

Hamlin Jr/Sr High School Campus Improvement Plan 2018 - 2019

Date of School Board Approval

02/14/2019

Vision

Hamlin ISD will be a high-performing district of choice that connects students to a productive and rewarding future.

Mission Statement

To build a strong foundation that will motivate students to grow, learn, and conquer the challenges that they will face in tomorrow's world.

WORK HARD, LOVE KIDS & BE POSITIVE

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc.	Signature
Matt Pond	Principal	
Russell Lucas	Gen Ed Teacher	
Cindy Hastings	Counselor	
Gary Ford	Gen Ed Teacher	
Jamie Woods	Gen Ed teacher	
Deanna McNeely	Parent/Business/ Community	
Amber Moore	Parent/Business/ Community	

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Leadership team, Data Team, Social Team, and District improvement team serving as Representatives for all portions of the CNA during the month of October 2018 through February 2019.

Data Sources Examined
Instructional Round Data CBA Data ICU Data AEIS Federal Accountability Data for AYP State Assessment Data—disaggregated (i.e. DMAC) District PEIMS reports PBMAS reports Dropout and School Leaver data—disaggregated District retention data District discipline referral data Parent, Community, Teacher, and/or Student surveys Student attendance data Benchmark testing data Referral percentages for students in Special Education TPRI data Campus parent participation records Campus mentor participation records Community education program records SAT/ACT/AP/IB data Truancy data Homeless population analysis Teacher retention data Fitness Gram Data Student and Staff Surveys Other

Comprehensive Needs Assessment: Summary of Findings

Identified Areas of Strength and Concern	
Areas of Strength	Data Source
A on A-F report card for Post-Secondary readiness	A-F Rating, State Assessment results, AYP
Campus Culture and Climate	
Areas of Concern	
ELA grade 9 and 10	State Assessment results, AYP, DMAC
High failure rate in classes from previous years	Weekly failure reports
Missing assignments and students not attending tutorials	ICU program
Increase College participation, Industry certifications, Military involvement	Hamlin Career Academy
Facility appearance and upkeep	Parent, community, and student surveys; administration evaluations
Implementation of Higher Rigor in Classrooms	DMAC, State Assessment Results, CBA'S and Benchmark exams. Action plan with Academic Coaches.
Attendance and Tardy rate	Attendance Records, PEIMS
C Rating on A-F	A-F letter grade
<p>In this plan, the term “student groups” refers to students who are H, W, AA, ED, Migrant, LEP, G/T, and Special Education</p>	

State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

The process we use to identify students at risk is:

Identification by School personnel based on results of Standardized testing, RTI processes, Counselor reports, Peims reports

The process we use to exit students from the SCE program who no longer qualify is related to:

Results from Standardized testing, RTI processes, Counselor reports, Peims reports

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student with limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Federal, State and Local Funding Sources

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students;

Program/Funding Source
Federal Programs
<i>Title I, Part A</i>
<i>Title I, Part C (Migrant)</i>
<i>Title II, Part A (TPTR)</i>
<i>Title VI, Part B Rural/Low Income</i>
<i>Carl Perkins</i>
State Programs/Funding Source
<i>Career/Technology Education</i>
<i>State Compensatory Education</i>
<i>Dyslexia</i>
<i>Gifted/Talented</i>
<i>Special Education</i>
<i>Bilingual/ESL Program</i>
Local Programs/Funding Source
<i>Grants</i>

Goal 1: We want all students to complete every assignment.

Objective 1: We want all assignments completed on the ICU database list.

Summative Evaluation: Weekly ICU periods and 6-week “Taking Care Of Business” event.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Impact
ICU database with parent texting ability	Staff	Daily	Local Funds	Number of Completed assignments Progress Reports
ICU Period Long Lunch	Principal and Staff	Once a Week	Scheduling	ICU list and progress reports
ICU Lunch Detention	Staff and administration	Daily	ICU database and shared Google docs	ICU list Detention list
6-weeks taking care of Business Event	Principal and Staff	Once a 6-weeks	Scheduling	ICU list and progress reports

Goal 2: We want our school to have a less than 10 percent failure rate per class period.

Objective 1: We want a less than 10 percent failure rate per 6-weeks in every teacher's class period.

Summative Evaluation: Weekly failure reports and 6-week progress reports.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Impact
Mandatory Tutorials (T,W,TH)	Staff	Every 3-weeks	Scheduling, 3 weeks progress reports	3 weeks progress reports
Weekly failure reports	Secretary and Principal	Weekly		Highlighted report of weekly failure rate

Goal 3: The students at Hamlin ISD will demonstrate a higher performance than previous years in reading and writing of the English language.

Objective 1: Hamlin High School students will achieve high scores for academic performance in reading/ELA, writing, mathematics, science and social studies (90 % or better). This Campus will meet AYP in every area measured.

Summative Evaluation: 90% of all students pass all portions of the state tests, meet ARD expectations, and the Campus/District will meet AYP.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Impact
Action Plan with Region 14 Academic Coach and District Academic Coach	Administration , Coaches and ELA teachers	18-19 School year	Meeting with Academic Coach	Written Action Plan
Participate in Instructional Round	Region 14 Instructional Rounds	18-19 School year	Region 14 Instructional Rounds	Walk through and Observation
Added a supplemental writing period	Supplemental writing teacher	18-19 School year	Added a teaching position	Benchmark And STAAR test data
Provide focused tutorial and remediation in core subject areas via Mandatory Tutorials.	Core subject teachers Principal	Every 3 weeks	Local Funds, State, SCE, Title, new schedule for Spring 2019	Improved six weeks grades Reduced failure rate Improved performance on state exams, PSAT, and ACT
Implement Pre and Post Conference providing teacher administrator discussion.	Core subject teachers/ Principal	At least once a semester	Local Funds, State, SCE, Title,	Improved performance on concept- specific aligned assessment Student success as evidenced by walkthrough documentation.
Utilize TEKS Resource System/DMA C Curriculum	Core subject teachers Principal	Every 3 weeks	Local Funds, State, SCE, Title,	Improved performance on concept-specific aligned assessment

(specifically, exams and questions)				Student success as evidenced by walkthrough documentation.
The campus will appropriately provide special education and related services, including early intervention services and training necessary to support these programs, to students who are eligible for those services. The campus will work with district personnel and programs through the Tri-County SSA to accomplish this task.	Core subject teachers Principal Sp Ed Teachers	Every 3 weeks	Local Funds, State, SCE, Title,	
Provide ESL service to LEP students.	ESL teachers Principal	Every 3 weeks	Local Funds, State, SCE, Title,	Improved performance on State Assessments
Provide Dyslexia Services	Core subject teachers Principal	Every 3 weeks	Local Funds, State, SCE,	Improved performance on State Assessments

	504 coordinator		Title,	
- Maintain GT Co-op - Update GT Plan and have all teachers qualified and differentiating instruction	Core subject teachers Principal	Every 3 weeks	Local Funds, State, SCE, Title,	Improved performance on concept-specific aligned assessment Student success as evidenced by walkthrough documentation.
Provide Career/Technology Programs. STAR Period	CTE staff, Principal	Every 3 weeks	Local Funds, State, SCE, Title, Fed Grants (Perkins, etc.)	Improved performance on concept-specific aligned assessment Student success as evidenced by walkthrough documentation.

Goal 4: Improve academic A-F rating from C to a B.

Objective 1: Improve in all areas of the evaluation process of the A-F rating system.

Summative Evaluation: To move from a C to a B in the A-F rating system

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Impact
Action Plan with curriculum coaches	Administrator and Academic Coaches	18-19 School Year	Instructional rounds and meeting dates with the coaches (Staff development)	Rating at the end of the year
Attendance and tardy tracking with Saturday School	Secretary and Administration	18-19 School Year	PEIMs data and Saturday school teachers	Evidence on attendance records
All students to either attend College, Military, or have Industry Certification	Counselor tracking	18-19 School year	Dual Credit, career Academy, Certificates	Dual Credit, Career Academy, Certificates

Goal 5: Hamlin High School students will: A. Manifest respect for others, B. Attend School in a safe, disciplined, and drug free environment that is conducive to learning, C. Be provided an educational setting which meets their social and emotional needs.

Objective 1: By May 2018 the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use, will be reduced by 2% as measured by PEIMS and number of discipline referrals.

Summative Evaluation: A reduction in both incidents noted and discipline referrals by the amount stated.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Impact
Aim for Success Program Conduct assembly with the purpose of disseminating information with regard to current rules and regulations including consequence for bullying, violence including date violence, harassment, alcohol and drug use.	Principal Counselor School Nurse	By the end of the First Semester	Local Funds, State, SCE, Title TABC Local Law Enforcement Regional agencies	Reduction in PEIMS and discipline referrals
Drug Dog	Principal	Twice a semester or as needed	Local Funds, State, SCE, Title TABC Local Law Enforcement Regional agencies	Reduction in PEIMS and discipline referrals
Assembly	Region 14 Consultant	18-19 School year	Region 14 Consultant and Aims Web Funding	Surveys
The counselor will provide individual and small group counseling for conflict	Principal, Counselor, Staff	As needed, min of once a 6 wks	General Operations Budget	Counselor report to Prin. on dates of groups sessions, # of

management, suicide prevention and crisis intervention. Additional emotional and psychological support will be provided on a needs basis.				individual session held (anonymous).
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Goal 6: Hamlin students will remain in school until graduation. (Attain an overall dropout rate of zero).

Objective 1: By May 2019, a dropout rate of less than 1% for all students and all student groups will be maintained and achieve a completion rate of 90%.

Summative Evaluation: Dropout rate of less than 1% and a completion rate of 90%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Impact
Provide credit recovery program and/or acceleration program for students at-risk for failure/drop out	Principal Designated teachers	End of each semester	Local Funds, State, SCE, Title	Successful completion of course work to recover credits
Provide academic tutorials	Principal Designated teachers	Before and After school/ continuous	Local Funds, State, SCE, Title	Successful completion of course work to recover credits
Provide Counselor Services	Principal Counselor	As needed	Local funds, State	Students expressing a desire to come to school

Goal 7: All students in Hamlin High School will graduate from high school on the Foundation Plan or Foundation Plan with Endorsements. Students will focus on career pathways while completing dual credit college courses, industry certifications, and or joining the Military

Objective 1: By May 2019, we will have students graduating on or choosing to graduate on the Foundation plan or Foundation plan with Endorsements. All students will either be enrolled in a college class, receive an industry certificate, or enroll in the military.

Summative Evaluation: All students will either be enrolled in a college class, receive an industry certification, or enroll in the military.

Hamlin High School will graduate 90% of seniors in May 2019 on the Foundation and Distinguished graduation plan.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Impact
Increase DC Courses being offered through our Career Academy	Administration, Career Academy Coordinator, Counselor	18-19 School year	Hamlin Career Academy	Checklist of students participating
Increase Industry Certifications through our Career Academy	Administration, Career Academy Coordinator, Counselor	18-19 School year	Hamlin Career Academy	Checklist of students participating
Provide credit recovery program and/or acceleration program for students at-risk for failure/drop out	Principal Designated teachers	End of each semester	Local Funds, State, SCE, Title	Successful completion of course work to complete credits
Provide academic tutorials and STAR period	Principal Designated teachers	Every 3 weeks	Local Funds, State, SCE, Title	Successful completion of course work to complete credits

Provide guidance opportunities for students when choosing graduation plans and post-secondary readiness planning	Principal Counselor	At every semester	Local Funds, State, SCE, Title	Student logs Class meeting agendas
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Goal 8: Improve character development and community service through our STAR period.

Objective 1: To Improve our students (STAR) Service, Teamwork, Achievement, and Responsibility. We also want to improve our character development program, community service relations and UIL academic scores.

Summative Evaluation: To evaluate our STAR period and see results in our community service projects with the school and community. We will also evaluate our UIL academic results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Impact
STAR period class added	Administration and staff	18-19 school year	Curriculum made for the STAR period. Staff Development	Evidence of community service projects and UIL results.
Stephen Mackey Character Program	STAR period teachers	18-19 School year	Mackey Character Curriculum	Observation
UIL Academic Training	UIL teachers and STAR period teachers	18-19 School year	STAR period and alternate training times	UIL results