

Hemphill Middle School Campus Improvement Plan

2017-2018

July 20th, 2017
Date of School Board Approval

Legal References

- *Each school **district** shall have a District 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
Stephanie Corley	Community	
Susan Conn	Special Ed. Teacher	
Amanda Meza	Teacher	
Shelley Fiset	Teacher	
Christy Allman	Business/Parent	
Jeremy McDaniel	Principal	
Christine Johnston	Community	
Jessica Clark	Teacher	
Kelly Reynolds	Teacher	
Mary Briggs	District Counselor	
Stephanie Elliott	Elective Teacher	

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Committee on June 1st, 2017

Committee Member	Role
Susan Conn	Teacher
Shelley Fisette	Teacher
Jeremy McDaniel	Principal
Amanda Meza	Teacher
Christy Allman	Parent
Jessica Clark	Teacher
Kelly Reynolds	Teacher
Stephanie Elliott	Teacher

Data Sources Examined
<ol style="list-style-type: none">1. <i>AEIS</i>2. <i>Federal Accountability Data for AYP</i>3. <i>STAAR Data--disaggregated</i>4. <i>District PEIMS reports</i>5. <i>PBMAS reports</i>6. <i>District retention data</i>

7. *District discipline referral data*
8. *Parent, Community, Teacher, and /or Student surveys*
9. *Student attendance & Truancy data*
10. *Benchmark testing data*
11. *Referral percentages for students in Special Education*
12. *iStation/Voyager/MobyMax Data, ST Math, Rosetta Stone*
13. *Campus parent participation records*
14. *Homeless population analysis*
15. *Teacher retention data*
16. *Student Grade Report*
17. *Special Programs*
18. *TEKS Resource System*
19. *Staff Development Sign in logs*
20. *Public Posting/Records*
21. *DMAC*
22. *TAG*
23. *Technology Inventory/ Software Usage Records*
24. *Counselor Schedule/Programs*

Comprehensive Needs Assessment: Summary of Findings

Prioritized Areas of Concern	
Areas of Concern	Data Source
Performance of All HMS Students on STAAR	<i>TAPR; DMAC, and STAAR Report, TELPAS Report; PEIMS</i>
Performance of HMS African American students on STAAR	<i>TAPR; DMAC, and STAAR Report, TELPAS Report; PEIMS</i>
Performance of HMS Special Education students on STAAR	<i>TAPR; DMAC, and STAAR Report, TELPAS Report; PEIMS</i>
Performance of HMS Economically Disadvantaged students on STAAR	<i>TAPR; DMAC, and STAAR Report, TELPAS Report; PEIMS</i>
HMS Student Attendance	<i>TAPR; DMAC, and STAAR Report, TELPAS Report; PEIMS</i>
HMS Teacher Performance	<i>T-TESS</i>
HMS Student Growth	<i>TAPR; DMAC, and STAAR Report, TELPAS Report; PEIMS</i>
HMS students achieving Masters Grade Level on STAAR	<i>TAPR; DMAC, and STAAR Report, TELPAS Report; PEIMS</i>

In this plan, the term “student group” refers to students who are H, W, AA, ED, Migrant, LEP, G/T, and Special Education.

State Compensatory Education

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

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

Total SCE funds allotted to this District/Campus \$149,064.00

Total FTEs funded through SCE at this District/Campus – .30

The process we use to identify students who are at risk can be located on page 12.

See State Compensatory Education on page 12.

The process we use to exit students from the SCE program who no longer qualify can be located on page 12.

See State Compensatory Education on page 12.

*Optional for Title I School-wide schools:
At Hemphill Middle School State Compensatory Funds are used to support Title I initiatives.*

State Compensatory Education

State of Texas Student Eligibility Criteria for Title I:

A student under 21 years of age and who:

1. Is in prekindergarten – grade three 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 1, 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>

Student Achievement:

Goal #1: The percentage of all HMS students achieving Approaches Grade Level on all STAAR tested subjects will meet or exceed the state percentage by 2018.

Annual Performance Measures: The percentage of all HMS students achieving Approaches Grade Level on all STAAR tested subjects will meet or exceed the state percentage by 2018.

Activity/Strategy	Title 1 Schoolwide Components (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Source
Continue ESL curriculum utilizing Rosetta Stone	1, 2, 8, 9, 10	Principal and ESL teacher	First Semester, Second Semester	SCE ESL Curriculum	Improved six weeks grades; reduced failure rate.	16
If STAAR expectations are not met, summer school per SSI requirements.	2, 9	Teachers, principal, parents	May 2017	STAAR tests	Review STAAR scores	3
Utilize Student Support Day / Saturday school for students not meeting attendance/academic requirements.	1, 3	Principal, teachers	First Semester, Second Semester		Improved attendance and overall student growth	3,9
Offer tutorials to students identified as in need of assistance	1, 2, 8, 9, 10	Principals, core teachers	First and Second Semester	DMAC item analysis, Student	Evaluate scores	15, 16

both a.m. and p.m.				progress reports, and report cards		
Utilize BrainPop, YouTube, MobyMax, Compass Learning, Think Through Math and other web-based resources to increase scores and student growth	2	Core teachers	Weekly	Classroom teachers and principal	Evaluate progress reports and report cards.	16
Remediate students who do not pass core curriculum with intervention classes and tutorials.	2	Teacher	First Semester, Second Semester	Report cards, and STAAR results, intervention classes	Retention rate, report cards, STAAR results	3, 16
Repeat and review daily skills with targeted students in intervention classes.	2	Teacher	First Semester, Second Semester	Classroom material	Improved six weeks' grades.	16
Provide supplemental counseling services to individuals/groups in response to needs related to school performance for education plans/goals.	2,9	Title I Funded Counselor, Teachers, and Principals	Every 6 Weeks	Title I A Funds	Counselor Schedule	22

Access the internet for research, and to enhance and extend classroom fields of study.	2, 3	Teachers	First Semester, Second Semester	Internet	Students will achieve mastery of STAAR/TEKS objectives.	3, 16
Use Elmo, Projector, Smart Board, and other mobile devices to review STAAR/TEKS objectives.	2,3	Teachers	Daily /Weekly	Elmo, Projector, Mobile Devices, Smart Boards, TEKS Resource System	Student Performance Results	3, 16
Integrate technology into the classroom as appropriate according to the TEKS, including Technology Applications classes.	2	Teachers	Daily /Weekly	Computer Education, TEKS Resource System	Documented in teacher lesson plans; student progress reports	3, 16
Utilize available software in preparation for STAAR and to reinforce TEKS.	2, 3	Teachers	First Semester, Second Semester	Teacher Reports, TEKS Resource System, DMAC	Improved student progress; teacher reports	3, 16
Purchase additional mobile devices for classroom	1, 2	Technology Director	2017-2018 School Year	Technology Inventory Distribution	Increased usage of software programs; improved student	21

				Records	performance	
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Demographics:

Goal #2: The percentage of African American students performing at Approaches Grade Level or above in all STAAR tested subjects will increase from 50% to 75% by 2020.

Annual Performance: The percentage of African American students performing at Approaches Grade Level or above in all STAAR tested subjects will increase to 58% by Spring 2018.

Goal #3: The percentage of students receiving Special Education services performing at Approaches Grade Level or above on all STAAR tested subjects will increase from 29% to 50% by 2020.

Annual Performance: The percentage of students receiving Special Education services performing at Approaches Grade Level or above on all STAAR tested subjects will increase to 36% by Spring 2018.

Goal #4: The percentage of HMS Economically Disadvantaged students who meet the STAAR Postsecondary Readiness Standard or above for all grades on two or more subjects will increase from 23% to 45% by 2022.

Annual Performance Measures: The percentage of HMS Economically Disadvantaged students who meet the STAAR Postsecondary Readiness Standard or above for all grades on two or more subjects will increase to 27% by Spring 2018.

Activity/Strategy	Title 1 School wide Components (1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluations	Data Sources
Analyze individual student data from classroom activities to identify strengths and weaknesses in preparation for the EOC/STAAR test	8	Classroom Teacher	Six Weeks	Reports, Benchmarks, DMAC, Aims Web, Moby Max, TEKS Resource System	Improved six weeks grades Reduced failure rate	11
Intervention Teams on each campus will train personnel in response to intervention for all core areas	2f 9	Principals, Core Teams	Each semester	Region VII Region V Workshops	Improved six weeks grades	21
Student data will be closely reviewed to see if students could be served by another existing program, i.e. Dyslexia, 504 instead of special Education, Reading Intervention	SEMS	Student Intervention Teams	Six Weeks	Reports Student Report Cards Teacher/ Parent input	Improved six weeks grades	3, 12, 21
Eligible Special Education students will be included in benchmark testing	SEMS	Principals, Counselors, Classroom Teachers	At least once a year	Released STAAR Tests	Improved six weeks grades Improved STAAR scores	3, 12, 21

Maintain the number of special education students ages 3-21 who are placed in the least restrictive environment.	2f 9	Principals, Special Ed Teachers, ARD Committee	Yearly	Administrators	Improved student performance	3, 12, 21
Identify at-risk students according to state and local criteria so students can receive additional services appropriate for their needs (including, but not limited to Language Science (dyslexia) classes, ESL classes, tutorials, dyslexia, etc.)	2	Dyslexia Teacher, Principals	Every semester	Principals Registrar	Improved six weeks grades	21
Identify homeless students by surveying all incoming students as required by the McKinney-Vento Act	2	Principal, Office Staff	Aug Jan		Identifying all homeless students	19
Provide appropriate services to students identified as At-Risk as a result of being identified as homeless	2	Principals	Daily	Free/Reduced lunch Program tutorials	Improved student success	19
Employ appropriate outside professionals for staff development to present teaching strategies and factors which influence student achievement within	4	Principals, Grade Level/ Department Chairpersons	Yearly	Region VII or outside agencies	Improved student performance	22

the classroom. Include specific methods for assisting the AT-Risk, socio-economically disadvantaged, special education, & African American populations.						
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Utilize Student Support Day / Saturday school for students not meeting attendance/academic requirements.	1, 3	Principal, teachers	First Semester, Second Semester		Improved attendance and overall student growth	3,9
Offer tutorials to students identified as in need of assistance both a.m. and p.m.	1, 2, 8, 9, 10	Principals, core teachers	First and Second Semester	DMAC item analysis, Student progress reports, and report cards	Evaluate scores	15, 16

Utilize BrainPop, YouTube, MobyMax, Compass Learning, Think Through Math and other web-based resources to increase scores and student growth	2	Core teachers	Weekly	Classroom teachers and principal	Evaluate progress reports and report cards.	16
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Remediate students who do not pass core curriculum with intervention classes and tutorials.	2	Teacher	First Semester, Second Semester	Report cards, and STAAR results, intervention classes	Retention rate, report cards, STAAR results	3, 16
Repeat and review daily skills with targeted students in intervention classes.	2	Teacher	First Semester, Second Semester	Classroom material	Improved six weeks' grades.	16
Provide supplemental counseling services to individuals/groups in response to needs related to school performance for education plans/goals.	2,9	Title I Funded Counselor, Teachers, and Principals	Every 6 Weeks	Title I A Funds	Counselor Schedule	22

Family and Community Engagement; Student Culture, Climate and Safety:

Goal #5: The HMS attendance rate will increase from 95.8% to 96.5% by 2018.

Annual Performance Measures: The HMS attendance rate will increase from 95.8% to 96.5% by 2018.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Reward students by grade level for attendance that is 95% or above.	1	Principal, Teachers	Daily	iPod/Mobile Device Passes	Attendance	9, 16, 19
Reward students for perfect attendance.	1	Principal, Teachers	Daily	Positive Incentives	Attendance	9, 16, 19
Parent contact is made after 2 consecutive absences.	1	Teachers	First Semester, Second Semester	Attendance Data	Attendance Report	9, 16,
Maintain a Drug-Free/Gun-Free environment	2	Principal, Region VII Consultants	Daily	Region VII, Local Police Dept., DARE	Number of Referrals	1, 8, 20
Staff will provide morning and afternoon duty to provide a safe environment for students.	2	HMS Staff	Daily	HMS Staff	Problems addressed while on duty	8, 19
Acknowledge student achievement on school website, Facebook page and	2	Classroom Teachers, Principal	Daily	School Website, Sabine County	Success of website and information in	9, 16

local newspaper				Reporter, HMS Facebook page	paper	
Implement character education classes and incorporate into Enrichment Period	2	Principal, Classroom Teachers, Counselor	First Semester, Second Semester	Principal, Teachers, Counselor, Channel 1 News, ADAC	Number of Referrals	19
Educate students in the area of drug and alcohol prevention and refusal skills	2	MS Faculty, Local Law Enforcement	2017-18 School Year	DARE Program, ADAC	Number of referrals	8
Conduct emergency drills including fire, tornado/bad weather, crisis situation drill, Shelter in Place, site evacuation.	4	Principal	First Semester, Second Semester	Service Center, Local Police and Fire Depts.	Feasibility of programs and evaluation	19
Enforce the District Code of Conduct and Hemphill Middle School Handbook to ensure a safe learning environment, including rewarding students for appropriate behavior.	10	Principal, MS Faculty	First Semester, Second Semester	Teachers, Staff, Principal, Student Agendas	Office Referrals, Student Agenda Grades	8
Educate faculty and staff in the prevention/intervention of unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in school, on school grounds, and in school vehicles.	4	Principal, Counselor	In-Service, Faculty/ Campus Meetings	SCE, ADAC	Office Referrals	17, 19

Fitness Gram, PE/Athletics, health class, healthier meals served by cafeteria	2	Teachers, Coaches, Principal, Support Staff	Daily, Annual	Fitness Gram, Nurse, Teachers, Coaches, USDA Guidelines	Results of Fitness Gram, Grades, Observations	12
Campus is deemed alcohol, drug, tobacco, and weapon free zone	4	Principal	Continuous	Law Enforcement, ADAC	Documentation	19
Programs for homeless students are available through United Christian Services and the Rainbow Room.	10	Principal, Counselor	Daily	Teacher Committee	Participation	19
Educate students, faculty/staff, and parents in areas of harassment and bullying-character education/tech app.	HB 283, TEC II.252	Classroom Teachers, Principal	Annually	Workshops, Region VII, Daily Announcements	Documentation	17, 19
Participate in a variety of activities such as Veteran's Day, One Act Play, Meet the Teacher, Field Day, Patriots' Club, HMS Awards Ceremony, Informative/Volunteer Outreach meeting, and welcome opportunities for guest speakers to visit and	2	Principal, Teachers	First Semester, Second Semester	SCE, Guest Speakers, Teachers, Student Agendas	Increased awareness of cultural activities	19

Speak to various classrooms on campus.						
Inform parents of the various programs at school	6	Principals, Teachers	Daily	SCE, Social Media, Website, Local Newspaper, School Messenger, Student Agendas	Increased Student/Parent Involvement	19
Offer volunteering opportunities for parents and the community	6	Principal	Daily	SCE, Volunteer Forms	Parent/Community Involvement	19
Provide training for parents regarding online grades/attendance and website training	6	Registrar	Monthly	Local Gradebook and attendance program	Parent/Teacher contacts and Internet hits	19
Provide materials in the parents' primary language	6	Principal, Teachers	Daily/Weekly	Local forms	Materials	19

Staff Quality:

Goal #6: 90% of all HMS teachers will score at the proficient level or higher on their T-TESS evaluations.

Annual Performance Measures: 90% of all HMS teachers will score at the proficient level or higher on their T-TESS evaluations.

Staff Quality:

Goal #7: All HMS students will show at least one grade level of growth at the completion of the school year in all core subjects based on various data sources.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
*Analyze curriculum and continue TEKS Resource System.	4, 8, 9	MS Faculty	First Semester, Second Semester	SCE	Improved STAAR Scores	18
*Conference with students and parents regarding grades, attendance, and/or referrals, and other areas of concern as deemed necessary.	2, 9	Principal, core teachers, attendance committee	Weekly	Classroom Teachers, Principal documentation	Evaluate progress reports and report cards. Attendance reports	9,16, 19

Attend various staff development opportunities in an effort to continue to maintain a highly qualified staff.	3,4	Principal	First Semester, Second Semester and Summer	Region VII Service Center TEKS Resource Conference	Ensure each campus has highly qualified teachers	17, 19
Utilize DMAC through Region VII ESC and participate in local/regional staff development for technology.	4	Principal	Yearly	Region VII Service Center	Increased technology integration in the classroom	15, 19
Conduct an assessment to determine staff development needs.	1	Principal	Monthly	SGE Facility Plan Survey	Comprehensive Needs Assessment	20
Ensure that all teachers are effective in the core subject areas in which they are assigned to teach.	³	Principals Teachers	August	Superintendent Principals	Teacher records Transcripts	4 T-TESS results
Complete T-TESS observations, and hold summative conferences with each classroom teacher using the T-TESS Appraisal System	⁸	Principals Teachers	Weekly	Principals	Appraisals	4 T-TESS results

Review weekly lesson plans in part to assist in the frequent T-TESS walk through observations	1	Principals	Daily/Weekly	Principals	Lesson Plan Review Walk through forms	TEKS resource YAG
Provide On-Campus training for staff to learn how to use available programs; classroom management, District Discipline policies, student code of conduct, conflict resolution, G/T staff and admin. And professional development activities. Assign mentor to newly hired teachers.	4	Principals	Daily/Weekly	Teachers Principals	District/Campus Plans	24
Recruit effective teachers at college fairs, Region Service Center, and School website	5	Administrators	Semester	College/University Region VII	Recruitment of effective teachers Region VII(ESC)	24
Teachers will participate in instructional rounds or peer learning walks to learn ways to best deliver instruction.		Principals & Teachers	Semester	Teachers & Principals	Instructional Round form	

Curriculum and Instruction:

Goal #8: The percentage of HMS students achieving Masters Grade Level on all STAAR tested subjects in all grade levels will increase from 7% to 20% by 2020.

Annual Performance Measures: The percentage of HMS students achieving Masters Grade Level on all STAAR tested subjects in all grade levels will increase to 11% by Spring 2018.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources DARE	Formative Evaluation	Data Sources
Increase the percentage of Masters Grade Level in all core areas.	1, 2, 3, 4, 8	Core Teachers	First Semester, Second Semester	SCE	District and/or State student growth indicators	3
Encourage participation in UIL Contests.	2	Classroom Teacher & Sponsors	1 st Semester	UIL Events/Contests	Increased UIL Participation	19
Review Moby Max data (monthly) as well as Spring State Assessment (yearly) results to determine intervention needs.	2, 9	Principal, Counselor, ARD Committees	Every six weeks	Moby Max Program	Improved Student Performance	22

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Data Sources
Support UIL contest	2	UIL Coordinator, Teachers	Fall Semester	SCE	Increase number of UIL participants	19
Offer accelerated education honors classes		Principals , Counselors, Teachers	Semester	Teachers	STAAR Results	
Provide instruction to identified Gifted and Talented Students in addition to extending the TEKS based instruction in an effort to challenge identified GT Students	2, 8, 9	Classroom Teachers/ GT Teachers	Each semester	District Curriculum Documents	Improved Student Performance	22

Access the internet for research, and to enhance and extend classroom fields of study.	2, 3	Teachers	First Semester, Second Semester	Internet	Students will achieve mastery of STAAR/TEKS objectives.
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Use Elmo, Projector, Smart Board, and other mobile devices to review STAAR/TEKS objectives.	2,3	Teachers	Daily /Weekly	Elmo, Projector, Mobile Devices, Smart Boards, TEKS Resource System	Student Performance Results
Integrate technology into the classroom as appropriate according to the TEKS, including Technology Applications classes.	2	Teachers	Daily /Weekly	Computer Education, TEKS Resource System	Documented in teacher lesson plans; student progress reports
Utilize available software in preparation for STAAR and to reinforce TEKS.	2, 3	Teachers	First Semester, Second Semester	Teacher Reports, TEKS Resource System, DMAC	Improved student progress; teacher reports
Purchase additional mobile devices for classroom	1, 2	Technology Director	2017-2018 School Year	Technology Inventory Distribution Records	Increased usage of software programs; improved student performance

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)	