


Hector School District-Building Support Plan
2019-2020

Mission Statement
It is the intent of the Hector School District in partnership with the core values of our community to create a learning environment that will produce lifelong learners, productive citizens, and successful and contributing members of a global society.
Approvals
This District Support Plan was prepared by District Faculty and Hector Stakeholders to implement actions and maintain policies and procedures to ensure that all students have success in their education. This Plan supports ESSA and will be reviewed annually and/or as needed.

Approved: 
Superintendent

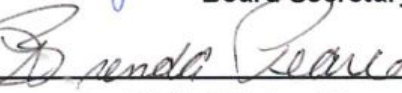
Date: 6/10/19

Approved: 
Board President

Date: 6/10/19

Approved: 
Board Secretary

Date: 6/10/19

Approved: 
District Federal Programs

Date: 6/10/19

Hector School District Building Support 2019-2020 (revised Aug. 2019)

I. Comprehensive Needs Assessment for Academic Achievement

Based on a Comprehensive Needs Assessment that reflects a trend analysis and review of the most current years of district-wide data, the Hector School District will support interventions at each school in all identified weak areas in literacy, math, and science including the following common weaknesses for all students and targeted subpopulations.

Category	Data Analysis	Root Causes/Contributing Factors
Data Collection	<p>2019 ACT Aspire District: English 72%, Reading 37%, Science 33%, Math 41% Elementary: 3rd: 69% Eng. 48% math, 30% sc., 20% read, 4th: 72% Eng. 56% math, 33% sc, 36% read, 5th: 71% Eng. 30% math, 34% sc 30% read, 6th: 72% Eng. 39% math, 34% sc, 36% read High School: 7th: 85% Eng. 47% math, 34% sc, 40% read 8th: 75% Eng. 36% math, 23% sc, 54% read 9th: 73% Eng. 33% math, 43% sc, 48% read 10th: 62% Eng. 27% math, 33% sc, 36% read 2019 ELPA 21: 2 of 6 students scored proficient and 4 scored progressing 2019 TESS/CWT 2018 Act Aspire results: (District ACT readiness levels/subject proficiency levels are as follows: English 73%, Reading 40%, Science 35%, Math 35%</p>	<p>Contributing factors: Elementary All third grade teachers were 1st year teachers New to curriculum and assessments New to Phonics programs/reading programs New 1st year 4th grade literacy teacher New to curriculum and assessments, had not recieved phonics training 5th-6th grade teacher not fully implementing reading program had not recieved phonics training</p> <p>Contributing factors: High School 7th-8th Using AR as assessing reading Not fulling implementing reading program and curriculum 9th-10th Beginning to focus on reading skills and implementing assessment practices Other contributing factors (math) classroom management and rigor Science: understanding standards, integration of vocabulary, following a curriculum, providing application and analysis of content</p>
Instruction:	<p>(2019-2020) Professional development trainings and PLC team meetings to increase faculty knowledge on evidence based instructional strategies; more PLC Vertical and Horizontal meetings to better align curriculum, K-2/ 3-6 RISE training, Phonics First training/ SOR trainings.</p>	<p>2 New building level leaders (2018-2019 year) 1 New Curriculum leader (2018-2019 year) All new 3rd Grade (2018-2019 year) (2017-2018) No time for PLC meetings for vertical alignment No training on how to conduct PLC meeting and analyze data for instructional improvement/ no follow through.</p>

Literacy	<p>Literacy/Reading: context clues, point of view, main idea, phonetics, phonemic awareness, syllabication, inferring, analyzing text. (writing) editing(grammar), content-style</p> <p><i>(integration of vocabulary within all subject areas)</i></p> <p><i>Integrate more writing within the reading</i></p>	4 novice teachers, teacher position changes to new grade levels, beginning implementation of phonics first and RISE trainings, Lack of training on DOK, improper training of PLCs and data analysis to improve instruction, Lack of training and understanding of evidence based instructional implementation of standards
Math	Vocabulary, real-world application, fractions, multi step problems, multiplication, geometry, algebra	Lack of consistent terminology and implementation of consistent instruction, lack of content vocabulary, lack of application of formulas, poor instructional and curriculum alignment and pacing, lack of hands on/real-world activities in the classroom and across the curriculum
Science	Vocabulary, multi-step problems, analysis of informational text, scientific investigation, inferences and evaluation of models and diagrams (graphs)	Lack of consistent terminology and use of vocabulary with instruction, lack of instructional curriculum alignment with Next Generation Science standards, lack of hands on and scientific investigation (labs) use of graphs, diagrams, and model analysis

I. Priority One: Support Academic Achievement Timeline: August 2019-May 2020

- Goal/s:** 1. To raise student achievement and growth for all students including targeted subpopulations.
2. Teachers and Administrators will focus upon instructional strategies and curriculum alignment to improve weak academic areas.

Evidence based Action steps: Describe the evidence based/effective practice action steps to be taken to achieve the goal/s

District Support/Action steps for ALL students	Possible funding source	Person/s responsible/position/role	Method of monitoring/evaluating
<p>To help improve the implementation of sound instructional practices and narrow the achievement gaps for all students, the Superintendent, Federal/Curriculum Coordinator, K-12 principals, and K-12 staff will participate and implement instructional strategies used in evidence based professional development to develop an integrated curriculum to meet the various learning styles of all students. Registration fees, lodging, travel, meals, and salaries/benefits (substitutes) will be provided</p>	<p>Professional Development Title II A</p>	<p>Mark Taylor, Superintendent Building principals Brenda Pearce Federal programs/curriculum director</p> <p>Consultants: Arch Ford Coop</p>	<p>ACT ACT Aspire TESS/CWT ELPA 21 results Interim assessments ESSA scores Dibels Next Tier I & II screeners</p>

District Support/Action steps for ALL students	Possible funding source	Person/s responsible/position/role	Method of monitoring/evaluating
<p>With the direction and guidance of the building principals, curriculum and federal programs director, K-12 PLC vertical and horizontal teams will set goals, analyze data, discuss curriculum/maps, discuss assessments (formative/summative & classroom) review data wall, complete reflections forms, incorporate strategies into lesson/s and instructional practices that ensure essential standards and questions are being taught in order to ensure students meet grade level skills. Additional trainings, materials, and supplies will be purchased if needed.</p>	<p>Professional Development Title II A Title I NSA</p>	<p>Building principals Brenda Pearce Federal programs/curriculum director</p> <p>Consultants: Arch Ford Coop</p>	<p>ACT ACT Aspire TESS/CWT ELPA 21 results Interim assessments ESSA scores Dibels Next Tier I & II screeners</p>
<p>In order to improve student achievement in math, literacy, and science, the curriculum coordinator will collaborate with highly qualified teachers and paraprofessionals to organize instructional materials, research evidence based instructional practices/peer tutor/mentor, collect student data and monitor individual student progress. Purchased services (registration fees, subteach) will be provided and materials and supplies will be purchased as needed.</p>	<p>Title II A Title I NSA</p>	<p>Brenda Pearce Federal programs/curriculum director</p>	<p>ACT ACT Aspire TESS/CWT ELPA 21 results Interim assessments ESSA scores Dibels Next Tier I & II screeners</p>
<p>To improve instruction and enhance student learning, K-12 staff members will teach high yield instructional strategies</p>		<p>Building Principals</p>	<p>TESS/CWT</p>

District Support/Action steps for ALL students	Possible funding source	Person/s responsible/position/role	Method of monitoring/evaluating
To increase student reading level skills K-12, faculty will participate in the Science of Reading professional development for those who meet awareness level, K-2 RISE and phonics first for all K-2 faculty and special service, 3-6 faculty and special service will attend 3-6 RISE and 1st year novice teachers and new hires will attend Phonics First to meet proficiency. Purchased services, materials, supplies, registration fees, and subteach (as needed)	Professional Development Title II A NSA	Building Principals Brenda Pearce Federal/curriculum director Consultant: Arch Ford Coop.	ACT ACT Aspire TESS/CWT ELPA 21 results Interim assessments ESSA scores Dibels Next Tier I & II screeners

Supplemental Support: What supplemental action steps will be implemented for the targeted groups (subgroups/population)

Targeted subgroups for 2019-2020 based upon data: at-risk and students with disabilities

Black/African American	Hispanic/Latino
White/Caucasian	Economically/Disadvantaged
	In addition to classroom instruction support, an additional reading interventionist will provide students with appropriate reading skill level one-on-one and small group support. Technology and additional literacy programs (Istation), (morning RTI small group time), will allow us to individualize instruction for each child and ensure growth in the 5 components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Through software and internet application and reading intervention. K-6 Istation licenses will be purchased, 7-12 IXL literacy, and Phonics First trainings and materials for small group and classroom. Students will be evaluated using Level I & II screeners to determine growth & need

English Language Learners	Students with Disabilities
	<p>A dyslexia interventionist will test and provide instruction for students exhibiting indicators of dyslexia-Barton and Phonics First materials and supplies will be purchased as needed.</p> <p>K-6 Faculty (including all special ed.) will receive Phonics First or Structures training as needed, attend K-2 or 3-6 RISE (depending on grade level) to incorporate hands-on activities into lessons and increase student achievement.</p>

Homeless/Foster/Migrant	At-Risk

II. Comprehensive Needs Assessment for Parent and Family Engagement

Based on a Comprehensive Needs Assessment that reflects an in-depth analysis of the most current years of demographic factors, perceptual data, and school programs and processes, the Hector School District will support interventions at each school in the area of communication on school programs and operations that promote and/or effect parent/family engagement.

II. Priority Two: Support Parent and Family Engagement

Timeline: August 2019-May 2020

Goal/s: With District support, building administrators and staff, will communicate effectively with parents regarding school programs and operations, results in academic achievement, and available resources

Evidence based Action steps: Describe the evidence based/effective practice action steps to be taken to achieve the goals

District support/action steps for ALL students	Possible funding source	Person/s Responsible/position/role	Method of monitoring/evaluating
<p>In an effort to inform parents and community members of school activities, a district web page, facebook page, Hector School app, and newsletters will include school links and other pertinent information</p>		<p>Stephan Adams Technology Director Mark Taylor Superintendent Lana Muncy Elem. Parent Coord. Guillen Heinzen H.S. Parent Coord. Building administrators Brenda Pearce Fed. prog. director</p>	<p>Parent/Family Surveys</p>
<p>Professional Development, with the focus on parental and family engagement and the importance of effective communication and avoiding barriers. Along with understanding the value of the contributions of parents/families, will schedule (on state required PD rotation or as needed)</p>		<p>Mark Taylor Superintendent Brenda Pearce Fed. prog. Director Lana Muncy Elem. Parent Coord. Guillen Heinzen H.S Parent Coord.</p>	<p>Agenda, Sign-in Sheets Parent/Family Surveys</p>
<p>The Hector School District will support K-12 school activities/trainings provided throughout the school year that communicate to parents ways to be involved in their child's education and information related to school programs. In addition, K-12 schools will work with parents throughout the school year to provide materials and resource information to educate them on how to monitor and provide assistance in their student's academic knowledge and growth. Materials and supplies will be purchased</p>	<p>Title I materials and supplies Title IV NSA materials and supplies</p>	<p>Brenda Pearce Fed. prog. Director Lana Muncy Elem. parent coor. Guillen Heinzen H.S parent coor.</p>	<p>Parent Surveys</p>

<p>Parents will have opportunities to contribute to the development of the School Improvement Plan & Family Engagement Plan and assist with the monitoring and adjustments of both the School Improvement plan & Family Engagment Plan throughout the school year through parent meetings, surveys, and emails</p>		<p>Brenda Pearce Fed. Prog. Director Lana Muncy Elem. parent coor. Guillen Heinzen H.S. parent coor.</p>	<p>Parent/Family surveys Agenda, Sign-in sheets</p>
<p>Building administators and certified staff, grades K-12, will complete actions and utilize resources outlined in the building school improvement plans for effective commuication with parents including a focus on prompt communication with parents including a focus on prompt communication respoinse. Resources include: updated school web page, school facebook page, school messenger, school wildcat app, eschool, parent center, parent meetings, school calendars, bi monthly/monthly news letters. LED Message Signs etc.</p>		<p>Mark Taylor Superintendent Brenda Pearce Fed. Prog. Director Building administrators K-12 teachers</p>	<p>Parent/Family Surveys</p>

Supplemental Support: What supplemental action steps will be implemented for the groups(subgroups and populations only) ?
Targeted Subgroups/Population for 2019-2020 based upon data: Economically Disadvantaged, Students with Disabilities, and At-Risk

Black/African American	Hispanic/Latino

White/Caucasian	Economically Disadvantaged
	Parents/Families will receive academic/instructional assistance and support, information, materials, and resources as needed to promote student achievement and growth
English Language Learners	Students with Disabilities
	K-12 special ed. Faculty will assist general ed. Faculty with ideas and strategies to assist parents/families in promoting student success in all classes.
Homeless/Foster/Migrant	At-Risk

III. Comprehensive Needs Assessment for School Safety and Character Education

Based on a Comprehensive Needs Assessment that reflects analysis and review of the most current years of discipline referrals, attendance reports and perceptual data, the Hector School District will support the buildings in their individual plans to provide a safe environment.

Category	Data Analysis	Root Causes/Contributing Factors
Data Collection-School Safety	2019:	Faculty input indicated that they have concerns with some outside doors not being secure/locked
Data Collection-Character Education	2019 Discipline: 2019 Absentee: 2019 Parent/Families Surveys 2018: Discipline: disorderly conduct occurs more frequently per grade level with males being referred more often	Faculty may need more PD in classroom management HS many parents/guardians leave home prior to student driving or going to school

	Attendance: Girls overall show to have the highest absences.	
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III. Priority Three Support School Safety and Character Education Timeline: August 2019-May 2020

Goal/s: With District support, building administrators and staff will foster a safe and drug-free learning environment that supports academic achievement.

Evidence based Action Steps: Describe the evidence based/effective practice action steps to be taken to achieve the goals

District Support/Action Steps for ALL students	Possible Funding	Person/s Responsible/Position/Role	Method for Monitoring/Evaluating
To promote a safe and drug-free school environment one full-time resource officer will serve the schools in the district and monitor hallways, classrooms, and campuses. Classroom lessons supporting individual school's character and drug-free programs will also be provided	District salaries/benefits NSA Title IV	Mark Taylor Superintendent Building principals Resource Officer	Discipline reports parent/families surveys Attendance reports
To enhance and promote school safety and character education, resource officer, counselors, as well as faculty will attend professional development sessions throughout the school year to monitor and address character development including promoting good attendance, managing student behavior as needed, bullying/harassment and safety and drug-free schools. Materials and supplies will be purchased as needed	NSA materials and supplies PD registration fees, lodging, meals, travel, substitutes (subteach)	Mark Taylor Superintendent Building principals Resource Officer Building Counselors	Discipline reports parent/families surveys Attendance reports
Student/Parent/Family meetings and surveys conducted throughout the		Mark Taylor Superintendent Brenda Pearce Fed. Prog. Director	Discipline reports parent/families surveys

school year will also be used to monitor and adjust school needs regarding character development, safety, and drug-free atmosphere			
K-12 building administrators and staff will support a safe school environment through motivational programs and activities. Consistent administration of the discipline referral process, character-centered teaching, guiding principles, reinforcement of positive behaviors, Red Ribbon week (activities), etc.		Mark Taylor Superintendent Building administrators Brenda Pearce Fed. prog. Director K-12 faculty	Discipline reports parent/families surveys

IV. Comprehensive Needs Assessment for Health and Wellness

Administrative support for Health and Wellness each school year, the wellness committee will meet and analyze data. From those findings, recommendations will be made to the District on ways to improve wellness.

Category	Data Analysis	Root Causes/Contributing Factors
Data Collection	2019 SHI 2019 BMI	

IV. Priority Four-Support Health and Wellness Timeline August 2019-May 2020

Goal/s: The District will support activities that provide students opportunities to make healthy lifestyle choices to increase student growth and achievement

Evidence based Action Steps: Describe the evidence based/effective practice action steps to be taken to achieve the goals.

District Support/Action Steps for ALL students	Possible Funding Source	Person/s Responsible/Position/Role	Method for Monitoring/Evaluating
<p>The Hector School District will provide support to schools to ensure successful implementation of wellness policies, provide resources and professional development to district and school staff to improve the overall school environment, and will promote the health lessons/classes as well as the physical activity curriculum. Materials and supplies will be purchased as needed</p>	<p>PD registration fees, travel, meals Substitute (subteach) NSA materials and supplies</p>	<p>Mark Taylor Superintendent Brenda Pearce Fed. Prog. Director Food Director Physical Ed. Teachers</p>	<p>Student Health BMI results parent/family surveys</p>
<p>The Wellness Committee will frequently monitor and adjust goals as needed throughout the school year and will evaluate the effectiveness of interventions by reviewing data results throughout the school year related to wellness</p>		<p>Mark Taylor Superintendent Building administrators Food Director School Nurse Physical Ed. Teachers</p>	<p>Student Health BMI results parent/family surveys</p>
<p>Hector School District will ensure each school provides a pleasant environment and monitors schedules and other factors which may interfere with student's access to health information, resources, and a healthy environment</p>		<p>Mark Taylor Superintendent Building Administrators</p>	<p>Parent/family surveys</p>

Supplemental Support: What supplemental steps will be implemented for the groups (targeted subgroups and populations)? Targeted Subgroups/Populations for 2019-2020 based upon data: Economically disadvantaged and homeless students

Black/African American	Hispanic/Latino
English language learners	Economically disadvantaged
	The district will support after-school/weekend backpacks containing nutritious snack/food for students and materials and supplies will be purchased as needed for students
Homeless/migrant	Students with disabilities
The district will support after-school/weekend backpacks containing nutritious snack/food for students and materials and supplies will be purchased as needed for students	
White/Caucasian	At Risk