

Hemphill High School Campus Improvement Plan

2017-2018

Date of School Board Approval

Legal References

- *Each school **campus** shall have a Campus Improvement Plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the Campus Improvement Plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Mission Statement

The mission of the Hemphill Independent School District is to equip all students in a safe learning environment with the skills necessary to lead productive and satisfying lives.

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc	Signature
Marc Griffin	Principal	
Gabby Carvajal	Teacher	
Alex McSwain	Teacher	
Sherrill Hobbs	Teacher	
Dorothy Henson	Teacher	
Angela Iles	Teacher	
Jim Strickland	Teacher	
Jordan Eastridge	Teacher	
Lane Palmer	Teacher	
Ancelot, Belinda	Counselor	
Caleb Shaver	Business Representative	
Felix Holmes	Community Representative	
Barbara Galloway	Parent Representative	

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on 06/01/2017

Data Source

1. AEIS
2. Federal Accountability Data
3. EOC Data Disaggregated
4. District PEIMS Report
5. PBMAS Report
6. District Retention Data
7. District Discipline Referral Data
8. Student Attendance Data
9. Benchmark Testing Data
10. Referral percentages for students in Special Education
11. Campus parent participation records
12. Campus mentor participation records
13. Truancy Data
14. Homeless Population Analysis
15. Teacher retention data
16. Response to intervention
17. DMAC Reports
18. Cross battery of assessments
19. Professional Development
20. District Website
21. Weekly Announcements
22. Parent/Student sign-in logs
23. TEKS Resources
24. Student Handbook
25. TAG

Comprehensive Needs Assessment: Summary of Findings

Prioritized Areas of Concern	
Areas of Concern	Data Source
Work to increase Economically Disadvantaged EOC scores to state average or higher.	<i>State Accountability (AEIS), TAPR/PEIMS</i>
Raise English I & II EOC scores to state average or higher.	<i>State Accountability (AEIS), TAPR/PEIMS</i>
Raise Attendance rate to state average or higher.	<i>State Accountability (AEIS), TAPR/PEIMS</i>
<i>Writing for all students in all sub- populations – Economically Disadvantaged</i>	<i>State Accountability (AEIS), TAPR/PEIMS</i>
<i>Special Programs – Dyslexia</i>	<i>Parent, community, and student surveys; student achievement; participation in special programs</i>
<i>Increase special education students EOC scores to state average or better.</i>	<i>State Accountability (AEIS), TAPR/PEIMS</i>

In this plan, the term “student groups” refers to students who are H, W, AA, ED, Migrant, LEP, G/T, and Special Education (modify as necessary)

State Compensatory Education

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

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

Total SCE funds allotted to this District/Campus -
Total FTEs funded through SCE at this District/Campus

The process we use to identify students who are at risk:
Failed TAKS, Pregnant/Parent, LEP, Protective Services, Homeless, Resident Placement, and Other.

***Optional for Title I Schoolwide schools:
At Hemphill ISD School State Compensatory Funds are used to support Title I initiatives.***

State of Texas/Local Student Eligibility Criteria:

A student under 21 years of age and who:

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

Federal, State and Local Funding Sources

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

Program/Funding Source
Federal Programs
<i>Title I, Part A</i>
<i>Title I, Part C (Migrant)</i>
<i>Title II, Part A (TPTR)</i>
<i>Title II, Part D (Technology)</i>
<i>Title IV, Part A (Innovative)</i>
<i>ESEA Title VI (Innovative)</i>
<i>Carl Perkins</i>
<i>Title V, Part A (Innovative)</i>
State Programs/Funding Source
<i>Accelerated Reading Instruction Funds</i>
<i>Career/Technology Education</i>
<i>State Compensatory Education</i>
<i>Dyslexia</i>
<i>Gifted/Talented</i>
<i>Special Education</i>
<i>Bilingual/ESL Program</i>
Local Programs/Funding Source
<i>Grants</i>

Goal 1: The % of **ALL** Campus Students achieving the STAAR % at the Masters (Advanced) Standard for **ALL Grades** on **ALL Subjects** will increase from 57% to 75% by 2022.

Objective 1: Students in all sub-pops will Demonstrate Proficiency on the state assessments.

Activity/Strategy	*Title 1 School wide Component (#1-10)	Person(s) Responsible	Timelin e	Resources	Formative Evaluation	Data Sources
Diagnostic tests will be administered.	1,2,8,9,10	Core subject Teachers	At the end of each unit	Title I Funds SCE Funds \$ # FTE	Improved six weeks grades Reduced failure rate	10
Students who fail any part of the STAAR/EOCs test will be enrolled in mandatory tutorial /enrichment class.	2,8,9,10	Core Subject Teachers	Every 6 weeks	Title I Funds SCE Funds \$ # FTE	Improved Test Scores and Graduation Rates	7, 13
Student data will be closely reviewed to see if students could be served by another existing program.	1,2	Counselor and teachers	Every 6 weeks	Title I Funds SCE Funds \$ # FTE	Improved six weeks grades Reduced failure rate	3, 10

Activity/Strategy	*Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Special education students will be included in benchmark testing.	1,2,8,9	Core Subject and Special Education Teachers	At the end of each unit	Title I Funds SCE Funds	Improved six weeks grades Reduced failure rate	10, 11
Increase number of students achieving commended performance on STAAR/EOC Tests	1,2,8,9, 10	Core Subject Teachers	Yearly	Title I Funds SCE Funds	Improved Test Scores	3
Enforce Reading Counts Program to encourage all students to read.	1,2,3,4,9	Designated Teachers, Administrator s, and Counselor	Every 6 weeks	Title I Funds SCE Funds	Improved six weeks grades Reduced failure rate	17
Classroom Teacher Discretionary Exemption from 2 nd Semester Final Exam for all students that passed the STAAR/EOC test in that subject area as an incentive.	2,4	Principal and Teachers	Final Semester	Title I Funds SCE Funds	Improved six weeks grades and STAAR/EOC scores	

***Identify the Title 1 School-wide Component that the activity/strategy addresses if applicable. This column will help ensure that the 10 Components for school-wide schools have been addressed. Delete the column if desired.**

Goal 1: The % of **ALL** Campus Students achieving the STAAR % at the Masters (Advanced) Standard for **ALL Grades** on **ALL Subjects** will increase from 57% to 75% by 2022.

Objective 2: Close the Achievement Gap of Special Populations

Activity/Strategy	Title 1 School wide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Use DMAC program to disaggregate STAAR/EOC testing scores. Special attention will be given to the scores of minority students, at-risk students, and other special groups.	1,2,9	Counselor and Teachers	Every 6-weeks	Region VII	Improved Test Scores and Graduation Rates	1, 3
Student data will be closely reviewed to determine if student's eligibility to be served by another existing program, i.e. Dyslexia, or 504.	1,2,9	Principal, Counselor and Teachers	Every 6-weeks	Grades and District Documents	Six Weeks Grades and Failure Reports	3, 11

Activity/Strategy	Title 1 School wide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Increase student success in writing. All student groups need to increase STAAR/EOC writing score to a "4".	2,3	Classroom Teachers & Dept Head	February of each year	Writing Curriculum Workshops	Increased percentage of students making a 4 on the writing test	3, 10
Monitor Progress of LEP Students.	2	Testing Coordinator & ESL Coordinator	Semester	Grades, STAAR/EOC, Diagnostic Testing	Increase percentage of students proficient in LEP	18
Review Special Education referrals to verify eligibility for Special Education services.	2,	Diagnostician, Teachers, Campus Principal	Semester	Grades, STAAR/EOC, Diagnostic Testing	Decrease number of students who are qualifying for Special Education	11
Continue writing across the curriculum in all departments. Ensure utilization of all available resources to improve students' writing skills.	2,9	Teachers, Campus Principal, Department Chairperson	Semester	Grades, STAAR/EOC, Diagnostic Testing, Writing Samples	Increased percentage of students passing the writing test.	3,10

Goal 1: The % of **ALL** Campus Students achieving the STAAR % at the Masters (Advanced) Standard for **ALL Grades** on **ALL Subjects** will increase from 57% to 75% by 2022.

Objective 3: Focus on Student Improvement

Activity/Strategy	Title 1 School wide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Tutorials will be available for all students.	2,9	Teachers & Dept Head	Daily	Grades, Attendance	Daily/Weekly Attendance	9
Encourage at-risk students to participate in UIL and other extra-curricular and co-curricular activities.	2,9	Classroom Teachers, Event Sponsors, Principals, Counselors, & Support Staff	Weekly	Teachers, Coaches	Student Participation	9
Attendance and drop-out rates will be monitored, Dropouts will be encouraged to enroll in the GED program	2, SB 976	Registrar/Principal Attendance Committee and Counselor	Each 6 weeks	RSCCC Program Attendance	Attendance & Drop out Reports, AEIS Reports	6, 9, 13
Every teacher will be provided with a list of at-risk students.	2,8,9	At-risk Committee	August, 2016	RSCCC Program	AEIS Report	1
Computer labs will be utilized to provide individualized academic reinforcement for all students.	1,2,8,9	Classroom Teachers	Weekly	Computer Labs Teachers	Program Reports	17

Enhance student's academic courses through various presentations made by parent/community/former student speakers.	6	Designated Individual Teachers	Throughout the year	Teachers	Teacher Observation	16
Online curriculums will be used for credit recovery for students failing.	2,9	Principal & Counselor	Semester	Teachers	Grades & Teachers evaluations	17
Campus will participate in all School Health Advisory Programs and Training	10	Principal, Teachers	Semester	Teachers, Coaches, Nurse, SHAC Advisory Committee	Outcome of Programs	20

Goal 2: The % of Campus **Economically Disadvantaged** students who meet the STAAR **Postsecondary Readiness Standard** or Above for **ALL Grades** on Two or More Subjects will increase from 66% to 75% by Spring 2022.

Objective 1: Increase student eligibility for college through TSI, ACT and/or SAT testing.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Provide ACT, SAT and TSI testing on-campus	2,8,9	Counselor	Throughout the year	Students Title I Funds SCE Funds	Improved test scores and graduation rates	17
Utilize technology in all classes.	2,8,9	Teachers & Principal	Daily	Computers, Ipads, Smart Boards, Bring Your Own Device	Improved classroom instruction	18
Appropriate software will be purchased and utilized.	2,8,9	Teachers, Technology Director & Dept Head.	Semester	Catalogs, internet, etc.	Improved student performance	19
Purchase additional tablets and laptops for classrooms	1,2	Technology Director, Principal	As Needed	Technology Inventory/Distribution Records	Increase usage of software programs, improve student performance	

Goal 2: The % of Campus **Economically Disadvantaged** students who meet the STAAR **Postsecondary Readiness Standard** or Above for **ALL Grades** on Two or More Subjects will increase from 66% to 75% by Spring 2022.

Objective 2: Increase student exposure to postsecondary opportunities through college fairs and college visits.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Host a college fair on-campus	2,4,8	Counselor	Yearly	College/Military Recruiters	Curriculum Alignment documentation	20
Offer on-campus college courses, dual credit, and AP courses	2,4,8,9	Teachers	Yearly	Region VII Region V	Staff Development Certificates or records	18
Allow students to visit prospective colleges without attendance penalty	2,4,8,9	Registrar	Yearly	Region VII Region V	Student Success and Achievement	3, 6, 18, 20
Have college/military recruiters to speak to students	2,4,8	Principal, Counselor, & Classroom Teachers	Monthly	Region VII	Staff Development to enhance curriculum	20

Goal 3: The % of **African American Students** performing at the “**Approaches Grade Level**” or Above for **ALL Subjects** will increase from an average of 57% to 75% by Spring 2022.

Objective 1: Students in all sub-populations will achieve state average on all state assessments.

Activity/Strategy	*Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Diagnostic tests will be administered.	1,2,8,9,10	Core subject Teachers	At the end of each unit	Title I Funds SCE Funds \$ # FTE	Improved six weeks grades Reduced failure rate	10
Students who fail any part of the STAAR/EOCs test will be enrolled in mandatory tutorial /enrichment class.	2,8,9,10	Core Subject Teachers	Every 6 weeks	Title I Funds SCE Funds \$ # FTE	Improved Test Scores and Graduation Rates	7, 13
Student data will be closely reviewed to see if students could be served by another existing program.	1,2	Counselor and teachers	Every 6 weeks	Title I Funds SCE Funds \$ # FTE	Improved six weeks grades Reduced failure rate	3, 10

Activity/Strategy	*Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Special education students will be included in benchmark testing.	1,2,8,9	Core Subject and Special Education Teachers	At the end of each unit	Title I Funds SCE Funds	Improved six weeks grades Reduced failure rate	10, 11
Increase number of students achieving commended performance on STAAR/EOC Tests	1,2,8,9, 10	Core Subject Teachers	Yearly	Title I Funds SCE Funds	Improved Test Scores	3
Enforce Reading Counts Program to encourage all students to read.	1,2,3,4,9	Designated Teachers, Administrator s And Counselor	Every 6 weeks	Title I Funds SCE Funds	Improved six weeks grades Reduced failure rate	17
Classroom Teacher Discretionary Exemption from 2 nd Semester Final Exam for all students that passed the STAAR/EOC test in that subject area as an incentive.	2,4	Principal and Teachers	Final Semester	Title I Funds SCE Funds	Improved six weeks grades and STAAR/EOC scores	

***Identify the Title 1 School-wide Component that the activity/strategy addresses if applicable. This column will help ensure that the 10 Components for school-wide schools have been addressed. Delete the column if desired.**

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Invite outside agencies to conduct programs for student conflict resolution.	2	Principal – Classroom Teachers	Monthly	DETCOG and Drug & Alcohol Abuse Council, TXDOT	Master Calendar Scheduling	20, 22
Random drug screening conducted for all students participating in an extra-curricular activity and or those that drive a vehicle on school property.	2	Principal	Monthly	Southwest Consortium	Test Results	21

GOAL 4: The % of **students receiving Special Education services** performing at the **Approaches Grade Level** or Above for **All Subjects** will increase from an average of 31% to 75%, with an overall increase of at least 4% each year, by Spring 2022.

Objective 1: Regular/special education teachers will collaborate together to increase instructional strategies to have all special education students meet “Grade Level or Above” on all subjects.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Special education students will be included in benchmark testing.	1,2,8,9	Core Subject and Special Education Teachers	At the end of each unit	Title I Funds SCE Funds	Improved six weeks grades Reduced failure rate	10, 11
Use DMAC program to disaggregate STAAR/EOC testing scores. Special attention will be given to the scores of minority students, at-risk students, and other special groups.	1,2,9	Counselor and Teachers	Every 6-weeks	Region VII	Improved Test Scores and Graduation Rates	1, 3
Student data will be closely reviewed to determine if student's eligibility to be served by another existing program, i.e. Dyslexia, or 504.	1,2,9	Principal, Counselor and Teachers	Every 6-weeks	Grades and District Documents	Six Weeks Grades and Failure Reports	3, 11
Review Special Education referrals to	2,	Diagnostician , Teachers,	Semester	Grades, STAAR/EOC,	Decrease number of	11

verify eligibility for Special Education services.		Campus Principal		Diagnostic Testing	students who are qualifying for Special Education	
Computer labs will be utilized to provide individualized academic reinforcement for all students.	1,2,8,9	Classroom Teachers	Weekly	Computer Labs Teachers	Program Reports	17
As funding becomes available purchase more IPADS or Google Chrome Books to enhance educational opportunities for students.		Principal, Teachers	Yearly	Grants, Local Budget, etc.	Increase Technology skills. Enhance learning opportunity.	

Goal 5: The % of Campus students **Graduating** based on the **4-Year Longitudinal Rate** (Gr. 9-12) will increase from 90.3% to 92% by 2022.

Objective 1: Increase graduation rate to state average or higher

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Use DMAC program to disaggregate STAAR/EOC testing scores. Special attention will be given to the scores of minority students, at-risk students, and other special groups.	1,2,9	Counselor and Teachers	Every 6 weeks	Region VII	Improved Test Scores and Graduation Rates	1, 3
Utilize online curriculums during remediation classes.	2,8,9	Classroom Teachers	Every 6 weeks	Title I Funds SCE Funds	Improved test scores and graduation rates	17

Goal 6: The % of Campus **Attendance** will increase from 94.4% to 96.5% by Spring 2018.

Objective 1: Increase student attendance to the state average or above

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Attendance and drop-out rates will be monitored, Dropouts will be encouraged to enroll in the GED program at the Sabine Area Career Center	2, SB 976	Registrar/Principal Attendance Committee and Counselor	Each 6 weeks	RSCCC Program Attendance	Attendance & Drop out Reports, AEIS Reports	6, 9, 13
Student grades are accessible by all parents/guardians through the school website.	2	Registrar & Teachers	Daily	Website GradeBook Program	Communication for parents/guardians	18

Goal 7: The % of **ALL** Campus Students on **ALL Tested Subjects** will meet or exceed the state % by 2020.

Objective 1: Campus staff will continue to work to have students meet or exceed state standards

Activity/Strategy	*Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Diagnostic tests will be administered.	1,2,8,9,10	Core subject Teachers	At the end of each unit	Title I Funds SCE Funds \$ # FTE	Improved six weeks grades Reduced failure rate	10
Students who fail any part of the STAAR/EOCs test will be enrolled in mandatory tutorial /enrichment class.	2,8,9,10	Core Subject Teachers	Every 6 weeks	Title I Funds SCE Funds \$ # FTE	Improved Test Scores and Graduation Rates	7, 13
Student data will be closely reviewed to see if students could be served by another existing program.	1,2	Counselor and teachers	Every 6 weeks	Title I Funds SCE Funds \$ # FTE	Improved six weeks grades Reduced failure rate	3, 10

Activity/Strategy	*Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Special education students will be included in benchmark testing.	1,2,8,9	Core Subject and Special Education Teachers	At the end of each unit	Title I Funds SCE Funds	Improved six weeks grades Reduced failure rate	10, 11
Increase number of students achieving commended performance on STAAR/EOC Tests	1,2,8,9, 10	Core Subject Teachers	Yearly	Title I Funds SCE Funds	Improved Test Scores	3
Enforce Reading Counts Program to encourage all students to read.	1,2,3,4,9	Designated Teachers, Administrator s, and Counselor	Every 6 weeks	Title I Funds SCE Funds	Improved six weeks grades Reduced failure rate	17
Classroom Teacher Discretionary Exemption from 2 nd Semester Final Exam for all students that passed the STAAR/EOC test in that subject area as an incentive.	2,4	Principal and Teachers	Final Semester	Title I Funds SCE Funds	Improved six weeks grades and STAAR/EOC scores	

Goal 8: Increase the % of teachers scoring proficient or higher on T-TESS by 2018.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Provide mentor teacher to new faculty.	4	Designated Classroom Teachers & Principal	August, 2016	Teachers	Appraisals	15
Attend college job fairs to recruit highly qualified teachers.	5	Principal	Semester	College\ESC 7	Recruit HQ Teachers	20
Conduct Instructional Rounds	3,4	Principal & Team Leaders	Semester	Principal & Teachers	Instructional Round Summary Documentation	

Title I Schoolwide Plan Checklist – Table of Contents

Directions: Review the Title I Schoolwide Plans prior to mailing to the IDOE to ensure that all requirements listed below have been met. Insert the page number where each component can be found in the column to the right. If a plan does not include all ten components, it is out of compliance with NCLB requirements and will need to be adjusted.

Schoolwide Plan: Section 1114 (b) (2) Any school that operates a schoolwide program shall first develop (or amend a plan for such a program that was in existence on the day before the date of enactment of the NCLB Act of 2001), in consultation with the LEA and its school support team or other technical assistance provider under section 1117, a comprehensive plan for reforming the total instructional program in the school that:

- i. Describes how the school will implement the components described below
- ii. Describes how the school will use resources under this part and other sources to implement the components
- iii. Includes a list of SEA programs and other federal programs that will be consolidated in the schoolwide program
- iv. Describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by the SEA plan.

Components of a Schoolwide Plan*:	Found on Page #:
1. A comprehensive needs assessment of the whole school	
2. Implementation of schoolwide reform strategies that: <ul style="list-style-type: none"> <input type="checkbox"/> Provide opportunities for all children to meet proficient and advanced levels of student academic achievement <input type="checkbox"/> Use effective methods and instructional strategies that are based on scientifically based research that: <input type="checkbox"/> Strengthens the core academic program <input type="checkbox"/> Increases the amount of learning time <input type="checkbox"/> Includes strategies for serving underserved populations <input type="checkbox"/> Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards <input type="checkbox"/> Address how the school will determine if those needs of the children have been met <input type="checkbox"/> Are consistent with and are designed to implement state and local improvement plans, if any 	
3. Highly qualified teachers in all core content area classes	
4. High quality and on-going professional development for teachers, principals, and paraprofessionals	
5. Strategies to attract high-quality, highly qualified teachers to this school	
6. Strategies to increase parental involvement, such as literary services	
6 a. Description how the school will provide individual academic assessment results to parents	
6 b. Strategies to involve parents in the planning, review, and improvement of the schoolwide plan	
7. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program	
8. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement	
9. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance	
10. Coordination and integration of federal, state and local funds; and resources such as in-kind services and program components	
10 a. A list of programs that will be consolidated under the schoolwide plan (if applicable)	