

Hamlin Collegiate Independent School District

District Improvement Plan

2021-2022



Mission Statement

The mission of Hamlin Collegiate ISD is to build a strong foundation that will motivate students to grow, learn, and conquer the challenges they will face in tomorrow's world.

Vision

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

Value Statement

Core Values:

Student Centered

Pride in Performance

Passionately Hopeful

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Hamlin Collegiate Independent School District is a public charter school, based in Hamlin, Texas (USA).

Located in Jones County, small portions of the district extend into Fisher and Stonewall counties. The school mascot is the Pied Piper, due to the town having a similar name to Hamelin, where the legend of The Pied Piper of Hamelin originated. Hamlin Collegiate Independent School District has partnered with “Collegiate Edu-Nation”. Hamlin CISD has recently transformed into a collegiate district where students can receive industry certifications, associate degrees, and innovative bachelor’s degrees all from Hamlin, for little or no cost to the students. To prepare their students for this collegiate education, Hamlin CISD has also begun converting the elementary into a Montessori school. In 2019, students ages 3-5 are attending a beautifully designed Montessori environment, and the school plans to expand this concept through the 6th grade by 2022. Additional programs have been implemented to ensure HCISD students can succeed in college, career, and life. After Montessori through the 6th grade, the entire school is using teaching methods which move the locus of control from the teacher to the students. Students are no longer sitting and listening to a lecture. They are involved in student-led, hands-on work which requires critical thinking and collaboration.

Hamlin CISD currently has a total of 443 students enrolled. 68.67% of HCISD students are economically disadvantaged. 25.51% of these students are White, 34.09% of these students are Hispanic, 4.51% of these students are African American, .68% of these students are Asian and the remaining 3.84% are of mixed ethnicities. All these demographic factors correlate to attendance and student achievement, but economic hardship seems to have the direct impact.

Hamlin CISD currently has 81 total employees. Out of those employees 23 are certified teachers.

Demographics Strengths

HCISD has a graduation rate of 100%.

HCISD has a low drop out rate of 0%. The district's target is to maintain the zero dropout rate.

The HCISD Administration works hard to encourage student attendance. All students with perfect attendance each 6-weeks are invited to a rewards party hosted by the campus principal.

HCISD pays for each student to take the ACT/SAT one time during their Junior or Senior year. HCISD's goal is for HCISD student's taking the ACT/SAT exams to score at or above the TEA established criteria and to increase the number of students taking the exams.

All HCISD students receive free breakfast and free lunch each day.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Programs: Edgenuity, Learning A-Z, Montessori, Pearson, Go Math, Fusion, HHM **Root Cause:** Challenges faced by our economically disadvantaged students make it difficult for them to make school a top priority.

Priority Problem Statements

Problem Statement 1: Programs: Edgenuity, Learning A-Z, Montessori, Pearson, Go Math, Fusion, HHM

Root Cause 1: Challenges faced by our economically disadvantaged students make it difficult for them to make school a top priority.

Problem Statement 1 Areas: Demographics - District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates
- SAT and/or ACT assessment data
- PSAT
- 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)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data





Goals

Goal 1: Hamlin Collegiate ISD will increase 3rd grade "Meets" standard for ELA/Reading scores from the current rate of 15% to 60% by May 2026.

Performance Objective 1: Hamlin Collegiate ISD will increase 3rd grade "Meets" standard for ELA/Reading scores from the current rate of 15% to 60% by May 2026.

HB3 Goal

- Evaluation Data Sources:** Curriculum & Classroom Materials
 PD
 Funding
 Funding for Tuition & Books
 Technology
 Student Schedules
 Curriculum & Materials
 Team Leaders





| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|-----|-----|
| <p>Strategy 1: 1. Students in grade 1-12 will earn a RIT score at/above growth in Reading. 2. Students will score 80% or higher on formative assessments. 3. Classroom walk throughs will occur 2x's/week.</p> <p>Strategy's Expected Result/Impact: Hamlin Collegiate ISD will increase 3rd grade "Meets" standard for ELA/Reading scores from the current rate of 15% to 60% by May 2026.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers and Special Populations Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Goal 2: Hamlin Collegiate ISD will increase 3rd grade "Meets" standard for Math scores from the current rate of 21% to 60% by May 2026.

Performance Objective 1: Hamlin Collegiate ISD will increase 3rd grade "Meets" standard for Math scores from the current rate of 21% to 60% by May 2026.

HB3 Goal





- Evaluation Data Sources:** Curriculum & Classroom Materials
 PD
 Funding
 Funding for Tuition & Books
 Technology
 Student Schedules
 Curriculum & Materials
 Team Leaders

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: 1. Students in grade 1-12 will earn a RIT score at/above growth in math. 2. Students will score 80% or higher on formative assessments. 3. The number of student data conferences will increase from once per year to no fewer than 6 times/year by May 2021. Parents will be included in these conferences no fewer than twice/year.</p> <p>Strategy's Expected Result/Impact: Hamlin Collegiate ISD will increase 3rd grade "Meets" standard for Math scores from the current rate of 21% to 60% by May 2026.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers and Special Populations Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 3: Hamlin Collegiate ISD students graduating with an associate degree will increase from 0% to 90% by 2026.

Performance Objective 1: Hamlin Collegiate ISD students graduating with an associate degree will increase from 0% to 90% by 2026.

Evaluation Data Sources: Career and College Readiness

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: 1. 11th graders earning 50% college credit hours. 2. 10th graders TSI compliant at year end. 3. 12th grade students completing FAFSA application by Fall.</p> <p>Strategy's Expected Result/Impact: Hamlin Collegiate ISD students graduating with an associate degree will increase from 0% to 90% by 2026.</p> <p>Title I Schoolwide Elements: 2.6, 3.2</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

State Compensatory

Personnel for District Improvement Plan

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|--------------------|-----------------|------------|
| Barbara Brown | Aide | 0.6 |
| Erma Mayes | Aide | 1 |
| Jamie Woods | Teacher | 0.22 |
| Jason Botos | Teacher | 0.22 |
| Joe Thomasson | Teacher | 0.33 |
| Kristi Byerly | Teacher | 0.35 |
| Laci Martin | Aide | 0.19 |
| Tamara Littlefield | Aide | 0.86 |
| Tiphonie Pruitt | Aide | NaN |

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Hamlin Collegiate Independent School District conducted a comprehensive needs assessment. Stakeholders involved in the CNA process were comprised of district administration and campus administration. In a systematic effort to acquire an accurate and thorough picture of the district the DIT utilized a variety of internal and external data. The CNA identified the educational strengths and areas in need of improvement by examining the following components:

Student Achievement

School Culture and Climate

Family and Community Involvement

Demographics

Staff Quality, Recruitment and Retention

Curriculum, Instruction and Assessment

Technology

School Context Organization

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The District Improvement Plan (DIP) is developed with the involvement of parents and other members of the community to be served, and individuals who will carry out such plans, including school personnel. Stakeholders are invited to DIP meetings to provide input into planning. The DIP will be developed in coordination and integration with other Federal, State, and local services, resources, and programs.

2.2: Regular monitoring and revision

DIP meetings will be held at the beginning and end of the year to monitor and revise the plan if needed. Additional meetings may be called.

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

The DIP will be posted at www.hamlin.esc14.net and will be available to all parents and community members. Each campus will provide a Spanish interpreter to assist stakeholder in understanding the plan.

2.4: Opportunities for all children to meet State standards

The DIP include a description of strategies that the district will be implementing to address school needs, including a description of how such strategies will be used to provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards.

2.5: Increased learning time and well-rounded education

The DIP will use methods and instructional strategies that strengthen the academic program in the school, increase the amount of quality learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

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

Innovative curriculum programs and tracking systems will be used for assessment and benchmark scores. Those scores will then be used in an RTI process. A balanced Literacy and Math framework is being implemented throughout the district to provide accelerated instruction. Student Support Teams will monitor student referrals on each campus paying attention to At-Risk, Special Education, 504, PRS, CTE and other individual accommodations as necessary. Continued staff development will be used to meet federal and state guidelines in the district.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy will be posted at www.hamlin.esc14.net. Campus Student/Parent/Teacher compacts will be posted in each classroom as well as sent home to parents.

3.2: Offer flexible number of parent involvement meetings

Each campus in the district will organize a PTO and have flexible meetings. District wide meetings will be provided on each elementary campus in the fall and spring to promote Parent/Teacher communication. Parents are encouraged to participate in all special population committee meetings as well as higher education meetings provided by the secondary campuses. ESL classes will be provided to parents throughout the school year.

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|----------------|-----------------|----------------|------------|
| Katy Sepeda | Teacher | | 100% |
| Laci Martin | Aide | | 67.20% |
| LaTrisha Payne | Teacher | | 55.17% |
| Tammy Clawson | Teacher | | 65.52% |

Addendums