

**Hereford Independent School District**  
**Center for Accelerated Learning**  
**2018-2019 Improvement Plan**

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# Comprehensive Needs Assessment

Revised/Approved: April 30, 2018

## Demographics

### Demographics Summary

Hereford Center for Accelerated Learning (HCAL) is a technology-based campus which includes Hereford's alternative high school, the discipline alternative education program (DAEP), and the high school equivalency program (HSEP). HCAL staff is comprised of teachers, counselor, principal, and support staff. HCAL serves traditional students as well as SPED, ELL, Gifted, at HCAL. The student population is predominantly Hispanic and At Risk. In addition to addressing academic needs, HCAL staff members make efforts to address issues of low attendance rates, students with little or no parental guidance, lack of student motivation, and potential student dropouts. The program is self-paced, allowing students to recover past credits, earn credits more quickly, and possibly graduate early.

### Demographics Strengths

- dedicated, experienced teachers
- small classes, individual instructions
- technology
- principal with extensive alternative education and technology experience
- facilities and geographic location
- excellent support staff
- staff's willingness to be flexible

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** HCAL's attendance rate is low because of outside factors. **Root Cause:** Schedule is not flexible enough to meet the variety of students' needs.

# Student Academic Achievement

## Student Academic Achievement Summary

HCAL has a low (82%) attendance rate. The dropout rate correlates with attendance rate. HCAL has a high graduation rate. The majority of students successfully earn credits and reach goals of responsibility and academic achievement. DAEP has fewer repeat students. They are completing assignments before released. EOC scores continue to be a concern in all academic areas.

HSEP has had four students complete the requirements to receive their GED through this program.

## Student Academic Achievement Strengths

- Students regain credits and complete new credits.
- High graduation rate
- Low recidivism rate in DAEP

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** HCAL's passing rate for End of Course tests in all subjects is only 52%. **Root Cause:** Students move through CBI coursework without retaining essential skills and knowledge.

# School Processes & Programs

## School Processes & Programs Summary

Edgenuity is the self-paced Computer Based Instruction (CBI) program with which HCAL delivers core curriculum and electives. Teachers utilize modifications built into the program to accommodate for students with language and special needs such as Closed Captioning in lectures, lecture transcripts, extended time on quizzes. Students may monitor individual progress within the Edgenuity program.

Instructional methods also include: note taking strategies; mini-teach (direct teaching TEKS not covered in Edgenuity); journal prompts, and individualized instructions.

Teachers and HCAL office personnel keep daily parent contact log; teachers contact students who do not arrive for first or third periods.

HCAL celebrates course completions. When a student completes all credits for graduation, the student body, staff, and guests gather in the front hall to celebrate the student as he or she 'rings the bell'. A student exhibiting good character and/or work ethic is recognized each week as the Person of the Week.

Leadership and resilience skills are taught each week in Fortitude Friday lessons.

HCAL has an active Facebook page. We contact students through the Remind app. HCAL's webpage is linked to Facebook and Google Calendar.

District High School Equivalency Program (HSEP) provides an opportunity for students to earn their GED through an at school program.

## School Processes & Programs Strengths

- Edgenuity
- Low staff turnover
- Positive work climate; supportive of each other
- small student population
- community outreach/volunteerism

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** The integrity of Edgenuity is being compromised and students are completing work without learning content. **Root Cause:** Lack of having reliable and effective internet monitoring system in place.

# Perceptions

## Perceptions Summary

There is a positive working environment. HCAL has a comfortable and safe feeling. At HCAL, we expect respect for each other - students and teachers. We believe students can be successful.

## Perceptions Strengths

- Students don't have labels
- We celebrate and recognize success
- We have a social media presence (Facebook, Instagram, website)
- Our students graduate in a joint ceremony with HHS
- There is a waiting list for students who want to come to HCAL

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Students lack motivation and determination due to inability to see long term benefits of hard work. **Root Cause:** Students do not see the value in education; this attitude is perpetuated by environment.

# Comprehensive Needs Assessment Data Documentation

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



# Goals

Revised/Approved: April 30, 2018

**Goal 1: Hereford Center for Accelerated Learning instructional staff will provide instruction that encourages critical thinking, creativity and analysis of instruction that promotes learning for all students.**

**Performance Objective 1:** All HCAL faculty will customize and modify courses within the CBI program, Edgenuity, to accommodate individual student needs, so that 50% of HCAL students will meet approaches standard as measured by EOC by June, 2019.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) By September 31 HCAL staff will create a syllabus for all courses by customizing Edgenuity, retaining all TEKS, into 6 week blocks.		Principal, HCAL staff	Students will be able to jump in a course at any time and be successful				
2) Monitor that the TEKS Resource System or the approved HISD scope and sequence is being followed by all teachers, as closely as Edgenuity will allow, and that instruction is being given at the correct rigor.		Principal, HCAL staf	Instruction will be such that students are successful in reaching the approaches standard for EOC.				
3) Jo Ochs will train all teachers on how to use the TEKS Resource System and how to create six week blocks.		Principal, Jo Ochs	Students will be able to jump in a course at any time and be successful				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Goal 1:** Hereford Center for Accelerated Learning instructional staff will provide instruction that encourages critical thinking, creativity and analysis of instruction that promotes learning for all students.

**Performance Objective 2:** Hereford Center for Accelerated Learning will increase student attendance by 3% by May 2019 so that 50% of HCAL students will meet approaches standard as measured by EOC

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Upon enrollment in HCAL, each students first period teacher will contact parents before 9:00 AM when a student is absent.		HCAL staff	Student attendance will improve				
2) Staff will create a student attendance incentive program that will be provided in the form of positive actions, e.g. virtual reality time, long lunches		Principal, HCAL staff	Student attendance will improve				
3) HCAL will research and/or visit schools that are using a flexible schedules that includes evening class time. Research Options School Day Flexible program.		HCAL staff, Principal	Student attendance will improve				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

# Goal 2: Hereford Center for Accelerated Learning will provide supplemental services to support the academic needs of our students.

**Performance Objective 1:** Hereford Center for Accelerated Learning will provide time and resources so that HCAL will have 50% meet the standard of approaches on the STAAR EOC's for History and Biology, and 30% for English 1,2 and Algebra 1.

**Evaluation Data Source(s) 1:** EOC

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Hire Supplemental Instructional support staff to target all students struggling in reading as well as other content areas as needs are identified. (Reading Interventionists; Librarian/Reading Specialists; Migrant Interventionist/Paraprofessionals; Bil/ESL staff; SCE staff; SPED staff; Instructional Coach) Hire District Supplemental Support staff to assist with districtwide program services as well.	2.4, 2.5, 2.6	Campus Administrators District Program Administrators Chief Academic Officer	Monthly payroll Contact logs/list of students struggling students and areas served				
	<b>Funding Sources:</b> SCE(PIC24,28,30,34) - 615085.00, 224 - Sp Ed IDEA B - 53307.00						
2) Purchase Instructional resources to supplement and enhance classroom learning environment and/or to provide interventions. Purchase supplies for program support as well.	2.4, 2.5, 2.6	Campus Administrators District Administrators	Budget reports-monies spent on instructional resources				
3) Provide ongoing professional development for campus and district personnel to support core instruction; addresses students' socioeconomic status, language, special needs, and individual needs as well as all legal requirements.	2.4, 2.5, 2.6	Campus Administration District Administration	PD reports Agendas Sign-in- sheets Certificate of Completion				
	<b>Funding Sources:</b> SCE(PIC24,28,30,34) - 3125.00						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

# Goal 3: Hereford Center for Accelerated Learning will ensure that all staff meet high quality standards and are provided opportunities for professional growth

**Performance Objective 1:** 100% of Hereford Center for Accelerated Learning staff will meet required certification by August 31, 2018.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) 1) Hereford Center for Acceleration will utilize TalentEd Recruit and Hire software in screening candidates and initiating the interview process when recruiting and hiring qualified staff		Principal, Chief Human Resource Officer	Highly qualified staff				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Goal 3:** Hereford Center for Accelerated Learning will ensure that all staff meet high quality standards and are provided opportunities for professional growth

**Performance Objective 2:** By May 2019, all HCAL staff will attend at least two professional development trainings, so that students are presented opportunities to model leadership skills.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) HCAL staff will research and find meaningful professional development modeling leadership qualities.		Principal, HCAL staff	Create leadership Fridays and opportunities to lead for our students				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

# Goal 4: Hereford Center for Accelerated Learning strives for excellence in the area of communication and collaboration with parents and community members to create partnerships that will enhance learning for all students

**Performance Objective 1:** By May 2018, 100% of Hereford Center for Accelerated Learning staff will participate in activities designed to communicate and collaborate in an attempt to increase parent and family involvement.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) HCAL will provide opportunities for parents and family engagement through meetings, programs, allowing direct communication with HCAL staff.	3.1, 3.2	HCAL staff, Principal	Parental involvement and positive communication with community				
2) Involve parents in the decision making process of HCAL by involvement in Building leadership teams and District leadership teams	3.1, 3.2	Principal, HCAL staff Parental	Parental involvement				
3) HCAL will bring in at least 2 community speakers, 1 per semester, so that HCAL students can hear about value of education.		HCAL Staff, Principal	Students will start to see a value in their education and why it is important to them to be successful in their high school work.				
4) Each HCAL staff member will provide 2 opportunities for their students to see how their subject can impact their lives in a positive manner. This can include, but not limited to, film, projects, field trips, and guest speakers.		HCAL staff, Principal	Students will start to see a value in their education and why it is important to them to be successful in their high school work.				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

# Goal 5: Hereford Center for Accelerated Learning will maintain an environment that is attractive and safe for all students of the Hereford community.

**Performance Objective 1:** Hereford Center for Accelerated Learning will maintain an environment that is attractive and safe for all students of the Hereford community.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Identify and provide crisis management training		HCAL staff, Principal	Safe and comfortable campus for staff and students and how to initiate help when needed				
2) Increase awareness through Olweus Bullying, Random Actor, and Digital Citizenship trainings		Principal, HCAL staff, Counselor	Safe and comfortable campus for staff and students and how to recognize problems				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

# Goal 6: Hereford Center for Accelerated Learning will provide technology to enhance curriculum, instruction and professional learning

**Performance Objective 1:** Continue the position of an "on-demand" technology person on campus. This person will be the go-to person for program questions and basic troubleshooting by 2018-2019.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) One-to-one program providing all HCAL students with a laptop.		Technology, Principal	Technology, Principal				
2) Professional development on basic and advance trouble shooting of technology problems		Principal, Laura Higgins, Rick Jackson	Provide on campus person for trouble shooting of basic technology problems				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							



**Goal 6:** Hereford Center for Accelerated Learning will provide technology to enhance curriculum, instruction and professional learning

**Performance Objective 2:** By October, 2019 HCAL will establish a virtual learning center so that students are able to experience real life situations from around the world.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Set up and create programs to utilize a virtual reality room to provide students with opportunities not otherwise available, e.g. touring countries overseas, dissection in biology, underwater tours		Principal, HCAL staff	Education opportunities not available can be attained				
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Goal 6:** Hereford Center for Accelerated Learning will provide technology to enhance curriculum, instruction and professional learning

**Performance Objective 3:** HCAL will research, use, and evaluate computer monitoring systems so that the integrity of HCAL credits and grades are not compromised.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Nov	Jan	Apr
1) Evaluate and use Faronics Insight to see if it will fit the needs of HCAL as a computer based instruction campus.		HCAL staff, Principal	Students will learn and retain knowledge gained from Edgenuity courses. Time on task, diminished "cheating, looking up answers" will be maximized.				
2) As deemed appropriate, work will be done at school and not at home.		HCAL staff	Minimize sub-standard, not own work, and keep students engaged at school.				
= Accomplished       = Continue/Modify       = No Progress       = Discontinue							

# Campus Funding Summary

<b>224 - Sp Ed IDEA B</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Supplemental Instructional Support Staff-SPED/FTE 1		\$53,307.00
<b>Sub-Total</b>					\$53,307.00
<b>SCE(PIC24,28,30,34)</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Supplemental Instructional Support Staff-SCE/FTEs11.0		\$615,085.00
2	1	3	Professional Development		\$3,125.00
<b>Sub-Total</b>					\$618,210.00
<b>Grand Total</b>					\$671,517.00

# Addendums

## APPENDIX

### STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the campus/district's ability to focus on a limited number of targeted initiatives in this improvement plan, the campus/district will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the Person Responsible will report progress to the campus/district site-based committee.

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION AND EVALUATION DOCUMENTATION
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>• Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	Board Policy FFI(Local)  TEC 11.252(a)(3)(E)	Campus Counselors  Campus Administrators	Campuses  Olweus Bullying Program  Bullying policies & procedures posted & accessible to students , parents and communities
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>• Student fitness assessment data</li> <li>• Student academic performance data</li> <li>• Student attendance rates</li> <li>• Percentage of students who are Economically Disadvantaged</li> <li>• Use and success of methods of physical activity</li> <li>• Other indicators</li> </ul>	TEC 11.253(d)  Board Policy FFA(Local)	Campus Counselors  Campus Administrators  Athletic Director	Skyward: <ul style="list-style-type: none"> <li>• Grades</li> <li>• STAAR</li> <li>• Demographics</li> </ul> Evidence that demonstrates success is performance on state fitness tests  TAPR report
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>• Student groups served – monitoring over-representation</li> <li>• Attendance rates</li> <li>• Pre- and post- assessment results</li> <li>• Dropout rates</li> </ul>	TEC 37.008  TAC 19 103.1201(b)  Board Policy FOCA(Legal)	DAEP Hearing Officer  Campus Administrators	Reduce recidivism rates  Skyward  DAEP Hearing documentation

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION AND EVALUATION DOCUMENTATION
<ul style="list-style-type: none"> <li>Graduation rates</li> <li>Recidivism rates</li> </ul>			TAPR report
<b>4. District's Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>Evaluation – every two years - HISD will evaluate annually</li> </ul>	TEC 11.252(d)	Superintendent Campus BLT District - DLT	Sign-in-sheets; Agendas; Minutes
<b>5. Dropout Prevention</b>	TEC 11.252	Campus Counselors Campus Administrators	Students identified & served as At-Risk
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Chief Academic Officer Reading Interventionists	Dyslexia Plan Services provided
<b>7. Title I, Part C: Migrant</b> <ul style="list-style-type: none"> <li>An identification and recruitment plan</li> <li>A priority services action plan</li> </ul>	P.L. 107-110, Section 1415(b)	Executive Director of Federal Programs PEIMS Coordinator	COEs PFS reports used to give these students priority of MEP services
<b>8. Pregnancy Related Services</b> <ul style="list-style-type: none"> <li>District-wide procedures for campuses, as applicable</li> </ul>	TEC 29.081 TAC 129.1025 Student Attendance Accounting Handbook	CTE Director Campus Nurse	Services explained and Provided PEIMS In-House Audit
<b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b> <ul style="list-style-type: none"> <li>Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:</li> </ul>	TEC 11.252(4) TEC 11.252(3)(G)	Campus Counselors CTE Director CTE Counselor	Classroom guidance Parent Education Meetings

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION AND EVALUATION DOCUMENTATION
<ul style="list-style-type: none"> <li>○ Higher education admissions and financial aid, including sources of information</li> <li>○ TEXAS grant program</li> <li>○ Teach for Texas grant programs</li> <li>○ The need to make informed curriculum choices for beyond high school</li> <li>○ Sources of information on higher education admissions and financial aid</li> <li>• Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities</li> </ul>			CTE Courses grades 8-12
<p><b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p> <ul style="list-style-type: none"> <li>• Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>• Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>• Ensuring that teachers are receiving high-quality professional development</li> <li>• Attracting and retaining certified, highly effective teachers</li> </ul>	ESSA	Chief Officer of Personnel  Campus Administrators	Certification  PAKS assessment Region16 training certificates  Equity Plan
<p><b>11. Sexual Abuse and Maltreatment of Children</b></p>	TEC 38.0041(c) TEC 11.252(9) Board Policy FFG(Exhibit)	Campus Counselors  Campus Administrators	Safe Schools Training for all Staff  Completion of Certificate  Increase awareness/recognition how to report & obtain help
<p><b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b></p> <ul style="list-style-type: none"> <li>• District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> <li>○ Early mental health intervention</li> </ul> </li> </ul>	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)	Campus Counselors  Campus Administrators	Classroom guidance i.e. Red Ribbon week  Safe Schools Training for all staff

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION AND EVALUATION DOCUMENTATION
<ul style="list-style-type: none"> <li>○ Mental health promotion and positive youth development</li> <li>○ Substance abuse prevention</li> <li>○ Substance abuse intervention</li> <li>○ Suicide prevention and suicide prevention parent/guardian notification procedures</li> <li>• Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	TEC 11.252(3)(B)(i)  Board Policy FFB(Legal)  Board Policy DMA(Legal)		
<b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b> <ul style="list-style-type: none"> <li>• Methods for addressing               <ul style="list-style-type: none"> <li>○ Suicide prevention including parent/guardian notification procedure</li> <li>○ Conflict resolution programs</li> <li>○ Violence prevention and intervention programs</li> <li>○ Unwanted physical or verbal aggression</li> <li>○ Sexual harassment</li> <li>○ Harassment and dating violence</li> </ul> </li> </ul>	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) Board Policy FFH(Legal), FFH(Local) TEC 11.253(d)(8)  TEC 37.001 Family Code 71.0021 TEC 37.0831	Campus Counselors  Campus Administrators	Classroom guidance i.e. guest speakers;  District Suicide Plan  Safe School Training for all staff
<b>14. Texas Behavior Support Initiative (TBSI)</b> <ul style="list-style-type: none"> <li>• Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	TEC 37.0021  TAC 89.1053	SPED Director  SPED Department	Handle with Care Training  Positive Behavioral Interventions & Supports
<b>15. Technology Integration in Instructional and Administrative Programs</b>	TEC 11.252(a)(3)(D)  TEC 28.001	Chief Operations Officer/Tech	e-Rate  Technology Plan