent, Clay-Jack SSA	Improved student results on local curriculum based assessments and STAAR.			
	Problem Statements: Student Academic Achievement 1					
System Safeguard Strategy PBMAS 2) Each student eligible will receive a progress measure and will be counseled on what he or she needs to meet or exceed progress.	9.0	Teachers, Principals, Counselors, Assistant Superintendent, Clay-Jack SSA	Increase student performance using DMAC student progress data, STAAR, and IEP			
	Problem Statements: Student Academic Achievement 1					
System Safeguard Strategy 3) Student support teams will identify students in need of additional assistance and develop an RtI plan for each student.	1.0, 3.0, 4.0, 7.0, 9.0	Principal, Counselors, Clay-Jack SSA	Students passing the state mandated assessments will increase from the prior year.			
	Problem Statements: Demographics 1 - School Processes & Programs 1					
						

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: Special Education students are not achieving at the "Approaches Grade Level in All Subjects or Above". **Root Cause 1:** Tiered instruction will be examined to determine consistent implementation.

School Processes & Programs

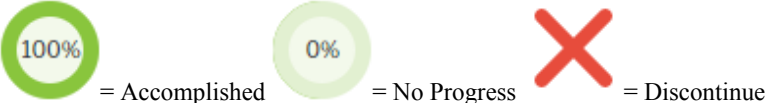
Problem Statement 1: State assessment data for STAAR Masters Grade Level for economically disadvantaged students (17%) is below the district's performance. **Root Cause 1:** Continue to improve rigorous learning opportunities, differentiate instruction, professional development, consistently implement 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:

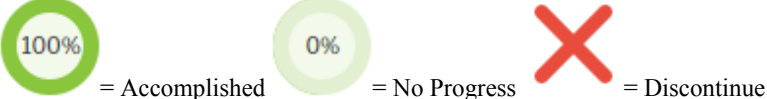
Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Conduct recruitment activities to ensure state certified personnel in all positions and "highly qualified" teaching assistants. Participation in Region 9 ESC HR Services Cooperative provides access to the following: AppliTrak Online Application, multiple posting sites (regional, state, and national) through AppliTrak System and job fair participation.	1.0, 4.0, 5.0	Principals, Superintendent's Executive Assistant, Assistant Superintendent	All teachers will be fully certified. All vacancies will be posted on the HISD AppliTrak and Region 9 ESC.			
2) Assist teachers in maintaining or attaining certification through alternative programs, G/T certification, ESL certification, coursework, and TExES testing to ensure all staff are meeting state certification requirements.	1.0, 4.0, 5.0	Principals, Superintendent's Executive Assistant, Assistant Superintendent	All teachers will be fully certified per state certified requirements			
						

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	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
System Safeguard Strategy PBMAS 1) Continue to encourage, allow, or require professional development according to individual teacher preference or district and/or campus improvement plan(s), including G/T training, special education training, TEKS, technology, inclusion, 504, Dyslexia, RTI, ELL, and professional development conferences.	1.0, 4.0, 7.0	Principals, 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) - \$9,460.00, Title I - \$1,280.00					
System Safeguard Strategy 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.	1.0, 4.0, 7.0	Principals, Assistant Superintendent, Superintendent	Increased student success as measured by STAAR, local curriculum based assessments, 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.	2.0, 3.0, 4.0	Principal, Assistant Principal, Teachers	T-TESS conferences held, student growth noted on unit assessments, STAAR, and other testing results.			
4) Provide in-depth Sharon Wells math training for fourth and fifth grade math teachers, Special Education teachers, math interventionist, and inclusion aides.	3.0, 4.0, 8.0, 9.0	Assistant Superintendent, Principal, Teachers	Increased student success as measured by STAAR, local curriculum based assessments, and PBMAS.			
	Funding Sources: Local - \$10,000.00					
5) Encourage staff to observe peers.	3.0, 4.0	Principal, Assistant Principal, Teachers	Increased student success as measured by STAAR, local curriculum based assessments, and PBMAS. Increased T-TESS ratings.			
	Problem Statements: Demographics 1 - School Processes & Programs 1					
						

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: Special Education students are not achieving at the "Approaches Grade Level in All Subjects or Above". Root Cause 1: Tiered instruction will be examined to determine consistent implementation.
School Processes & Programs
Problem Statement 1: State assessment data for STAAR Masters Grade Level for economically disadvantaged students (17%) is below the district's performance. 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.

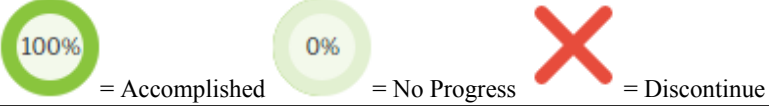
Goal 3: Promote effective parental and community engagement through communication, participation, and partnerships in accomplishing student achievement.

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

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

Summative Evaluation 1:

Strategy Description	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
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.	1.0, 2.0, 6.0, 7.0	Principals, Assistant Superintendent	Increased parent engagement in activities required by federal law.			
Problem Statements: Demographics 1						
System Safeguard Strategy PBMAS 2) Hold HISD University and/or Parent Orientation that provides parents information about: -Special education resources in the IEP process, -Classroom activities and resources about online learning opportunities, -English as a Second Language classes, -Volunteer programs, opportunities, and activities, -Parent Portal for parents to monitor attendance, grades, and behavior, -Social media communication (website, email, text, Twitter, Facebook) -Prime Time, tutorials, and local curriculum based assessments, -Title I requirements, -Social media etiquette, -Handbooks (student, code of conduct)	1.0, 2.0, 6.0, 7.0	Teachers, Principals, Counselors, Staff, Technology, Assistant Superintendent	Increase parents' knowledge of the educational process at HES.			
Problem Statements: Demographics 1						
3) Utilize Parent Portal and School Messenger to keep parents informed of students' attendance, academic progress, and other important information.	6.0	Technology Director, Principal, Teachers	97% student attendance rate for the campus will be analyzed on the TAPR.			

4) Provide rewards as incentives for meeting attendance goals.	1.0, 6.0	Principal, Assistant Principal, Counselor, Teachers	97% student attendance rate for the campus will be analyzed on the TAPR.			
5) Utilize the PAWS Mentoring Program to assist students and provide motivation.	1.0, 9.0, 10.0	Assistant Principal, Counselor	Fewer students on the failing list each six weeks and higher scores on STAAR assessments.			
Problem Statements: Perceptions 1						
6) Implement monthly Pre-Kindergarten parent meetings	1.0, 2.0, 6.0, 7.0, 10.0	Assistant Principal, Principal, Pre-Kindergarten and Head Start teachers	Increased parent engagement, increased parents' knowledge of the educational process at HES.			
Problem Statements: Demographics 1						
7) Implement monthly Head Start parenting classes	1.0, 2.0, 6.0, 7.0, 10.0	Assistant Principal, Head Start Teacher, Region IX Social Worker	Increased parent engagement, increased parents' skills			
Problem Statements: Demographics 1						
						

Performance Objective 1 Problem Statements:

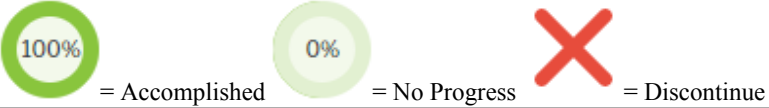
Demographics
Problem Statement 1: Campuses face challenges with meeting the academic, social, and emotional needs of the economically disadvantaged and at-risk sub-populations. Root Cause 1: District staff will be assisted in the challenge of making instruction responsive for all students, meaningful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

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 53% to 55%; masters grade level for all students in all grades will increase from 30% to 32%.

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	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
System Safeguard Strategy PBMAS 1) Use DMAC to disaggregate data and focus on economically disadvantaged and special education students.	1.0, 2.0, 8.0, 9.0	Teachers, Counselors, Principals, Assistant Superintendent, Clay-Jack SSA	Performance for economically disadvantaged students and special education students 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.	1.0, 2.0, 8.0, 9.0	Counselors, Principals, Assistant Superintendent, Clay-Jack SSA	Performance for economically disadvantaged students and special education students will increase on STAAR and local curriculum based assessments.			
	Problem Statements: School Processes & Programs 1					
3) Provide training on TEKS to develop a deeper understanding of learning objectives and expected outcomes.	1.0, 2.0, 4.0, 7.0	Principals, Assistant Superintendent	Performance for economically disadvantaged students and special education students will increase on STAAR and local curriculum based assessments.			
	Problem Statements: School Processes & Programs 1					
4) Utilize CIRCLE, TEMI, TPRI and AIMSWeb for universal screenings and progress monitoring.	1.0, 2.0, 8.0, 9.0	Principal, Counselor, Teachers, Clay-Jack SSA	Universal screening and progress monitoring data reports ran.			
5) Continue the Exemplary in All Endeavors Program to encourage high academic performance, good behavior, and good attendance.	1.0, 9.0	Principal, Assistant Principal, Teachers	Points accumulated by students in the Exemplary in All Endeavors program and prizes given. 97% students attendance rate for the campus will be analyzed on the TAPR.			
						

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.

School Processes & Programs

Problem Statement 1: State assessment data for STAAR Masters Grade Level for economically disadvantaged students (17%) is below the district's performance. **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 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	TITLE I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Align all practices across the district with plans and procedures in the HISD Emergency Operations Plan.	1.0, 10.0	Principals, 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).	1.0, 4.0, 7.0	Principals, SSA Executive Director, Diagnosticians, Licensed School Psychologist	Clay-Jack SSA and campus documentation will be maintained.			
3) Train all district employees in bloodborne pathogens.	1.0, 4.0	District Nurse, Principals, Assistant Superintendent	Increased knowledge 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.	1.0, 4.0, 8.0	Assistant Superintendent, Principals, Counselors, SSA Executive Director	Increased knowledge by completing SafeSchools courses.			
5) Continue "Capturing Kids Hearts" at Henrietta Elementary School System Safeguard Strategy	1.0, 2.0, 3.0, 4.0, 7.0, 10.0	Counselors, Assistant Principals, Principals, Assistant Superintendent	Improved school climate results and student attendance.			
6) Implement CORE Value Character Education Program		Counselor, Teachers	Improved school climate results and student attendance			
Problem Statements: Demographics 1 - Perceptions 1						

7) Provide "Stop the Bleed" crisis intervention training	10.0	Assistant Principal, Principal, Nurse, United Regional Healthcare Staff	Increased knowledge by completing the course.			
8) Revise TBSI Pawsitive Choice program - Lunch Bunch	1.0	Principal, Assistant Principal, Counselor, Teachers	Improved school climate results and student attendance			
Problem Statements: Perceptions 1						
9) Implement PRIDE (Positive, Responsible Individuals Dedicated to Excellence) Lunches for 5th graders	2.0	Counselor	Improved school climate results and student attendance			
Problem Statements: Perceptions 1						
 = Accomplished  = 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.

System Safeguard 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, Prime Time and/or Achieve.
1	1	2	Continue to provide training to administrators and teachers on calculating and monitoring student progress.
1	2	1	Continue to implement co-teaching/inclusion model in HES curriculum resources and other best practice instructional strategies (including technology) to improve student engagement and performance.
1	2	2	Each student eligible will receive a progress measure and will be counseled on what he or she needs to meet or exceed progress.
1	2	3	Student support teams will identify students in need of additional assistance and develop an RtI plan for each student.
2	2	1	Continue to encourage, allow, or require professional development according to individual teacher preference or district and/or campus improvement plan(s), including G/T training, special education training, TEKS, technology, inclusion, 504, Dyslexia, RtI, ELL, 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.
3	1	2	Hold HISD University and/or Parent Orientation that provides parents information about: -Special education resources in the IEP process, -Classroom activities and resources about online learning opportunities, -English as a Second Language classes, -Volunteer programs, opportunities, and activities, -Parent Portal for parents to monitor attendance, grades, and behavior, -Social media communication (website, email, text, Twitter, Facebook) -Prime Time, tutorials, and local curriculum based assessments, -Title I requirements, -Social media etiquette, -Handbooks (student, code of conduct)
4	1	1	Use DMAC to disaggregate data and focus on economically disadvantaged and special education students.
5	1	5	Continue "Capturing Kids Hearts" at Henrietta Elementary School

State Compensatory

Budget for Henrietta Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6112.00.101.8.24	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,000.00
199.11.6119.00.101.8.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$133,902.00
199.31.6119.00.101.8.24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$3,915.00
199.11.6129.00.101.8.24	6129 Salaries or Wages for Support Personnel	\$5,919.00
199.11.6129.01.101.8.24	6129 Salaries or Wages for Support Personnel	\$1,500.00
199.11.6141.00.101.8.24	6141 Social Security/Medicare	\$1,807.00
199.11.6142.00.101.8.24	6142 Group Health and Life Insurance	\$7,100.00
199.31.6142.00.101.8.24	6142 Group Health and Life Insurance	\$276.00
199.11.6143.00.101.8.24	6143 Workers' Compensation	\$1,789.00
199.31.6143.00.101.8.24	6143 Workers' Compensation	\$52.00
199.11.6146.00.101.8.24	6146 Teacher Retirement/TRS Care	\$2,840.00
199.31.6146.00.101.8.24	6146 Teacher Retirement/TRS Care	\$104.00
199.11.6149.00.101.8.24	6149 Employee Benefits	\$204.00
6100 Subtotal:		\$160,408.00
6200 Professional and Contracted Services		
199.11.6219.00.101.8.24	6219 Professional Services	\$10,000.00
199.11.6239.00.101.8.24	6239 ESC Services	\$8,159.00
6200 Subtotal:		\$18,159.00
6300 Supplies and Services		
199.11.6399.00.101.8.24	6399 General Supplies	\$2,900.00

199.11.6399.01.101.8.24	6399 General Supplies	\$1,000.00
199.11.6399.02.101.8.24	6399 General Supplies	\$400.00
6300 Subtotal:		\$4,300.00
6400 Other Operating Costs		
199.11.6411.00.101.8.24	6411 Employee Travel	\$100.00
6400 Subtotal:		\$100.00

Title I Components

Schoolwide Program Plan

Ten Schoolwide Components

- 1: Comprehensive Needs Assessment**
- 2: Schoolwide Reform Strategies**
- 3: Instruction by highly qualified professional teachers**
- 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**
- 5: Strategies to attract highly qualified teachers**
- 6: Strategies to increase parental involvement**
- 7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**
- 8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**
- 9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**
- 10: Coordination and integration of federal, state and local services and programs**

2017-2018 Campus Site-Based Committee

Committee Role	Name	Position
Principal	Kendra Bennett	Principal
Assistant Principal	Kristin Lennon	Assistant Principal
Counselor	Annie Gunter	Counselor
Classroom Teacher	Demi Baird	5th Grade Teacher
Classroom Teacher	Nicole Childs	4th Grade Teacher
Classroom Teacher	Annie Allen	3rd Grade Teacher
Classroom Teacher	Brandy Russell	2nd Grade Teacher
Classroom Teacher	Angie Duncan	Kindergarten Teacher
Classroom Teacher	Betsy Cantrell	1st Grade Teacher
Classroom Teacher	Melissa Benedict	Special Education Teacher
Classroom Teacher	Tina Moore	Head Start Teacher
Classroom Teacher	Sarah Scribner	Math Interventionist
Paraprofessional	Kaye McCormack	Paraprofessional
District-level Professional	Scot Clayton	Assistant Superintendent
Parent	Sarah Bowles	Parent
Parent	Trish Bryant	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