

Socorro Independent School District
Jane A. Hambric School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Social Studies



Board Approval Date: August 21, 2018
Public Presentation Date: August 21, 2018

Mission Statement

The mission of Jane A. Hambric School is to maximize the potential of every student to acquire the academic, technical, ethical, economic, and citizenship skills to successfully live and contribute within a democratic society.

Vision

Tomorrow's Leaders Learning Today

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Comprehensive Needs Assessment

Demographics

Demographics Summary

History & Demographics: Jane A. Hambric School is one of 49 campuses in the Socorro Independent School District Independent School District. Jane A. Hambric School opened its doors in 2000 and serves predominantly middle class families. Jane Hambric serves 1,150 students in grades Kindergarten through 8th grade. This is a decline of 64 students from the 2017-2018 school year. We began last year registering overflow students from the El Dorado feeder pattern which has increased our enrollment by about 20 students this year. Many of these students will be returning to their home campus next year as the newest campus in SISD will be opening.

American Indian / Alaskan Native	0.0%
Asian	.3%
Black / African American	1.2%
Native Hawaiian/ Pacific Islander	0.0%
Hispanic	95.3%
Multiracial	.4%
White	2.8%

The campus is 52% male and 48% female with a low socioeconomic status of 86%.

The average daily attendance rate for students is 96.29%. Grade level attendance for the year is: K- 95.99%; 1st- 96.39%; 2nd- 96.99%; 3rd- 96.58%; 4th- 96.59%; 5th- 96.62%; 6th- 95.66%; 7th- 96.05%; 8th- 96.02%

The school will continue to offer attendance incentives through the district's Make It Count campaign and the schools partnerships with its Partners in Education.

There were a total of 490 discipline referrals this year (up 133 referrals for the 2017-2018 school year). Referrals by grade: K- 18; 1st- 9; 2nd- 6; 3rd- 15; 4th- 47; 5th- 42; 6th- 174; 7th- 105; 8th- 74. Referrals by month: Jul. -0, Aug.- 29; Sept.- 52; Oct.- 51; Nov.- 69; Dec.- 28; Jan.- 52; Feb.- 74; Mar.- 32; Apr.- 68; May- 35. We had a total of 109 PEIMS reported offenses and 36 reports of bullying / taunting behaviors which is down from 43 the year before.

Jane Hambric serves 310 (27% of the school population) students identified as Limited English Proficiency (LEP), 63 students in the Gifted and Talented program (6%), 50 students are identified for 504 services (4%), 127 students served through special education services (11%).

Our School-wide Title I program consists of parent involvement activities (Family Nights focusing on Science, Math, ELAR and technology), Open House, Parent/Teacher Conferences, STAAR, 5th grade transition night, SSI Awareness Night, College Readiness Night, extended day, Saturday School, and intersession for math, reading, science, and social studies. Our State Compensatory Program (SCE) consists of an academic coaches training teachers in best practices for assisting at-risk students; 2 SCEIs (1 middle school and 1 elementary), extended week for math and reading, summer school for students experiencing testing or academic difficulties, one at-risk instructional aide, and a library aide. The WIN Academy opened its doors for the 2015-2016 school year to serve students identified as in need of extra support to fill-in learning gaps. Jane Hambric also offers CTE to all 8th graders through the Project Lead the way Classes. College and Career Readiness classes are taken by all 8th grade students. Students in grades 6-8 may take any of the Gateway classes or computer science for a high school credit. The site-based decision-making team looked at last year's program evaluations, survey results, and the following data: iStation, TCM, STAAR, unit and common assessments, attendance (students and staff), and TTESS (walk-throughs and observations).

Teachers will be continue receiving training this year on Social Emotional Learning and in the PBIS framework. This year our PBIS committee conducted elementary and middle school surveys whcih we continue to use to drive our focus. The PBIS committee also completed the PBIS matrix and will work towards increasing our level of proficiency. Decreasing disciplinary incidents is always a focus for us next year as well creating a positive climate and culture for our students. Our team again attended the PBIS annual conference in May of 2018 and will provided training to staff in July. We will also be having another one day SEL training from The Master Teacher on the TOP 20 SMART Board Curriculum. We continue to strenghten our reading and writing curriculum through training in Empowering Writers and Johnny Can Spell trainings.

Demographics Strengths

Strengths: Jane A. Hambric is a safe school. Our entire learning community is dedicated to this continually evolving statement. Schools must be prepared to deal with threats to school safety, but the reality is that the threats are constantly changing. Schools must ensure the safety and security of students by adopting a comprehensive approach to addressing school safety that focuses on prevention, intervention, and response planning.

Jane A. Hambric has an Emergency Operations Plan (EOP) that is a living document. It was created by a committee and based on parameters from national and state organizations and the guidelines from our district. The EOP has been revised and is constantly being shared with the staff and faculty and input is gathered from SIT members. Students and staff participate monthly in safety drills and are prepared to respond in a prompt and effective manner to every emergency scenario deemed possible.

In 2014-2015, after the school was once again restructured under a single administrative team, the number of referrals (PEIMS and Non-PEIMS) climbed to 551. For the 2015-2016 school year, referrals dropped to 351. This drop can be attributed to the use of contracts and counseling for students who are frequently in the office. For the 2016-17 school year, referrals remained consistent at 357. Eight students were sent to KEYS (district alternative school) and that is believed to be a deterrent in student misconduct. This year we adopted a schoolwide PBIS initiative to address discipline. Fourteen staff members attended the Region XIX conference this year and will also attend the annual conference this year. Our PBIS committee meets monthly to review data and continue to implement the phases of the PBIS framework. A video was made by students and shared with staff and students displaying the SOAR

expectations.

Jane A. Hambric has a strong Social Emotional Program. Our students and parents feel they can report incidents and receive support and assistance from the administrative and counseling teams. We continue to enhance and strengthen our efforts to prevent reoccurring bullying. Our weekly lessons are effective and support a safe learning environment. However, in effort to continue to offer all students a safe and supportive learning environment, the campus will need continued support with the Olweus Anti-Bullying and the CHAMPS mentoring program.

While we have a strong volunteer program, our Hawkeye program struggled this year. With the change in staffing positions, we lost some consistency in the program but hope to renew it next year.

Jane A. Hambric has worked diligently to improve the campus as a safe learning environment. Our district strategic plan directly states, "Students will attend well-maintained, clean, and updated facilities throughout our district that support the learning environment." Major improvements have been made during the past two years to ensure this campus is well-maintained, clean and updated. Primarily, we instituted a front desk system to greet and check identification of all visitors to our campus. All staff is required to wear their ID's at all times. Recently, our custodial staff has worked very hard to improve the cleanliness of the campus; this has had a very positive impact on students, staff and parents. We have also moved class assignments to better ensure safe flow of students through our campus. Administrators and counselors, supported by our SRO and security officer, maintain a vigilant presence before/after school and during all transition times. For our middle school, one staircase was designated for travelling up and the other was travelling down; this simple act has tremendously increased safety for our students.

All of our staff is highly qualified in their area of teaching. Eight of our middle school teachers are certified to teach Advanced Placement classes. Our plan is to continue to add 1-2 teachers every year. All of our middle school core teachers are AVID trained and we will move into training more elementary teachers next year. We are increasing our advanced placement enrollment with the addition of our AHHA (Advanced Hawk Honors Academy) this year. We are currently finalizing our rosters this summer.

Problem Statements Identifying Demographics Needs

Problem Statement 1: During the 2017-2018 school year, Jane Hambric had 96.2% attendance rate. **Root Cause:** Attendance concerns will be monitored more closely by counselors and administration. Incentives will be awarded for perfect attendance.

Student Academic Achievement

Student Academic Achievement Summary

2017-2018 STAAR data is as follows:

Grade	Subject	Student Achievement Percent	Percent change	Percent Masters	Percent change	LEP	Spec. ED.	At-risk	Eco. Dis.
3 rd	Math	49.8	-3.2	17.9	-15.7	+3.3	+31.1		
3 rd	Reading	46.9	+4.9	17.9	-6.5	+9.3	+25.8		
4 th	Math	43.3	-13.5	21.3	-4.5	-29.4	+27.1		
4 th	Reading	34.1	-14.8	8.7	-14.7	-26.2	+30.0		
4 th	Writing	34.7	-1.5	4.0	-3.0	-11.7	+19.8		
5 th	Math	70.6	+20.6	38.3	+23.4	+25.1	+13.1		
5 th	Reading	55.2	+9.7	21.1	-0.5	19.0	+6.5		
5 th	Science	45.8	-1.0	8.6	-9.2	+18.2	-16.5		
6 th	Math	38.2	-8.8	3.5	-11.4	-8.4	+17.9		
6 th	Reading	35.2	-2.4	9.8	-0.1	-9.0	+5.0		
7 th	Math	45.6	+0.1	15.2	-0.8	-9.1	+12.0		
7 th	Reading	49.1	+6.7	23.2	+6.5	+6.3	+17.3		
7 th	Writing	35.2	-.4	7.2	-0.3	-1.9	+7.5		
8 th	Math	56.9	-6.0	16.6	-10.3	+10.4	-3.5		
8 th	Reading	53.4	+4.7	25.8	+9.6	+8.1	+3.5		
8 th	Science	51.9	+6.4	17.9	7.0	+23.1	+8.3		
8 th	S. Studies	47.9	-7.1	21.0	-8.5	+9.5	-8.9		
3 rd -8 th	Math	50.8	-1.36	18.4	-3.0				
3 rd -8 th	Reading	45.8	+1.67	17.9	-0.6				
4 th & 7 th	Writing	34.9	-0.94	5.6	1.6				
5 th & 8 th	Science	49.2	+3.01	13.8	-0.7				

2017-2018 TELPAS DATA: Yearly progress Composite Rating (Students that progressed at least one level)

1st -

2nd-

3rd-

4th-

5th-

6th-

7th-

8th-

Algebra I Results: 100 % of students passed

K-2 Istation EOY:

Kinder: TIER of students are TIER 3

1st grade: of students are TIER 3

2nd grade: of students are TIER 3

K-2: TCM EOY data

K- 93.81 (+3.89)

1st- 94.17% (+6.57)

2nd- 92.93% (+2.61)

Spring Writing initiative (% Met):

Kinder:

1st:

2nd:

3rd:

5th:

6th:

8th:

Student Academic Achievement Strengths

Areas of strength this year include gains in STAAR in 5th grade reading (9.7%%) and 5th grade math (20.6%) and 8th grade reading (4.7%). Our 5th grade WIN made great gains this year. In 5th grade reading we had 71.4% approaching grade level which is second in the district. WIN 5th grade math scored 92.86% in approaching grade level. We also had increases in 3rd grade reading, 7th grade reading, and 8th grade science. Major gains were obtained in special education population and middle school LEP populations. Gains were made through the use of tutorials after school, intersession and summer school. 5th grade students were also given an elective if they passed STAAR in 4th grade which helped to create smaller intervention classes during the day. Super school was added during first period to target interventions. Counselors and SCE coaches worked in classrooms during this time. ELL new comers were put in intervention classes during this time and focused on beginning level phonics and worked on Rosetta Stone after school. RTI improved this year as we had more teachers referring students which helped us track students better and offer more intervention services. We are still working on refining our RTI process. This year as a campus we completed 903 walkthroughs. Our data shows a need for increasing rigor in the classes.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: During the 2017-2018 school year, 34.9% of Jane Hambric students met student achievement on the 4th and 7th grade writing STAAR exam. **Root Cause:** Editing and revising training needs to be provided for all teachers. Teachers need more support with our ELL population.

Problem Statement 2: During the 2017-2018 school year, 34.1% of Jane Hambric met student achievement on the 4th grade reading STAAR exam. **Root Cause:** This group of students scored very low as well in 3rd grade. More support will be needed in our 5th grade classes and specifically our WIN and bilingual classes.

Problem Statement 3: During the 2017-18 school year, students receiving special education services underperformed on the STAAR in the following areas: Writing-31.3%; Science-33.3%; Social Studies-44%; Reading,48.9%. **Root Cause:** Meetings such as PLCs and classroom observations should occur more often with an emphasis on the co-teaching model and data analysis.

Problem Statement 4: During the 2018-2019 school year, students receiving special education services in 7th grade math performed at a 31.3% approaches level making a 14.9% decrease from the previous year; 12.5 % meets level decreasing 2.9%; and 6.3% mastery with a 1.4% decrease. **Root Cause:** Due to special education staff shortages, there was limited specialized support for students in this grade level.

Problem Statement 5: During the 2018-2019 school year, students receiving special education services in 3rd grade math performed at 38.5% approaching level with a 36.5% decrease from 2018; meets was 15.4% with a 1.3% decrease; masters was 0% with a 16.7% decrease. **Root Cause:** Teachers need to use the co-teaching model more effectively and reduce the amount of time students are being pulled from first-time instruction. Furthermore, co-teachers need to meet to plan to take equal ownership of the class instruction. More differentiation through stations needed to meet the individual learning styles of all students.

Problem Statement 6: During the 2018-2019 school year, students receiving special education services in 4th grade writing performed at 35.3% in approaching with a 1.5% decrease; 5.9% at the meets level with a 30.9% decrease; and 0% mastery. **Root Cause:** Critical writing practices need to be implemented across all grade levels and contents.

Problem Statement 7: During the 2018-2019 school year, EL students in 5th grade reading scored 64.7% with a decrease of 9.7% in approaching; meets was 5.9% with a 27.4% decrease; and masters was 0% with a 2.6% decrease. **Root Cause:** More SIOP and WICOR strategies need to be implemented in classes. Expository reading will be implemented across contents through content specific articles.

Problem Statement 8: During the 2018-2019 school year, EL students in 8th grade social studies scored 21.4% in approaches with a decrease of 31.5%; meets was 7.1% with a decrease of 10.5%; and masters was 7.1% with a 4.7% decrease from the previous year. **Root Cause:** More SIOP and AVID strategies need to be implemented to allow for students to better connect with the content. Critical writing needs to be utilized daily.

School Processes & Programs

School Processes & Programs Summary

Jane A. Hambric will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

The organization of Jane Hambric begins with our leadership team. It is comprised of all administrators (4), SCE coaches (2), Librarian, and Counselors (3). We meet every Mondays to review the calendar of events, students data, and staff development planning. Through our Monday meetings we are able to share information and ideas to improve our instruction. Our SCE coaches lead our PLC meetings on Tuesday with the elementary teachers and on Wednesday with our Middle School teachers. Administration is divided by grade levels and attends PLC meetings for their respective grades as well as all ARD's and discipline. Counselors are divided into k-3, 4-6 and 7-8 for the new school year. Dividing up the grade levels helps to balance the work load and give structure for our staff and students. Teachers are given a day of planning every nine weeks with their grade levels and content areas in the middle school. Teachers also develop their common assessments during this time and review student data. RTI meetings are held every month to review student data and put interventions into place. The RTI committee consists of the classroom teacher, administration, counselor, parent and SCE coach. Our school has a School Improvement Team which helps guide administration through the decision making process.

At Jane Hambric teachers are expected to integrate technology into the core curriculum. Our WIN classes use technology on a daily basis as all students are issued personal devices. Students use the on line THRIVE curriculum for reading and math. Our campus currently has two computer labs for teachers and students to use. We have one lab for our Gateway to technology classes. Each teacher has from 3-6 desktops in their classrooms. We have many Ipads, tablets, and laptops for students to use. Each classroom is equipped with an IWB, projector and Elmo. Students also use the Accelerated Reader program to strengthen their reading skills. Two additional COWS were purchased this year from Title I and Title III funds. These will be used in ESL and at-risk classrooms.

Students are given district common assessments every three weeks and a summative assessment at the end of the nine weeks. Students also took district wide benchmarks in November and mock STAAR tests in February. Teachers also create their own mini assessments as needed. Many teachers joined the district's Content Advisory Meetings which gave them an insight into the upcoming TEks and how to plan accordingly. Teachers input their data into Eduphoria and complete a data analysis form to be discussed during PLC's.

Administration met with all teachers at the beginning of the year to plan for their upcoming goals. Goals were reviewed at the end of the year with administration. Teachers were encouraged to complete goal setting with their students as well.

Academically we will continue with our STAAR student achievement goals for the 2018-2019 school year:

Reading: 55%

Math: 60%

Science: 55%

Social Studies: 55 %

Writing: 43%

We also hope to increase our subpopulation scores. (Special education and ELL's)

School Processes & Programs Strengths

Jane A. Hambric will continue to ensure staff members received timely professional development throughout the school year which will be targeted at guided reading and guided math, PreAP in content areas, Empowering Writers, AVID (7 more teachers will attend this year), and WIN Academy training. Teachers again will be attending the SISD DNA conference specializing in technology. We will be building a technology committee to help assist teachers in integrating technology into their lessons and continue to support the campus through hardware. PreAP classes will continue in the middle school grades. Students can apply to the AHHA (Advanced Honors Hawk Academy) which offers PreAp classes, additional electives, foreign language, Gateway classes and enrichment classes as well.

Our goal for the year is to tightly align the kinder through eighth grade intervention plan in order to appropriately fill instructional gaps. We will continue with Hawk Hall for grade K-4 which focus on Tier 3 students' foundational skills as well as the building blocks for dyslexia and ELL students. Two state compensatory education intervention coaches will support the core content areas along with the leadership team. Aligned walkthroughs and coaching plans will allow for consistency and accountability in every classroom. Lastly, a strategic master schedule will provide integrated intervention and planning times across the campus.

The Jane A. Hambric Administrative Team is committed to creating a school culture in which all stakeholders are held accountable. To ensure that all staff members are working towards student success on a daily basis the administrative team conducted over 900 documented walk-throughs, observations, and evaluations of teachers and staff. Additionally, all support staff (office staff, security guard, TIA's, at-risk aids, counselors, SCEIS, etc...) were evaluated this year using the appropriate evaluation tools. Students were also held accountable for the 2017-18 school year. As discussed earlier, the administrative team processed 490 student discipline referrals. These referrals led to discipline actions that ranged from administrative conferences for minor infractions to KEYS referrals for more severe disciplinary issues. The PBIS framework was introduced to staff and students this year. The PBIS committee instituted the S.O.A.R principles as our core values. (Safety, Organization, Acceptance, and Respect). The principles are reviewed daily during morning announcements as well as reviewed in classrooms by teachers. During the first several weeks of school, we will continue to review the expected behaviors in various parts of the school. Additionally, as a district we will be systematically teaching manners and working on a campus wide community project.

Each year our focus is to move students from Specialized Support to Co teach settings. Parent conferences were held throughout the year for students not experiencing academic success. During these meetings, parents, administrators, teachers and counselors met to discuss why students were struggling academically and ways they could assist. In some cases, these meetings served as RTI (formalizing the intervention process and beginning the referral process for more structured services) or pre-retention/retention meetings for students not demonstrating growth or progress. RTI meetings were held every month, and more often is needed, for struggling students. Students were provided with interventions through small group instruction as a result.

This past year we bought 30 tablets and to replenish and update our technology needs. Teachers have found tablets and the use of technology to be highly engaging, therefore, we find it necessary to continue to purchase more technology and keep it updated. We will also be participating in the Districts' DNA summer conference. We have a district technology trainer who has provided a wealth of staff development for our staff. She has trained us on NearPod, Plickers, Augmented Reality, Kahoot, and Office 365 this year. Teachers also maintain current web pages for students and parents to use as a reference. Our campus maintains a current web page and promotes school activities via our school Twitter account. Our school robotics team competed this year in the SISD Robotics competition and did very well.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: During the 2017-2018 school year, 34.9% of Jane Hambric students met the student achievement on the 4th and 7th grade writing STAAR exam. **Root Cause:** Editing and revising training needs to be provided for all teachers. Teachers need more support with our ELL population.

Perceptions

Perceptions Summary

SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Jane A. Hambric is a community school. Being adjacent to a public park opens up our school to our community for various activities. Our campus is utilized throughout the evening for sporting and family events by the community. Being a K-8 school creates a family like feeling throughout. Students attend Jane Hambric for 9 consecutive years which creates a strong bond with the school and staff. Older siblings attend with younger siblings and help to provide the safe and secure feeling of Hambric students. We have approximately 40 military families which adds diversity to our school culture. Families seem to blend in easily and enjoy attending Hambric. Students participate in a wide variety of activities including athletics, fine arts, honor society, and after school clubs.

Perceptions Strengths

At Jane A. Hambric K-8 School, we are committed in providing opportunities for all members of the school community to be involved directly or indirectly. It is our mission and goal to increase our parent participation and business partnership and expand to our surrounding community including our military personnel. Together we become one entity that will focus and support academic achievement and student success. At Jane A. Hambric K-8 School, we will continue to work in collaboration with teachers, staff, administration, parents and business partners. Our CIS counselor provides a vital component of the parental involvement by adding a variety of workshops and trainings for our parents.

The Volunteer Program has registered over 100 volunteers and had the many hours recorded of service. The Jane A. Hambric Volunteer program continues to improve in the area of recruitment and development of effective community and family partnerships with all segments of the community (Texas Tech field day, Wellness Wednesdays, Career Day, Book Fairs, Toy Give Away, Field Trips, Family Night, Reading to Students, etc.). Our HawkEyes program has been rebuilt and continues to grow. Our Hawkeyes serve as additional eyes and ears on our campus. We will continue with coffee with the counselors to inform and educate our parents about safety in the community and programs offered community wide.

Counselors are working diligently with members of the school community for the academic, social, physical, and emotional development of all students. (College Readiness for K-8 classrooms via adoption of a College or University, Career Presentations in grades K-8. This year we are adopting the PBIS framework (S.O.A.R.) We value Safety, Organized Acceptance, and Respect. We will continue the TOP 20 curriculum from The Master Teacher in which the campus will receive training in July. teachers will utilize pop charts from the SEL book study and incorporate into their classroom daily routine.

Partners in Education assist by donating school materials and time, Military Personnel lend a helping hand to teach students about discipline, physical fitness, careers, and provide their time and presence in events like Terrific Kids, Veteran's breakfast, and other student based activities. Business Partners have

assisted by supporting Attendance Initiatives.

Teachers and Administrators assure that communication to our parents and other members of the school community are informed about such events through various means. We use the following as part of our communication system: -Announcements over the broadcast system -Information placed on the school's Marquee -Use of the computer based student phone call system School Messenger - Monthly Calendar -Parent letters -Emails -Meetings, Assemblies, Events, Open House, Parent Conferences

Twitter -Campus Website We at Jane A. Hambric will continue to work as ONE community and as a TEAM of many who will contribute to the educational success and the well-being of all students.

Parents are involved in the after school sports program VASSP which is available for K-5 students. We also have a Boy Scouts of America troop and Girl Scouts that meets at Jane Hambric every Wednesday night. Many of our students are in the troop and they collaborate with us often on school wide projects.

Afterschool clubs will be incorporated into next year's planning for the first semester.

The implementation of Istation and IXL Reading and Math Computer based programs that are available to use at home. Students have greatly benefited from having the extra Reading and Math component support at home. This year we included Study Island, Education Galaxy and Lexia for our special education population.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: During the 2016-2017 school year an average rating of 2.3 was given from staff in relation to appropriate disciplinary measures being taken for disruptive behavior. **Root Cause:** We need a consistent school wide approach for encouraging positive behavior and assigning appropriate consequences for negative behavior. Administration and staff need training and need to develop a school wide framework in dealing with discipline.

Problem Statement 2: During the 2018-19 school year an average rating of a 1.99 was given from staff in relation to staff morale. **Root Cause:** As a campus, we need a school-wide approach of collaboration, consistency, and coalition to boost campus morale. Administration, SCEIs, and teachers will be trained and be part of the PLC process and framework to ensure that it is implemented school wide.

Priority Problem Statements

Problem Statement 1: During the 2017-18 school year, students receiving special education services underperformed on the STAAR in the following areas: Writing-31.3%; Science-33.3%; Social Studies-44%; Reading,48.9%.

Root Cause 1: Meetings such as PLCs and classroom observations should occur more often with an emphasis on the co-teaching model and data analysis.

Problem Statement 1 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Accountability Distinction Designations
- 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 EL 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)

Student Data: Student Groups

- Race and ethnicity 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
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: August 21, 2018

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 1: For the 2018-19 school year, Jane Hambric School will develop and implement a plan of action to ensure that 100 % of its stakeholders feel safe at school and school events.

Evaluation Data Source(s) 1: 100% of campus members felt safe at school and school events.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue with goal to create positive culture and reduce discipline concerns throughout campus.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) 1) Implement Positive Behavior Interventions and Supports (PBIS) as a proactive approach to defining, teaching, and supporting appropriate student behaviors to create positive school environments to achieve social, emotional and academic success through use of the program materials, resources and surveys.	2.4, 2.6	Administrators; SCEI; Teachers; PBIS Committee members	Creating and sustaining Tier 1 supports (universal), Tier 2 supports (targeted group), and Tier 3 supports (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all students by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.			
	Funding Sources: 199-General Fund High School Allotment - 150.00					
2) Provide staff development on PBIS to all staff and faculty at the beginning of the year and periodically throughout the year. (TQ, SC)	2.4, 2.6	Administration, Counselors, and PBIS Committee members	Observations/ Walk-throughs/ sign in sheets			
	Funding Sources: 211 - Title I, Part A - 500.00					
= Accomplished = No Progress = Discontinue						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 2: For the 2018-19 school year, Jane Hambric School will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Source(s) 2: 100% of the requirements were met for multiple emergency scenarios.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Further alignment with district information and campus safety committee

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Campus will conduct all district mandated drills and meet with campus and district personnel to discuss results and findings.	2.4	Administration	Logs			
Funding Sources: 211 - Title I, Part A - 0.00						
= Accomplished = No Progress = Discontinue						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 3: For the 2018-19 school year, the number of bullying-related incidents reported at Jane Hambric School will decrease from 43 to 35.

Evaluation Data Source(s) 3: Bullying incidents decreased from 43 to 35.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continued implementation and lessons

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) 1) Implement the PBIS Program weekly through use of the I20 Master teacher materials, resources and surveys.	2.4, 2.6	Administration, Counselors, PBIS Committee	Weekly class meetings, Administrator/ Mentor walk-throughs			
Funding Sources: 211 - Title I, Part A - 2000.00						
= Accomplished = No Progress = Discontinue						

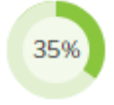





Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 4: Teachers will document a minimum of 3 interventions for at-risk students per 9 weeks.

Evaluation Data Source(s) 4: Appropriate academic support and interventions were documented and increased 8%.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: Continue RTI process

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) 1) Conduct RtI meetings for all students experiencing academic and behavioral difficulties and document all interventions.	2.4, 2.6	Teachers, Administration, Counselors, RtI Committee	RtI packets and meeting minutes			
 = Accomplished  = No Progress  = Discontinue						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 5: For the 2018-19 school year, the total number of PEIMS disciplinary incidents at Jane Hambric School will decrease by from 81 to 73.

Evaluation Data Source(s) 5: Disciplinary incidences from 155 to 100.

Summative Evaluation 5: Met Performance Objective

Next Year's Recommendation 5: Continue support and training to further reduce conflict and bullying incidents










Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) 1) Provide all campus teachers continued training on the PBIS and ways to utilize its components to reduce the number of conflicts and incidents of bullying on campus.	2.4, 2.6	Administration, Counselors, Olweus Committee	Sign-in sheets, agendas, PBIS Committee minutes, Lesson plans, walkthroughs			
Funding Sources: 199 - General - 100.00						
= Accomplished = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 1: By the end of May 2019, Jane Hambric School will develop and implement at least 5 College and Career Ready activities.

Evaluation Data Source(s) 1: Evaluation Data Source(s) :The school implemented at least 5 college and career ready activities.

Summative Evaluation 1: Met Performance Objective







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) 1) Career Day will be hosted to introduce students to multiple career opportunities.	2.4, 2.6	Counselors	Sign-in sheet Student conversations and goal setting			
2) 2) Students will be motivated to reach full potential by means of small group or individual conferences focusing on topics such as self-esteem, study skills test anxiety, and focusing. Students achieving A or A/B Honor Roll or excel in individual subjects will be recognized at the end of the year with a medal, certificate, and/or trophy.	2.4, 2.6	Administration & Counselors	Certificates and receipts for awards. Decrease in number of students with RtI referrals or interventions.			
 = Accomplished  = No Progress  = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 2: For the 2018-19 school year, 100% of Jane Hambric School English Language Learners and Special Education students will be placed in proper learning environments and proper grade levels to ensure that they reach their full potential.

Evaluation Data Source(s) 2: All English Language Learners and special education students were placed in proper learning environments and grade levels.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective




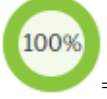


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) 1) Extend the instructional inclusion model for Special education students in all required content areas by increasing the number of students in co teach classes.	2.4, 2.5, 2.6	Administrators; SCEI; Teachers	CT monitoring forms, contact hour logs, Unit Assessments, and Istation data			
 = Accomplished  = No Progress  = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 3: By January 2019, Jane Hambric School shall increase the level of instructional rigor across the core content areas, to indicate an overall improvement in student state assessment scores by 10%.

Evaluation Data Source(s) 3: Evaluation Data Source(s) :The level of rigor increased to improve all content areas and improved student scores.

Summative Evaluation 3: Some progress made toward meeting Performance Objective










Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Increase student vocabulary development and study skills through the use of student created study aides such as flash cards, interactive student notebooks, and sentence strips.	2.4, 2.6	Administrators; SCEI; Teachers	Walk-throughs, formative assessments, teacher lesson plans Unit exams			
 = Accomplished  = No Progress  = Discontinue						













Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 4: For the 2018-19 school year, Jane Hambric School will improve its student achievement (combined approaches, meets and masters) state assessment scores in Reading from 45.8% to 55%.

Evaluation Data Source(s) 4: State assessment scores increased from 45.8% to 55% in Reading.

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide Reading intervention specialist (SCEI) to provide direct instruction for critical need students in an inclusionary setting and develop strategies with other reading teachers to improve instruction for all.	2.4, 2.5, 2.6	Administration	Intervention logs			
2) Provide specifically targeted content based literature in the library and classrooms to incorporate literacy across the curriculum strategies in all subject areas, to include Scholastic leveled readers, guided reading/balanced literacy resources, and E-Readers.	2.4, 2.5, 2.6	Administration, Teachers, Librarian, and librarian aide	Literature listed and catalogued into library inventory. Unit Assessments			
3) Implement TEKS resource modules, STAAR materials, and supplemental differentiated instructional materials, instructional accommodation resource materials for all tested levels and subject areas. To include, but not limited to, Lakeshore, and Teacher Created Materials.	2.4, 2.6	Administrators; SCEI; Teachers	Teacher Lesson Plans			


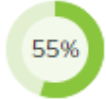







4) Increase student performance on STAAR exams by utilizing TEKS aligned differentiated instructional programs for core instruction and tutoring purposes such as Motivational Reading, Measuring up, Compass Learning and Texas Lonestar Reading.	2.4, 2.6	Teachers, SCEI, Administration	Student success on STAAR exam, bench marks, and unit assessments.			
5) Use of Blue Bonnet reading program to increase student independent reading and library circulation. 2.4, 2.6	2.4, 2.6	Librarian	increase circulation in the library.			
6) Use data from Istation and other assessment resources to identify students in need of intervention.	2.4, 2.6	Administrators, Counselors, SCEI, Teachers	Diagnostic reports and data disaggregation sheets; intervention and remediation logs			
 = Accomplished  = No Progress  = Discontinue						



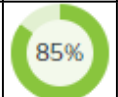
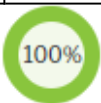
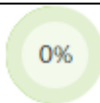

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 5: For the 2018-19 school year, Jane Hambric School will improve its student achievement (combined approaches, meets and masters) state assessment scores in Mathematics from 50.8% to 60%.

Evaluation Data Source(s) 5: Evaluation Data Source(s) :State assessment scores increased from 50.8% to 60% in Math.

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide Math intervention specialist (SCEI) to provide direct instruction for critical need students in an inclusionary setting and develop strategies with other mathematics teachers to improve instruction for all.	2.4, 2.5, 2.6	Administration	Coaching Logs, Unit Assessments and STAAR results			
2) Provide Math intervention for all Tier III students 45 minutes per week.	2.4, 2.5, 2.6	SCEI; Elementary Teachers	Walk-throughs, formative assessments, teacher lesson plans			
3) Implement TEKS resource modules, STAAR materials, and supplemental differentiated instructional materials, instructional accommodation resource materials for all tested levels and subject areas. To include, but not limited to, Lakeshore and Teacher Created Materials	2.4, 2.6	Administration, SCEIs, Teachers	Teacher Lesson Plans			

4) Increase student performance on STAAR exams by utilizing TEKS aligned differentiated instructional programs for core instruction and tutoring purposes such as IXL, Motivational Math, Measuring up and Excel Math.	2.4, 2.6	SCEI, Teachers, Administration	Lesson plans and Walk-throughs.			
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Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 6: For the 2018-19 school year, Jane Hambric School will improve its student achievement (combined approaches, meets and masters) state assessment scores in Science from 49.2% to 55%.

Evaluation Data Source(s) 6: Evaluation Data Source(s) :State assessment scores increased from 49.2% to 55% in Science.

Summative Evaluation 6: No progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Implement TEKS resource modules, STAAR materials, and supplemental differentiated instructional materials, instructional accommodation resource materials for all tested levels and subject areas. To include, but not limited to, Lakeshore, and Teacher Created Materials.	2.4, 2.6	Administration; SCEI, Teachers	Teacher Lesson Plans			
2) Increase student performance on STAAR exams by utilizing TEKS aligned differentiated instructional programs for core instruction and tutoring purposes such as Motivational Science, Measuring up	2.4, 2.6	Administration, Teachers, SCEI	Lesson plans and walk-throughs			
= Accomplished = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 7: For the 2018-19 school year, Jane Hambric School will improve its student assessment (combined approaches, meets and masters) scores in in Social Studies from 47.9% to 55%.

Evaluation Data Source(s) 7: State assessment scores increased from 47.9% to 55% in Social Studies.

Summative Evaluation 7: Significant progress made toward meeting Performance Objective

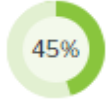
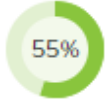

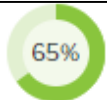





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Implement TEKS resource modules, STAAR materials, and supplemental differentiated instructional materials, instructional accommodation resource materials for all tested levels and subject areas. To include, but not limited to, Lakeshore and Teacher Created Materials.	2.4, 2.6	Teachers, Administration, SCEI	Lesson Plans			
2) Increase student performance on STAAR exams by utilizing TEKS aligned differentiated instructional programs for core instruction and tutoring purposes such as Thinking Maps.	2.4, 2.6	SCEI, Teacher, Administration	Walk-throughs and lesson plans			
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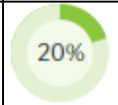

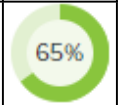

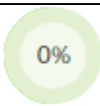

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 8: For the 2018-19 school year, Jane Hambric School will improve its student achievement (combined approaches, meets and masters) state assessment scores in Writing from 34.9% to 43%.

Evaluation Data Source(s) 8: State assessment scores increased from 34.9% to 43% in Writing.

Summative Evaluation 8: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Implement TEKS resource modules, STAAR materials, and supplemental differentiated instructional materials, instructional accommodation resource materials for all tested levels and subject areas. To include, but not limited to, Lakeshore and Teacher Created Materials.	2.4, 2.6	SCEI, Teachers, Administration.	Lesson Plans			
2) Increase student performance on STAAR exams by utilizing TEKS aligned differentiated instructional programs for core instruction and tutoring purposes such as Measuring up	2.4, 2.6	Administration, SCEI, Teachers.	Lesson plans and Walk-throughs.			
3) Implement strategies from Empowering Writers training.	2.4, 2.6	Teachers, Administration, DSC	Lesson plans & walk-throughs			

4) Teachers will meet every month to review writing data and discuss student work. SCE coaches will lead the reviews with the assistance of Instructional Officers.	2.4, 2.6	Administration, Teachers, SCE coaches	Writing scores increase to 80%			
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Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 9: For the 2018-19 school year, Jane Hambric School special education students will achieve the 60% state system safeguards score in reading.

Evaluation Data Source(s) 9: 60% of special education students met state system safeguards in reading.

Summative Evaluation 9: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Student IEP's and services will be reviewed by special education teachers and administration.	2.4, 2.6	Administration	Sign in sheets			
2) Accelerated instruction will be offered after school, during intersession, Saturday school, and summer school.	2.4, 2.5, 2.6	SCEI coach, teacher	Sign in sheets and attendance logs			
= Accomplished = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 10: For the 2018-19 school year, Jane Hambric School English language learners will achieve the 60% system safeguard score in writing.

Evaluation Data Source(s) 10: 60% of English Language Learners met system safe guards for writing.

Summative Evaluation 10: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Students will receive small group targeted intervention during intervention time, four times a week.	2.4, 2.5, 2.6	administration, teachers, TIA's, At-risk aide, SCE coach, librarian aide	Lesson Plans, TIA logs, and Increase in student achievement			
2) Accelerated instruction will be offered after school, during intersession, Saturday school, and summer school.	2.4, 2.5, 2.6	Teachers, SCE coach	Sign in sheets, lesson plans, and Increase in student achievement			
= Accomplished = No Progress = Discontinue						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 11: For the 2018-19 school year, Jane Hambric School English language learners will achieve the 60% state system safeguards score in science.

Evaluation Data Source(s) 11: 60% of English Language Learners met system safe guards for science.

Summative Evaluation 11: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Accelerated instruction will be offered after school, during intersession, Saturday school, and summer school.	2.4, 2.5, 2.6	Administration, SCEI coach	Sign in sheets, lesson plans and Increase in student achievement			
2) SCE coach and science department will assist in planning for bi-weekly labs and ISN's.	2.4, 2.5, 2.6	Administration, SCEI coach, science teachers	Lesson plans, agendas for planning, and increase in student achievement.			
= Accomplished = No Progress = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 1: For the 2018-2019 school year, the number of teachers that demonstrate increased instructional effectiveness (as measured by T-TESS, Powerwalks, etc.) will increase by 5%.

Evaluation Data Source(s) 1: Teachers increased 5% in instructional effectiveness.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: For the 2019-2020 school year, the number of teachers that demonstrate increased instructional effectiveness (as measured by T-TESS, PowerWalks, etc.) will increase by 7%.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Administration will conduct at least 5 Eduphoria documented walk-throughs a week.	2.4	Administration	Number of teachers referred to PD. Walk-through analysis			
	Funding Sources: 212 - Title I , Part C Migrant - 0.00					
2) Provide teachers PD on the Powerwalks by Sean Cain.	2.4, 2.6	Administration	Walk- through data			
	Funding Sources: 211 - Title I, Part A - 6600.00					
= Accomplished = No Progress = Discontinue						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 2: For the 2018-2019 school year, Jane Hambric School will maintain 100% Highly Qualified teachers in all core academic subjects.

Evaluation Data Source(s) 2: Maintained 100% Highly Qualified teachers in all core academic areas.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Jane A. Hambric school will continue to maintain 100% Highly Qualified teachers in all core academic subjects.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Campus will hire and place teachers only into content areas in which they are certified.	2.4, 2.6	Administration	Certifications and teaching assignments, and Student performance on STAAR			
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Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 3: During the 2018-2019 school year, Jane Hambric School will offer at least 5 professional development opportunities for employees, specifically in PBIS, Johnny Can Spell, Kagan, AVID, and other best practices.

Evaluation Data Source(s) 3: At least 5 professional development opportunities were offered.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: During the 2019-2020 school year, Jane Hambric School will offer at least 5 professional development opportunities for employees, specifically in PBIS, Johnny Can Spell, Kagan, AVID, and other best practices.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide teachers with AVID training so that they can meet the academic needs of their at-risk students using scientifically studied and researched based strategies.	2.4, 2.6	Teachers and Administration	Lesson plans, walk-throughs, sign-in sheets Increased student organization and improved performance on STAAR and within classroom. Campus-wide use of strategies such as Cornell Notes and ISNs.			
	Funding Sources: 211 - Title I, Part A - 10000.00					
2) Provide continued staff development in PBIS, SEL, Empowering Writers, Guided Reading, Guided Math, RTI/Differentiated instruction, and SIOP,	2.4, 2.6	Administration, SCEI, District Personnel	Observations/ Walk-throughs/ sign in sheets Teacher lesson plans, staff/ campus surveys			
	Funding Sources: 211 - Title I, Part A - 500.00					
3) Provide staff development in the following areas: Book studies, Kagan structures, SIOP, Empowering Writers, Writing Across Curriculum, Guided Reading, Guided Math, PLC training, and other PD opportunities provided by the district.	2.4, 2.6	Administration, SCEI, District Personnel	Observations; Walk-throughs; sign in sheets Teacher lesson plans, staff surveys			
	Funding Sources: 211 - Title I, Part A - 10000.00					
4) Provide teachers snacks and/or meals during professional development sessions that last more than 4 hours.		Administration and Campus Secretary	Receipts and PO's and Observations/ Walk-throughs/ sign in sheets			
	Funding Sources: 211 - Title I, Part A - 2800.00					
5) Provide teachers with training in robotics to address the needs of students through hands-on activities using Lego robotic kits.	2.4, 2.5, 2.6	Teachers, administration, and DSC	Agendas Teachers' lesson plans, observations, and walk-throughs			
	Funding Sources: 211 - Title I, Part A - 100.00					

6) Provide WIN Academy teachers with training opportunities so they can meet the academic needs of their at-risk students using scientifically studied and researched based strategies.	2.4, 2.5, 2.6	District personnel	Lesson plans, walk-throughs, sign-in sheets Teachers' lesson plans, accountability talks, observations, and walk-throughs			
PBMAS Critical Success Factors CSF 1 CSF 4 CSF 7 7) Provide additional training sessions for teachers address the co-teaching model implementation (After school/ Saturdays)	2.4, 2.5, 2.6	Administration SCEI Coaches	The special education population STAAR scores will improve from PBMAS Level 3 to PBMAS Level 2 or better.			
	Problem Statements: Student Academic Achievement 3 Funding Sources: 211 - Title I, Part A - 1500.00					
= Accomplished = No Progress = Discontinue						

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 3: During the 2017-18 school year, students receiving special education services underperformed on the STAAR in the following areas: Writing-31.3%; Science-33.3%; Social Studies-44%; Reading,48.9%. Root Cause 3: Meetings such as PLCs and classroom observations should occur more often with an emphasis on the co-teaching model and data analysis.

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 4: During the 2018-2019 school year, Jane Hambric School will allocate funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to meet 100% of system safeguard indicators.

Evaluation Data Source(s) 4: Science materials and resources were purchased to meet 100% of system safeguard indicators.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: Provide up to date SIOP and ELPS trainings during staff development, PLC and Faculty meetings

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide SIOP and ELPS professional development for teachers and staff.	2.4, 2.6	Administrators, Teachers, Staff, Bilingual Dept.	Sign-in sheets, agendas, walkthroughs and classroom observations. Increased student performance for all students in all subjects.			
	Funding Sources: 263 - Title III, Part A (Eng. Lang. Acq.) - 0.00					
2) Provide Co-teach training for teachers who work with students with special instructional needs and the general student population.	2.4, 2.5, 2.6	Special Education Department, Administrators, Teachers	Observations, classroom walkthroughs, sign-in sheets and agendas. Increased student performance and focused lesson planning			
	Funding Sources: 199 - General Fund : Special Education - 1000.00					
3) Four teachers will attend Johnny Can Spell PD to learn strategies to positively impact reading development in their students.	2.4, 2.6	Campus administration, vendor, teachers	Sign-in sheets, walk-throughs, lesson plans increase in student reading performance.			
	Funding Sources: 211 - Title I, Part A - 1000.00					
4) Provide teachers with planning time to develop well organized, sequential lessons that reflect best practice, align with standards, and are appropriate for diverse learners.		Administrators, Teachers, SCEIs	Agenda and lesson plans to increase student performance.			
	Funding Sources: 211 - Title I, Part A - 1000.00					
= Accomplished = No Progress = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.







Performance Objective 1: During the 2018-19 school year, Jane Hambric School will offer at least 5 collaborative educational involvement activities and events for parents and community members to promote teamwork and unity in the education of students.

Evaluation Data Source(s) 1: At least 5 collaborative educational involvement activities were provided for parents and community members.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: As soon as BOY assessments are completed, results and home log in information should be sent home. Priority summary reports should also be shared with parents during conferences and RTI meetings.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Share and explain the Istation program to parents through letters and parent nights.	2.4, 2.5, 2.6, 3.1, 3.2	Administrators, Counselors, SCEI, Teachers, CIS Coordinator	Istation reports, Parent sign-in sheets, and Istation data			
	Funding Sources: 211 - Title I, Part A - 500.00					
2) Develop various events (at least 1 per month) to bring parents, teachers, and students together during and/or after the regular school day to enhance communication and build strong ties between home and school, Open houses, fine arts presentations, etc.), utilizing the materials, supplies, and possible refreshment.	3.1, 3.2	Administrators, CIS Coordinator, Counselors, Teachers	Enrollment records, Calendar of Events schedule Parent event feedback forms, Post action reports			
	Funding Sources: 211 - Title I, Part A - 1000.00					
3) Maintain a full time Community in Schools (CIS) Coordinator to promote Family Engagement and to conduct parent information and training sessions to maximize parental support and increase student achievement.	2.4, 2.6, 3.1, 3.2	Administrators	Weekly Logs Parent event feedback forms			
	Funding Sources: 211 - Title I, Part A - 17000.00					
4) Provide CIS with necessary supplies to be able to present and prepare trainings to encourage parents to be active in school activities, using a variety of stored teaching materials and surveys.	3.1, 3.2	CIS Coordinator, Administrators, Counselors	Enrollment rosters and Training Assessments			
	Funding Sources: 211 - Title I, Part A - 1000.00					

5) Promote and assist district father/son conference and a mother/daughter conference as well as campus father/daughter dance and dinner in order to increase Family Engagement.	3.1, 3.2	CIS Coordinator, Volunteers	Parent event feedback forms			
	Funding Sources: 211 - Title I, Part A - 45.00					
 = Accomplished  = No Progress  = Discontinue						







Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 2: For the 2018-2019 school year, Jane Hambric School will communicate at least once a month through notifications, newsletters, email, etc. to parents, business, and community members.

Evaluation Data Source(s) 2: Communication with parents, business, and community members at least once a month.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue to provide parents with campus and district information through Parent information drive throughs every 9wks.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide monthly newsletters to parents with general school information, announcements about our students' accomplishments and information about campus goals.	3.1, 3.2	Secretary, Office clerk and CIS Coordinator	Calendar of events to Increase parent attendance at events.			
 = Accomplished  = No Progress  = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 3: By the end of the 2018-2019 school year, Jane Hambric School will add at least one new partnerships with businesses, higher education institutions, and other outside agencies to support student education.

Evaluation Data Source(s) 3: At least one new Partnerships with higher institutions, business and other outside agencies.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Ensure that continuous communication is happening between PIES and campus to ensure community and school collaboration and involvement .

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) School will partner with outside businesses to acknowledge monthly Terrific Kids.	2.4, 2.6, 3.1, 3.2	Counselor	Student incentives and Terrific Kids roster			
2) Partnerships with outside businesses to recognize school		Counselors	Roster of students attending recognition ceremony and Incentives			
3) Principal will meet with office staff to go over campus office policies.		Principal	Sign in sheets and reduction in number of complaints			
= Accomplished = No Progress = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 4: For the 2018-2019 school year, Jane Hambric School will have a minimum of 2 (1 each semester) customer service training(s) to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 4: Customer service trainings were provided to promote a welcoming climate for all constituents.

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: Continue to meet and provide office staff with customer service training.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide all staff members with training on customer service and creating a positive working environment.		Administration, Counselors, SCEI's	Sign in sheets			
= Accomplished = No Progress = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 1: For the 2018-2019 school year, English Language Learner at Jane Hambric School will meet district, state, and federal accountability standards and measured by reports such as the Performance-Based Monitoring Analysis System

Evaluation Data Source(s) 1: All English language Learners will met all state standards.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue providing Rosetta Stone to all ELL students.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Extend the instructional inclusion model for Special Education and Limited English Proficient students in all required content areas.	2.4, 2.5, 2.6	Administration, SCEIs, Teachers	CT monitoring forms, contact hour logs			
2) Provide intervention and acceleration opportunities during Intervention time, intersession, after school, summer, and during Saturday School for struggling students from all sub-populations	2.4, 2.5, 2.6	Administrators, Teachers	Daily			
	Funding Sources: 211 - Title I, Part A - 5000.00					
= Accomplished = No Progress = Discontinue						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 2: During the 2018-2019 school year, Jane Hambric School administrators will schedule at least 3 data feedback session(s) with Curriculum and Instruction personnel to acquire support and resources.

Evaluation Data Source(s) 2: At least 3 data feedback sessions were scheduled to support teachers.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue to meet and plan with IOs to improve student and teacher performance.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Administration will meet with district personnel to determine campus needs based on data and ways to improve student, and teacher, performance.	2.4, 2.6	Administration, SCEIs, District Personnel	Sign in sheets, receipts Walk-throughs and data reports			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 3: For the 2018-2019 school year, the attendance rate for all students at Jane Hambric School will increase from 96.3% to 97%.

Evaluation Data Source(s) 3: Increase attendance to 97%.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue with incentives, continue to promote the importance of making it count, soaring attending parties, continue to make home visits.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Students will be rewarded with classroom and grade level competitions throughout the year for increased attendance.	2.4, 2.6	Administration, teachers, counselors	Attendance rate will improve to 97%.			
= Accomplished = No Progress = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
3	4	1	Provide SIOP and ELPS professional development for teachers and staff.

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
3	3	7	Provide additional training sessions for teachers address the co-teaching model implementation (After school/ Saturdays)

State Compensatory

Budget for Jane A. Hambric School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.116.30.39.00.6118	6118 Extra Duty Stipend - Locally Defined	\$13,000.00
199.11.6118.00.116.7.30.0.00.	6118 Extra Duty Stipend - Locally Defined	\$4,320.00
199.11.6118.00.116.7.30.5.00.	6118 Extra Duty Stipend - Locally Defined	\$16,000.00
199.11.6118.00.116.7.30.9.00.	6118 Extra Duty Stipend - Locally Defined	\$38,532.00
199.11.6119.00.116.7.30.0.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$116,877.00
199.11.6119.00.116.7.30.8.00.	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$273,361.00
199.11.6125.00.116.7.30.0.00.	6125 Salary Support - Locally Defined	\$14,100.00
199.11.6129.00.116.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$16,087.00
199.12.6129.00.116.7.30.0.00.	6129 Salaries or Wages for Support Personnel	\$9,855.00
199.11.6141.00.116.7.30.0.00.	6141 Social Security/Medicare	\$1,928.00
199.11.6141.00.116.7.30.8.00.	6141 Social Security/Medicare	\$4,215.00
199.11.6141.99.116.7.30.0.00.	6141 Social Security/Medicare	\$377.00
199.12.6141.00.116.7.30.0.00.	6141 Social Security/Medicare	\$143.00
199.11.6142.00.116.7.30.0.00.	6142 Group Health and Life Insurance	\$19,863.00
199.11.6142.00.116.7.30.8.00.	6142 Group Health and Life Insurance	\$35,290.00
199.12.6142.00.116.7.30.0.00.	6142 Group Health and Life Insurance	\$3,311.00
199.11.6143.99.116.7.30.0.00.	6143 Workers' Compensation	\$116.00
199.12.6143.00.116.7.30.0.00.	6143 Workers' Compensation	\$43.00
199.11.6143.00.116.7.30.0.00.	6143 Workers' Compensation	\$588.00
199.11.6143.00.116.7.30.8.00.	6143 Workers' Compensation	\$1,286.00
199.11.6146.00.116.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$2,122.00

199.11.6146.00.116.7.30.5.00.	6146 Teacher Retirement/TRS Care	\$279.00
199.11.6146.00.116.7.30.8.00.	6146 Teacher Retirement/TRS Care	\$5,278.00
199.11.6146.00.116.7.30.9.00.	6146 Teacher Retirement/TRS Care	\$920.00
199.11.6146.99.116.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$717.00
199.12.6146.00.116.7.30.0.00.	6146 Teacher Retirement/TRS Care	\$52.00
199.11.6149.00.116.7.30.9.00.	6149 Employee Benefits	\$1,040.00
199.11.6149.99.116.7.30.0.00.	6149 Employee Benefits	\$390.00
199.12.6149.00.116.7.30.0.00.	6149 Employee Benefits	\$148.00
199.11.6149.00.116.7.30.0.00.	6149 Employee Benefits	\$1,647.00
199.11.6149.00.116.7.30.5.00.	6149 Employee Benefits	\$162.00
199.11.6149.00.116.7.30.8.00.	6149 Employee Benefits	\$3,543.00
6100 Subtotal:		\$585,590.00
6300 Supplies and Services		
199.11.116.30.39.000.6399	6399 General Supplies	\$8,455.00
199.11.6399.00.116.7.30.5.00.	6399 General Supplies	\$6,812.69
199.11.6399.00.116.7.30.9.00.	6399 General Supplies	\$11,822.31
6300 Subtotal:		\$27,090.00

Personnel for Jane A. Hambric School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Beatriz Campos	WIN Teacher	SCE	.11
Catalina Prieto	Library Aide	SCE	.50
Claudia Alvarado	At-Risk Instructional Aide	SCE	1
Claudia Telles	CSR Teacher	SCE	1
Gabriela Iglesias	WIN Teacher	SCE	.10
Marcy Azcarate	Teacher	SCE	1
Maria Ornelas	WIN Teacher	SCE	.11
Mary Kalnas	CSR Teacher	SCE	1
Mike Sylva	CIS	SCE	.50
Monica Hernando	SCEI Coach	SCE	1
Monica Ortega	WIN Teacher	SCE	.11
Nancy Guereque	SCE Icoach	SCE	1
Thomas Oaxaca	Teacher	SCE	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Diana Hurtado	TIA	Title I	1
Jazmine Yerena	TIA	Title I	1
Mike Sylva	CIS	Title I	.50
Natalia Lujan	College Tutor	Title I	1
Stefany Barron	College Tutor	Title I	1

District Funding Summary

199-General Fund High School Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$150.00
Sub-Total					\$150.00
199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1			\$100.00
Sub-Total					\$100.00
199 - General Fund : Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	2	Training materials		\$1,000.00
Sub-Total					\$1,000.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$500.00
1	2	1			\$0.00
1	3	1			\$2,000.00
3	1	2	Training Materials		\$6,600.00
3	3	1	Training Participation in AVID		\$10,000.00
3	3	2	Staff development materials		\$500.00
3	3	3	Training Materials		\$10,000.00
3	3	4	Snacks or Meals		\$2,800.00
3	3	5	Substitute		\$100.00
3	3	7	Extra Duty Pay for teacher to attend Co-Teaching Training		\$1,500.00
3	4	3	Training materials		\$1,000.00
3	4	4			\$1,000.00

4	1	1	I Station program		\$500.00
4	1	2	Event Materials		\$1,000.00
4	1	3	Community In Schools Coordinator		\$17,000.00
4	1	4	Technology		\$1,000.00
4	1	5	Conference Materials		\$45.00
5	1	2	Tutoring opportunities		\$5,000.00
Sub-Total					\$60,545.00
212 - Title I , Part C Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Eduphoria		\$0.00
Sub-Total					\$0.00
263 - Title III, Part A (Eng. Lang. Acq.)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	1	Training materials		\$0.00
Sub-Total					\$0.00
Grand Total					\$61,795.00