

Hondo Independent School District

District Improvement Plan

2018-2019

Accountability Rating: C



Mission Statement

In our relentless pursuit of academic excellence, our mission at Hondo ISD is to make learning the priority for all and serve the educational needs of every student, in every classroom, every day.

Vision

Our vision at Hondo ISD is to develop life-long learners who are productive members of society.

Core Beliefs

Hondo children come first.

Constant review and evaluation of current practices is essential for continued success.

The success of each student is the responsibility of students, their families, the district, and the community.

Environment is a key component to the educational process.

Each student will be prepared for successful real world experience.

Each staff member is valued and supported.

Hondo ISD has a rich tradition of excellence.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Statistics from the 2016-17 Texas Academic Performance Report (TAPR) show that 72% of the district's student population is minority, while only 47.2% of total district staff is minority. Of this number, only 29% are teachers.

Demographics Strengths

The 2016-17 TAPR data shows our professional staff is a solid mix of novice and experienced teaching staff. More than fifty percent of the staff have more than 10 years experience.

Meeting the ever-changing state requirements, with a strong math and science focus, poses challenges for a small, rural district when recruiting certified teachers in those high need areas; however, Hondo ISD has maintained math/science stipends at the secondary level to help recruit and retain quality staff while remaining competitive with surrounding districts. The district has made every effort to maintain competitive salaries compared to area districts.

Student ethnic demographics has remained consistent over recent years; therefore, we are able to identify and address the needs of the students based on their individual needs and prior years' performance. Hondo ISD capitalizes on a low mobility rate to provide targeted instruction.

The district began recruitment efforts by attending job fairs with the goal of recruiting teachers from diverse ethnic backgrounds.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Although gains have been made in this area, the hiring of teachers that mirror the student population in regards to ethnic background continues to be a hurdle to overcome for the school district. **Root Cause:** Limited efforts to recruit at job fairs and lack of marketing the district to potential candidates.

Problem Statement 2: Financial earning opportunities in a town the size of Hondo seem to limit the prospects for new professional staff, especially when the opportunities in the metropolitan area nearby offer more. **Root Cause:** Area competition for quality staff.

Student Achievement

Student Achievement Summary

Student academic needs are primarily evaluated by the data derived from formative and summative assessments as well as the results of the state assessment program. In addition to these tests, the annual TAPR report provides information relating to a variety of statistical data including attendance, and dropout and completion rates. The primary focus of the Hondo Independent School District is to provide quality instruction to improve student achievement leading to effective college and career readiness and life-long learners. Two campuses Met Standard and the district received a letter grade of C according to the 2018 state accountability system. Woolls and Meyer were identified as campuses in need of improvement (Improvement Required). McDowell Middle School received two distinctions and the high school received one.

Student Achievement Strengths

The high school continues to expand AP and dual credit offerings. The introduction of work-based programs, such as Certified Nurses' Assistant, at the high school provide early exposure to local vocational industries.

Instruction is addressed in all core content areas through the use of a consistent and aligned curriculum (TEKS Resource System). The district supports master schedule adjustments to ensure students receive additional academic support during the school day.

Acknowledging the value of differentiated instruction, the campuses continue to deliver training and provide support in this key area.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Achievement gaps must be dramatically reduced to provide every student in every classroom the best opportunity for success. **Root Cause:** Lack of fundamental literacy skills.

Problem Statement 2: The district seeks improvement on state/local assessments. **Root Cause:** Gaps in achievement.

Problem Statement 3: Students struggle with basic literacy skills. **Root Cause:** High absenteeism.

District Culture and Climate

District Culture and Climate Summary

The district is committed to providing a safe, secure, and supportive learning environment for all students and staff. The TASB climate survey of staff indicate positive feel for the work environment.

District Culture and Climate Strengths

The district is taking a proactive approach in overall security with improved practices and physical plant security.

The district has made a concerted effort to promote a positive working environment for all staff, including better compensation for teaching staff.

Construction of administration buildings at Meyer and McDowell provide secure access to the campuses.

The district established a safety and security committee to identify and address areas of concern.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Improving two-way communication at all levels continues to be a priority. **Root Cause:** Finding solutions to improve participation.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

It is the school district's goal to have quality teachers and support staff for our students. Efforts will focus on hiring staff that possess the four C's - critical thinking, creativity, communications and collaboration. Additionally, the district will work to build leadership capacity within the school system.

As the district continues its efforts to build capacity, redefining the role of the lead teachers and campus curriculum specialists will allow for greater support and growth of all classroom teachers.

Staff Quality, Recruitment, and Retention Strengths

Most teachers and paraprofessionals meet the highly effective criteria of Every Student Succeeds Act (ESSA).

The district continues to support Professional Learning Communities (PLCs).

Professional development targets campus needs. The district continues to tap into a variety of consultants for assistance and have dedicated time in the school calendar for professional development.

Facility improvements will attract a greater pool of applicants hoping to utilize modern facilities.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The district has identified a need to develop a system that supports new teachers and their mentors. **Root Cause:** Inconsistent follow-up for new staff throughout the school year.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The district continues to guide teachers to ensure that the intended curriculum has been delivered prior to state assessments. A need for a stronger K -12 vertical alignment of the state standards is supported by the TEKS Resource System in all core subjects. Summative and formative assessment data will identify targeted areas of improvement.

Providing differentiated instruction to meet the needs of all students continues to be a challenge. As a result, the district will continue its efforts to improve the quality of Response to Intervention across the district.

Curriculum, Instruction, and Assessment Strengths

The TEKS Resource System includes vertical alignment documents, year-at-a-glance outlines, and instructional focus documents. Access to formative and summative assessments, such as performance indicators and unit exams, assist teachers measure student growth and drive instruction in the classroom. The TEKS Resource System curriculum framework supports teachers to meet the rigor of the state standards, ensures that they are addressing the grade level TEKS to their specificity and improve instruction.

The campus curriculum specialists provide support at all campuses.

The district is proactive in supporting curriculum planning that avoids the *wait-to-fail* model.

The dyslexia and gifted and talented programs have followed valuable recommendations which continue to strengthen these programs.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: There is an identified need to share best practices and strategies gained through professional development across campus and district wide. **Root Cause:** Lack of follow up.

Parent and Community Engagement

Parent and Community Engagement Summary

The community of Hondo has a long history of supporting the school system through participation in campus and district activities.

Parent and Community Engagement Strengths

With hopes of reaching out to more families and community members, the district will continue with Tailgate Parties and a Homecoming Parade. The Health Fair has proven to be another valuable avenue to strengthen relationships between the school and the community.

Growing parent participation in campus and district groups adds to the diversity of input from the community. Parental involvement activities (i.e. Dyslexia Parent Night, Family Reading Night, Resource Fair) provide a positive platform for community outreach.

Social media tools continue to be of value in reaching out to families and the community.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: The district has identified a need to provide opportunities for parents to participate in the academic component of their child's education. Meaningful parent-centered activities will be the key. **Root Cause:** Lack of parent/community activities that promote participation.

Problem Statement 2: Improve parent involvement and create a more positive face of the district and campuses. **Root Cause:** Lack of opportunities for stakeholders to provide feedback.

District Context and Organization

District Context and Organization Summary

We strive to be a community of life-long learners. Students and staff must work together to achieve common goals.

The district has focused efforts on moving from a silo organization model to a more collaborative school community. Long standing beliefs of what a school community is has forced an “us versus them” mentality when we truly want to be a “WE” society.

District Context and Organization Strengths

Student inclusion in the decision-making process will continue; their insight provides a different perspective of the school organization.

Creative activities are planned for the district's launch to a new school year.

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1: Streamlining communication at all levels can result in improved understanding for alignment of district goals. **Root Cause:** Lack of opportunities for stakeholders to provide feedback.

Technology

Technology Summary

Effective use of technology requires planning and flexibility to adjust to emerging technologies. The vision for technology is that Hondo students are active learners and leaders in the global community modeled by the instructional staff.

Technology Strengths

All classrooms in the district are connected to the Internet. The district has also installed interactive white boards in all core classrooms in grades Pre K-12.

There is an increase in accessibility to devices through classroom carts.

The district follows obsolescence plans to replace aging equipment on the campuses and across the district.

The district upgraded network infrastructure to support increased usage of wireless connectivity.

Increase in utilization of Google collaborative tools, including Google classroom.

Problem Statements Identifying Technology Needs

Problem Statement 1: The district continues to explore various avenues to provide much needed professional development for effective instructional use of technology. **Root Cause:** Identifying optimal training time.

Problem Statement 2: There is an identified need to have K-12 students utilize available technology tools to address the Technology Application TEKS. **Root Cause:** Scheduling and time barriers.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- 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
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: August 22, 2018



Goal 1: HISD students will achieve academic growth annually as measured by multiple indicators.

Performance Objective 1: Increase academic achievement for every student as indicated by growth measures in state and/or local assessments.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Utilize data management systems - Eduphoria! AWARE - Star Enterprise - iStation - FUNdations - Shmoop - DRA 2 to monitor student academic growth and needs	Campus Curriculum Specialists, Campus Principals, Classroom Teachers	Increase in number of students meeting and exceeding standards on state assessments; Decrease in achievement gaps			
	Funding Sources: Title I - Part A - 45434.00, IMA - 18110.00, High School Allotment - 9600.00				
2) Utilize curriculum systems (TEKS Resource System, Eduphoria! Forethought) to manage instruction	Campus Curriculum Specialists, Assistant Superintendent, Technology Staff, Campus Principals, Classroom Teachers	Delivery of all state mandated standards prior to state assessment administration			
	Funding Sources: IMA - 13860.00, Title I - Part A - 6786.00				
3) Provide time for collaboration for pertinent curricular and instructional issues (Professional Learning Communities) at all campuses	Campus Principals, Campus Instructional Specialists	Increased collegiality and shared accountability			
4) Identify best practices to support extended day and extended year SSI and EOC needs	Special Programs Director, Campus Principals, Curriculum Specialists	Improved academic achievement; Increase in number of students meeting standards on state assessments			
	Funding Sources: SCE - 15000.00, Title I - Part C - 2500.00, Title I - Part A - 5000.00				


 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 1: HISD students will achieve academic growth annually as measured by multiple indicators.

Performance Objective 2: Provide, develop, implement, and facilitate differentiated learning opportunities allowing students multiple avenues to interact with curriculum and demonstrate mastery.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Maximize opportunities to provide timely and targeted interventions to students in need.	Campus Principals, Classroom Teachers	Increase in number of students meeting and exceeding standards on state assessments; Decrease in achievement gaps			
Funding Sources: SCE - 25000.00					
2) Continue to provide sustained high-quality professional development to ensure staff stays current in instructional strategies for all students.	Campus Principals Campus Curriculum Specialists	Training Completion, Increase in number of students meeting and exceeding standards on state assessments; Decrease in achievement gaps			
Funding Sources: Title I - Part A - 20000.00, Idea B - 0.00, Title II - Part A - 3000.00					
3) Continue to strengthen the delivery of dyslexia services for identified students	Special Education Director	Student growth			
4) Grow G/T program services and continue to identify a diverse group	Special Programs Director	Training completion, Identification of G/T students			
Funding Sources: Local (199) - 500.00					
					

Goal 2: HISD will prepare students for the future and inspire them to realize their highest personal and educational potential.

Performance Objective 1: Provide opportunities for positive character development

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Partner with local community/civic organizations to provide students opportunities to develop character and leadership skills - i.e. Early Interact (Rotary), Youth Advisory Council (City of Hondo)	Superintendent, Campus Principals	Community Involvement			
					

Goal 2: HISD will prepare students for the future and inspire them to realize their highest personal and educational potential.

Performance Objective 2: Provide authentic learning opportunities for college, career and military readiness.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Explore funding options to fund - dual credit courses - AP exams for students	Superintendent, High School Leadership Team	Increase in student participation in dual credit courses, increase in number of AP exams taken			
2) Promote project-based learning to develop critical thinking skills	Campus Principals, Teachers	Projects developed			
3) Provide opportunities for students to showcase mastery	Campus Principals, Campus Curriculum Specialists, Teachers	Projects developed			
					

Goal 3: HISD will create a rich technology-centered educational environment that enhances individual learning.

Performance Objective 1: Maintain the equipment obsolescence plan to replace equipment as possible.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Follow long-term obsolescence plan to address aging technology and plan for future needs	Technology Director	Implementation of obsolescence plan			
	Funding Sources: Local (199) - 100000.00, IMA - 100000.00				
					

Goal 3: HISD will create a rich technology-centered educational environment that enhances individual learning.

Performance Objective 2: Maintain and grow a viable robust network infrastructure to support instruction and related services.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Maintain technology infrastructure including, but not limited to, wireless connectivity	Superintendent, Technology Department	Infrastructure improvements			
Funding Sources: Local (199) - 42000.00					
					

Goal 3: HISD will create a rich technology-centered educational environment that enhances individual learning.

Performance Objective 3: Utilize technology seamlessly in learning.

Evaluation Data Source(s) 3:

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Support the use of digital tools including mobile devices, classroom presentation tools, and online curriculum resources	Technology Department, Campus Principals	Increase in the number of digital resources			
	Funding Sources: Idea B - 2000.00, Title I - Part A - 3800.00, Perkins Grant - 4281.00, Local (199) - 0.00, Title V - 29472.00				
2) Provide meaningful relevant training for technology integration	Technology Director	Improved productivity and integration of technology in classrooms			
	Funding Sources: Local (199) - 5200.00				
					

Goal 4: HISD will create a safe and nurturing learning environment for all students and staff.

Performance Objective 1: Promote good digital citizenship for all users.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Emphasize responsible use through yearly agreements for students and staff.	Technology Director	Signed agreements			
2) Utilization of instructional time to promote internet safety, privacy, anti-cyberbullying and copyright understanding.	Technology Director, Campus Principals	Documentation of lessons and presentations.			
					

Goal 4: HISD will create a safe and nurturing learning environment for all students and staff.

Performance Objective 2: Utilize technology tools, such as surveillance systems and reporting tools, to provide a safe and civil environment.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Continue replacing and installing security cameras as possible	District Safety Officer, Technology Director, Maintenance Director	Installation of cameras			
2) Maintain school messenger calling system for emergency notifications	District Safety Officer, Principals	Timely notifications of safety situations			
					

Goal 4: HISD will create a safe and nurturing learning environment for all students and staff.

Performance Objective 3: Update and communicate crisis management plans to all stakeholders.

Evaluation Data Source(s) 3:

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Meet regularly with safety committee	Superintendent, District Safety Officer	Meeting agendas and participation			
2) Verify and update information in safety plans so that proper protocols are followed	District Safety Officer	Updated plans			
					

Goal 4: HISD will create a safe and nurturing learning environment for all students and staff.

Performance Objective 4: Enhance safety through training and community connections (i.e. School Resource Officer)

Evaluation Data Source(s) 4:

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Provide annual training and information regarding the district's anti-bullying policy and reporting procedures	Special Ed Director, Principals, Counselors	Greater awareness and timely interventions			
2) Provide internet safety training for all students in social media, chat rooms and cyberbullying	Principals, Technology Department	Safer digital citizens			
3) Continue to provide counseling to at-risk students	Special Programs Director, Special Ed Director	Increased attendance and academic performance; Reduced dropout rates			
Funding Sources: SCE - 15000.00					
4) Provide timely updates to raise awareness of sexual abuse, suicide and mental health of children	Counselors, Assistant Principals, Nurses	Greater awareness and timely interventions			
Funding Sources: Title IV - 0.00					
5) Partner with outside entities to support safe and drug free school initiatives	Superintendent, District Safety Officer, School Resource Officers	Awareness of dangers of drug abuse and involvement in criminal activity			
Funding Sources: Title IV - 2500.00					
					

Goal 5: HISD will establish an effective and efficient method to allocate resources to meet the district's prioritized needs.

Performance Objective 1: Continue to improve procedures to ensure an effective budget allocation process for all stakeholders.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Provide training for key stakeholders on financial operating procedures.	Business Office Personnel	Training Logs; Implementation of financial procedures			
2) Provide training for current financial software (TxEIS) to increase familiarity with budget process.	Finance Coordinator	Training logs; SHAM			
					

Goal 5: HISD will establish an effective and efficient method to allocate resources to meet the district's prioritized needs.

Performance Objective 2: Conduct a comprehensive needs assessment to prioritize budget allocations at all levels.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Utilize staff and campus meetings to identify upgrades and improvements	Superintendent, Bond Project Manager	Address identified facilities needs			
2) Support annual campus evaluation of instructional programs to make necessary adjustments	Campus Principals, Campus Instructional Specialists	Development of effective instructional programs *increased performance on state assessments *decreased gaps in student sub-groups *increased graduation rates *increased attendance			
3) Monitor bond facilities projects	Superintendent, Bond Project Manager, Board of Trustees	Completion of benchmarks of bond projects			
					

Goal 6: HISD will increase collaborative communication and meaningful exchanges with students, staff, and the community.

Performance Objective 1: Increase two-way communications.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Publish newsletter regularly (Hoot 'n Holler) to provide pertinent district and campus news.	Superintendent	Increase in parent involvement; Increase in communication avenues; Increase in parent listserv membership			
2) Distribute district brochure every grading cycle.	Superintendent, Assistant Superintendent	Community feedback			
Funding Sources: Local (199) - 500.00					
3) Implement opportunities for families and staff to exchange ideas/information about relevant topics (i.e.Tech This Out!, Resource Fair, Dyslexia Awareness Night)	Superintendent, Campus Principals, Technology Department, Special Ed Department	Increase in parent involvement, increase in communication			
					

Goal 6: HISD will increase collaborative communication and meaningful exchanges with students, staff, and the community.

Performance Objective 2: Improve presence and continue district-wide social media procedures.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Provide essential information to parents through social media tools: Hootline, Twitter, Facebook, District/Campus websites	Technology Staff, Webmasters, Assistant Superintendent	Improved communication between home and school Increase in number of parent listserv members and Twitter followers			
Funding Sources: Local (199) - 6000.00					
					

Goal 6: HISD will increase collaborative communication and meaningful exchanges with students, staff, and the community.

Performance Objective 3: Provide opportunities for staff input.

Evaluation Data Source(s) 3:

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Utilize climate surveys to identify strengths and weaknesses.	Superintendent, Board of Trustees, Campus Principals	Survey responses			
					

Goal 6: HISD will increase collaborative communication and meaningful exchanges with students, staff, and the community.

Performance Objective 4: Provide multiple opportunities to engage the community.

Evaluation Data Source(s) 4:

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Expand partnerships with local organizations to provide students exposure to community service opportunities	Superintendent, Campus Principals	Increase the number of students participating in programs and the number of community service hours performed			
2) Strengthen school to home relations through community events (Tailgate Parties, Homecoming Parade, Health Fair, Resource Fair)	SHAC, District Site-Based Committee, Assistant Superintendent	Increased community partnerships			
	Funding Sources: Title I - Part A - 500.00				
3) Partner with community agencies to provide students with needed resources	Homeless Liaison, Campus Counselors, At-Risk Counselor	Increase community partnerships, increase the self-confidence of students in need			
	Funding Sources: Title I - Part A - 500.00				
					

Goal 7: HISD will recruit, develop, support, and retain quality staff.

Performance Objective 1: Ensure salaries are competitive with surrounding area and region.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Continue providing salary and stipend increases to stay competitive with the surrounding districts	Superintendent, Finance Coordinator, Human Resource Coordinator	Attract and retain quality staff			
	Funding Sources: Local (199) - 0.00				
2) Continue providing secondary science and math teacher stipends to attract and retain a superior workforce	Superintendent, Human Resource Coordinator	Attract and retain quality staff			
	Funding Sources: Local (199) - 17500.00, Title II - Part A - 63100.00				
					

Goal 7: HISD will recruit, develop, support, and retain quality staff.

Performance Objective 2: Promote staff recognition activities.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Support campus activities to promote positive relationships	Superintendent Campus Principals	Positive feedback from staff			
	Funding Sources: Local (199) - 500.00				
					

Goal 7: HISD will recruit, develop, support, and retain quality staff.

Performance Objective 3: Develop and implement an effective plan to 'grow our own' staff at all levels to fill future district personnel vacancies.

Evaluation Data Source(s) 3:

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Provide mentoring support for new and identified teachers.	Campus Curriculum Specialists	Program development			
2) Sustain high quality professional development to develop staff in current educational trends.	Campus Principals Campus Curriculum Specialists	Training Completion			
	Funding Sources: Title I - Part A - 15000.00, SCE - 3000.00, Local (199) - 6700.00				
					

Goal 8: HISD will strive to keep student and staff attendance at optimal levels.

Performance Objective 1: Provide a positive, engaging environment.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Incorporate team building activities during staff development	Superintendent, Assistant Superintendent, Campus Principals	Improved morale			
					

Goal 8: HISD will strive to keep student and staff attendance at optimal levels.

Performance Objective 2: Develop incentives to promote student and staff attendance.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Mar	June	Aug
1) Investigate opportunities to minimize student and staff absences.	Leadership Team	Increased attendance rates			
					

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
001	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$88,305.00
041	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$91,256.00
102	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$123,750.00
105	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$89,124.00
699	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$26,274.00
999	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,100.00
6100 Subtotal:		\$419,809.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alan Neuman	DAEP Teacher	SCE	1.0
Debbie San Miguel	District AT-Risk Counselor	SCE	.25
Hank Holt	DAEP Teacher	SCE	1.0
Jill Alvarez	DAEP Asst	SCE	1.0
Migrant Summer Program	Techers	Title 1 Part C	2.0
Migrant Tutors	Teachers	Title I Part C	2.0

District Funding Summary

Title I - Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$45,434.00
1	1	2			\$6,786.00
1	1	4			\$5,000.00
1	2	2			\$20,000.00
3	3	1			\$3,800.00
6	4	2			\$500.00
6	4	3			\$500.00
7	3	2			\$15,000.00
Sub-Total					\$97,020.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$15,000.00
1	2	1			\$25,000.00
4	4	3			\$15,000.00
7	3	2			\$3,000.00
Sub-Total					\$58,000.00
Idea B					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
3	3	1			\$2,000.00
Sub-Total					\$2,000.00
Title II - Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$3,000.00

7	1	2			\$63,100.00
Sub-Total					\$66,100.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			\$500.00
3	1	1			\$100,000.00
3	2	1			\$42,000.00
3	3	1			\$0.00
3	3	2	Clarity		\$5,200.00
6	1	2			\$500.00
6	2	1			\$6,000.00
7	1	1			\$0.00
7	1	2			\$17,500.00
7	2	1			\$500.00
7	3	2			\$6,700.00
Sub-Total					\$178,900.00
IMA					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$18,110.00
1	1	2			\$13,860.00
3	1	1			\$100,000.00
Sub-Total					\$131,970.00
High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$9,600.00
Sub-Total					\$9,600.00
Title I - Part C					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	1	4			\$2,500.00
Sub-Total					\$2,500.00
Perkins Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1			\$4,281.00
Sub-Total					\$4,281.00
Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	4	4			\$0.00
4	4	5			\$2,500.00
Sub-Total					\$2,500.00
Title V					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1			\$29,472.00
Sub-Total					\$29,472.00
Grand Total					\$582,343.00

Addendums

HONDO INDEPENDENT SCHOOL DISTRICT
District Title 1 Parent and Family Engagement Plan

I. HISD administration, faculty, support staff, parents and community members shall develop, agree upon and distribute to parents a written Parent and Family Engagement Plan. The policy will set expectations and establish a framework for quality parental involvement participation. This will be achieved as part of the district's improvement plan process led by the District's Site-Based Decision-Making Committee.

The district values the role parent's play as their children's first teacher and the influences of their continued support toward enabling their children to meet the state's student performance standards.

The following policy is in compliance with the legal requirements of the Every Student Succeeds Act (ESSA). This policy will be available to all parents on the HISD website and at the Central Office.

II. The Title I Parent and Family Engagement Plan will be reviewed and distributed to parents in the Student Handbook at the beginning of each school year or when new students register.

III. An Annual Title I public meeting will be held in the Fall to inform parents of the district's participation in Title I, Part A and its requirements. The parents will also be informed of their right to be involved.

IV. The district will ensure each campus offers a flexible number of meetings to ensure opportunity to parents in the planning, reviewing and evaluation of Title I, Part A programs, including the Parent and Family Engagement Plan and School-Parent-Student Compact. Parent's suggestions and recommendations will be addressed as practicably as possible. In addition, the School-Parent-Student Compact will outline the means by which parents, school and students will share responsibility for improved student academic achievement and mastery of the state's high standards. An annual review and revision, if necessary, will be part of the campus-level improvement plan process. Although signatures are not required, parents are urged to sign and discuss the compact with their children and teachers.

V. The school district will make every effort to communicate with parent's information about Title I, Part A programs, descriptions and explanation of the curriculum, academic assessments used to measure student progress, and proficiency levels students are expected to meet. All information, oral or written, related to school parent programs will be provided in the format and language that parents can understand.

VI. The district's capacity to build a strong partnership with parents will be achieved by offering opportunities for parents to provide input and make recommendations regarding Title I programs. In addition, the district will assist parents in understanding the state's academic content and achievement standards, state and local assessments and how to monitor their children's progress. These opportunities will be addressed at special-called meetings, committees and trainings. In addition, parenting skills workshops and opportunities to volunteer will be provided for parents.

Information on the "value and utility of parent's contributions," and on how to reach out and communicate with parents as equal partners in the education of their children will be scheduled and provided to staff during campus faculty meetings or other campus-level initiatives.

VII. The district to the extent feasible and appropriate will coordinate and integrate parent involvement programs and activities with Headstart and community agencies and private schools when applicable.

VIII. The district will ensure full opportunities for the participation of parents with limited English proficiency, disabilities and parents of migratory children by assuring that notices, information and reports are in a format and to the extent practicable, in the language that the parents understand.

IX. Parents will participate in the annual evaluation of the content and effect of the district Parent and Family Engagement Plan and practices. They will also consider:

- Increasing parent involvement
- Identifying barriers that limit parent participation
- Identifying ways to overcome barriers which may limit participation by parents
- Review and revision of parent and family engagement plan
- Academic quality of Title I, Part A schools

The annual evaluation findings will be used to revise and design parent policy practices and strategies to improve parent involvement at the district and campus levels.

2018-2019 Migrant Education Program SSA and Non Project Districts Identification and Recruitment Action Plan Education Service Center, Region 20

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for new school year cannot be completed until training has occurred or as determined by TEA.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By July 1, 2018 and March 30, 2019 for ID&R training or as determined by TEA. NGS training to be determined
B. <u>Other</u>		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. <u>Conduct ID&R.</u> Potentially Eligible Migrant Children: Contact potentially eligible migrant families using door-to-door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. Currently Eligible Migrant Children: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. Note: Share copies of COEs with appropriate entities as listed on COE.	Staff: MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs.</u> Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 5 working days of parent signature
F. <u>Review of COEs.</u> Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed. <ul style="list-style-type: none"> NGS Data Specialist is to enter data from each child's COE into the New Generation System (NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on NGS. 	Staff: Designated SEA Reviewers NGS staff	Within 7 working days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs. old turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. Other		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops, and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	Staff: MEP administrators and recruiters	By December 1 and update on ongoing basis throughout the year
C. Other		
IV. INTERAGENCY COORDINATION		
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	Staff: MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year
B. Other		
V. QUALITY CONTROL		
A. Written quality control procedures. Develop written procedures that outline ID&R quality control within the LEA/ESC.	Staff: MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 29
B. Eligibility review. Forward COEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. Monitor and address ongoing training needs for ID&R. Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Staff: All MEP staff	As needed throughout the year
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. Annual eligibility validation. Eligibility of previously-identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	Staff: ESC, MEP staff	January – June
F. Other		
VI. EVALUATION		
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), etc.	By June 30
B. Other		

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: ESC Region 20
Region: 20

Priority for Service (PFS) Action Plan

Filled Out By: MEP Team
Date: 09/11/18

School Year: 2018 - 2019

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Pan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

Goal(s): Ensure that identified Priority for Service migrant students have the same opportunity to meet the challenging state, content, and student performance standards expected of all children.	Objective(s): 100% of PFS migrant students will receive priority access to supplemental instructional and support opportunities.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	Monthly	System Specialists	NGS Monthly Reports
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Annual	Migrant Coordinator Educational Specialists	Priority Service Action Plan
Additional Activities			
<ul style="list-style-type: none"> Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP). 	Annual	Educational Specialists District Designee	Copy of District Improvement Plan showing insertion of PFS Action Plan

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	Monthly	Educational Specialists System Specialists District Designee	Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	Annual Community Outreach PAC Meetings	Educational Specialists Recruiters Migrant Tutors	PFS Criteria Letter Agreement Sign in sheets from Community Outreach PAC Sign-In Sheets Recruiter Logs/Google Contact Log
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	Year Round Individual meetings/phone calls with parents as needed (case by case) Community Outreach PAC Meetings	Educational Specialists Migrant Tutors District Contact, Campus Administrator or Campus Designee	Parent evaluations/feedback Counselor follow-up Phone logs Email documentation Mail out list

Required Strategies	Timeline	Person(s) Responsible	Documentation
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Year Round	ESC Migrant Counselors Educational Specialists Recruiters Migrant Tutors	ESC Migrant Counselor logs Recruiter logs Tutor logs NGS Supplemental Count Report FEV Progress Reports
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Year Round	ESC Migrant Counselors Educational Specialists Recruiters Migrant Tutors District Designee	ESC Migrant Counselor logs Recruiter logs Tutor logs NGS Supplemental Count Report FEV Progress Reports
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Year Round	Migrant Coordinator Educational Specialists	Completed Documentation for Supplemental Tutoring from each SSA district on file (or district version). PFS Student Review Forms

LEA Signature

Date Completed

ESC Signature

Date Received