

Hereford Independent School District
Northwest Elementary
2017-2018 Campus Improvement Plan



Mission Statement

The focus of Northwest School is to provide a safe environment where students are self-motivated, confident, and develop a lifelong love for learning.

Vision

We as a family of Northwest will

Never give up

Own our future

Respect the differences of others

Thrive in learning

Have high expectations for all

Work to build relationships

Embrace life's challenges

Support our students' future goals

Take pride in our school and community

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Comprehensive Needs Assessment

Demographics

Demographics Summary

At Northwest a committee was formed to gather data to be used to complete our comprehensive needs assessment. Northwest is the largest elementary school in Hereford with 475 students. There are 250 males and 225 females and 76.2% of our students are economically disadvantaged. Our student population is 84% Hispanic, 15.7% White, .2% 2 or more races, and .1% Black. We have 37.5% of our population is identified as LEP, 6% are Migrant, 61.7% are At-Risk, 4.4% are identified as Gifted and Talented, and 6.1% are receiving SPED and Speech services.

Demographics Strengths

The Demographics Committee completed the comprehensive needs assessment and determined the campus strengths to be as follows:

- The attendance rate was at 96.6% for the year.
- Favorable teacher-student ratio, does not exceed state cap of 22:1
- Student Performance in core content

Student Achievement

Student Achievement Summary

At Northwest we are dedicated to improve instruction and strive to increase accountability and achievement for all students by constantly and consistently looking at data results. Administrators and teachers disaggregate data from various sources such as: STAAR, TELPAS, CBA's, iStation, Think Through Math, Lexile Reading Levels, RTI Progress Monitoring, Lexia Core 5, PALS plus and various teacher assessments. Teachers consider that the level of questioning and vocabulary in their classrooms has to be at high cognitive levels. Our STAAR and CBA data show that Math is a strong content area.

Reading is an area of concern as well as writing. Below is current STAAR data (2017) compared to last year's data:

3rd grade Reading dropped (74%) from 78% (2016), Math improved (82%) from 79% (2016)

4th grade Reading dropped (70%) from 75% (2016), Math dropped (68%) from 74% (2016), Writing dropped (62%) from 68% (2016)

5th grade Reading the same (81%) as 81% (2016), Math improved (90%) from 85% (2016), Science improved (75%) from 72% (2016)

According to DLT needs assessment - Strengths: White/His/Eco Dis/ELL all above 70%
between white & Hispanic pops; Sped & ELL

Weaknesses: Numbers are low for exceed; Close gap

According to 2016 PBMAS data analysis:

Bilingual/ESL, NCLB Title I, Part A or Migrant and SPED programs have student performance indicators identified as an area of concern. When longitudinal PBMAS data is compared from the past two years it indicates subgroups historically perform lower in all contents and science and social studies low this year. In analyzing the data the root cause for low student performance was determined to be due to students not having a strong foundation in literacy skills i.e. reading; writing and vocabulary, which impacts all academic areas.

Other causes:

Need to increase reading levels in order to help with all tests

Lack of targeted interventions

Lack of purposeful writing in K-12

Limited resources

Consistency across district and campuses (instructional strategies, vertical conversations)

More teacher training/staff development in a variety of strategies & consistent follow-ups

Student Achievement Strengths

Math is an area of strength in 3rd and 5th grade where we have continued growth.

Science has continued to make some improvement over the last two years.

School Culture and Climate

School Culture and Climate Summary

Based on the staff and student surveys, the teachers and students feel Northwest is a safe school. Students feel that the principals and teachers care about them and that their teachers believe they can learn. Students also enjoy using technology at school. Teachers feel the school is kept clean, that the administrative team is highly visible and supports the educational process, and that they are treated with respect. One area of concern for both teachers and students is a lack of recognition for good work though it was not overwhelmingly shown, just one of the lowest areas. Teachers said that staff morale wasn't always high. Teachers did say that discipline was taken care of well and quickly.

School Culture and Climate Strengths

1. 94.4% of students felt their Principals care about them.
2. 98.4% of students felt their teacher cares about them.
3. 98.4% of students felt their teacher believes they can learn.
4. 90.3% of staff felt that the administrative team is highly visible and supports the educational process.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Our goal at Northwest is for all teachers and paraprofessionals to be Highly Qualified by the beginning of every year. All staff and special program teachers are Highly Qualified for the 2017/2018 school year. There is a plan in place for teachers who are not highly qualified if needed. Traditionally, Northwest has a very low turnover rate, but recently it has been higher because of retirements or staff taking other positions within the district. Teachers maintain a 22:1 student ratio in classrooms. Recruitment and Retention strategies are in place in accordance with the Title 1 Plan requirements. The district addresses many areas to help retain and recruit Highly Qualified teachers.

Staff Quality, Recruitment, and Retention Strengths

New teachers feel supported by the mentor that is assigned to them and the First and Second Year Teacher Academies provided by the district is a great support. Teacher retention is a strength.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At Northwest, the curriculum is driven by the Texas Essential Knowledge of Skills and follows the scope and sequence of TEKS Resource System. Teachers plan and collaborate weekly during grade level teaming to implement engaging activities that will prepare students to achieve success. Grade level teachers and administrators meet at least monthly to discuss assessment data, curriculum, and instruction. Schoolwide RTI is provided where everything stops at 3:00 and we provide interventions with specific programs or enrichment for all students in all Tiers.

Curriculum, Instruction, and Assessment Strengths

1. DMAC and iStation provide data to assist in identifying students strengths and areas of weakness.
2. Schoolwide RTI
3. Teachers design instruction that allows students to be involved through hands-on activities, small group, and peer sharing.

Family and Community Involvement

Family and Community Involvement Summary

Northwest strongly encourages parent and community involvement at the campus level. Communication from school to home is provided in English and Spanish through the use of school notes, School Messenger, emails, and phone calls. We also have a Facebook page which we post pictures and information about current school activities. Parents and staff are invited to work together in our PTO. Several community members participate in our Read-a-thon. Parents attend the open house, school plays/musicals, the Student Showcase, and awards assemblies. Parents are encouraged to participate in the school compact that provides information about school programs and student learning. The compact and policy were designed in collaboration with parental input. Communication is the key in parental involvement.

Family and Community Involvement Strengths

1. We have a strong PTO
2. Musicals, awards assemblies, parent/teacher conferences, and Student Showcase are well attended.
3. School Messenger informs parents about attendance and upcoming campus/district activities

School Context and Organization

School Context and Organization Summary

The staff at Northwest has the opportunity to help make decisions. Our process starts with our Building Leadership Team. We look at our CIP and have ongoing conversations about how we are doing. BLT then takes information to teachers and we discuss our strengths and weakness. We ask ourselves, how can we make it better and what is working well. We have developed a time that has been set aside for intervention. All staff is involved in intervening with students who are performing poorly as well as enriching those that are performing well.

We have 475 students: 250 are male(53%) and 225 are female(47%).

We have 362 (76.2%) students that are economically disadvantaged.

We have 178 (37.5%) students that are identified LEP, 293 (61.7%) designated as At-Risk, 30 (6.3%) are Migrant, 21 (4.4%) are identified GT and 29 (6.1%) are served in SPED and Speech.

School Context and Organization Strengths

1. Staff, parents, students, and community feel that the culture and climate of Northwest is one of its greatest assets.
2. Time is scheduled during the day for intervention
3. High Expectations
4. Over 90% of parents and students feel that the Principals and teachers care about the students.

Technology

Technology Summary

Northwest provides technology to serve all students as a learning tool to expand and develop their academic progress. We serve all students through the use of Interactive Boards, iPads, Document Cameras, Computer Lab (K-2), Chromebook lab (3rd grade), Chromebooks for all 4th & 5th graders, and Distance Learning Labs. Teachers attend Technology Staff Development to expand their knowledge with updated applications, websites, video streaming, and the newest technology trends to maximize student learning. We have a designated Technology professional day to address areas that teachers might need to get stronger in. The staff is assessed each year with the STAR Chart to identify the levels of Technology applications. A Technology Plan is in place for the campus/district.

Technology Strengths

1. The technology available in each classroom.
2. Chromebooks for each 4th and 5th grade student.
3. Sharing among staff members of useful applications and websites that enhance student learning.

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
- Annual Measurable Achievement Objectives (AMAO) 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- 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
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant 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
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- 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
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

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


Goals

Goal 1: Northwest instructional staff will provide instruction that encourages critical thinking, creativity, and analysis of instruction that promotes learning for all students.

Performance Objective 1: Implement Balanced Literacy in 100% of K5 thru 2nd classrooms by November 2017 and support the initiative by including grades 3-5 by August 2018. A district literacy plan will be developed to guide implementation and best practices by August 2017.

Evaluation Data Source(s) 1: Professional Development sign in sheets, administrators walkthroughs, DMAC, lesson plans, teaming, HERO time

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Professional Development/Implementation of Balanced Literacy	1, 4, 8, 9, 10	Reading Interventions, Teachers,	Sign-in Sheets, DMAC grade level reports, iStation reports, Literacy closet				
2) Parental Increase (Sense of Urgency) to read with student(s)	6	Teachers, Campus Secretary	Increase parental awareness; Increase student reading level; Skyward Report; Parent/Teacher Conference; Documentation				
							







Goal 1: Northwest instructional staff will provide instruction that encourages critical thinking, creativity, and analysis of instruction that promotes learning for all students.

Performance Objective 2: Implement a guaranteed, viable, and aligned curriculum, utilizing strategies and initiatives to strengthen the instructional core so that 65% of tested students will meet the approaches, 50% will meet grade level passing standards, and 25% will meet the masters performance standard measured by STAAR by June 2018.

Evaluation Data Source(s) 2: STAAR scores
Curriculum-Based Assessments
DMAC reports

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Utilize TEKS Resource System/Schoolwide RTI Interventions/Best Instructional Strategies and Support Staff to enhance opportunities for student success	1, 9, 10	Teachers/Support Staff	Increase student achievement				
2) Provide Supplemental resources for instructional support.	1, 10	Campus Administrators	Purchase Orders				
System Safeguard Strategy 3) Provide staff development in writing to develop a writing plan across the grade levels.	2, 4, 9	Teachers, Campus Administrators	Increase writing skills across all grade levels				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 1: Northwest instructional staff will provide instruction that encourages critical thinking, creativity, and analysis of instruction that promotes learning for all students.

Performance Objective 3: Implement an intervention/RtI K-12 system designed to work with all tiers of students to increase Index 2 by 10% and Index 3 will exceed the 2016-17 accountability rating by June 2018.

Evaluation Data Source(s) 3: STAAR/EOC Scores
 Curriculum-Based Assessments
 Resource Progress Monitoring

Summative Evaluation 3:

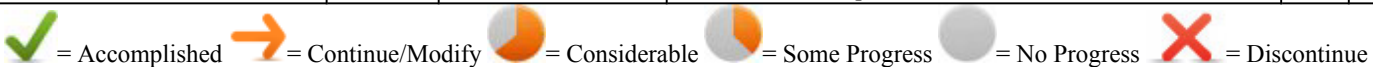
Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Provide and Monitor school wide RTI Intervention time with fidelity to increase student success before during and after school.	1, 9	Campus Administrators, Teachers	universal screeners				

Goal 2: Northwest will provide supplemental services to support the academic needs of our students.

Performance Objective 1: By the end of 2017-2018 school year, the percentage of Elementary K-5 students reading at grade level or above will increase from 58% to 62%. Baseline: 58% Goal:(3-5 years) 68%

Evaluation Data Source(s) 1: Universal screeners indicating student growth in reading

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Provide professional development for implementation of balanced literacy in K-2 grade levels. Professional development will roll out in grade bands and sustainability will be addressed	1, 4, 9, 10	Campus Administrators District Program Administrators Chief Academic Officer	Budget reports-monies spent on instruction/professional development				
2) Hire Supplemental Instructional support staff to target all students struggling in reading as well as other content areas as needs are identified. (Reading Interventionists; Librarian/Reading Specialists; Migrant Interventionist/Paraprofessionals; Bil/ESL staff; SCE staff; SPED staff)	1, 9, 10	Campus Administrators District Program Administrators Chief Academic Officer	Monthly payroll Contact logs/list of students struggling students and areas served				
3) Purchase Instructional resources to supplement and enhance classroom learning environment and/or to provide interventions.	1, 9, 10	Campus Administrators District Administrators Chief Academic Officer	Budget reports-monies spent on instructional resources				
4) Provide ongoing professional development for campus and district personnel to support core instruction; addresses students' socioeconomic status, language, special needs, and individual needs as well as all legal requirements.	1, 4, 10	Campus Administration District Administration Director of Special Ed Director of Bilingual Director of Migrant	PD reports Agendas Sign-in- sheets Certificate of Completion				
							

Goal 3: Northwest will ensure that all staff meet high quality standards and are provided opportunities for professional growth

Performance Objective 1: 100% of our staff will meet high-quality standards throughout the 2017-2018 school year.

Evaluation Data Source(s) 1: Talent for Hire, Job Fairs, District Website

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Northwest will utilize Talent Ed for Hire to screen candidates to initiate the interview process to recruit and hire highly qualified staff	1, 5, 10	Chief Human Resource Officer, Campus Administrators	Talent for Hire Site, Hereford ISD best practices for a lawful employment interview				







Goal 3: Northwest will ensure that all staff meet high quality standards and are provided opportunities for professional growth

Performance Objective 2: 100% of our staff will be provided opportunities for professional growth throughout the 2017-2018 school year.

Evaluation Data Source(s) 2: Service center sites, grade level teaming, district and campus staff development, webinars, campus/district budget

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Dedicate time for high quality and on-going professional development for professionals and non-professionals to implement and improve students achievement as well as to improve personal and job growth.	1, 4, 5, 10	Campus Administrators, District Administrators, Teachers, Paraprofessionals	Formative: Sign-in sheets, agendas, First Year Teacher Academies, administrator/teacher conferences, teacher observation tool.				
2) Campus administrators will support participation of new staff in the 1st and 2nd year academies and schedule monthly conversational sessions.	1, 3, 4, 5	Campus Administrators, District Administrators	Formative - FYTA, sign-ins, administrator/teacher conferences, teacher observation tool.				


 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 4: Northwest strives for excellence in the area of communication and collaboration with parents and community members to create partnerships that will enhance learning for all students

Performance Objective 1: By May 2018, 100% of Northwest Staff will participate in activities designed to communicate and collaborate in an attempt to increase parent and family engagement.

Evaluation Data Source(s) 1: School Messenger, Social Media, district interactive calendar, marquee, campus website, parent/teacher conferences, parental involvement activities, Hereford Brand newspaper, newsletters

Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Northwest will provide opportunities for parent and family engagement through meetings; programs; parent-teacher conferences minimum two times per year, and inform parents about Skyward Family Access.	1, 6	Campus Administrators, Teachers	Sign up sheets, School Messenger Reports, Parent Surveys				
							

Goal 5: Northwest will develop and maintain an environment that is attractive and safe for all students of the Hereford community

Performance Objective 1: 100% of students will be provided a safe and nurturing environment throughout the 2017-2018 school year.

Evaluation Data Source(s) 1: Safety Drill Log, parent surveys, Olweus incident reports, observations

Summative Evaluation 1:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Continue to embed Olweus into our school culture and provide training throughout the school year for all students, staff and parents.	1, 2, 4, 6, 10	Counselors, Teachers, Campus Administrators	Classroom anti-bullying logs observations lesson plans training sign-ins				
2) Incentives and methods for rewarding students will be used to help encourage appropriate social interactions, learning, and attendance.	1, 6, 8, 10	Teachers, Counselor, Campus Administrators	Awards Assemblies Discipline referrals Parent contact Attendance incentives Tea with the Principal				
3) Northwest will adhere to all required safety Security Audits and make corrections as needed to ensure the safety of all involved.	1	Administrators, District Security Officer	Work Orders, Audit Checks, Bryan Hedrick				
							

Goal 5: Northwest will develop and maintain an environment that is attractive and safe for all students of the Hereford community

Performance Objective 2: Increase the attractiveness of our facilities by 5% throughout the 2017-2018 school year.

Evaluation Data Source(s) 2: Work Orders, district budget, surveys

Summative Evaluation 2:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Northwest will enhance the appearance of our facility by making sure all trash is picked up outside, and making sure that all lawns are mowed and watered as soon as needed.	1	Custodians, Maintenance, Staff, Secretary, Administrators	Work orders, appearance of campus				
							

Goal 6: Northwest will provide technology to enhance curriculum, instruction and professional learning

Performance Objective 1: All students and staff will improve by 3% in the area of technology use and application as it pertains to academic achievement by May 2018.

Evaluation Data Source(s) 1: District approved technology programs/software, Chromebooks, computer schedule, District staff technology day

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Students will build readiness in technology applications Kinder through fifth grade.	1, 9, 10	Teachers, Support Staff	Lab reports, schedule, Program reports				
2) Training will be provided for software/programs, chromebooks, and smartboards to enhance student readiness and professional learning.	1						
							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	3	Provide staff development in writing to develop a writing plan across the grade levels.

Title I

Schoolwide Program Plan

The purpose of Title I is "to ensure all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach proficiency on challenging academic achievement standards." Northwest Elementary and Hereford ISD qualifies as a Schoolwide Title I program by reaching the over 40% poverty status. 76% of Northwest students are considered economically disadvantaged. The school conducts a comprehensive needs assessment that is data driven each year to help develop the Campus Improvement Plan to help students "obtain a high-quality education to reach proficiency on challenging academic standards."

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Northwest Elementary conducts a comprehensive needs assessment each Spring. Staff surveys are conducted as well as student and parent surveys. Teacher committees are formed to look at each area of the CNA: demographics, student achievement, staff quality- recruitment- and retention, Curriculum- instruction- and assessment, family and community involvement, school context and organization, and technology. Sub-populations are reviewed, including disaggregation of STAAR results, TELPAS, CBAs, and TAPR. The results of the CNA are reviewed at the beginning of the new school year in August.

2: Schoolwide Reform Strategies

Hereford ISD and Northwest Elementary provide effective instructional strategies and opportunities for all students to meet the state's proficient and advanced levels. Low-achieving students are targeted and additional support is made available through HERO tutorials, a reading interventionist, migrant services, the RTI process, and computer based programs such as Think Through Math, and I-Station. Professional development is provided to all teachers.

3: Instruction by highly qualified professional teachers

100% of core academic classes are taught by HQ teachers and 100% of the paraprofessionals meet NCLB requirements.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Hereford ISD offers high quality professional development that is based on identified needs of the district and campuses. These needs are based on the campus needs assessment and CIP.

5: Strategies to attract highly qualified teachers

The district uses effective strategies to recruit HQ teachers to the schools. District representatives attend job fairs to attract new teachers. 1st and 2nd year teachers are provided the New Teacher Academy throughout the year and are provided a mentor to help the new staff.

6: Strategies to increase parental involvement

Northwest Elementary School is thankful for the strong parental involvement through the PTO. Parents attend Parent- Teacher conferences twice a year. Parents are encouraged to attend Open House, student programs, bookfairs, Read -A-thon , and to volunteer at the school. Parents are surveyed each year and take part in the creation of the Parent- School compact, and also the Parent Involvement plan.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Preschool students from the Stanton K-4 visit Northwest school each spring. There is communication between K-4 and K-5 teachers.

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

Teachers and administrators meet regularly to discuss and disaggregate assessment results. Data from STAAR, TELPAS, and CBAs are discussed during planning and conference times. Tools such as DMAC and Lead 4 Ward are helpful to disaggregate and find strengths, weaknesses, and trends.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

CBAs, STAAR data, and PALS help teachers and administrators spot students that are struggling. Students attend HERO tutorials, reading interventions, special education IEPs. The RTI process helps the SAT team to create plans for interventions.

10: Coordination and integration of federal, state and local services and programs

Hereford ISD coordinates and integrates between federal, state, and local services and programs. The DLT helps set priorities for the district. Campus teams help coordinate the district plan with each school's individual needs.

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the campus/district's ability to focus on a limited number of targeted initiatives in this improvement plan, the campus/district will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the Person Responsible will report progress to the campus/district site-based committee.

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION AND EVALUATION DOCUMENTATION
1. Bullying <ul style="list-style-type: none"> • Prevention, identification, response to and reporting of bullying or-bully-like behavior 	Board Policy FFI(Local) TEC 11.252(a)(3)(E)	Campus Counselors Campus Administrators	Campuses Olweus Bullying Program Bullying policies & procedures posted & accessible to students , parents and communities
2. Coordinated Health Program <ul style="list-style-type: none"> • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	Campus Counselors Campus Administrators Athletic Director	Skyward: <ul style="list-style-type: none"> • Grades • STAAR • Demographics Evidence that demonstrates success is performance on state fitness tests TAPR report
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	DAEP Hearing Officer Campus Administrators	Reduce recidivism rates Skyward DAEP Hearing documentation

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION AND EVALUATION DOCUMENTATION
<ul style="list-style-type: none"> Graduation rates Recidivism rates 			TAPR report
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> Evaluation – every two years - HISD will evaluate annually 	TEC 11.252(d)	Superintendent Campus BLT District - DLT	Sign-in-sheets; Agendas; Minutes
5. Dropout Prevention	TEC 11.252	Campus Counselors Campus Administrators	Students identified & served as At-Risk
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Chief Academic Officer Reading Interventionists	Dyslexia Plan Services provided
7. Title I, Part C: Migrant <ul style="list-style-type: none"> An identification and recruitment plan A priority services action plan 	P.L. 107-110, Section 1415(b)	Executive Director of Federal Programs PEIMS Coordinator	COEs PFS reports used to give these students priority of MEP services
8. Pregnancy Related Services <ul style="list-style-type: none"> District-wide procedures for campuses, as applicable 	TEC 29.081 TAC 129.1025 Student Attendance Accounting Handbook	CTE Director Campus Nurse	Services explained and Provided PEIMS In-House Audit
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <ul style="list-style-type: none"> Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: 	TEC 11.252(4) TEC 11.252(3)(G)	Campus Counselors CTE Director CTE Counselor	Classroom guidance Parent Education Meetings

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION AND EVALUATION DOCUMENTATION
<ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 			CTE Courses grades 8-12
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers 	ESSA	Chief Officer of Personnel Campus Administrators	Certification PAKS assessment Region16 training certificates Equity Plan
<p>11. Sexual Abuse and Maltreatment of Children</p>	TEC 38.0041(c) TEC 11.252(9) Board Policy FFG(Exhibit)	Campus Counselors Campus Administrators	Safe Schools Training for all Staff Completion of Certificate Increase awareness/recognition how to report & obtain help
<p>12. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> • District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)	Campus Counselors Campus Administrators	Classroom guidance i.e. Red Ribbon week Safe Schools Training for all staff

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION AND EVALUATION DOCUMENTATION
<ul style="list-style-type: none"> ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/guardian notification procedures • Training for teachers, school counselors, principals and all other appropriate personnel. 	TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)		
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> • Methods for addressing <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) Board Policy FFH(Legal), FFH(Local) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Campus Counselors Campus Administrators	Classroom guidance i.e. guest speakers; District Suicide Plan Safe School Training for all staff
14. Texas Behavior Support Initiative (TBSI) <ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	TEC 37.0021 TAC 89.1053	SPED Director SPED Department	Handle with Care Training Positive Behavioral Interventions & Supports
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Chief Operations Officer/Tech	e-Rate Technology Plan