

Hereford Independent School District
Hereford High School
2023-2024 Campus Improvement Plan



Board Approval Date: June 23, 2023
Public Presentation Date: June 23, 2023

Table of Contents

Comprehensive Needs Assessment	3
Needs Assessment Overview	3
Demographics	5
Student Learning	6
School Processes & Programs	8
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	14
Goal 1: Hereford High School will provide targeted data-driven lessons, differentiated instruction, and high-quality formative assessments leading to success for all students. Balanced Scorecard 1: STUDENT SUCCESS	14
Goal 2: Hereford High School will recruit, employ, develop, and retain highly qualified staff to maximize learning for all students Balanced Scorecard Goal 2: Staff SATISFACTION AND ENGAGEMENT	21
Goal 3: Hereford High School will provide high-quality customer satisfaction and engagement Balanced Scorecard Goal 3: CUSTOMER SATISFACTION AND ENGAGEMENT	25
Goal 4: Hereford High School will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students. Balanced Scorecard Goal 4: FINANCIAL STEWARDSHIP	28
Targeted Support Strategies	30
State Compensatory	31
Budget for Hereford High School	31
Personnel for Hereford High School	31
Title I	32
1.1: Comprehensive Needs Assessment	32
2.1: Campus Improvement Plan developed with appropriate stakeholders	32
2.2: Regular monitoring and revision	32
2.3: Available to parents and community in an understandable format and language	32
2.4: Opportunities for all children to meet State standards	33
2.5: Increased learning time and well-rounded education	33
2.6: Address needs of all students, particularly at-risk	33
3.1: Annually evaluate the schoolwide plan	33
4.1: Develop and distribute Parent and Family Engagement Policy	33
4.2: Offer flexible number of parent involvement meetings	33
5.1: Determine which students will be served by following local policy	33
Title I Personnel	35
2023-2024 Campus Site-Based Committee	36
Campus Funding Summary	38
Addendums	39

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

HEREFORD INDEPENDENT SCHOOL DISTRICT

MISSION STATEMENT

Committed to Children, Dedicated to Excellence

VISION STATEMENT

All means All

HEREFORD HIGH SCHOOL

SCHOOL MOTTO

“Respect, Responsibility, Success”

VISION STATEMENT

Diversity reigns at Hereford High School and we RESPECT the individuality of every student. Our primary goal as caretakers of youth is to instill a sense of academic and civic RESPONSIBILITY in each young mind that passes through these halls; inspiring a lifetime of future SUCCESS.

Collaboration and communication between students, faculty and staff, parents, and community members leads to greater student achievement and success. At Hereford High School, "Our belief is gaps in student learning will close when we grow our teacher's proficiency."

Demographics

Demographics Summary

Hereford High School consist of 586 females 49.3% and Male is 590 50.17%. Demographics strengths SPED 103 students 8.76%. Title 1 part A 100% out of the 1,176 students. 100 % free breakfast and lunch. Interention Indicator is 123 students 10.46%. Migrant serves 76 students 6.63%.

Our needs consist of additional certified personnel and bilingual paraprofessionals to provide instruction and intervention for the 189 Emergent Bilingual students who have been identified and participate in the ESL Program.

We are educators, counselors, guides, facilitators, mentors, CCMR liaison, problem solvers, communicators, and leaders. We are engaged with students, community, stakeholders, parents, other teachers, and collaborators.

HISD recognizes the need and benefits of CTE courses in an attempt to ensure all students are college and career ready.

Demographics Strengths

Attendance rate 93% for 2022-203

Community support

Effective CTE Programs will attend by all students/96 % of our students enroll in a CTE course(s)

Graduation rate for the Class of 2022-2023 is 99%

Strong parent involvement/Showcase of Opportunities/Open House

Highly qualified teachers

Strong paraprofessional and support staff

Problem Statements Identifying Demographics Needs

Problem Statement 1: The community of Hereford does not have a long-term educational vision. **Root Cause:** Lack of knowledge Disconnect between generations

Student Learning

Student Learning Summary

Students made gains in academic achievements. Gains were made from use of Lead4Ward strategies, student use of Google classroom, and setting high expectations for all students. Interim assessments data directed impacted teacher instruction. Spiraling of students misconceptions were incorporated in their daily bellringers and during tutorials.

Preliminary Scores

Algebra I 15 % increase 81%

Biology 18% increase to 91%

English I 21% increase to 63%

English II 19% increase to 69%

US History 14% increase to 97%

CCMR rates 2022-2023 are lower due to lack of meetings and communication among all stakeholders, especially Director of Accountability and CCMR coach. Lack of meetings and expectation of student outcomes. We need to look into College Bridge program to increase CCMR scores. We need our GT students to take TSI for extra school accountability points.

Student Learning Strengths

Attendance Rate 93%

Credit recovery courses

CTE Program extremely effective

CTE Certifications issued

English and Algebra made gains in EOC scores

EOC courses

ESL classes

High graduation rate 99%

Language Acquisition Classes

PLC Leader weekly meetings

PLC Department weekly meetings

Summer School credit recovery and HB4545

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The students at Hereford High School do not understand the importance and enjoyment of reading and writing across the curriculum. **Root Cause:** Three years post-Covid has effected student attendance. Gaps in literacy are evident in reading and writing.

School Processes & Programs

School Processes & Programs Summary

Teachers continue to use TEKS Resource System for their scope and sequence, and systems and processes remained in place to ensure student academic learning. Daily tutorials are in place for HB4545 accelerated instruction and for student interventions. PLC meetings, professional development, CLT, scheduling, and special program supports are in place.

School Processes & Programs Strengths

Attendance rate

Career counseling

College and Career Readiness

Community involvement

CTE certifications

Discipline decreased among the four grade levels: average per grade level was 19 students

Graduation rate

Growth in student performance

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students at Hereford High School lack the knowledge of post secondary opportunities and deadlines. **Root Cause:** Lack of implementation of resources offered to inform students of post secondary planning/roadmap for success. We need more CCMR meetings for communication among staff in regards to CCMR , especially in the fall. This will inform students in regards to what their educational needs are post-graduation.

Perceptions

Perceptions Summary

At Hereford High School, work revolves around our focal point: relationships. We value relationships and the benefits that follow. Relationships are established with the staff, students, parents and the community. A positive relationship results in an environment that is safe, trusted and supported. The home visits will build relationships between HHS staff and the families of our students. In building these relationships we hope to increase communication and student academic achievement. Every person that steps through the doors of Hereford High School is treated with dignity and respect.

According to our student survey, 50% of our students feel that our teachers are not treated with respect by their peers.

Perceptions Strengths

Building relationships that build trust

Meet students, parents, and community members at the the door and in the hallways on a daily basis

Student respect

Teacher respect

Visibility in the community

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students at Hereford High school perceive their peers as conducting themselves with lack of respect toward adults on campus. **Root Cause:** Lack of character development and lack of respect for authority. Out of eleven hundred students, ten percent responded and expressed this concern.

Priority Problem Statements

Problem Statement 1: Students at Hereford High school perceive their peers as conducting themselves with lack of respect toward adults on campus.

Root Cause 1: Lack of character development and lack of respect for authority. Out of eleven hundred students, ten percent responded and expressed this concern.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Students at Hereford High School lack the knowledge of post secondary opportunities and deadlines.

Root Cause 2: Lack of implementation of resources offered to inform students of post secondary planning/roadmap for success. We need more CCMR meetings for communication among staff in regards to CCMR , especially in the fall. This will inform students in regards to what their educational needs are post-graduation.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: The students at Hereford High School do not understand the importance and enjoyment of reading and writing across the curriculum.

Root Cause 3: Three years post-Covid has effected student attendance. Gaps in literacy are evident in reading and writing.

Problem Statement 3 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: June 22, 2023

Goal 1: Hereford High School will provide targeted data-driven lessons, differentiated instruction, and high-quality formative assessments leading to success for all students.

Balanced Scorecard 1: STUDENT SUCCESS

Performance Objective 1: Hereford ISD will provide supplemental services for all students including eco. dis., racial and ethnic groups, children with disabilities, EB, GT, Dyslexia, Migrant, At-Risk, to enhance students' opportunities for meeting or exceeding state and federal standards.

High Priority

HB3 Goal

Evaluation Data Sources: Certificate of Completion

Curriculum Based Assessments

Interim Assessments

HB 1416 Minutes

Embedded Tutorials



Screeners








STAAR/EOC Results

TAPR Report

Walkthroughs

Failure Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire supplemental instructional support staff, implement a guaranteed, viable, and aligned curriculum, utilizing strategies, and initiatives to strengthen the instructional core to target all students including Eco. dis., racial and ethnic groups, children with disabilities, Emergent Bilingual students struggling in reading as well as other content areas as needs are identified to ensure academic success. (Reading Interventionists; Librarian/Reading Specialists; Migrant Interventionists/ Paraprofessionals; Bil/ESL staff; HB4545 Tutors, Spanish aide, SCE staff; SPED staff; Substitutes, Title 1A Paraprofessional, Title 1A Teacher, CTE counselor, CTE para, Instructional Coaches to provide support and trainings for teachers to increase the level of Quality instruction on each campus.)</p> <p>Strategy's Expected Result/Impact: Contact logs/list of students struggling and areas served At-Risk monthly reports Ensured timely adjustments and interventions are implemented to address students needs; Increased student academic performance Increased Assessment results: 80% of tested students will meet the approaches, 48% will meet grade level passing standards, and 25% will meet the masters performance standard measured by STAAR/EOC by June 2024. Professional Development regarding Modifications, Accommodations, and 504/EB student interventions. College career and readiness preparation with student opportunities through career fairs, armed forces recruitment, visiting trade schools, and dual credit classes. Increased level of instruction from training and support of instructional coaches Monthly payroll</p> <p>Staff Responsible for Monitoring: Campus Administrators Chief Curriculum and Instruction Officer PNP - Campus Administration</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Instructional staff - 211 - Title I - \$78,663, State Comp Ed Instructional Staff - SCE (PIC24,28,30,34) - \$814,736</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase instructional resources/software to supplement and enhance classroom learning environment and/or to provide interventions to increase students academic achievement. Purchase appropriate equipment, technology and supplies for staff in order to perform duties required by the CTE to ensure student success.</p> <p>Strategy's Expected Result/Impact: Activities/resources identified will be evaluated through a curriculum resource/software audit to determine the effectiveness of software programs and student academic performance as well as eliminate duplicating efforts of software Budget reports-monies spent on instructional resources Enhanced classroom instruction and interventions Increase the availability of and enrollment in accelerated learning courses and exams, dual or concurrent credit programs Increased student performance **Purchased Items, DyNed, Edgenuity, IXL(math and English,) Vocabulary.com, Aristotle and training for staff in these programs. **E-rate</p> <p>Staff Responsible for Monitoring: Curriculum Director Campus Administrators District Administrators Director of Bilingual/ESL Director of Special Ed Executive Director of Federal Programs CTE Director</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Hereford High School will provide targeted data-driven lessons, differentiated instruction, and high-quality formative assessments leading to success for all students.

Balanced Scorecard 1: STUDENT SUCCESS

Performance Objective 2: The percentage of graduates that meet the criteria for CCMR (College, Career, Military Readiness) will increase with a long-term goal of 63% by June 2024.

Yearly Target Goals for Applicable Student Groups:

51.5% Hispanic;

67.5% White;

48.1% Economically disadvantaged;

27% Students receiving special education services;

22.0% English Learners

HB3 Goal

Evaluation Data Sources: Certifications





Coherent sequence


MAP (3-12)


TAPR


TSI

Texas College Bridge for Math and English

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to refine/ expand CTE course offerings and work-based learning opportunities by evaluating current programs/pathways. We will provide supplemental resources and equipment that align with industry standards and credentialing opportunities. This includes coordination with other federal programs. Provide students with opportunities for outside classroom experiences such as job fairs, military visit, college visits, Close Up, Step Up to Success etc..</p> <p>Strategy's Expected Result/Impact: Aligned CTE Coherent sequences to programs of study Alignment of industry based certifications for CTE courses/programs of study. Increased awareness of CTE Programs of Study. The percent of CCMR students that meet the threshold for CCMR Domain I for college-ready will increase 2 percent yearly. The long term goal is to increase from current 28% to 38%. The percent of CCMR students that meet the threshold for CCMR Domain I career and military will increase by 2 percent yearly(long term goal of 40% to 50%.)</p> <p>Provided opportunities to attend leadership educational experiences outside the classroom will give them a "road map to the future" as well as giving them a sense of knowing the possibilities that are out there with hopes of gaining a mindset of not having "settle" for the "just" things in life and pursuing a career or college after high school. (e.g., Step Up to Success, Close Up, College 1st, College tours) Texas College Bridge for Math and English</p> <p>Staff Responsible for Monitoring: Counselors Curriculum Team Director of Accountability Director of CTE</p> <p>Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Feb	May
	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>80%</p> </div> <div style="text-align: center;">  <p>95%</p> </div> <div style="text-align: center;">  <p>0%</p> </div> <div style="text-align: center;">  <p>0%</p> </div> </div>			

 No Progress

 Accomplished

 Continue/Modify







 Discontinue

Goal 1: Hereford High School will provide targeted data-driven lessons, differentiated instruction, and high-quality formative assessments leading to success for all students.

Balanced Scorecard 1: STUDENT SUCCESS

Performance Objective 3: Hire supplemental instructional support staff, implement a guaranteed, viable, and aligned curriculum, utilizing strategies and initiatives to strengthen the instructional core so that 80% of tested students will meet the approaches, 48% will meet grade level passing standards, and 25% will meet the masters performance standard measured by STAAR/EOC by June 2024.

Evaluation Data Sources: Curriculum-Based Assessments
 Interim Assessments
 STAAR/EOC scores, Summer School staff, HB4545HB 1416 tutorials, EOC remediation







Strategy 1 Details	Reviews			
<p>Strategy 1: Support and retain new teachers through resources and training such as First/Second Year Teacher Academy, Lead4Ward professional development, PLC meetings with core teachers/administrators and SLO training. Supply resources needed in the classroom to support student academic achievement.</p> <p>Strategy's Expected Result/Impact: Aligned scope and sequence via TEKS Resource System Lesson Plan alignment Enhanced classroom instruction and interventions Increase EOC/STAAR scores</p> <p>Staff Responsible for Monitoring: Administrators Paraprofessionals Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Feb	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Hereford High School will provide targeted data-driven lessons, differentiated instruction, and high-quality formative assessments leading to success for all students.

Balanced Scorecard 1: STUDENT SUCCESS

Performance Objective 4: By the end of the 2023-2024 school year, 60% of 11th grade CTE program students will physically visit an area (Regional) Post-secondary institution in their career field. Baseline: 50% Goal(3-5 years) : 75%

Evaluation Data Sources: Attendance Rosters







Strategy 1 Details	Reviews			
<p>Strategy 1: Solidify partnerships with institutions and their instructors to connect and schedule visits to observe and participate in career centered activities.</p> <p>Strategy's Expected Result/Impact: **Increased knowledge of career field to be considered "Grow Your Own," College collaborations to help meet teacher shortage.</p> <p>Staff Responsible for Monitoring: Campus Staff CTE Counselor CTE Director</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative			Summative
	Sept	Nov	Feb	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Hereford High School will recruit, employ, develop, and retain highly qualified staff to maximize learning for all students
 Balanced Scorecard Goal 2: Staff SATISFACTION AND ENGAGEMENT

Performance Objective 1: Hereford High School will utilize TalentEd Recruit and Hire software in screening candidates and initiating the interview process when recruiting and hiring qualified staff.

High Priority




Evaluation Data Sources: Human Resources Interview -Confidentiality Agreement
 Employment Reference Form
 Hereford Independent School District Principal/Supervisor Interview Record
 Recommendation Letter







Strategy 1 Details	Reviews			
<p>Strategy 1: Provide meaningful scientific, research-based professional development for all teachers (First Year and Second Year Teacher Academies) and paraprofessionals.</p> <p>Strategy's Expected Result/Impact: Increased performance on EOC tests PLC sign-in sheets Professional development certificates T-TESS evidence</p> <p>Staff Responsible for Monitoring: Campus Administrators PLC Leaders</p> <p>Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Sept	Nov	Feb	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Hereford High School will recruit, employ, develop, and retain highly qualified staff to maximize learning for all students
Balanced Scorecard Goal 2: Staff SATISFACTION AND ENGAGEMENT

Performance Objective 2: Address identified staff development needs by providing comprehensive, high-quality professional development as measured by end-of-year satisfaction survey results of at least 80%.

Evaluation Data Sources: Certificate of Completion
STAAR/EOC student scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional development opportunities are based on student learning needs. Implementation and continual teacher support and collaboration through Region 16 training, SLO process, and Lead4Ward strategies to enhance student learning are in place at Hereford High School.</p> <p>Strategy's Expected Result/Impact: Increased performance on EOC scores Region 16 contract/professional development Student Academic Achievement Teacher growth in instructional practices Walkthroughs Budget reports-monies spent on instruction/professional development Lead4Ward training Improved quality instruction Increase student performance Provide high-quality professional development opportunities to ensure that programs and training comply with program objectives as well ongoing professional development for campus and district personnel to support core instruction; address students' socioeconomic status, language, special needs, and individual needs as well as legal requirements. (Attend National, State, and local conferences and training) (including PNP.) Increased academic achievement AP Geography Training Behavior training CAST conference ED311/Law Conference SIOP training TABE/NABE conferences TASSP Summer Conference TEKS conference</p> <p>Staff Responsible for Monitoring: Counselors Teachers Campus Administrators District Program Administrators Chief Curriculum and Instruction Officer</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide CTE teachers the opportunity to attend professional development to enhance their knowledge and skills in working with special pops, literacy, etc, as well as training in the many facets that come with CTE programs.</p> <p>Strategy's Expected Result/Impact: Certificate of Completion Increased knowledge and skills of CTE staff Increased student performance and academic achievement</p> <p>Staff Responsible for Monitoring: Campus Administrators CTE Counselors CTE Director</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
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Goal 3: Hereford High School will provide high-quality customer satisfaction and engagement
Balanced Scorecard Goal 3: CUSTOMER SATISFACTION AND ENGAGEMENT

Performance Objective 1: Hereford High School 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.

Evaluation Data Sources: Academic Signings

Extracurricular Activities

Freshman orientation

Instagram




Open House sign in sheets







Parent/Teacher meetings

Site-Based Decision Making Team (CLT)

Surveys (parent/staff/student surveys)

Thrillshare

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for parent and family engagement allowing parents to communicate with administrators, teachers, and paraprofessionals.</p> <p>Strategy's Expected Result/Impact: Calendar CAP Bistro Daily Announcements Email Clase de Ingles/ESL classes Fall and Spring Open House Hereford ISD Website Hereford Ambassadors HB4545 Meetings(1416) Home Visits HHS Instagram HHS Webpage Meet the HERD Parent and Student-teacher survey Parent and Teacher Conferences Parent Involvement Conferences Principal's Newsletter Raptor Registration Skyward access/Message Center STEM Showcase StopIt Yard Signs donated from local businesses Youtube-Hereford ISD Channel Zoom Call</p> <p>Staff Responsible for Monitoring: Administrators Counselors Paraprofessionals Teachers</p> <p>Title I: 4.1, 4.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Nov	Feb	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Involve parents and students in the decision-making process through the Campus Leadership Team (CLT), the Parent Involvement and the School/Parent Compact, and the CNA Committee.</p> <p>Strategy's Expected Result/Impact: Improve communication between all stakeholders.</p> <p>Staff Responsible for Monitoring: Campus Administrators CLT Members District Curriculum Team Teachers</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 4: Hereford High School will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.
Balanced Scorecard Goal 4: FINANCIAL STEWARDSHIP








Performance Objective 1: Hereford High School provides resources for staff in order to maximize learning for all students. All fiscal management and resources are aligned to student learning needs.

High Priority

Evaluation Data Sources: CIP Alignment

Federal and Local Funds








Skyward Finance/Budget

Strategy 1 Details	Reviews			
<p>Strategy 1: All resources are aligned to student academic achievement and learning goals. Funding is provided and justified via student's learning needs. Interventions and tutorial funding is based on student's learning needs.</p> <p>Strategy's Expected Result/Impact: Improved EOC scores Student Graduation Student Post-Secondary Readiness</p> <p>Staff Responsible for Monitoring: Administrators Counselors Paraprofessionals Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Nov	Feb	May
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Hereford High School will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.
Balanced Scorecard Goal 4: FINANCIAL STEWARDSHIP

Performance Objective 2: Provide relevant technology resources, along with quality ongoing training, to integrate best practice learning experiences and efficient work environments.

Evaluation Data Sources: Instructional Technology Staff will work with staff to better understand ways to integrate technology into the classroom.
Balanced Scorecard

Strategy 1 Details	Reviews			
<p>Strategy 1: Curriculum and Instructional Technology team will support professional development opportunities to ensure that staff members are exposed and trained on the use 21st century classroom digital technology</p> <p>Strategy's Expected Result/Impact: Increased teachers' knowledge and skills on utilizing classroom digital technology Incorporations of the grade level Technology Application TEKS into the curriculum Increased students' skills in Technology Applications TEKS</p> <p>Staff Responsible for Monitoring: Curriculum Team Director of Technology</p>	Formative			Summative
	Sept	Nov	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Provide meaningful scientific, research-based professional development for all teachers (First Year and Second Year Teacher Academies) and paraprofessionals.

State Compensatory

Budget for Hereford High School

Total SCE Funds: \$689,869.00

Total FTEs Funded by SCE: 9.5

Brief Description of SCE Services and/or Programs

Dyned is a learning software to help our Emergent Bilingual students become proficient in English. Edgenuity is an online curriculum utilized at Hereford High School to help our students who are at risk to recover their credits to help prevent students from dropping out. IXL math helps our students to master essential skills at their own pace through fun and interactive questions to boost learning and close the academic achievement gap.

Personnel for Hereford High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Garza, Cecilia	Aide DAEP	1
Grajeda, Sandra	Receptionist	1
Grantham, Meliss	Teacher Social Studies	0.5
Herrington, Polly	Teacher/Elec/SPED	1
Higgins, Laura	Teacher Math	0.5
Jackson, Enrique	Teacher DAEP	1
Martinez, Yvette	AIDE-ESL	1
Ogunbodefe, Olabode	Teacher Science	0.5
Reinauer, Brenda	Intervention	0.5
Rocha, Angela	AIDE-DAEP	1
Sougstad, Timothy	Teacher	0.5
Valenzuela, Larissa	College Career Coach	1

Title I

1.1: Comprehensive Needs Assessment

Intent and Purpose: The intent and purpose of the Title I Federal Program is to support the campus initiatives that enhance the quality of supplemental instructional and support programs for at-risk learners while maintaining the programmatic and fiscal integrity required by the state and federal granting agencies. The campus works in developing a plan for providing personnel, supplies/resources, and/or professional development activities that will help the students achieve mastery of the state mandated curriculum in the core subjects as well as required standardized assessments.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Hereford High School develops a campus improvement plan that supports the needs of students in the schools as identified through the comprehensive needs assessment. The intent of the plan is to use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time as well as provide an enriched and accelerated curriculum, which may include programs, activities and courses necessary to provide a well-rounded education. The Campus Leadership Team and the Campus Need Improvement Committee are decision-making committees that create opportunities among campus leaders to ensure that all students are academically successful. This is accomplished through a process of on-going communication and dialogue in which principals, teachers, staff, parents and community members work to develop strategies aligned with district goals, action plans and evaluative strategies to ensure improvement of student achievement. The process enables the unique needs of each campus to be addressed, while maximizing the educational and economic benefits of a coordinated and focused program provided by the district.

2.2: Regular monitoring and revision

Hereford High School Campus Improvement Plan is developed for a one-year implementation with annual evaluations and revisions. CLT/CNA meetings are held throughout the year. The plan is reviewed/revised if the need arises in an attempt to provide activities that ensure effective timely assistance to increase student academic achievement. All students are provided opportunities to meet the challenging state academic standards.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan is made available to parents and the community. The information in the plan is in a user-friendly format and, to the extent practicable, provided in a language that parents can understand (website, campuses, etc.)

2.4: Opportunities for all children to meet State standards

The Campus Improvement Plan addresses the needs of all students in the school, but particularly the needs of those at-risk of not meeting the challenging state academic standards. Teachers will be provided with reading and writing across the curriculum training to assist students in improving their skills. Student Learning Objectives address our needs in the area of reading and writing. HB4545 provides accelerated learning opportunities for all students in all core areas.

2.5: Increased learning time and well-rounded education

The schoolwide reform strategies are based on proven research methods. Hereford High School provides methods and instructional strategies that strengthen the academic program in the school. The amount and quality of learning time is increased to assist students in meeting the challenging state academic standards; as well as provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

2.6: Address needs of all students, particularly at-risk

Hereford High School provides effective instructional strategies and opportunities for students to be academically successful, particularly the low achieving students and those most at-risk of not meeting state achievement standards. Additional support is available with tutorials, computer-aided instruction, extended learning opportunities, and instructional supplemental support staff.

3.1: Annually evaluate the schoolwide plan

The Hereford High School administrators will annually collaborate with random parents and staff to approve the Parent Involvement Policy. Parents are provided with a copy of the campus policy and compact through the HHS website. Upon completion of the campus policy, the campus activities are incorporated within the campus plan to ensure appropriate participation of all parents. A Parent Involvement Compact is developed outlining the campus, parent, and student responsibilities and commitment to their educational setting. Hereford High School staff asks parents, through the student handbook and on a one-to-one basis, to provide the most updated home information.

4.1: Develop and distribute Parent and Family Engagement Policy

During our Annual Open House we will distribute to our parents the Parent and Family Engagement Policy.

4.2: Offer flexible number of parent involvement meetings

Throughout the year, we will conduct our Campus Leadership Team meetings in the morning and the evenings to meet the needs of our parents.

5.1: Determine which students will be served by following local policy

n/a

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Barrera, Grafida	Aide, Spanish		
Crystal Velasco	Spanish Instructional Aide	Title I	1
Maranda Umstead	Credit Recovery	Title I	1
Reinauer, Brenda	Intervention	Intervention	.5

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Richard Saucedo	Principal
Administrator	Kelly Howell	Assistant Principal
Administrator	Rachel Ramirez	Assistant Principal
Administrator	Pete Rodriguez	Assistant Principal
Administrator	Violeta Valdez	Assistant Principal
Classroom Teacher	Monica Alvarez	Social Studies teachers
Classroom Teacher	Cassandra Barajas	Math teacher
Classroom Teacher	Cindy Cassels	Special Education teacher
Classroom Teacher	Rachael Collins	RLA teacher
Classroom Teacher	Mona Finchum	Science teacher
Classroom Teacher	Richard LaMascus	Social Studies teachers
Classroom Teacher	Gabriel Pena	Spanish teacher
Classroom Teacher	Efrain Silva	Science teacher
Classroom Teacher	Malissa Stimson	Science teacher
Classroom Teacher	Hilary Vallejo	Cosmetology teacher
Classroom Teacher	Roni Vallejo	RLA teacher
Classroom Teacher	Melissa Witt	Speech teacher
Classroom Teacher	Sami Womack	Theatre Arts teacher
District-level Professional	Ramon Garza	Director of Federal Programs
Parent	Jessica Acosta	Parent
Business Representative	Brent Dance	Business
Student	Celeste Gaona	Student
Business Representative	Josh Lucio	Business
Student	Amariah Luna	Student
Student	Anika McNeely	Student
Community Representative	PJ Nanez	Community Representative
Community Representative	BJ Salas	Community Representative

Committee Role	Name	Position
Student	Jayden Sosa	Student
Parent	Greg Urbanczyk	Parent

Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional staff		\$78,663.00
Sub-Total					\$78,663.00
Budgeted Fund Source Amount					\$55,852.00
+/- Difference					-\$22,811.00
212 - Migrant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$19,690.00
+/- Difference					\$19,690.00
SCE(PIC24,28,30,34)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	State Comp Ed Instructional Staff		\$814,736.00
Sub-Total					\$814,736.00
Budgeted Fund Source Amount					\$702,507.00
+/- Difference					-\$112,229.00
Grand Total Budgeted					\$778,049.00
Grand Total Spent					\$893,399.00
+/- Difference					-\$115,350.00

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
1. Bullying <ul style="list-style-type: none"> • Prevention, identification, response to and reporting of bullying or-bully-like behavior 	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
2. Coordinated Health Program <ul style="list-style-type: none"> • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	Campus Counselors Campus Administrators Athletic Director	Skyward: <ul style="list-style-type: none"> • Grades • STAAR • Demographics Evidence that demonstrates success is performance on state fitness tests TAPR report

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION AND EVALUATION DOCUMENTATION
<p>3. DAEP Requirements</p> <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	<p>TEC 37.008</p> <p>TAC 19 103.1201(b)</p> <p>Board Policy FOCA(Legal)</p>	<p>DAEP Hearing Officer</p> <p>Campus Administrators</p>	<p>Reduce recidivism rates</p> <p>Skyward</p> <p>DAEP Hearing documentation</p> <p>TAPR report</p>
<p>4. District’s Decision-Making and Planning Policies</p> <ul style="list-style-type: none"> • Evaluation – every two years - HISD will evaluate annually 	<p>TEC 11.252(d)</p>	<p>Superintendent</p> <p>Campus BLT</p> <p>District - DLT</p>	<p>Sign-in-sheets;</p> <p>Agendas;</p> <p>Minutes</p>
<p>5. Dropout Prevention</p>	<p>TEC 11.252</p>	<p>Campus Counselors</p> <p>Campus Administrators</p>	<p>Students identified & served as At-Risk</p>
<p>6. Dyslexia Treatment Programs</p> <ul style="list-style-type: none"> • Treatment and accelerated reading program 	<p>TEC 11.252(a)(3)(B)</p>	<p>Chief Academic Officer</p> <p>Reading Interventionists</p>	<p>Dyslexia Plan</p> <p>Services provided</p>
<p>7. Title I, Part C: Migrant</p> <ul style="list-style-type: none"> • An identification and recruitment plan • A priority services action plan 	<p>P.L. 107-110, Section 1415(b)</p>	<p>Executive Director of Federal Programs</p> <p>PEIMS Coordinator</p>	<p>COEs</p> <p>PFS reports used to give these students priority of MEP services</p>

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION AND EVALUATION DOCUMENTATION
<p>8. Pregnancy Related Services</p> <ul style="list-style-type: none"> • District-wide procedures for campuses, as applicable 	<p>TEC 29.081</p> <p>TAC 129.1025</p> <p>Student Attendance Accounting Handbook</p>	<p>CTE Director</p> <p>Campus Nurse</p>	<p>Services explained and Provided</p> <p>PEIMS</p> <p>In-House Audit</p>
<p>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</p> <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	<p>TEC 11.252(4)</p> <p>TEC 11.252(3)(G)</p>	<p>Campus Counselors</p> <p>CTE Director</p> <p>CTE Counselor</p>	<p>Classroom guidance</p> <p>Parent Education Meetings</p> <p>CTE Courses grades 8-12</p>

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION AND EVALUATION DOCUMENTATION
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers Ensuring that teachers are receiving high-quality professional development Attracting and retaining certified, highly effective teachers 	ESSA	<p>Chief Officer of Personnel</p> <p>Campus Administrators</p>	<p>Certification</p> <p>PAKS assessment Region16 training certificates</p> <p>Equity Plan</p>
<p>11. Sexual Abuse and Maltreatment of Children</p>	<p>TEC 38.0041(c)</p> <p>TEC 11.252(9)</p> <p>Board Policy FFG(Exhibit)</p>	<p>Campus Counselors</p> <p>Campus Administrators</p>	<p>Safe Schools Training for all Staff</p> <p>Completion of Certificate</p> <p>Increase awareness/recognition how to report & obtain help</p>

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION AND EVALUATION DOCUMENTATION
<p>12. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> • 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"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/ guardian notification procedures • Training for teachers, school counselors, principals and all other appropriate personnel. 	<p>Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p> <p>Board Policy FFB(Legal)</p> <p>Board Policy DMA(Legal)</p>	<p>Campus Counselors</p> <p>Campus Administrators</p>	<p>Classroom guidance i.e. Red Ribbon week</p> <p>Safe Schools Training for all staff</p>

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

HEREFORD HIGH SCHOOL BUILDING LEADERSHIP TEAM (BLT)

AGENDA

May 17, 2022 @ library @ 4:15 p.m.-5:15 p.m.

- ✓ WelcomeMr. Saucedo
- ✓ GOOD THINGS & Give Them Themselves Article.....Mr. Saucedo
- ✓ SUMMATIVE CAMPUS IMPROVEMENT PLAN REVIEW.....ADMINISTRATORS
- ✓ Goal 1--- (students) Howell
- ✓ Goal 2--- (staff) Ramirez
- ✓ Goal 3--- (customer service) Rodriguez
- ✓ Goal 4--- (fiscal management) Valdez
- ✓ Parent Involvement Policies and Parent School Compact.....Mr. Rodriguez

Site-based decision making is a process for decentralizing decisions to improve the educational outcomes at every school campus through a collaborative effort by which principals, teachers, paraprofessionals, district staff, parents, students and community representatives assess educational outcomes of all students, determine goals and strategies, and ensure that strategies are implemented and adjusted to improve student achievement.

§11.251 TEXAS EDUCATION LAW AND SITE-BASED

HHS uses the CIP for multiple purposes:

- The CIP serves to document and explain the campus' comprehensive system for continuous improvement, which involves a number of planning, decision-making, reporting, monitoring, and evaluation processes. The CIP also serves to demonstrate how the campus satisfies statutory and policy requirements to evaluate its effectiveness related to planning and decision-making.
- The CIP provides a road map (plan of action) for each school year; and
- The CIP provides a document for staff, parents, and community to understand the link between federal, state, and local funding sources and related activities.

****Subway sandwiches and drinks will be provided for our meeting. THANKS to Mrs. Brandy Murillo and Hereford Texas Federal Credit Union Family for their generosity.****

BLT: See sign in for all present
Good Things-

Womack new equipment and her daughter graduated college pre-med. Vallejo- going to see passion play in Germany this summer. Saucedo- we have angels all around us. The homeless family received many gifts including a refrigerator and baby crib. Brandy Murrillo from Hereford Credit Union supplied our sandwiches,

All committee members were given the article, " Give Them Themselves" to read and then shared out what the article meant to them. Finchum- look for the good in people and our students, Black- encouragement. Ramirez look for the strengths in your teams and build from that. Saucedo- build trust and know your people. Have systems in place. Womack- people need the freedom to mess up and learn from their mistakes.

Plan4learning was displayed and each goal was shared. Performance objectives were also shared. Members were all in agreement that our Plan4learning looks good, and is student-centered.

HEREFORD HIGH SCHOOL BUILDING LEADERSHIP TEAM (BLT)

AGENDA

December 8, 2021 @ library @ 4:15 p.m.-5:15 p.m.

- ✓ WelcomeMr. Saucedo
- ✓ GOOD THINGS.....Mr. Saucedo
- ✓ REVIEW CAMPUS IMPROVEMENT PLAN.....ADMINISTRATORS
- ✓ Goal 1--- (students) Howell/Alvarez/Barajas/Collins/Annika McNeely
- ✓ Goal 2--- (staff) Ramirez/Cassels/Finchum/Mize/Cynthia Rodriguez/Amariah Luna
- ✓ Goal 3--- (customer service) Rodriguez/Black/Womack/DeLozier/Detten/Neveah Nicely
- ✓ Goal 4--- (fiscal management) Valdez/Friel/House/Vallejo/Jessica Acosta

Site-based decision making is a process for decentralizing decisions to improve the educational outcomes at every school campus through a collaborative effort by which principals, teachers, paraprofessionals, district staff, parents, students and community representatives assess educational outcomes of all students, determine goals and strategies, and ensure that strategies are implemented and adjusted to improve student achievement.

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- The CIP provides a road map (plan of action) for each school year; and
- The CIP provides a document for staff, parents, and community to understand the link between federal, state, and local funding sources and related activities.

December 8, 2021

Library- Purpose of CIP explained to staff. Staff and administrators broke out into each GOAL in small group.

Small group CIP over four goals break out session:

Goal 1- Students- Howell

Goal 2- Staff Ramirez

Goal 3- Customer Service Rodriguez

Goal 4- Fiscal Management Valdez

Each goal was addressed and changes were noted for an update on our CIP.

www.herefordisd.net
hhs.herefordisd.net/index.htm
Facebook @ Hereford ISD (Texas)
Instagram @ hhspride
Principal's weekly newsletter available at:
<https://hhs.herefordisd.net/apps/pages/principalscommunication>



HEREFORD HIGH SCHOOL STUDENT HANDBOOK 2022-2023



PARENTS & GUARDIANS:

PLEASE READ THE HEREFORD HIGH SCHOOL STUDENT HANDBOOK WITH YOUR CHILDREN. DISCUSS THE IMPORTANCE OF FOLLOWING SCHOOL RULES AND LOCAL/STATE/FEDERAL LAWS. UNFAMILIARITY WITH THIS INFORMATION IS NOT A JUSTIFICATION FOR EVADING CONSEQUENCES. CAMPUS AND DISTRICT ADMINISTRATORS ARE AVAILABLE TO DISCUSS THE CONTENTS AND ANSWER ANY QUESTIONS YOU HAVE ABOUT SCHOOL SAFETY, STUDENT DISCIPLINE AND HEREFORD ISD EXPECTATIONS.

WELCOME TO HEREFORD HIGH SCHOOL

Hereford High School is here to serve students in grades 9-12. Our mission is to unite students, faculty, staff, parents and community to enhance student learning. Our primary goal at our school is to prepare students for the next step in their life, whether it is a four-year college/university, community college or full-time employment. Teamwork is what makes for a successful school experience. It is the teacher's responsibility to provide effective instruction in the classroom. It is the student's responsibility to devote the time, energy, effort, and attitude necessary for learning to occur. It is the parent's/guardian's responsibility to support the endeavors of the students and teachers.

Richard Saucedo, Principal



HEREFORD HIGH SCHOOL

SCHOOL MOTTO

“Respect, Responsibility, Success”

VISION STATEMENT

Diversity reigns at Hereford High School and we **RESPECT** the individuality of every student. Our primary goal as caretakers of youth is to instill a sense of academic and civic **RESPONSIBILITY** in each young mind that passes through these halls; inspiring a lifetime of future **SUCCESS**.

Hereford I.S.D. does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Table of Contents

Section 1 Miscellaneous Items

• Administration	7
• Calendar 2022-2023	8
• Calendar Information	9
• Bell Schedules.....	10-12
• Emergency Bells and Procedures.....	13
• Map	14
• Spirit Items.....	15

Section 2 Hereford Law Enforcement

• Fighting.....	16
• Gangs.....	16
• Illegal Items	16
• Parking.....	16
• Speed	16
• Student Questioning.....	16
• Trespassing	16

Section 3 Daily Policies and Procedures

• Announcements.....	17
• Attendance	17
• Cafeteria	18
• Cafeteria/National School Lunch Program.....	18
• Closed Campus	18
• Eighteen-Year-Olds.....	18
• Elevator Key	18
• Family Access.....	18
• Flower Delivery	18
• Food and Drinks.....	18
• Hall Passes.....	18
• Lockers	18
• Mental Health.....	19
• Nurse	19
• Office.....	19
• Parking.....	19
• Permits to Leave School.....	19
• Prom	19
• School Closing.....	20
• School Messenger	20
• Senior Awards Assembly	20
• Suicide Prevention.....	20
• Tardy Policy.....	20
• Verification of Enrollment (VOE)	20
• Visitors	20-21
• Website.....	21

Section 4 Academics

• Academic Incentive Waiver.....	22
• Assessment Information.....	22
• Cheating.....	22
• Class Ranking System.....	23
• College Admissions Planning.....	23-24
• Course Information.....	24-25
• End of Course (EOC) Assessments.....	25
• Extended Day.....	25
• Grade-Level Classification.....	25
• Grading Procedures.....	25-26
• Graduation Exercises.....	26
• Graduation Plan.....	26
• Graduation Requirements.....	26
• Homework.....	26
• Make-Up Work.....	26
• Migrant Education Services.....	27
• Plagiarism.....	27
• Progress Reports.....	27
• Report Cards.....	27
• Schedule Changes.....	27
• School Trips.....	27
• Special Education Services.....	27
• State of Texas Assessment of Academic Readiness (STAAR).....	27
• Title I.....	28
• Tutorial Program/Credit Recovery.....	28
• Withdrawal.....	28

Section 5 Behavior and Discipline

• Bullying/Cyberbullying.....	29
• Campus Behavior Coordinator.....	29
• Discipline.....	29
• Dress Code.....	29-30
• Dress Code/HISD Special Events.....	30
• Electronic Cigarettes/Vapes/Vape Products.....	31
• Electronic Devices.....	31
• Fighting.....	31
• Illegal Items.....	31
• In-School Suspension (ISS).....	31
• Loitering.....	31
• Public Displays of Affection.....	31
• Searches.....	31
• Sexting.....	32
• Sexual Harassment.....	32
• Skateboards and Rollerblades.....	32
• Terroristic Threats.....	32
• Tobacco/Tobacco Products.....	32
• Violent Behavior.....	32

Section 6	Laptops	
	• General Use and Care of the Laptop	33
	• Using the Laptop at Home.....	33
	• Using the Laptop at School.....	34
	• Using the Laptop Internet and Email.....	34
	• Consequences of Inappropriate Use	34
Section 7	University Interscholastic League 2022-2023 Side-by-Side.....	35
Section 8	Addendums	
	• Special Education/Section 504 Program Services.....	35-36
	• School Parental Involvement Policy	37-41
	• School/Parent Compact	42-48
	• Foundation High School Graduation Program.....	49
	• Career Pathway Endorsement Options	50
Section 9	Index	51-55

Section 1: Miscellaneous Items

HEREFORD HIGH SCHOOL ADMINISTRATION

PRINCIPAL

Richard Saucedo 363-7620 ext. 1210 or 676-2359

ASSISTANT PRINCIPALS

Violeta Valdez	363-7620 ext. 1212	Freshmen
Kelly Howell	363-7620 ext. 1213	Sophomores
Rachel Ramirez	363-7620 ext. 1216	Juniors
Pete Rodriguez	363-7620 ext. 1211	Seniors

Campus Behavior Coordinator

ACADEMIC COUNSELORS

Cindy Riesenber	363-7620 ext. 1244	A-F
Jessica Bell	363-7620 ext. 1241	G-O
Kyla Kenworthy	363-7620 ext. 1245	P-Z

OFFICE STAFF

Mireya Sosa	363-7620 ext. 1201	Principal's Admin. Asst.
Tandie Layman	363-7620 ext. 1242	Registrar & Counselors' Admin. Asst.
Elaine Venhaus	363-7620 ext. 1200	Receptionist, Substitute Coord.
Cookie Taylor	363-7620 ext. 1203	Asst. Principals' Admin. Asst.

ATTENDANCE OFFICE STAFF

Bethanie Villarreal	363-7620 ext. 1206	Attendance Clerk
Amber Lucio	363-7620 ext. 1207	Attendance Clerk

ASSESSMENT STAFF

Bena Glasscock	363-7720 ext. 2240	Coordinator
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CAREER & TECHNICAL EDUCATION STAFF

Michelle DeLozier	363-7704 ext. 1710	Director
Elisa Tamez	363-7704 ext. 1700	CTE Administrative Assistant
Elda Lucio	363-7704 ext. 1703	Counselor

Hereford ISD

2022 - 2023 Calendar

July							August							September							October									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
					1	2		1	2	3	4	5	6					1	2	3						1	1			
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8			
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15			
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22			
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30	23	24	25	26	27	28	29				
							August 3-4: First Year Teachers August 5: New Teacher Orientation August 8-16: Professional Development August 17: First Day of School/Begin 1st 6 Wks							September 2: 1/2 Day Football September 5: Student/Staff Holiday September 16: Professional Development September 23: End 1st Six Weeks September 26: Begin 2nd Six Weeks							October 10: Professional Development October 28: Professional Development									
November							December							January							February									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
				1	2	3	4	5					1	2	3	1	2	3	4	5	6	7					1	2	3	4
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11			
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18			
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25			
27	28	29	30				25	26	27	28	29	30	31	29	30	31				26	27	28								
November 4: End of Second Six Weeks November 4: 2 Hour Early Release (Football) November 7: Begin 3rd Six Weeks November 11: 2 Hour Early Release November 21-25: Student/Staff Holiday							December 6-9: STAAR/EOC Testing High School December 23: Student/Staff 1/2 Day December 23: End of 3rd Six Weeks December 26-30: Student/Staff Holiday							January 2-6: Student/Staff Holiday January 9: Professional Development January 10: Begin 4th Six Weeks							February 10: Professional Development February 17: End of 4th Six Weeks February 20: Weather Day February 21: Begin 5th Six Weeks									
March							April							May							June									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
				1	2	3	4						1		1	2	3	4	5	6					1	2	3			
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10			
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17			
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24			
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			25	26	27	28	29	30					
March 13-17: Student/Staff Holiday							April 4-6: STAAR/EOC Testing April 6: End 5th Six Weeks April 7: Professional Development April 10: Weather Day April 11: Begin 6th Six Weeks							May 2-5 & 9-12: STAAR/EOC Testing May 25: Student 1/2 Day May 25: End of 6th Six Weeks May 26: Teacher Workday May 29: Staff Holiday																

School Closing Information

In the event school must be delayed or closed due to inclement weather, the decision to delay or close school will be made by 6:00 a.m. This decision will be communicated to parents via school messenger as well as local and social media.

If the normal school schedule is followed but there is inclement weather, staff, students and parents are urged to use caution when traveling to school. Be safe and take your time.



601 N 25 Mile Ave
 Hereford, TX 79045
 806-963-7600
 www.herefordisd.net

General Information:

First Day of Classes = August 17, 2022
Last Day of Classes = May 25, 2023

Instructional Days = 172 Days
Professional Development Days = 13 Days

Academic Incentive Waiver Days

Fall – December 19-23, 2022
Spring – May 19-25, 2023

Holidays/Professional Development

August 8-16, 2022 = Work Days/Professional Development
September 5, 2022 = Labor Day
September 16, 2022 = Professional Development
October 10, 2022 = Professional Development
October 28, 2022 = Professional Development
November 21-25, 2022 = Thanksgiving Holiday
December 26, 2022 – January 6, 2023 = Christmas Break
January 9, 2023 = Professional Development
February 10, 2023 = Professional Development
February 20, 2023 = Weather Day
March 13-17, 2023 = Spring Break
April 7, 2023 = Professional Development
April 10, 2023 = Weather Day
May 26, 2023 = Teacher Work Day

Total # of Instructional Days:

1st Semester = 83 Days
2nd Semester = 89 Days

1st Six Weeks = 25 Days
2nd Six Weeks = 28 Days
3rd Six Weeks = 30 Days
4th Six Weeks = 28 Days
5th Six Weeks = 28 Days
6th Six Weeks = 33 Days

First Year Teachers/ New Teachers

Aug. 3-4, 2022 = First Year Teachers' Training
Aug. 5, 2022 = New Teacher Orientation

BELL SCHEDULES

(A) Regular Schedule Monday – Friday	
1st Period	7:50 – 8:20
2nd Period	8:26 – 9:11
3rd Period	9:17 – 10:02
4th Period	10:08 – 10:53
1st lunch (9th Grade)	10:53 – 11:33
5th A Period *	10:59 – 11:59
5th B Period*	11:39 – 12:39
2nd lunch (Grades 10-12)	11:59 – 12:39
6th Period	12:45 – 1:35
7th Period	1:41 – 2:26
8th Period	2:32 – 3:17
9th Period	3:23 – 4:08
*Announcements 11:48 – 11:58	

(B) Long Lunch Schedule	
1st Period	7:50 – 8:20
2nd Period	8:26 – 9:06
3rd Period	9:12 – 9:52
4th Period	9:58 – 10:38
5th Period*	10:44 – 11:44
Lunch	11:44 – 12:44
6th Period	12:49 – 1:39
7th Period	1:45 – 2:30
8th Period	2:36 – 3:21
9th Period	3:27 – 4:08
*Announcements 11:34 – 11:44	

(C) Early Out Schedule – 12:00	
1st Period	7:50 – 8:10
2nd/6th Period	8:16 – 9:01
3rd/7th Period	9:07 – 9:52
4th/8th Period	9:58 – 10:43
5th/9th Period	10:49 – 11:34
Lunch	11:34 – 12:04

BELL SCHEDULES

(D) During the Day Pep Rally Schedule	
1st Period	7:50 – 8:20
2nd Period	8:26 – 9:06
3rd Period	9:12 – 9:47
4th Period	9:53 – 10:33
5th Period*	10:39 – 11:39
Lunch	11:39 – 12:24
6th Period	12:30 – 1:10
Pep Rally	1:16 – 1:50
7th Period	1:56 – 2:36
8th Period	2:42 – 3:22
9th Period	3:28 – 4:08
* Announcements 11:29 – 11:39	

(E) Early Out 2:00	
1st Period	7:50 – 8:15
2nd Period	8:21 – 8:50
3rd Period	8:56 - 9:25
4th Period	9:31 – 10:00
1st lunch (9th Grade)	10:00 – 10:40
5th A Period *	10:06 – 10:56
5th B Period*	10:45 – 11:35
2nd lunch (Grades 10-12)	10:56 – 11:35
6th Period	11:41 – 12:11
7th Period	12:17 – 12:47
8th Period	12:53 – 1:23
9th Period	1:29 – 2:00
*Announcements 11:45 – 11:55	

BELL SCHEDULES

(F) Assembly Schedule	
1st Period	7:50 – 8:15
2nd Period	8:21 – 8:51
3rd Period	8:57 – 11:27
1st Floor To Auditorium	8:57 – 9:07
1st Assembly	9:07 – 10:07
1st Floor Return to Class	10:07 – 10:17
2nd Floor & CTE To Auditorium	10:17 – 10:27
2nd Assembly	10:27 – 11:27
2nd Floor & CTE Return to Class	11:27 – 11:37
4th Period	11:43 – 12:13
Lunch	12:13 – 12:53
5th Period*	12:58 – 1:48
6th Period	1:54 – 2:24
7th Period	2:30 – 2:59
8th Period	3:06 – 3:35
9th Period	3:41 – 4:08
*Announcements 1:38 – 1:48	

EMERGENCY BELLS AND PROCEDURES

911



FIRE DRILL

EVACUATION 3 BELLS
RETURN 2 BELLS

TORNADO DRILL

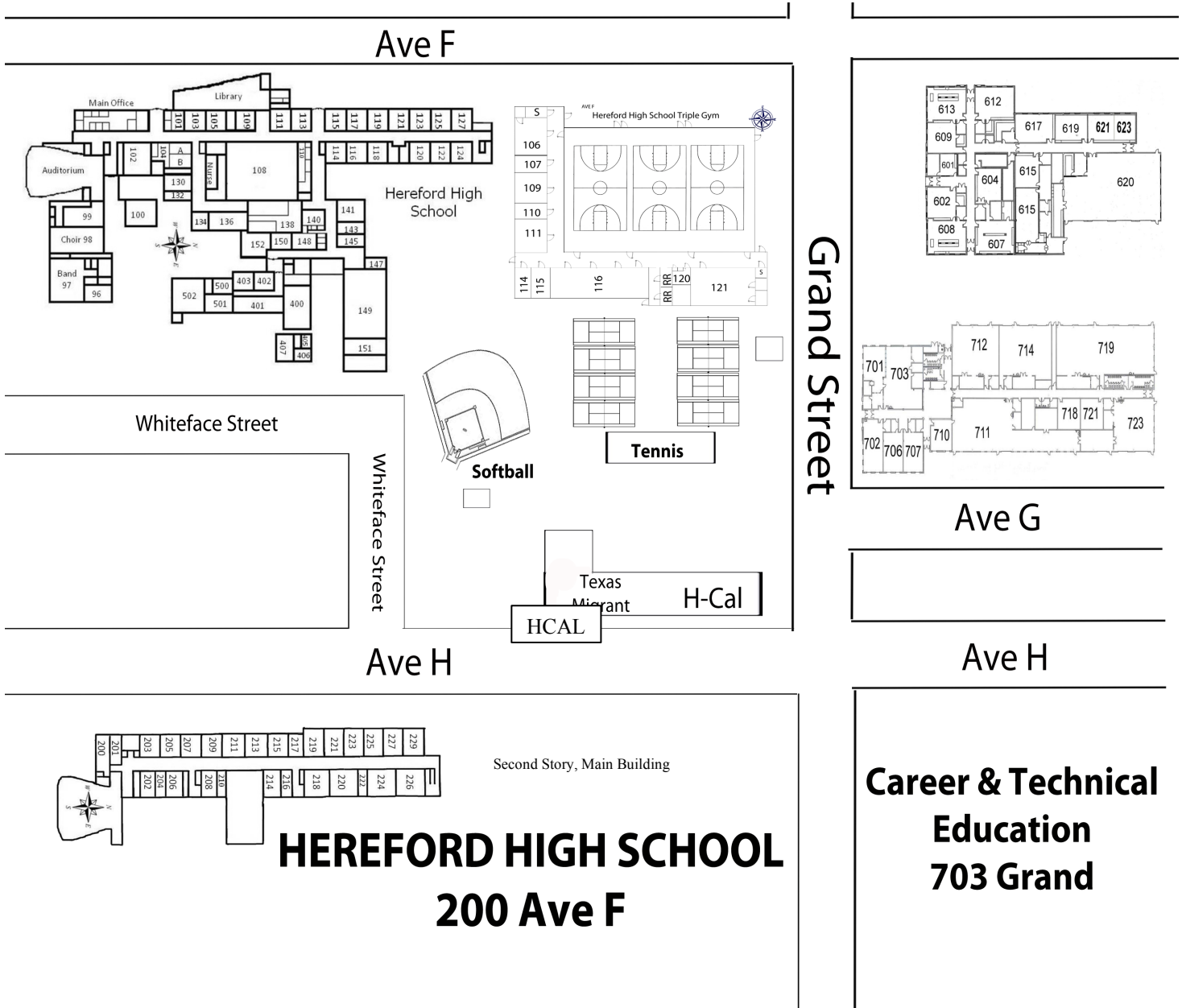


All Call on PA
RETURN 2 BELLS

LOCK DOWN DRILL

ANNOUNCEMENT OF “LOCK DOWN”
REMAIN UNTIL FURTHER INSTRUCTIONS

HEREFORD HIGH SCHOOL GROUNDS MAP



ALMA MATER

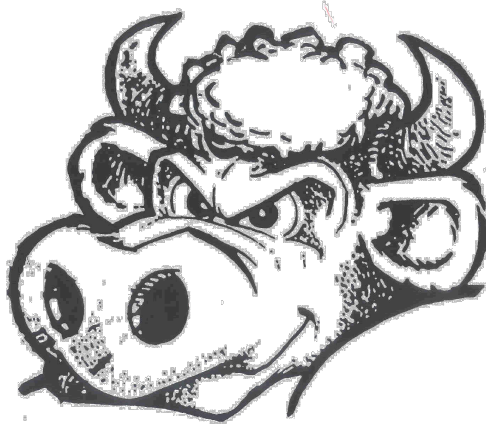
*Hail Hereford High School
Hats off to you!
Ever you'll find us,
Loyal and true.
Firm and Undaunted
Always we'll be, Hail to the school we love
Here's a toast to thee.*

SCHOOL COLORS

Maroon and White

MASCOT

*Whitefaces
Lady Whitefaces*



FIGHT SONG

*Fight, Hereford, Fight, Fight
Keep your spirits true.
Onward to Victory,
We will always fight for you.
We'll give a cheer, for the fighting Herd;
Long may we reign supreme.
Shout 'til the echoes ring,
For the glory of the H-E-R-D,
Fight! HERD! Fight!*

Section 2: Hereford Law Enforcement

This section of your handbook will outline some areas of the law that apply statewide. Some of the laws were passed specifically for public school campuses. These offenses are outlined for your benefit. They are not intended to alarm anyone. This outline does not reflect any type of crime statistics, but merely gives a brief definition of what "can" happen if the laws are violated. These are only a few of the laws that pertain to your school campus. Any criminal action taken will be separate from any school administrative action taken. If you have any questions, please contact the Local Police Department or the Sheriff's Department.

FIGHTING: Any student who actively engages in a fight in a public place, or any school property, may be subject to prosecution for Disorderly Conduct (Public Affray). Disciplinary action may be taken.

GANGS: Any student who displays characteristics that identify that person with gang activity (i.e. clothing, bandanas, jewelry, colors, gang graffiti, inappropriate hand gestures/symbols, etc.) will be subject to criminal prosecution. Disciplinary action may be taken.

ILLEGAL DRUGS, ALCOHOL, INHALANTS: Any person found using, under the influence, possessing, distributing, or manufacturing any dangerous drug, controlled substance, alcoholic beverage, or inhalant may be subject to criminal prosecution. Disciplinary action may be taken.

ILLEGAL WEAPONS:

- Any person found in possession of a gun, illegal knife, or club as defined in the Texas Penal Code may be subject to criminal prosecution. Disciplinary action may be taken.
- Any person found in possession of a prohibited weapon (e.g. dagger, knuckles, switchblade knife, etc.) as defined in the Texas Penal Code may be subject to criminal prosecution. Disciplinary action may be taken.

PARKING:

- Any vehicle on school property is subject to being searched.
- Students who park in the school parking lot must have an assigned parking permit.
- No person shall park his/her vehicle within 30 feet of an intersection.
- No person shall park his/her vehicle where the vehicle is blocking an alleyway or private driveway.
- No person shall park his/her vehicle in a prohibited area, i.e. an area clearly marked "NO PARKING".
- No person shall park his/her vehicle in a handicapped-parking area without proper credentials issued by the Texas Department of Public Safety.
- No person shall park his/her vehicle in a marked crosswalk or fire lane.
- No person shall use more than one parking space.

SPEED:

- All person(s) operating a motor vehicle shall observe the posted speed limit both on the city street and on the school parking lot.
- When inside an incorporated city limit, the speed limit is considered to be 30 MPH unless posted differently.
- The speed limit in marked school zones is 20 miles per hour.
- The speed limit in school parking lots is 5 miles per hour.
- Disciplinary action will be taken against violators.

STUDENT QUESTIONING: When a student is taken into custody for questioning or for arrest, an attempt will be made to contact the parent.

TRESPASSING: Any student placed in a District Alternative Education Program (DAEP) or In-School Suspension (ISS) is not allowed to return to his/her campus, may not be at any event sponsored by the Hereford Independent School District or be on any school property owned, controlled, or occupied by the Hereford Independent School District until that student is removed from the DAEP/ISS. Students that violate this may be subject to prosecution for criminal trespass. Disciplinary action may be taken.

Section 3: Daily Policies and Procedures

ANNOUNCEMENTS: The principal or an assistant principal must approve all announcements. Only authorized personnel will make announcements. Announcements made at other times throughout the day are discouraged and only those of an emergency nature will be made. Announcements must be written on the appropriate form and must have a sponsor's signature.

ATTENDANCE: A student's attendance at Hereford High School each day is important to both the student and the school. According to the state of Texas, a student must attend at least 90% of the scheduled days each semester. The state law is very expressive concerning absenteeism and permits only certain absences to be excused. Due consideration will be given to individual circumstances.

Absenteeism is the most common cause of failure. A student should be in attendance every day in order to keep up with course work and maintain satisfactory grades. If a student must be absent from school, the parent/guardian should call and inform the attendance office on the morning of the absence. **THE STUDENT MUST BRING A NOTE STATING THE REASON FOR THE ABSENCE ON THE DAY THE STUDENT RETURNS TO SCHOOL UNLESS A PARENT HAS SIGNED THE STUDENT OUT OR CALLED IN FOR THE STUDENT.** The student may bring a doctor/parent note or a parent may send e-mail to the attendance clerk including parent's name, phone number, and signature. If necessary, a note should be brought to the attendance office on the day of the student's return. Students must reinstate even if the parent has sent an e-mail or note beforehand. Remember, students have **ONLY THREE (3) DAYS** to reinstate for an excused absence. No exceptions will be made. Notes brought in four (4) or more days after the student's return **WILL NOT** be excused.

College Days: A Senior student may use no more than two (2) college days that are excused according to policy FDD (LOCAL).

Excused Absence: An excused absence permits a student to make up assigned work but does not excuse the student from assignments missed. Students have the same number of days missed to make up missed work. Students are allowed seven excused absences per semester with parent/legal guardian notes. **A DOCTOR'S NOTE WILL BE REQUIRED AFTER SEVEN (7) ABSENCES EACH SEMESTER.**

Medical Absence: A "medical" absence does not count **unless the student fails to attend part of the school day. Minimum time should be spent at the health care professional's office. Students may not miss all day and then go to athletics and count the absence as medical. A separate doctor's note per day is required.**

Unexcused Absence: An unexcused absence results when any student fails to bring a parent or medical note within three (3) days of an absence (other than an authorized school related function). If a student does not bring a note, the absence will be considered unexcused. Excessive unexcused absences will result in court appearances. The judge may issue penalties including, but not limited to, the following: community service, fines and/or jail time. **All students are subject to court filings.**

Students in attendance less than 90% of the days, or parts of days, in each semester will be denied any earned credit for courses offered in that time regardless of his/her grade. The grade-level principal will assign stipulations to be met to regain credit. If students fail to meet stipulations, they will be referred to the **District Attendance Committee** where they may bring any additional documentation for their absences. The district committee will make final decisions regarding denying or awarding of credit.

Reinstating: Students are required to reinstate between 7:45 a.m. and 8:20 a.m. in the attendance office before his/her first class, during the student's lunch or after school until 4:15 p.m. It is the student's responsibility to reinstate. The student must come reinstate even if a parent has presented a note to the attendance office. **If the student does not reinstate within three (3) days of the absence(s), the absence will be unexcused.**

Truancy: Truancy is when a student fails to sign out through the office or is absent without parent/teacher consent or knowledge. **ANY STUDENT WHO LEAVES SCHOOL OR CLASS WITHOUT GETTING PERMISSION AND SIGNING OUT WILL HAVE THE ABSENCE CLASSIFIED AS TRUANCY.** Students are subject to discipline and a zero is issued for all work missed during truancy. Students who are truant may not make up missed work. Truancy is considered an unexcused absence. **ALSO, UNEXCUSED TARDINESS FOR MORE THAN 10 MINUTES IS CONSIDERED AN UNEXCUSED ABSENCE/TRUANCY.** Any truancy during the semester will require the student to attend school during the academic incentive week for that semester.

CAFETERIA: The high school cafeteria is located across the street from the high school. Students are expected to walk, not run, to the cafeteria.

CAFETERIA/NATIONAL SCHOOL LUNCH PROGRAM: All students will have available one (1) free breakfast and one (1) free lunch plate. Additional plates, items, a la carte items and To Go items are available for purchase. **Visitors must pay \$3.50 for a meal. Faculty pays \$3.00 for a meal.**

CLOSED CAMPUS: No freshman student is permitted to leave the campus once he or she arrives. All freshman students are required to be in the cafeteria or on the band practice field during first lunch. All parking lots, the Hereford High School main building, Career and Technology Buildings, HCAL and Stanton are considered off-campus during first lunch. **PARENTS/GUARDIANS NEED TO SIGN OUT THEIR STUDENT(S) IN THE MAIN OFFICE IN ORDER TO TAKE THEM OFF CAMPUS FOR LUNCH.** A sign-out sheet is in the office for this purpose.

EIGHTEEN-YEAR-OLDS: Students who are 18 years old or older are still obligated to abide by all school district policies and regulations. *Writing notes for 18-year-old students is no longer automatic. Students who are 18 may write their own notes only if they qualify under one of the following:*

- students who no longer live at home with parent or guardian. In this case, the assistant principal will speak directly with the parent or guardian for verification purposes. Once verified, the student will be responsible for all communications with the school normally channeled to the parent/guardian.
- students whose parent or guardian no longer wish the responsibility of communication with the school regarding their son/daughter. In this case, the parent or guardian needs to submit the signed request form to make the student solely responsible. The written request will be verified by the assistant principal talking directly to the parent/guardian.

Students who are 18 years old must abide by attendance laws or be subject to court filing. **The school reserves the right to be in contact with the parent/guardian.**

ELEVATOR KEY: In the event that a student needs to use the elevator, documentation from the doctor is required. Please see the principal's secretary or designee in the main office for a key code.

FAMILY ACCESS: Parent(s) or guardian(s) can check a student's grades, attendance and other important information online. Sign up is available online at the www.herefordisd.net and clicking on "Skyward Family/Student Access" or by calling the main office and asking for the login information. Parents are encouraged to keep passwords confidential including keeping it from their child. Students can request separate access for themselves to be able to view grades and attendance.

FLOWER DELIVERY: Flowers or gifts will not be accepted for delivery to students.

FOOD AND DRINKS: Only food and drinks purchased from school vending machines will be allowed on school property, unless the principal specifically grants permission. **The principal or designee must approve classroom parties and/or celebrations.**

HALL PASSES: Students in the halls during class hours must have a hall pass. This pass must have the time leaving, destination, and the sending teacher's signature. Students must have the person they were given permission to visit sign the pass indicating the time of return. Office aides must wear an office aide I.D. badge at all times. Any student in the hall during class without a pass will be subject to disciplinary action by administrators.

LOCKERS: Any student may request a locker at the beginning of the school year from the designated administrator. He or she will then be issued a school lock for his or her locker. **LOCKERS MUST BE KEPT LOCKED AT ALL TIMES.** The school assumes no responsibility for school property, student property or textbooks that are kept in the lockers. Materials in the lockers are the responsibility of the students. Lockers are the property of the school district and are loaned to students for their use during the year. The school reserves the right to search any and all lockers as deemed necessary. For this reason, only school locks may be used. Students who need special assistance locks should notify their grade-level principal. **A student must use ONLY his or her assigned locker. Students may not share lockers.**

MENTAL HEALTH: Studies around the country prove that we can prevent or mitigate the effects of mental illness with early intervention that allows individuals to live fulfilling, productive lives. Hereford High School staff members are trained to help identify students showing signs of mental illness. Staff members will refer these students to their respective grade-level counselor. If you suspect signs of mental health in your child, please contact his or her school counselor.

NURSE: The school has a full-time nurse. Any student who requests to see a nurse must get a pass from an HHS staff member.

OFFICE: The high school office is open from 7:45 a.m. until 4:30 p.m. Monday through Thursday and from 7:45 a.m. until 4:00 p.m. on Friday. School business should be conducted in the office during these hours.

PARKING: Students are responsible for being aware of all parking policies. Ignorance of these policies will not be considered a reason for appeal. The issuance of a campus-parking permit is conditional on agreement with the Student Parking Agreement. As there are sufficient parking spaces on campus for all student vehicles, parking policies will be strictly enforced. Anyone operating a motor vehicle on property owned, operated or controlled by the Hereford Independent School District is subject to these regulations unless otherwise exempt by State and Federal laws, except as otherwise provided.

- All vehicles shall display a current year parking tag displayed on the rearview mirror.
- Parking permits are not transferrable.
- Students may register only one car.
- The student applicant must present a valid operator's license to the main office at time of application for a parking permit.
- Motorcycles, motor scooters, motorized bicycles and mopeds must be street legal, properly registered and must comply with all parking and traffic regulations. Violations are subject to the fine system.
- Vehicles will be towed immediately if parked on grass anywhere on campus, in front of any dumpster/loading dock, or on any yellow curbs or fire lane areas of property owned, controlled or occupied by the Hereford Independent School District.
- The maximum speed limit on any campus roadway is five (5) miles per hour.
- No vehicles shall be operated with person(s) on any part of the vehicle not intended for passengers including, but not limited to, the hood, trunk, roof or other exterior part.
- Unregistered or illegally parked vehicles are subject to towing at the owner's expense. Repeat violations will result in loss of parking privileges. ***There will be no notification made prior to towing.***
- All parking fines of \$10 are to be paid at the main office within three (3) days of receiving the violation.* After twenty (20) days, an additional late fee of \$5 will be assessed to each ticket. *After three (3) tickets, a vehicle may be towed. An administrator of Hereford High School must previously authorize the towing of any vehicle.
- Parking permits can be revoked after three (3) parking violations.
- All appeals must be made in person to the high school principal within three (3) days of issuance of the parking ticket. You must present the original ticket at the time of the appeal. There will be no appeals after three (3) school days.

PERMITS TO LEAVE SCHOOL: In order to leave the building at any time except the regular dismissal time and second lunch, **a student's parent/guardian must sign them out in the office. A student may leave only if he or she is signed out by his or her parent or guardian.** A student who does not return from lunch because of illness or emergency must have his or her parent call the school office. In the case of a doctor's appointment, the student may sign himself or herself out if Hereford High School office personnel can verify the appointment with the doctor's office over the phone at the time the student needs to check out. Parents planning to pick students up at school should call ahead in order to enable office staff to send for the student prior to the arrival of the parent or guardian. **Students who are not appropriately signed out in the office will be counted truant.**

PROM: The prom is a special event specifically designed for Seniors (see **DRESS CODE/HISD SPECIAL EVENTS**, page 30). Any Senior student wishing to attend the prom with a person who is not a Hereford High School student must receive prior approval from the principal/designee. No one aged 21 or older will be allowed to attend the prom, unless the student is enrolled at Hereford High School. Each senior student may invite only one guest.

SCHOOL CLOSING: In the event of inclement weather which could cause the closing of school:

- an automated call through the phone system will be made with notification of any school delays (See **SCHOOL MESSENGER**, page 20).
- listen to KPAN (106.3 FM or 860 AM) and or KNNK (105.5 FM) between 6:00 and 7:30 a.m. **DO NOT CALL KPAN or KNNK.**

Additional information can be seen on the Hereford ISD Facebook page. If no report is heard, it can be assumed that school is in session. **Please do not call the school, the radio station or your teachers about the closing of school.**

SCHOOL MESSENGER: Hereford Independent School District has signed on with SchoolMessenger, a company that provides notification services for parental outreach, emergency broadcasts, student attendance alerts and other communications for education. The system is able to automatically call parents for a variety of reasons that impact the safety and academic performance of students.

SchoolMessenger will be used to complement the district’s community outreach efforts and emergency preparedness procedures. It will also be used to inform parents of upcoming school events, such as statewide testing and parent meetings. As a comprehensive communication tool, SchoolMessenger will contribute to the district’s involvement initiatives by allowing the campuses to engage the broader educational community about a wide range of topics affecting students’ academic success.

SchoolMessenger will not replace current modes of school communication. Principals will still be accessible for live visits and paper-based memoranda will still be sent home. Acquisition of the SchoolMessenger system is intended to reinforce the district’s commitment to remain personally connected to parents. SchoolMessenger notification services are provided by Reliance Communications of Santa Cruz, California, serving thousands of schools, districts, colleges and universities with timely alerts since 1999.

To receive continual notification, it is important to keep vital information up-to-date in the school system. **Please inform the school immediately if there is a change in address and/or phone number.** Changes may also be made through Skyward Family Access.

SENIOR AWARDS ASSEMBLY: Attendance at the Senior Awards Assembly is required. Failure to attend, unless excused by the principal prior to the assembly, will result in the Senior being removed from the commencement activities.

SUICIDE PREVENTION: If you need to talk or are concerned about someone, please call 1-800-273-TALK (8255). For more resources visit the following website:

<https://texassuicideprevention.org/additional-resources/national-suicide-prevention-organizations/>

TARDY POLICY:

- Every tardy will result in assignment to noon detention. Tardies after long lunches will result in two noon detentions.
- Missing noon detentions will result in disciplinary action.
- When a student reaches 10 tardies, the student will be assigned a Saturday school or In School Suspension (ISS).

Students will start with a clean slate at the beginning of each semester.

VERIFICATION OF ENROLLMENT (VOE): Hereford High School may supply a VOE to students who are currently enrolled; however, the following stipulations must be met the previous semester of issuance:

- met minimum attendance for class credit (90% rule) in each class they were enrolled, **AND**
- received credit for all courses taken.

VISITORS: Parents and others are welcome to visit district schools. For the safety of those within the school, and to avoid disruption of instructional time, all visitors must first report to the main office and must comply with all applicable district policies and procedures. When arriving on campus, all parents and other visitors must show photo identification in accordance to state law. Should the legal parent or guardian not have an acceptable form of identification, contact the campus principal for assistance in obtaining a Hereford Independent School District parent ID card.

VISITORS, cont'd: Visits to individual classrooms during instructional time are permitted only with approval of the principal and teacher and only so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal school environment. Even if the visit is approved prior to the visitor's arrival, the individual must report to the main office first and show identification in accordance with state law.

All visitors are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted.

WEBSITE: To obtain information regarding Hereford High School, you may access the website at <https://hhs.herefordisd.net>.

Section 4: Academics

ACADEMIC INCENTIVE WAIVER: Students who attain the criteria listed below will be eligible for the academic incentive waiver. The waiver will allow students to be exempt from attendance the last five (5) days of each semester.

Criteria each semester:

- No District Alternative Education Placement (DAEP), In-School Suspension (ISS) or a disciplinary BRIDGE placement for that semester.
- No fines for that semester.
- Semester average must be 70 or above per class in the grade book for that semester.
- No more than three (3) absences total (excused and/or unexcused) for that semester.
 - If a student enters school late, and he or she is not transferring from another school, this student will be able to count the first three (3) days of school as his/her excused absences for exemptions. If the student enters later than the three days or is absent beyond the three (3) days, that student must attend school those last days.
 - Seniors will be allowed two (2) days free exemption for college visit(s) for the year, with documentation from the institution.
 - Any truancy during the semester will require the student to attend school during the academic incentive days.
- Students who are caught cheating will be required to attend school during the academic incentive week.
- The determination of the academic waiver is final with the Hereford High School principal.

ASSESSMENT INFORMATION: State of Texas Assessments of Academic Readiness (STAAR) End-of-Course Exams (EOC) assessments will be administered in Algebra I, Biology, English I, English II and U.S. History. To graduate under state EOC requirements, a student must pass each one of these exams. Students with low predictor scores, or who have failed a STAAR EOC Assessment(s), will be required to participate in a basic skills' class and/or tutorials until they have passed the test(s).

With the passage of SB 149, Seniors who have met all credit requirements for graduation but have been unsuccessful in no more than two (2) of the five (5) required EOC exams might meet stipulations as set by an Individual Graduation Committee (IGC) to receive a diploma. Once a student has successfully met the set stipulations, the student will receive credit for the designated EOC(s) and will be awarded a diploma.

CHEATING: Cheating is defined as dishonesty on examinations, quizzes or written assignments; illegal possession of examinations; the use of unauthorized notes during an examination or quiz; the use of any technological device or paging device; alteration of grade records; and illegal entry to or unauthorized presence in an office where official records are kept. Complete honesty is required of students during the presentation of all phases of their coursework. This applies to quizzes as well as final examinations, lesson assignments, lab work, and research papers.

Submitting work that counts towards the student's grade, which is not the sole product of that student's individual effort, shall be considered cheating, unless the teacher allows group work, use of out-of-class materials, or other forms of collective or cooperative efforts. In the absence of specific allowances or instructions by the teacher, students shall assume that all work must be done individually.

Any student who helps another student to cheat is as guilty of cheating as the student he or she assists. A student should do everything possible to induce respect for the examining process and for honesty in the performance of assigned tasks in or out of class.

A student found guilty of cheating will receive a grade of zero on that test, assignment, report, paper, etc. No opportunities will be allowed to raise the grade. A student must understand that a zero will adversely affect his/her grade point average (GPA). This is a major consequence of cheating.

COLLEGE ADMISSIONS PLANNING, cont'd

Who must take the TSI test? (College Admission Test)

You must take the TSI Test if any one of the conditions listed below applies to you:

- You are entering or are enrolled in a Texas public institution of higher education (i.e., a college, university, or technical institute) as a full-time or part-time student in an associate or baccalaureate degree program.
- You are a student seeking admission to a Texas upper-level institution or program that requires the TSI test as a condition of admission.

Who is exempt from taking the TSI test?

You are exempt from taking the TSI test if any one of the conditions listed below applies to you:

- You have met qualifying standards on the American College Test (ACT), the ACT Plan, the Scholastic Assessment Test (SAT), or the Preliminary SAT (PSAT); however, always check with college admissions office of your choice.
- ACT composite score of 23 or higher with English and math part scores equal to or greater than 19.
- SAT combined scores of 1070 or higher with verbal and math part scores equal to or greater than 500.
- PSAT (11th grade only) combined scores of 107 or higher with critical reading and math part scores equal to or greater than 50.

COURSE INFORMATION: All students in grades 9–11 will be scheduled for eight (8) classes each day. Seniors will be scheduled into a minimum of six (6) classes each day, enrolling in all available coursework necessary to complete their graduation plan (see **Section 8: Addendum**, pp. 49-50). Senior students needing six (6) or fewer credits for graduation may have up to two (2) free periods, one of which may be teacher/office aide. Senior students who begin the school year with a minimum of 23 credits, have passed all applicable EOCs, and have completed or are enrolled in classes for their identified career pathway may have a teacher/office aide period in addition to two (2) free periods with written permission from the teacher and a parent. Free periods may not be in the middle of the school day.

Seniors **MUST** take a minimum of five (5) state accredited classes each day and be on track to graduate within four (4) years. Seniors who have completed four (4) years of high school without completing the requirements for a diploma shall:

- enroll in all available course work necessary to complete their graduation plan.
- have passed all five (5) sections of EOC Assessments.

Credits: In subjects that are one-semester courses only, one-half credit shall be awarded if a student earns a grade of 70 or above. In subjects that are full-year courses, one credit shall be awarded at the end of the school year if one of the following occurs:

- a student passes both semesters.
- a student attains an average of at least 70 over both semesters.

If a student passes one semester but fails the other semester of a full-year course and attains a grade average of less than 70, one-half (1/2) credit shall be awarded for the semester passed. A student can gain credits of unsuccessful semesters through credit recovery courses or summer school. A maximum grade of 70 will be recorded.

Advanced Placement Programs: The Advanced Placement (AP) Program is a cooperative endeavor between secondary schools and colleges and universities. It exposes high school students to college-level materials through involvement in an AP course, and it gives students the opportunity to show that they have mastered the subject matter by taking an AP exam in the spring. Colleges and universities can then grant credit or placement or both to students scoring at certain levels. The levels vary from college to college; therefore, students should check with their post-secondary institutions for specific policies. There is a fee for the exam.

Students enrolled in Pre-AP/Honors or AP courses are required to:

- Maintain a grade of 70 for each six weeks. A failing grade for the 1st six weeks will result in automatic removal from the class contingent upon conference with student, parent and teacher.
- Complete all elements of and assignments for the course, including summer reading assignments, tests, essays, and/or projects given by the instructor.
- Attend class regularly according to state mandated attendance requirements (see **ATTENDANCE**, page 17).
- Remain in the course for the entire year, unless the course teacher approves the change.
- If a student fails the second semester, the student may not register for the Pre-AP/Honors or AP course in that subject area the following year.
- No Pre-AP/Honors or AP student is allowed the option of credit recovery.

COURSE INFORMATION, cont'd

Students enrolled in Pre-AP/Honors or AP courses are responsible for:

- Acting appropriately in class and not interfering with their classmates' ability to learn.
- Keeping up with the workload and turning in all work on time. It should be noted that there is a higher level of expectation on the student's part, thereby requiring a more demanding workload in and out of class.
- Keeping up with their progress in class.
- Knowing the expectations of each class in which they are enrolled and planning their schedules accordingly.
- Maintaining additional resources (e.g. novels, primary readings, calculators, etc.) required by the class.
- No participation or tolerance of lying, stealing, cheating, or plagiarism.

Alternative Credits: See your Counselor for more information.

Correspondence Courses: These courses must be from approved institutions. Courses have to be approved by the counselor and principal. Credits earned by correspondence exam do not meet the "core course" requirement set by the NCAA Clearinghouse.

Credit by Exam: Students may use Credit by Exam to demonstrate mastery to earn credit in academic courses at the secondary level, with prior approval of the principal. A registration process is required. Credits earned through Credit by Exam do not meet the "core course" requirement set by the NCAA Clearinghouse.

CTE Tech Credit: College Technical Credit enables students to begin their college technical major while still in high school. Students earn college credit through content-enhanced, statewide or locally articulated technical courses.

Dual Credit: Dual credit refers to the practice of awarding credit at two educational institutions for a course completed at one institution. HISD and Amarillo College have entered into an agreement to award dual credit for specific courses taken by juniors and seniors who meet specific qualifications. All students must meet required test scores or take and pass the TSI test (see **COLLEGE ADMISSIONS PLANNING**, pp. 23-24). They must also apply for admission to Amarillo College and then **REGISTER/PAY** for the college course(s).

The grade earned in the course(s) is entered on a student's college transcript. An "Incomplete" or failing grade in a dual credit course affects a student's ability to receive federal financial aid for college until 12 hours of college course work is successfully completed.

END OF COURSE (EOC) ASSESSMENTS: See **ASSESSMENT INFORMATION**, page 22.

EXTENDED DAY: As funding permits, an extended day program will also be implemented for students unsuccessful on the STAAR EOC Assessments. These classes will be scheduled and announced to students/parents when/if the time arrives.

GRADE-LEVEL CLASSIFICATION: After the 9th grade, students are classified according to the number of credits earned toward graduation.

Credits Earned	Classification
7	Grade 10 (Sophomore)
13	Grade 11 (Junior)
19+	Grade 12 (Senior)

GRADING PROCEDURES: All grades issued and recorded will be numerical. Students found to have engaged in academic dishonesty shall be subject to disciplinary penalties and grade penalties on assignments or tests.

Grading procedures should be based on the student's academic achievement or demonstrated mastery of the course (TEC §28.021). All classwork, projects, reports, homework, tests, etc. must be directly related academically to the subject, discipline-approved course as correlated to the TEKS and Texas Standards. A student cannot be denied credit for a class based on non-academic reasons; however, the minimum attendance requirements required for credit remain in statute.

GRADING PROCEDURES, cont'd:

Grades will be given and recorded in the following areas:

- Daily Grade:
 - Minimum number of daily grades = 8, consisting of but not limited to the following: homework, class work, review for quiz, reports, projects, folders, participation that reflects academic achievement and not merely attendance, etc.
 - **Teachers must grade papers, post to their electronic gradebook and return to students in 5-7 working days.**
 - Daily grades will count 40% for each six weeks.
- Test Grade:
 - Minimum number of test grades = 2, consisting of but not limited to the following: tests, projects, research papers, oral presentations, digital presentations, etc.
 - Test grades will count 60% for each six weeks.
- Semester Grade:
 - Each semester grade will be calculated by averaging each of the six weeks' grading periods.

The following will also be used when determining a student's grade:

- Students shall be expected to make up assignments and tests after absences. Students shall receive a zero for any assignment or test not made up within the allotted time.
- Late Projects: Teachers may assign a late penalty to any project turned in after the due date in accordance with previously established guidelines approved by the principal and disseminated to students.
- Excused Absences: See **MAKE-UP WORK**, page 26.
- Unexcused Absences: The grade for make-up work after an unexcused absence shall be no higher than 70.
- Truancy: Student will receive a grade of "0" for that day.
- Suspension: The district shall not impose a grade penalty for make-up work after an absence because of suspension.

A student shall be responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher.

GRADUATION EXERCISES: All Seniors who complete academic requirements according to school board policy are required to participate in the graduation exercises. Seniors who fail a course required for graduation will not walk at graduation. Saving seats will not be allowed due to the large number of guests attending the ceremony. All purses and bags will be searched when entering the stadium. Anything that could distract from the ceremony, whether used by guests or graduates, will be confiscated. Do not bring such items as beach balls, balloons, air horns, signs, posters, etc. Any person responsible for any distraction will be removed from the premises. Thank you for supporting our effort in making this event enjoyable for all.

GRADUATION PLAN: See **Section 8: Addendums**, pp. 49-50.

GRADUATION REQUIREMENTS: Any student having questions about requirements or graduation plans should contact the appropriate counselor.

HOMEWORK: Homework assigned by a teacher is an optional teaching/assessment tool and is not required by district policy/procedure. When assigned, students may have added homework assignments not to exceed 20 minutes in each subject area per day. NO daily homework will be assigned on Friday, Saturday, and Sunday (the exception to this is make-up work).

Time needed to complete long-term projects (e.g. Science Fair projects, research papers, the Travel Across America project, etc.) is not included in the above guidelines. The above guidelines do not apply to Advanced Placement (AP) or Dual Credit (DC) classes for college credit.

MAKE-UP WORK: When a student is absent from school for an excused absence or school trip, the student will have the opportunity to make up missed work. It is the **STUDENT'S RESPONSIBILITY** to approach the teacher to make arrangements to take a test or to get missed assignments. The student should do this the *first* day after returning to school. **The student will be given an equal number of days missed to do make-up work or take tests.**

MIGRANT EDUCATION SERVICES: The purpose of the Migrant Education Program is to design and support programs that help migrant students overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory lifestyle in order to succeed in school and to successfully transition to postsecondary education or employment.

PLAGIARISM: Offering the work of another as one's own without proper acknowledgment is plagiarism. Any student who fails to give credit for quotations or essentially identical material from any of the following is guilty of plagiarism: books, encyclopedias, magazines, Internet, or other reference work and themes, reports, or other writing of a fellow student.

The language or ideas thus taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writing of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgment also is considered plagiarism. Any student who fails to give credit for ideas or materials taken from another source is guilty of plagiarism.

PROGRESS REPORTS: Progress reports will be distributed to students during their third period class and sent home with students on Thursday of the fourth week of each grading period.

REPORT CARDS: Report cards will be distributed to students during their third period class and sent home with students on Thursday following each six-week grading period, as indicated on the school calendar. Final report cards will be mailed home to parents of all students on Thursday the first week in June. If the parent/guardian has a question or concern regarding grades, the parent should first make contact with the teacher. **PLEASE KEEP ADDRESSES AND PHONE NUMBERS UPDATED AND NOTIFY THE OFFICE IMMEDIATELY REGARDING CHANGES.**

SCHEDULE CHANGES: Schedule request verification forms will be sent home with students in April of the previous year. Students have a two-week window to make changes to the request form. Student schedules will be handed out during the registration days in August. Change requests will be entertained at this time only if a mistake was made, a course requested did not make, or a student is scheduled into a course for which credit was already earned. Any other changes during the semester must be principal-approved.

SCHOOL TRIPS: The student must make up work missed on a school trip or the student will receive a zero. A school trip occurs when the student misses class because of an official school activity. Authorized school-sponsored trips are considered an extension of the classroom. The student involved is not counted absent; however, work missed by the student as a result of not attending class must be done in cooperation with the teacher. **ON SCHOOL SPONSORED TRIPS, ALL STUDENTS MUST GO AND RETURN IN SCHOOL ARRANGED TRANSPORTATION.** The sponsor and principal must approve any exception prior to departure from the school. In such cases, the student will only be released to a parent personally. The HISD Student Code of Conduct and the HISD Dress Code for the regular school day apply while on school trips. Failure to comply with conduct regulations on school trips may result in forfeiture of this privilege. Students may use only 10 days per semester for school trips. Days for trips beyond district will not be counted towards a student's 10-day limit as per policy FA(LOCAL). [A copy of this policy may be obtained from the principal's office, the campus behavior coordinator's office, the central administration office, or through Policy On Line at the following address: <http://pol.tasb.org/Home/index/379>]

SPECIAL EDUCATION SERVICES: See **Section 8: Addendums**, pp. 35-36. Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS (STAAR): See **ASSESSMENT INFORMATION**, page 22.

TITLE I: Hereford High School is a Title I school. Title I is a federally funded program and provides opportunities for Hereford High School students to acquire the knowledge and skills needed to meet the challenging state performance standards developed for all children. This is accomplished by:

- ensuring high standards for all students
- providing an enriched and accelerated educational program
- providing substantial staff development
- coordinating services
- affording meaningful opportunities for parents to participate
- distributing resources
- improving accountability
- providing greater decision-making authority and flexibility

Hereford High School Parent Involvement Policy and Parent Compact: See pp. 37-48.

TUTORIAL PROGRAM/CREDIT RECOVERY: First period in the morning from 7:50 a.m. to 8:20 a.m. is dedicated to our tutorial program for students who were unsuccessful on one or more STAAR EOC Assessments. It is also for students to work on credit recovery due to six weeks' failure in one or more classes. Each day of the week is designated for a particular subject area. Mondays are designated for Social Studies classes, Tuesdays are English, Wednesdays are Math, Thursdays are Science, and Fridays are for elective courses. Tutorials are always available to any student wanting additional help.

Under HB4545, the tutorial period (1st period) will be mandatory for students who were unsuccessful on the STAAR EOC tests in April/May/June 2022 and/or who did not successfully pass their classes in the 2021-2022 school year. A student will be released from this class when he/she is successful on a retest.

Tutorials will also be mandatory for students in 9th-12th grade who fail any course(s) at the end of the previous six weeks' grading period. For example, if a student fails Algebra I in the 1st six weeks, mandatory tutorials will be assigned for the entire 2nd six weeks' grading period. If the student completes the required work satisfactorily, a grade of 70 will be recorded.

WITHDRAWAL: A parent or guardian is required to accompany his/her child to school and sign a notarized withdrawal form in order to officially withdraw the student from school. A student may obtain a withdrawal form from the office. The counselor, librarian, student's teachers and the principal must sign the form. The student's **TEXTBOOKS AND LAPTOP WILL BE COLLECTED** and the semester average to date will be figured for each subject. A student has three (3) days to enroll in another school. If Hereford High School does not receive notification of a withdrawn student's enrollment within three(3) days, **truancy charges will be filed on the student and parent(s)/guardian(s).**

Section 5: Behavior and Discipline

BULLYING/CYBERBULLYING: Bullying means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involved in engaging in written or verbal expression, expression through electronic means or physical conduct that satisfies the applicability requirements provided by SB 179, occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the district that:

- has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property; or
- is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
- materially and substantially disrupts the educational process or the orderly operation of a classroom or school;
- infringes on the rights of a victim at; and
- cyberbullying is bullying that is done through the use of any electronic communication device.

The district has implemented the STOPit anonymous bullying reporting. The program is designed to minimize reluctance in reporting bullying activity across the district. Visit the website at: <https://appweb.stopitsolutions.com/login>.

Bullying will not be tolerated at Hereford High School. Each incident will be evaluated. Below are the consequences for anyone caught bullying:

- 1st Offense – verbal reprimand
- 2nd Offense – notify parent by teacher
- 3rd Offense – notify parent and refer to counselor
- 4th Offense – refer to grade level principal along with documentation of previous offenses.
- DAEP possible on first offense of a single significant act.

If a student feels he/she is being bullied, a report of the incident/incidences may be given to any staff member, teacher, counselor or administrator.

For further information on bullying and cyberbullying see the HISD Student Handbook on the HISD website. (English: [HISD 2021-2022 Student Handbook](#)/ Spanish: [HISD 2021-2022 Student Handbook Spanish](#))

CAMPUS BEHAVIOR COORDINATOR: According to SB 107, a person at each campus must be designated to serve as the campus behavior coordinator (CBC). The CBC is primarily responsible for maintaining student discipline. He or she shall promptly notify a student’s parent or guardian if the student is placed into in-school or out-of-school suspension, placed in a disciplinary alternative education program, expelled or placed in a juvenile justice alternative education program or is taken into custody by a law enforcement officer.

DISCIPLINE:

Teacher Detentions	Teacher Classroom	Teacher-Assigned Time
Noon Detentions	HHS Cafeteria	1 st Lunch (9 th): 10:53-11:33 2 nd Lunch (10 th -12 th): 11:59-12:39
Saturday School	Library	9:00 a.m. – 12:00 p.m.
In-School Suspension	ISS Room	8:00 a.m. – 4:08 p.m.

DRESS CODE: The official school dress code is in the HISD Student Handbook. The District's dress code is established to teach grooming and hygiene, to prevent disruption, and minimize safety hazards. Dress code violators will be required to change into school issued clothing at school. Students will check out "school issued clothing" and leave their own clothes in the office. Students may not call parents or guardians to bring clothes to the students or to take students home to change clothes. Students may not leave campus to change clothes. Students who fail to change into school issued clothing will be placed in ISS.

DRESS CODE, cont'd Students and parents may determine a student's personal dress and grooming standard, provided that they comply with the following:

- Hair must be styled out of eyes; it must be clean and free from distraction. It must also comply with school health standards so as not to be detrimental to the health and safety of the individual or to others.
- Notched eyebrows will not be allowed and the student will be asked to color in the notched section(s).
- Hats, headscarves, bandanas, beanies or caps are not permitted in school buildings during the instructional day.
- Clothing with inappropriate or suggestive symbols, patches, or lettering cannot be worn. [Policy FNCA (LOCAL)]
- Shirts and blouses must be buttoned appropriately. Sheer or lace shirts/blouses may be worn over appropriate tops (straps over two (2) inches) and/or garments.
- Regarding sleeveless tops: both shoulder straps on a top or dress must have a shoulder measurement of two (2) inches or greater.
- The entire midriff (front and back) and cleavage areas must be covered at all times.
- Straps on garments must be worn appropriately (e.g. bib overalls).
- Pants must be worn at waist level as designed. Baggy/sagging and/or distressed pants with holes above the fingertip level will not be allowed. Pants must be fitted at the waist, no more than one (1) inch bigger than waist size.
- Skirts must be no shorter than a maximum of six (6) inches above the knee in a kneeling position.
- Bicycle shorts and inappropriately tight clothing such as leggings, jeggings, tights worn alone or other similar attire will not be allowed. Items worn over the leggings, jeggings, tights, etc. must cover the articulation between torso and leg – front and back.
- Shorts will be allowed but must be no shorter than six (6) inches above the knee in a kneeling position.
- Holes in pants or shorts should be no more than six (6) inches above the knee in a kneeling position. Leggings or shorts must be worn underneath holes higher than six (6) inches so that no skin is visible.
- Undergarments must not be exposed at any time, including under sheer or lace garments.
- All standard footwear is acceptable and must be worn during school hours.
- Pajamas and house shoes are not appropriate.
- Sunglasses may not be worn indoors during school hours unless prescribed by a doctor.
- Cosmetic contacts may not be worn unless prescribed by a doctor.
- Jewelry worn due to body piercing, other than ears and single small stud in nose, will not be allowed.
- Jewelry with spikes of any length may not be worn.
- No disruptive, offensive or gang-related tattoos should be visible.
- Body art (permanent or temporary) may cause a disruption to the school environment and will be handled on a case-by-case basis with final decisions rendered by campus administration.

DRESS CODE/HISD SPECIAL EVENTS: Students in attendance at Hereford ISD Special Events will adhere to a modified dress code.

Male Dress Code:

- Formal or semi-formal attire must be worn (dress pants, dress shirt, suit, tuxedo and jeans).
- Shirts must be buttoned up (and remain buttoned up) to at least the second button from the collar.
- Undergarments must not be showing.
- Pants should fit properly on the hip and not sag below the waistline.
- Shirts must stay on throughout the entire activity.
- Proper and formal grooming is expected.

Female Dress Code:

- Dresses may be backless as long as it is not cut below the navel and does not extend to the front.
- Midriffs may be exposed but no more than two (2) inches. This includes both the front and side of the dress. Netting is not a replacement for the exposed area.
- Slits on the side of the dress should be no higher than mid-thigh.
- Length of the dress should be no higher than mid-thigh.
- Necklines: must be snug fitting at the bust in the front and on the sides/underarms. No part of the breast may be visible from the side view.

ELECTRONIC CIGARETTES/VAPES/VAPE PRODUCTS: Hereford High School is a tobacco-free and drug-free zone. All e-cigarettes/vapes are prohibited. This includes the possession of any component, part or accessory for an e-cigarette/vape device. Parents/guardians will be informed when e-cigarette/vape products are confiscated. Campus principals will recommend a disciplinary placement of 25 days in the District Alternative Education Program (DAEP). A complaint will also be filed with the Justice of the Peace/Local Police Department.

ELECTRONIC DEVICES*:** Students may not use, display, or have in operational mode a cell phone, iPod or any other electronic device in the classroom during the school day. Classroom use of earbuds/headphones will be at the discretion of the teacher. If the electronic device is confiscated, the student will be fined. The student's parent or guardian may pick up the confiscated electronic device from the principal's office for a fee of \$15.

Students are prohibited from sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal. This prohibition applies to conduct off school property if it results in a substantial disruption to the educational environment. Any person taking, disseminating, transferring, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content will be disciplined according to the HISD Student Code of Conduct and may, in certain circumstances, be reported to law enforcement.

Disclosure: *****STUDENTS BEAR ALL RISK OF LOSS FOR PERSONAL TECHNOLOGY BROUGHT ONTO SCHOOL CAMPUS.**

FIGHTING: Campus principals will recommend a disciplinary placement of 25 days in the District Alternative Education Program (DAEP) for fighting. A complaint may be filed with the Justice of the Peace/Local Police Department.

We have a ***NO TOLERANCE*** policy at Hereford High School. **If you are having a problem with someone, it is your responsibility to go to a counselor, teacher, principal or assistant principal and report the problem.** We will set up conflict mediation. If someone starts a fight with you, you are to yell, "I don't want to fight!" as loudly as you can and get away. Our teachers and principals are on duty in the halls between classes. Go straight to them or into a classroom to get away. If you choose to fight back, you will be assigned to a District Alternative Education Program (DAEP) placement for a minimum of 25 days.

ILLEGAL DRUGS/ ALCOHOL: Hereford High School is a tobacco-free zone and drug-free zone. Campus principals will be making a recommendation of 25 days in the District Alternative Education Program (DAEP) for any drug or alcohol offense. The student may also be subject to criminal prosecution.

ILLEGAL WEAPONS: Any person found in possession of a gun or a prohibited weapon (e.g. club, illegal knife, knuckles, etc.) may be subject to criminal prosecution. An illegal knife is any of the following: a knife with a blade over 5 1/2 inches; a hand instrument designed to cut or stab another by being thrown; switchblade knife; dagger, including but not limited to a dirk, stiletto, and poniard; bowie knife; sword; or spear. Pocket knives are not illegal weapons, but are not allowed (prohibited) at school.

IN-SCHOOL SUSPENSION (ISS): If a student is assigned to ISS, that student is required to be in ISS from 8:00 a.m.– 4:08 p.m. For the safety of our students, a surveillance system is utilized for monitoring purposes. **A student late to ISS will be assigned additional time in ISS.**

LOITERING: The definition of loitering is to proceed slowly or with many stops. Any student who is loitering on school property and causes a disruption will be subject to disciplinary action.

PUBLIC DISPLAYS OF AFFECTION: Public displays of affection between students will not be tolerated. This type of activity often offends others. Students engaging in such activity will be referred to the grade-level administrator.

SEARCHES: Hereford Independent School District contracts with Interquest Detection Canines to conduct regular random searches using drug dogs. Dogs are trained to find illegal drugs, prescription drugs, alcohol and ammunition. Portable handheld metal detectors are also available for random searches. Lockers, classrooms, and vehicles parked on school property are subject to these searches. Metal detectors may be used on a student when deemed necessary by an administrator/school resource officer under reasonable suspicion. Items found during searches can subject the student to disciplinary action and/or criminal prosecution.

SEXTING: Sexting is the electronic transmission of sexually explicit messages or photos electronically, primarily between cell phones, but also on the Internet (i.e. Facebook, Instagram, etc.). Students are prohibited from sending or posting electronic messages that are illegal or abusive, obscene, sexually oriented, threatening, harassing or damaging to another’s reputation. This prohibition applies to conduct off school property if it results in substantial disruption to the education environment. Any person taking, disseminating, transferring, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or photographs will be disciplined according to the HISD Student Code of Conduct and may, in certain circumstances, be reported to law enforcement. Sexting may also be considered a form of cyberbullying (see **BULLYING/CYBERBULLYING**, page 29). For more information look at the HISD Student Code of Conduct on the HISD website (www.herefordisd.net).

SEXUAL HARASSMENT: Sexual Harassment means conduct on the basis of sex that satisfies one or more of the following: A school employee conditioning education benefits on participation in unwelcome sexual conduct; or unwelcome conduct that a reasonable person would determine is so severe, pervasive, an objectively offensive that it effectively denies a person equal access to the school’s education program or activity; or sexual assault, dating violence, or stalking as defined by the Violence Against Women Act (VAWA).

SKATEBOARDS AND ROLLER BLADES: Skateboards and/or roller blades are not allowed on campus. Any student caught using them will have their skateboard and/or rollerblades taken away.

TERRORISTIC THREATS: There is zero tolerance for terroristic threats. Police will be notified and a complaint will be filed with the local police department. The student will be removed from the campus.

TOBACCO/TOBACCO PRODUCTS: Hereford High School is a tobacco-free zone and drug-free zone. All tobacco and tobacco products are prohibited. Parents/guardians will be informed when tobacco products are confiscated. Campus principals will recommend a disciplinary placement of 25 days in the District Alternative Education Program (DAEP). A complaint will also be filed with the Justice of the Peace/Local Police Department.

VIOLENT BEHAVIOR: There is zero tolerance for violent behavior. For additional information, see Hereford ISD Student Code of Conduct.

Section 6: Laptops

A Chromebook (hereinafter referred to as “laptop”) will be issued to each student at Hereford High School, but it is the property of the Hereford Independent School District. Each laptop is issued with a case and it is recommended the student leave the case on it. If the case is broken, a new case can be purchased for \$20. All laptops must be transported in a padded laptop case. This laptop is on loan to the student and must be used in accordance with the following policies and procedures, the district’s Acceptable Use Policy, and any applicable laws. Use of this laptop, as well as access to the laptop network, the Internet and e-mail are a privilege and not a right. These items are provided for educational purposes only and are intended to support the learning objectives of Hereford High School and Hereford ISD.

GENERAL USE AND CARE OF LAPTOP:

- When transporting his/her laptop to and from school, the student should always be sure it is placed in a padded case that is fully closed.
- All students are expected to treat the laptops with care and respect. The laptops and issued cases are the property of Hereford ISD. They should be kept clean and free of marks at all times. Placing stickers, writing or drawing on, engraving or otherwise defacing the laptops is not allowed and will result in the loss of privileges.
- Students are encouraged to help each other in learning to operate the laptops. By using their own laptops, students should show others how a procedure(s) is done. Students should never handle another student’s laptop.
- Any inappropriate or careless use of a laptop(s) should be reported to a teacher or other staff member immediately.
- Students should not use their laptops while walking. Laptops can be fragile and, if they are dropped, they will break.
- Students should protect their laptops from extreme heat or cold. Laptops should never be left in a car, even if the car is locked.
- Laptops should be protected from the weather, water or other liquid, food, and pets. Students should never eat or drink while using their laptops or use their laptops near others who are eating and drinking.
- Heavy objects should never be placed or stacked on top of the laptops. This includes books, musical instruments, sports equipment, etc.
- Students should use care when plugging in the power cords, phone cords or cords for other electronic devices.
- Laptops should not be placed on or under soft items such as pillows, chairs, sofa cushions or blankets.

USING THE LAPTOP AT HOME:

- The student must have written permission from his/her parent or guardian before he/she will be allowed to take his/her laptop home.
- Parents/guardians may be given their child’s login name and password on request, so that they can supervise the student’s use of the laptop at home.
- When at home, the laptop should always be used under adult supervision in a common family location (i.e., kitchen, living room, dining room, etc.). All laptops are filtered according to district guidelines while at home.
- If the laptop is lost or stolen, parents/guardians should immediately report the loss or theft to the local police and Hereford High School Administration. Parents/guardians and students are 100% responsible for the cost of any lost or stolen laptop(s).
- If the student’s laptop is damaged or not working properly, it must be turned in to the Campus Technology Center for repair or replacement. Parents /guardians are not authorized to attempt repairs themselves or contract with any other individual or business for the repair of the laptop. School technology technicians will make repairs at a discounted price to the student. The student and his/her parents/ guardians are 100% responsible for any negligent damages to the laptop(s). A fine will be assessed on any damages due to negligent use. The student will be issued a loaner laptop while his/her laptop is being repaired. The student will be unable to take the laptop home until the fine is paid in full.
- Each student is responsible for recharging his/her laptop at home on a daily basis.

USING THE LAPTOP AT SCHOOL:

- Each laptop is assigned to an individual student. A student should never “swap” or “share” his/her laptop with another student. The laptop should be in a student’s possession or secured in his/her locker at all times.
- A student may never share his/her password with another student. Passwords should always be kept confidential.
- Any student who *does* have permission to take his/her laptop home is responsible for bringing his/her laptop fully charged, to school each day. The student is responsible for making sure his/her laptop is plugged in for recharging each night. **DO NOT** bring the charger to school. The school is not responsible for lost, stolen or damaged chargers.
- Any student who *does not* have permission to take his/her laptop home may pick up his/her laptop from the Campus Technology Center each morning and is required to return his/her laptop to the Campus Technology Center at the end of each day.
- The laptop should be turned on during the 1st period of the day, put in the standby position and returned to the carrying case until a teacher requests it to be removed. If used, it should be put in the standby position and returned to the carrying case at the end of the period. The laptop should be turned off at the end of the day for transport.
- Any staff member may check a student’s laptop for misuse or abuse upon request.
- The student will be allowed to recharge his/her laptop each day during lunch in the Campus Technology Center. The student must pick up his/her laptop after lunch.
- Each student is responsible for saving and backing up his/her documents to the Google Drive.

USING THE LAPTOP INTERNET AND E-MAIL: Parents/guardians and students understand that Hereford ISD does not have control over information found on the Internet. Every attempt is made to block access from inappropriate material while the student is at school and at home. Parents/guardians have a responsibility to supervise the information that a student is accessing from the Internet while at home, as well.

- Students should never share personal information about themselves or others while using the Internet or e-mail. This includes students’ names, ages, addresses, phone numbers and/or school names.
- Students should be aware that Internet access, e-mail and other media that are accessed, created or stored on their laptops are the sole property of the district. The district has the right to review these items for appropriateness and to limit or revoke any student’s access to them at any time and for any reason. The parent/guardian can revoke or limit his/her child’s access at any time at home or by contacting a school administrator or a campus technology coordinator.

CONSEQUENCES OF INAPPROPRIATE USE: The use of any district technology is a privilege and not a right. Students are expected to use their laptops in accordance with these policies and procedures, Hereford ISD’s Acceptable Use Policy (English: [Acceptable Use Policy - English](#)/ Spanish: [Acceptable Use Policy - Spanish](#)) and any applicable laws. Failure to use the laptops in an appropriate manner can result in the following consequences as determined by the staff and administration of Hereford High School and Hereford Independent School District.

- Cancellation of the student’s use or access privileges, including the privilege of taking the laptop home.
- The student pays the full cost of any repairs needed due to inappropriate use of a laptop. (Student repairs are normally offered at a discount through the district when a student pays the yearly home usage fee.)
- Discipline according to the Hereford Independent School District Student Code of Conduct or the Hereford High School Student Handbook.
- Civil or criminal liability under applicable laws.

Section 7: University Interscholastic League (UIL) 2022-2023 Side-by-Side

For information visit the UIL & UIL SIDE-BY-SIDE website at:

<https://www.uilTEXAS.org/policy/tea-uil-side-by-side>

Section 8: Addendums

Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals: If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the school district or open enrollment charter school, the district or charter school must respond no later than 15 school days after receiving the request. At that time, the district or charter school must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the *Notice of Procedural Safeguards*. If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

If the district or charter school decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three (3) or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If a district or charter school receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30th of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three (3) or more days will apply.

Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the district or charter school in a companion document titled *Parent's Guide to the Admission, Review, and Dismissal Process*.

Contact Person for Special Education Referrals: The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Contact Person: Violeta Valdez
Phone Number: 806-363-7620, ext. 1212
E-mail Address: violetavaldez@herefordisd.net

Section 504 Referrals: Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals: The designated personnel to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services are:

Contact Person: Rachel Ramirez
Phone Number: 806-363-7620, ext. 1216
E-mail Address: rachelramirez@herefordisd.net

or

Contact Person: Pete Rodriguez
Phone Number: 806-363-7620, ext. 1211
E-mail Address: peterodriguez@herefordisd.net

Safety Transfers/Assignments:

The board or its designee will honor a parent's request to transfer his or her child to another classroom or campus if the district has determined that the child has been a victim of bullying, including cyberbullying, as defined by Education Code 37.0832.

The board may transfer a student who has engaged in bullying to another classroom. The board will consult with the parent of a child who has engaged in bullying before deciding to transfer the child to another campus.

Transportation is not provided for a transfer to another campus. See the principal for more information.

[See **Bullying** policies FDB and FFI for more information. A copy of this policy may be obtained from the principal's office, the campus behavior coordinator's office, the central administration office, or through Policy On Line at the following address: <http://pol.tasb.org/Home/index/379>]

The district will honor a parent's request for the transfer of his or her child to a safe public school in the district if the child attends a school identified by the Texas Education Agency as persistently dangerous or if the child has been a victim of a violent criminal offense while at school or on school grounds.

[See policy FDE for more information. A copy of this policy may be obtained from the principal's office, the campus behavior coordinator's office, the central administration office, or through Policy On Line at the following address: <http://pol.tasb.org/Home/index/379>]

The board will honor a parent's request for the transfer of his or her child to another district campus if the child has been the victim of sexual assault by another student assigned to the same campus, whether the assault occurred on or off campus, and that student has been convicted of or placed on deferred adjudication for the assault. In accordance with policy FDE, if the victim does not wish to transfer, the board will transfer the assailant.

**For any further information, please see the HISD Student Handbook at:
www.herefordisd.net.**

**Hereford High School
2022-2023
School Parent Involvement Policy**

In support of strengthening student academic achievement, each campus that receives Title I, Part A funds will develop jointly with, agree on with, and distribute to parents of participating children a written parental involvement policy that contains information required by Public Law (PL) 107-110 Section 1118 (b) & (c) of the Elementary and Secondary Education Act (ESEA). The policy establishes the LEA's expectations for parental involvement and describes how the campus implement a number of specific parental involvement activities.

BUILDING A SCHOOL PARENT PARTNERSHIP	
PURPOSE	ACTIVITIES / STRATEGIES
<p>Hereford High School policy describes how Hereford High School will build the school's and parents' capacity for parental involvement in the following ways: Hereford High School will provide assistance to parents/families in understanding such topics as the State's academic content standards and student academic achievement standards, State and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children. PL 107-110 Section 1118(e)(1)</p>	<ul style="list-style-type: none"> • Booster Clubs • District Facebook • Dual Credit Meeting • HHS Student Handbook • HHS Website • Home Visits • Open House • Parent Access • Progress Reports • Report Cards • School Marquee • School Messenger • Staff E-Mail accounts • Student E-Mail accounts • Title I Meetings • Remind 101 • Skyward Family Access • YouTube Live
<p>Hereford High School will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy and technology. PL 107-110 Section 1118 (e)(2)</p>	<ul style="list-style-type: none"> • 504 Meetings • ARD Meetings • Edgenuity • IXL • Open House • Parent Surveys • Parent/Teacher Conferences • Registration • Report Cards • School Messenger • Title I Meetings • Migrant Parent Meetings/Trainings • Counselor Meetings with Parents
<p>Hereford High School will educate teachers, pupil services personnel, principals and staff, in the value and effectiveness of contributions of parents/families, and how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between the parents and the school. PL 107-110 Section 1118 (e)(3)</p>	<ul style="list-style-type: none"> • 8th Grade Meeting • Financial Aid Night • Freshmen Transition Program • Home Visits • Open House • Parent/Teacher Conferences • Report Cards • School Messenger • Showcase of Opportunities •
<p>Hereford High School will to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start and other public preschool programs, and conduct other programs such as parent resource centers and transitional meetings as necessary. PL 107-110 Section 1118 (a)(2)(D) and (e)(4)</p>	<ul style="list-style-type: none"> • N/A

<p>Hereford High School will ensure that information related to school and parent/family programs, meetings, and other activities is sent to the parents/families in a format and, to the extent practicable, in a language the parents can understand. PL 107-110 Section 1118 (e)(S)</p>	<ul style="list-style-type: none"> • Awards Assembly • Daily Announcements • HHS Website • HHS Instagram (#HHSPrize) • HHS Student Handbook • HISD Facebook • Parent Involvement Policy • Principal's Communication • School Marquee • School Messenger • Staff Phone Calls • Title I Parent Compact
<p>Hereford High School policy will affirm that the school will offer a flexible number of meetings, such as morning and evening, and may provide, with funds provided under this part, transportation, child care or home visits, as such services relate to parental involvement. PL 107-110 Section 1118 (c)(2)</p>	<ul style="list-style-type: none"> • 504 Meetings • Awards Programs • Building Leadership Team • Class Meetings • Club/Organization Fund Raising Meetings • Dual Credit Meetings • Donuts for Dad/Muffins for Moms • ESL Parent Meetings • Freshmen Orientation • Financial Aid Meetings • Migrant Parent Meetings • Open House • Parent/Teacher Conferences
<p>Hereford High School will develop appropriate roles for community-based organizations and businesses in parental involvement activities. PL 107-110 Section 1118 (e)(13)</p>	<ul style="list-style-type: none"> • Building Leadership Team • District Parent Involvement Committee • ESL Parent Meetings • Game Programs • Migrant Parent Meetings • Teacher Appreciation Letter • Business Partnerships/Support
<p>Hereford High School policy describes that there will be an annual meeting, at a convenient time, to which all parents will be invited and encouraged to attend, to inform parents of the school's participation under this part and to explain the requirements under this part, and the right of parents to be involved. PL107-110 Section 1118 (c)(1)</p>	<ul style="list-style-type: none"> • Open House • Choir/Band Programs • School Messenger • Sent with report cards • E-mailed to students
<p>Hereford High School policy describes how parents will be involved in an organized, ongoing, and timely way in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy. PL 107-110 Section 1118 (c)(3)</p>	<ul style="list-style-type: none"> • Building Leadership Team • Open House • Surveys • CTE Advisory Council
<p>Hereford High School policy addresses how parents/families, when requested, will have opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. PL 107-110 Section 1118 (c)(4)(C)</p>	<ul style="list-style-type: none"> • Building Leadership Team • Parent/Teacher Conferences • AP/Dual Credit Meetings • Open House

Hereford Independent School District does not discriminate on the basis of race, religion, age, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

**Escuela Secundaria de
Hereford 2022-2023
Política Escolar de
Participación Parental**

En apoyo del fortalecimiento de logro académico del estudiante, cada escuela que recibe fondos del Título I, Parte A desarrollaran conjuntamente con, acordar con y distribuir a, los padres de los niños participantes una política de participación parental escrita que contiene la información requerida por Ley Pública (PL) 107 110 Sección 1118 (b) & (c) de la Ley de Educación Primaria y Secundaria (ESEA). La política establece las expectativas de LEA para la participación parental y describe cómo la escuela implementara una numero de actividades específicas de participación parental.

Construyendo Una Asociación de Padres / Escuela	
PROPÓSITO	ACTIVIDADES / ESTRATEGIAS
<p>La política de la Escuela Secundaria de Hereford describe cómo la Escuela Secundaria de Hereford construirá la capacidad de los padres y de las escuelas para la participación de padres en las siguientes maneras: la Escuela Secundaria de Hereford proveerá asistencia a los padres y familias en la comprensión de tales temas como estándares de contenido académicos del estado y el logro académico estudiantil, evaluaciones académicas locales y estatal, cómo monitorear el progreso del niño y cómo trabajar con los educadores para mejorar los logros de sus niños. PL 107-110 Sección 1118 (e)(1) (documentación adjunta)</p>	<ul style="list-style-type: none"> * Reuniones de Título I * Open House (Casa Abierta) * Manual de Estudiante de HHS * Boletas de Calificaciones * Informes de Progreso * Acceso de Padres * Mensajero Escolar * Sitio Web de HHS * Marquesina Escolar * Clubes de Apoyo * Correo Electrónico de Personal * Visitas a Domicilio
<p>La Escuela Secundaria de Hereford proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus niños para mejorar el logro de sus niños, tal como la alfabetización y la tecnología. PL 107-110 Sección 1118 (e)(2) (documentación adjunta)</p>	<ul style="list-style-type: none"> * Achieve 3000(Lograr 3000) * Conferencias de Padre/Maestro * Registración * Reuniones de Título I * Boletas de Calificaciones * Encuesta de Padres * Mensajero Escolar
<p>La Escuela Secundaria de Hereford va a educar a los maestros, al personal de servicios estudiantil, a principales y al personal, en el valor y la eficacia de las contribuciones de los padres/familias y cómo alcanzar a, comunicarse con y trabajar con los padres como socios iguales, implementar y coordinar los programas para padres y construir lazos entre los padres y la escuela. PL 107-110 Sección 1118 (e)(3) (documentación adjunta)</p>	<ul style="list-style-type: none"> * Visitas a Domicilio * Conferencias de Padre/Maestro * Open House (Casa Abierta) * Programa de Transición de los Freshman (Estudiantes del grado 9) * Noche de Ayuda Financiera * Reunión de Grado 8 * Boletas de Calificaciones * Mensajero Escolar
<p>La Escuela Secundaria de Hereford a la medida que sea factible y adecuada, coordinará e integrará programas de participación de padres y actividades con Head Start y otros programas preescolares públicos, y llevar a cabo otros programas como centros de recursos de padres y reuniones de transicionales según sea necesario. PL 107-110 Sección 1118 (e)(3) (documentación adjunta)</p>	<ul style="list-style-type: none"> * N/A

<p>La Escuela Secundaria de Hereford se asegurará de que la información relacionada de programas de escuela y de padres/familias, reuniones y otras actividades, se enviará a los padres/familias en un formato y, a la medida de lo posible, en un lenguaje que los padres pueden entender. PL 107-110 Sección 1118 (a)(2)(D) y (e)(4) (documentación adjunta)</p>	<ul style="list-style-type: none"> * Mensajero Escolar * Comunicación del Principal * Anuncios Diarios * Compacto de Padres de Título I * Política de Participación Parental * Asamblea de Premios * Marquesina Escolar * Mensajero Escolar * Llamadas Telefónicas por el Personal * Sitio Web de HHS * Facebook de HHS
<p>La Escuela Secundaria de Hereford afirma que la escuela ofrecerá un número flexible de reuniones, como en la mañana y en la tarde y podría proporcionar, con fondos proporcionados bajo esta parte, transportación, cuidado de niños o visitas domiciliarias, como tales servicios se relacionan a la participación de los padres. PL 107- 110 Sección 1118 (c)(2) (documentación adjunta)</p>	<ul style="list-style-type: none"> * Equipo del Liderazgo de Edificio * Open House (Casa Abierta) * Orientación de los Freshman (Estudiantes del grado 9) * Reuniones del Club de Recaudar Fondos * Programa de Premios * Conferencias de Padre/Maestro * Donas para Papá/Magdalenas para Mamá
<p>La Escuela Secundaria de Hereford desarrollaría los roles apropiados para organizaciones comunitarias basadas y negocios en actividades de participación parental. PL 107-110 Sección 1118 (e)(13) (documentación adjunta)</p>	<ul style="list-style-type: none"> * Carta de Agradecimiento para los Maestros * Equipo del Liderazgo de Edificio
<p>La Escuela Secundaria de Hereford desarrollarán conjuntamente una política de participación de los padres del actual año escolar. PL 107-110 Sección 1118 (1) La política de la participación de los padres de la Escuela Secundaria de Hereford está en un formato y escrito en una idioma que puedan entender los padres y familias. PL 107- 110 Sección 1118 La política de participación de los padres de la Escuela Secundaria de Hereford conjuntamente se desarrolló, con y de acuerdo con los padres. PL 107-110 Sección 1118. La política de participación de los padres de la Escuela Secundaria de Hereford se hizo disponible a la comunidad local. PL 107-110 Sección 1118 (b)(1) (documentación adjunta)</p>	<ul style="list-style-type: none"> * Equipo del Liderazgo de Edificio * Open House (Casa Abierta)
<p>La Escuela Secundaria de Hereford describe que habrá una reunión anual, en un tiempo conveniente, a la cual todos los padres serán invitados y alentados en asistir, para informar a los padres sobre la participación bajo esta parte y explicar los requisitos bajo esta parte y el derecho de los padres para involucrarse. PL107-110 Sección 1118 (c)(1) (documentación adjunta)</p>	<ul style="list-style-type: none"> * Open House (Casa Abierta) * Programas de Banda /Coro * Mensajero Escolar * Enviar con las Boletas de Calificaciones * Correo Electrónico para los Estudiantes

<p>La política de la Escuela Secundaria de Hereford describe cómo los padres estarán involucrados en una forma organizada, constante, y oportuna en la planificación, revisión y mejoramiento de los programas bajo esta parte, incluyendo la planificación, revisión y mejoramiento de la política de participación de los padres de la escuela. PL 107-110 Sección 1118 (c) (3) (documentación adjunta)</p>	<ul style="list-style-type: none"> * Equipo del Liderazgo de Edificio * Open House (Casa Abierta)
<p>La política de la Escuela Secundaria de Hereford abordara cómo los padres y familias, cuando sea solicitado, tendrá oportunidades para reunirse regularmente para formular sugerencias y participar, como apropiado, en las decisiones relacionadas a la educación de sus niños y responder a cualquier sugerencias tan pronto como sea posible. PL 107-110 Sección 1118 (c)(4)(C) (documentación adjunta)</p>	<ul style="list-style-type: none"> * Equipo del Liderazgo de Edificio * Conferencias de Maestro/Padre * Reuniones de AP/Crédito Doble * Open House (Casa Abierta)

El Distrito Escolar Independiente de Hereford no discrimina en base de raza, religión, edad, color, origen nacional, sexo o discapacidad al proporcionar servicios educativos, actividades y programas, incluyendo programas vocacionales, de acuerdo con el Título VI de la Ley de Derechos Civiles de 1964, según enmendada; Título IX de las Enmiendas Educativas de 1972; y Sección 504 del Acta de Rehabilitación de 1973, según enmendada.

**Hereford High School
2022-2023
Title I, Part A
School/Parent Compact**

The Title I, Part A School/Parent Compact is a written agreement between the **school** and the **parents of children** participating in Title I, Part A programs that identifies the activities that the parents, the entire school staff, and the students will undertake to share the responsibilities for improved student academic achievement. In addition, the School/Parent Compact outlines the activities/strategies that the parents, school staff, and students will undertake to build and develop a partnership to help the children achieve the state’s high academic standards. This compact is a component of Hereford High School’s written Parental Involvement Policy.

CAMPUS/PARENT PARTNERSHIP	
Purpose	Activity-Strategy
<p>Hereford High School will jointly develop with parents annually, a current year school-parent compact PL 107-107 section 1118 (d) PL 107-110 Section 1118 (b)(1)</p>	<p>June 2023 District Facebook Google Meets Instagram...HHS Pride Remind Spanish Translations Weekly videos via Zoom YouTube Live Zoom Meetings</p>
<p>Hereford High School’s school-parent compact has been developed and presented in a format and a written language that parents/families can understand. PL 107-110 Section 1118 (b)(1)</p>	<p>See attached</p>
<p>Hereford High School’s school-parent involvement policy and school-parent compact will be distributed to parents/families and community in a format and a written language that parents/families can understand. PL 107-110 Section 1118 (b)(1)</p>	<p>The compact, written in English and Spanish, is included in the student handbook that is located on all student laptops and the school website. The compact and handbook is e-mailed to all students through their school accounts at the beginning of the year. A hard copy of the compact is included in students’ 1st six weeks report card when sent home.</p>
<p>Hereford High School’s school-parent policy and school-parent compact will be presented at an annual meeting, at a convenient time, to which all parents will be invited and encouraged to attend, to inform parents of the school's participation as a Title I, Part A Campus and to explain the requirements of this program and the right of parents to be involved. PL 107-110 Section 1118 (c)(1)</p>	<p>All parents are invited to open house in September where the compact is presented and approved by parents. Parents as members of the Building Leadership Team are also presented with the compact for their approval.</p>
<p>Hereford High School’s school-parent compact outlines how the school will develop a partnership with parents/families, school staff, and students to share responsibilities for improved academic achievement. PL 107-110 Section 1118 (d)</p>	<p>The compact outlines student expectations, parental involvement opportunities, and academic support by school staff as we work together for improved academic achievement for the students.</p>

<p>Hereford High School's school-parent compact describes the school's responsibility to provide a supportive and effective learning environment that enables children to meet the State's academic achievement standards. PL 107-110 Section 1118 (d)(1)</p>	<p>Hereford High School offers assistance for students needing academic support by mandating tutorials every morning before school for struggling students. However, tutorials are available for any student wanting additional help. Teachers have volunteered time during lunch and after school as well. Credit recovery classes are offered to help keep students at grade level. There are also credit recovery tutorials each six weeks. EOC support is offered through extended day and during first six weeks morning tutorials. EOC classes are available for students who have been unsuccessful on state exams in Algebra, Biology, and U.S. History. Students may be referred to Hereford Center for Accelerated Learning (HCAL), which provides an alternative setting and structure to help prevent dropouts.</p>																								
<p>Hereford High School's school-parent compact outlines how the school and parents/families will build and develop a partnership to help children achieve the States' high standards. PL107-110 Section 1118 (d)</p>	<p>All children, thus all parents and all staff, are considered Title 1 at Hereford High School. We qualify for a school-wide program because of the percentage of free- and reduced-lunch participants. These funds assist us in helping our students succeed in the regular program, attain grade level proficiency, and improve the achievement in the basic and more advanced skills. Through intervention programs, students are enhanced to meet EOC standards. Support programs include parental involvement, counseling, health care, and other social services. Breakfast is provided for free for all students.</p>																								
<p>Hereford High School's school-parent compact describe the ways in which parents/families will be responsible for supporting their child's learning; such as: monitoring attendance, completing homework, volunteering in the classroom, participating in decision-making, use of extracurricular time. PL 107-110 Section 1118 (d)(1)</p>	<p>Parental involvement is key to the success of Hereford High School students. Parents are involved in organizing class suppers, building and decorating homecoming floats and adding spirit to the hallways at Hereford High School. Parent participating in class meetings and fundraiser is imperative in the success of our organizations. Parents also accompany students and teachers on field trips and the many different contests that the high school students compete in such as the different sports, band, choir, BTA, FCCLA, and FFA.</p>																								
<p>Hereford High School's school-parent compact addresses the importance of communication between teachers and parents/families on an ongoing basis. PL 107-110 Section 1118 (d)(2)</p>	<p>Parents are encouraged to use Skyward located on the Hereford ISD website to daily monitor their child's grades and attendance. This along with home visits made by teachers and administrators help establish open lines of communication between parents, community and school.</p>																								
<p>Hereford High School's school-parent compact will provide reasonable access to staff including opportunities to volunteer and participate in the child's class and observation of classroom activities. PL 107-110 Section 1118 (d) (2) (c)</p>	<p>Telephone: 806-363-7620 Fax: 806-363-7688 CTE Telephone: 806-363-7704 E-mail format: teacherfullname@herefordisd.net</p>																								
<p>Hereford High School's school-parent compact states school will provide frequent reports to families on their child's progress. PL107-110 Section 1118 (d)(2)(B)</p>	<p>Three Weeks Progress Reports (sent home with students)</p> <table border="0"> <tr><td>1st Six Weeks</td><td>09/08/22</td></tr> <tr><td>2nd Six Weeks</td><td>10/20/22</td></tr> <tr><td>3rd Six Weeks</td><td>12/08/22</td></tr> <tr><td>4th Six Weeks</td><td>02/02/23</td></tr> <tr><td>5th Six Weeks</td><td>03/23/23</td></tr> <tr><td>6th Six Weeks</td><td>05/04/23</td></tr> </table> <p>Six Weeks Report Cards (sent home with students except 6th Six Weeks)</p> <table border="0"> <tr><td>1st Six Weeks</td><td>09/29/22</td></tr> <tr><td>2nd Six Weeks</td><td>11/10/22</td></tr> <tr><td>3rd Six Weeks</td><td>01/12/23</td></tr> <tr><td>4th Six Weeks</td><td>02/23/23</td></tr> <tr><td>5th Six Weeks</td><td>04/13/23</td></tr> <tr><td>6th Six Weeks</td><td>06/01/23</td></tr> </table> <p>(mailed home)</p>	1 st Six Weeks	09/08/22	2 nd Six Weeks	10/20/22	3 rd Six Weeks	12/08/22	4 th Six Weeks	02/02/23	5 th Six Weeks	03/23/23	6 th Six Weeks	05/04/23	1st Six Weeks	09/29/22	2 nd Six Weeks	11/10/22	3 rd Six Weeks	01/12/23	4 th Six Weeks	02/23/23	5 th Six Weeks	04/13/23	6 th Six Weeks	06/01/23
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Hereford High School's school-parent compacts states that the school will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the school- parent compact (at least annually)
PL 107-110 Section 1118(C)(3)

Hereford High School starts parental involvement in decision-making through committees including invitations to the open house, Building Leadership Team, District Leadership Team, and parent/teacher conferences.

Hereford Independent School District does not discriminate on the basis of race, religion, age, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

**Escuela
Secundaria de
Hereford
2022-2023
Título 1, Parte A
Compacto de
Padre**

El Título 1, Parte A -Compacto de Escuela – Padres es un acuerdo escrito entre la **Escuela** y los **Padres de los niños** que participan en programas de Título 1, Parte A, que identifica las actividades que los padres, todo el personal escolar y los estudiantes se comprometerán en compartir las responsabilidades para el mejoramiento del logro académico estudiantil. Además, el compacto de escuela y padre describen las actividades y estrategias que los padres, estudiantes, y el personal escolar se comprometerán a construir y desarrollar una asociación para ayudar a los niños a lograr altos estándares académicos del estado. Este compacto es un componente escrito de la **Escuela Secundaria de Hereford** de la política de la participación de padres.

Asociación de Escuela - Padres	
PROPÓSITO	ACTIVIDADES/ ESTRATEGIAS
La Escuela Secundaria de Hereford desarrollará en conjunto con los padres, un compacto de escuela y padres del actual año. PL 107-107 Sección 1118 (d) PL 107-110 Sección 1118 (b)(1) (documentación adjunta)	junio de 2023
El compacto de escuela y padres de la Escuela Secundaria de Hereford ha sido desarrollado y presentado en un formato y de un lenguaje escrito que los padres y familias puedan entender. PL 107-110 Sección 1118 (b)(1) (documentación adjunta)	Vea documentación adjunta
La política de participación de escuela y padres y el compacto de escuela y padres de la Escuela Secundaria de Hereford se distribuirá a los padres / familias y a la comunidad en un formato y en un lenguaje escrito que los padres y familias puedan entender. PL 107-110 Sección 1118 (b)(1) (documentación adjunta)	El compacto, escrito en Inglés y Español, está incluido en el manual estudiantil que esta localizado en todas las computadoras portátiles de los estudiantes y en el sitio web escolar. El compacto y el manual es enviado por correo electrónico a todos los estudiantes a través de sus cuentas de la escuela al comienzo del año. Una copia impresa del compacto es incluido en la boleta de calificaciones de la 1ª seis semanas cuando se envían a casa.
La política de la participación escolar y padres y el compacto de escuela y padres de la Escuela Secundaria de Hereford será presentada en una reunión anual, en un tiempo conveniente, a la cual todos los padres serán invitados y animados a asistir, para informarles a los padres de la participación escolar como una Escuela del Título 1, Parte A , y explicarles los requisitos de este programa y el derecho de los padres al involucrarse. PL 107-110 Sección 1118 (c)(1) (documentación adjunta)	Todos los padres son invitados a la Open House (Casa Abierta) en septiembre donde el compacto se presentara y se aprobara por los padres. Los padres como miembros del Equipo del Liderazgo de Edificio también será presentados con el compacto para la aprobación.

<p>El compacto de escuela y padres de la Escuela Secundaria de Hereford describe cómo la escuela desarrollará una asociación con los padres y familias, el personal escolar y los estudiantes al compartir las responsabilidades para el mejoramiento del logro académico. PL 107- 110 Sección 1118 (d) (documentación adjunta)</p>	<p>El compacto delinea las expectativas de los estudiantes, oportunidades de participación de los padres y el apoyo académico por el personal escolar mientras trabajamos juntos para mejorar el logro académico para los estudiantes.</p>
<p>El compacto de escuela y padres de la Escuela Secundaria de Hereford describe la responsabilidad de la escuela para proporcionar un ambiente de aprendizaje solidario y eficaz que permite a los niños de cumplir con los estándares académicas del estado. PL 107-110 Sección 1118 (d)(1) (documentación adjunta)</p>	<p>La escuela secundaria de Hereford ofrece apoyo para los estudiantes necesitando ayuda académica por tutoriales mandatorias cada mañana antes de la escuela para los estudiantes que tienen dificultades. Sin embargo, los tutoriales son disponibles para cualquier estudiante deseando ayuda adicional. También los maestros voluntariamente han ofrecido su tiempo durante el desayuno y después de escuela. Las clases de recuperación de crédito son ofrecidas para ayudar al estudiante a mantenerse al nivel de grado. También hay clases de tutorías para la recuperación del crédito cada seis semanas. Apoyo de EOC es ofrecido a través del día extendido y durante las mañanas de las primeras seis semanas de tutoriales. Los maestros eligen estudiantes para enseñar a través del año y ayudarlos en el éxito académico estudiantil. Los estudiantes pueden ser referidos al Centro de Aprendizaje Acelerado de Hereford (HCAL-Hereford Center for Accelerated Learning), que proporciona un entorno y estructura alternativo para ayudar a prevenir los abandonos escolares.</p>
<p>El compacto de escuela y padres de la Escuela Secundaria de Hereford describe cómo la escuela y los padres/familias construirán y desarrollaran una asociación para ayudar a los niños lograr altos estándares del Estado. PL107-110 Sección 1118 (d) (documentación adjunta)</p>	<p>Todos los niños, así como los padres y todo el personal son considerados del Título 1 en la escuela secundaria de Hereford. Nosotros calificamos para un programa de toda la escuela por el porcentaje de participantes en el almuerzo gratis y reducido. Estos fondos nos asisten para ayudar a nuestros estudiantes a tener éxito en el programa regular, lograr el nivel del grado en aptitud, y mejorar las habilidades básicas y más avanzadas. A través de los programas de intervención, los estudiantes son animados a cumplir los estándares de EOC. Los programas de apoyo incluye participación parental, consejería, el cuidado médico, y otros servicios sociales.</p>

<p>El compacto de escuela y padres de la Escuela Secundaria de Hereford describe las maneras en que los padres/familias será responsables en apoyar el aprendizaje de sus niños; tales como: monitorear la asistencia, completar la tarea escolar, ser voluntario en el aula, participando en la toma de decisiones, uso de tiempo extracurricular. PL 107-110 Sección 1118 (d)(1) (documentación adjunta)</p>	<p>La participación de padres es la llave para el éxito de los estudiantes de la Escuela Secundaria de Hereford. Los padres están involucrados en la organización de las cenas de clase, construyendo y decorando las carrozas para el Homecoming y agregando espíritu en los pasillos en la Escuela Secundaria de Hereford. Los padres también acompañan a los estudiantes y maestros en excursiones y muchos diferente concursos que los estudiantes de la escuela secundaria compiten tales como los diferentes deportes, banda, coro, BTA, FCCLA, FFA, y VICA.</p>
<p>El compacto de escuela y padres de la Escuela Secundaria de Hereford se dirige a la importancia de la comunicación entre maestros y padres/familias en una base continúa. PL 107-110 Sección 1118 (d)(2) (documentación adjunta)</p>	<p>A los padres se les anima a utilizar Family / Student Access (Acceso de Familia/Estudiante) localizada en el Sitio Web de Hereford ISD para monitorear a diario las calificaciones y la asistencia de su estudiante. Esto junto con las visitas al hogar hechas por maestros y administradores ayudan a establecer líneas abiertas de comunicación entre los padres, comunidad y la escuela.</p>
<p>El compacto de escuela y padres de la Escuela Secundaria de Hereford proporcionará acceso razonable al personal incluyendo oportunidades para ser voluntario y participar en la clase de sus niños y la observación de las actividades del aula. PL 107-110 Sección 1118 (d) (2) (c) (documentación adjunta)</p>	<p>Teléfono: 806-363-7620 Fax: 806-363-7688 Teléfono de CTE: 806-363-7704 Formato de Correo Electrónico: nombrecompletodelmaestro@herefordisd.net</p>
<p>El compacto de escuela y padres de la Escuela Secundaria de Hereford declara que la escuela proporcionará informes frecuentes a las familias sobre el progreso de su niño. PL107-110 Sección 1118 (d)(2)(B) (documentación adjunta)</p>	<p>Informes de Progreso de Tres Semanas (enviados a casa con los estudiantes) 1ª Seis Semanas 09/08/22 2ª Seis Semanas 10/20/22 3ª Seis Semanas 12/08/22 4ª Seis Semanas 02/02/23 5ª Seis Semanas 03/23/23 6ª Seis Semanas 05/04/23</p> <p>Boleta de Calificaciones de Seis Semanas (enviadas a casa con los estudiantes excepto la 6a Seis Semanas) 1ª Seis Semanas 09/29/22 2ª Seis Semanas 11/10/22 3ª Seis Semanas 01/12/23 4ª Seis Semanas 02/23/23 5ª Seis Semanas 04/13/23 6ª Seis Semanas 06/01/23 (enviadas a casa por correo)</p>
<p>El compacto de escuela y padres de la Escuela Secundaria de Hereford declara que la escuela proporcionará informes frecuentes a las familias y declara que la escuela involucrara a los padres en una manera organizada, constante y oportuna en la planificación, revisión y mejoramiento del compacto de escuela y de padres (anualmente a lo menos) PL 107-110 Sección 1118(C)(3) (documentación adjunta)</p>	<p>La Escuela Secundaria de Hereford iniciará comités de la participación de los padres en la toma de decisiones a través de invitaciones incluyendo open house (casa abierta), Construyendo un Equipo de Liderazgo, Equipo de Liderazgo del Distrito y conferencias de padre/maestro.</p>

El Distrito Escolar Independiente de Hereford no discrimina en base de raza, religión, edad, color, origen nacional, sexo o discapacidad al proporcionar servicios educativos, actividades y programas, incluyendo programas vocacionales, de acuerdo con el Título VI de la Ley de Derechos Civiles de 1964, según enmendada; Título IX de las Enmiendas Educativas de 1972; y Sección 504 del Acta de Rehabilitación de 1973, según enmendada.

FOUNDATION HIGH SCHOOL GRADUATION PROGRAM STUDENTS ENTERING HIGH SCHOOL 2014-2015 & BEYOND

Discipline	Foundation High School Program	Foundation High School Program Plus One Endorsement	Distinguished Level of Achievement High School Program*
English Language Arts	4 Credits (English I, II, III and an Advanced English)	4 Credits (English I, II, III and an Advanced English)	4 Credits (English I, II, III and an Advanced English)
Mathematics	3 Credits (Algebra I, Geometry and one additional math credit)	4 Credits (Algebra I, Geometry, a third and fourth advanced math)**	4 Credits (Algebra I, Geometry, a third and fourth advanced math to include Algebra II)**
Science	3 Credits (Biology; IPC, Chemistry, or physics; and a third science)**	4 Credits (Biology; IPC, Chemistry, or Physics; and a third and fourth science)**	4 Credits (Biology; IPC, Chemistry, or Physics; and a third and fourth science)**
Social Studies	3 Credits (World Geography or World History)***; U.S. History; Government (1/2), Economics (1/2)	3 Credits (World Geography or World History)***; U.S. History; Government (1/2), Economics (1/2)	3 Credits (World Geography or World History)***; U.S. History; Government (1/2), Economics (1/2)
Languages other than English	2 Credits (in the same language)	2 Credits (in the same language)	2 Credits (in the same language)
Fine Arts	1 Credit	1 Credit	1 Credit
Physical Education****	1 Credit		
Health*****	0.5 Credit	0.5 Credit	0.5 Credit
Electives	4.5 Credits	6.5 Credits (including four endorsement credits)	6.5 Credits (including four endorsement credits)
Endorsement	No endorsement required	At least 4 endorsement credits	At least 4 endorsement credits
TOTAL CREDITS	22 CREDITS	26 CREDITS	26 CREDITS
Assessment Mastery	End-of-Course Exams English I, English II, Algebra I, Biology, and US History	End-of-Course Exams English I, English II, Algebra I, Biology, and US History	End-of-Course Exams English I, English II, Algebra I, Biology, and US History

*See your school counselor for additional information.

**3rd and 4th math and science requirements vary based on the endorsement.

***Both W. Geography and W. History are not required for graduation.

****Up to four PE/PE substitutes may be used toward graduation requirements.

*****Health is a requirement for students entering high school in 2015-2016 and after.

Courses that can count in two different categories may satisfy the requirements for both but one will receive credit and one will be considered as a waiver and no addition credit awarded.

CAREER PATHWAY ENDORSEMENT OPTIONS

<p><u>ARTS AND HUMANITIES</u> Includes courses related to political science, world languages, cultural studies, English literature, history and fine arts.</p>	<p><u>BUSINESS AND INDUSTRY</u> Includes courses directly related to database management, information technology, communications, accounting, finance, marketing, graphic design, architecture, construction, welding, logistics, automotive technology, agricultural science.</p>	<p><u>PUBLIC SERVICE</u> Includes courses directly related to education and training, law enforcement, human services (cosmetology & culinary arts), health science, and JROTC</p>	<p><u>STEM</u> Includes courses directly related to science (including environmental science), technology (including computer science), engineering, and advanced math.</p>	<p><u>MULTI-DISCIPLINARY STUDIES</u> Includes 4 advanced courses from among endorsement areas that are not in a coherent sequence; 4 credits in each of the four foundation areas including English IV, chemistry and/or physics; 4 AP or dual credit courses from any of the foundation subject areas.</p>
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INDEX

Absences	17, 22, 26, 27
Academic Incentive Waiver.....	9, 17, 22
Academics.....	22-28
Acceptable Use Policy.....	33
Addendums	35-50
Administration	7, 29-32, 34
Advanced Placement (AP) Program	23-26, 49, 50
Alcohol	16, 31
Alma Mater	15
Alternative Credits	25
American College Test (ACT).....	23, 24
Announcements.....	10-13, 17
Assembly	12
Assessment Information	22-28
Assessment Staff.....	7
Assistant Principals	7
Attendance	17-20, 22, 24-27
Attendance Committee	17
Attendance Office Staff.....	7
Behavior.....	16, 29-32
Bell Schedules.....	10-12
Bullying.....	29, 32, 36
Cafeteria.....	18, 29
Calendar.....	8, 9
Campus Behavior Coordinator	7, 29, 34
Career & Technical Education (CTE) Staff.....	7
Cell Phones	31
Cheating.....	22, 25
Class Ranking System	23
Classroom Parties/Celebrations	18
Closed Campus	18
Closing.....	20
College Admissions Planning.....	23-25
College Days.....	17, 22
Correspondence Courses	23, 25
Counselors	7, 19, 23, 25, 26
Course Information	24-25, 49
Credit by Exam	23, 27
Credit Recovery	24, 25, 28
Credits.....	17, 20, 22-26, 49
CTE Tech Credit	25

Cyberbullying	29, 32, 36
Detentions	20, 29
Discipline	16, 20, 29-32, 34
District Alternative Discipline Program (DAEP)	16, 22, 29, 31, 32
Dress Code	19, 27, 29, 30
Dropping a Class	27
Drugs	16, 31, 32
Dual Credit (DC).....	23, 25, 26, 49, 50
Early Out/Early Release	8, 10, 11
Eighteen-Year-Olds.....	18
Electronic Cigarettes/Vapes/Vape Products	31
Electronic Devices.....	29, 31, 33
Eligibility	35
Elevator Key	18
E-mail	33, 34
Emergency	13, 20
End-of-Course Exams (EOC)	8, 22, 24, 25, 28, 49, 50
Endorsement	49, 50
Excused Absence	17, 22, 26
Extended Day.....	25
Facebook.....	1, 20, 32
Family Access	18, 20
Fight Song.....	15
Fighting.....	16, 31
Fines	19, 22, 31, 33, 34
Fire Drill	13
Flower Delivery	18
Food/Drinks	18
Foundation High School Graduation Program	23, 49
Gangs.....	16
Grade-level Classifications	25
Grade Point Average (GPA).....	22, 23
Grading Procedures	18, 22, 25-28
Graduation Exercises.....	26
Graduation Plan.....	26
Graduation Requirements	22, 26, 49
Hall Passes	18
Harassment.....	31, 32
HB 4545.....	28
Headphones.....	31
HISD Special Events.....	30
Holidays.....	8, 9
Homework	26
Illegal Items	16, 31, 32
Index.....	51-54
Individual Graduation Committee (IGC)	22
Inhalants.....	16

Instagram	1, 32
Instructional Days	8, 9, 22
In-School Suspension (ISS)	16, 20, 22, 29, 31
Internet	33, 34
Laptops	28, 33, 34
Law Enforcement	16, 29, 31, 32, 34
Leaving School	17-19
Lock Down Drill	13
Lockers	18, 31, 34
Loitering	31
Long Lunch	10
Make-Up Work	17, 26, 27
Map of the School	14
Mascot	15
Medical Absence	17
Mental Health	19
Migrant Education Services	27
National School Lunch Program	18
Nurse	19
Office	17-21, 27, 29, 31
Office Staff	7
Parent Compact	28, 42-48
Parent Involvement Policy	28, 37-41
Parking	16, 19
Pep Rally	11
Permits to Leave School	17-19
Plagiarism	25, 27
Policies & Procedures	17-21, 37-48
Pre-AP/Honors	24, 25
Preliminary Scholastic Aptitude Test (PSAT)	23, 24
Principal	3, 7
Principal's Weekly Newsletter	1
Professional Development	8, 9
Progress Reports	27, 45, 48
Prom	19
Public Displays of Affection	31
Ranking System	23
Reinstating	17
Report Cards	27, 45, 48
Response to Intervention (RtI)	35
Roller Blades	32
Safety Transfers/Assignments	36
Salutatorian	23
Saturday School	20, 29
SB 107	29
SB 149	22
Sb 179	29

Schedule Changes	27
Scholastic Aptitude Test (SAT)	23, 24
School Closing	8, 20
School Colors	15
School Messenger	8, 20
School Motto	3
School Trips	27
Searches	16, 26, 31
Section 504 Program Referrals	36
Section 504 Program Services	3, 35, 39, 42, 45, 48
Senior Awards Assembly	20
Sexual Harassment	31, 32
Sexting	29, 32
Skateboards	32
Skyward Family/Student Access	18, 20
Special Education Program Referrals	36
Special Education Program Services	27, 35, 36
Special Events Dress Code	30
Speed	16, 19
Spirit Items	15
State of Texas Assessment of Academic Readiness (STAAR)	8, 22, 25, 27, 28
STOPit	29
Student Questioning	16
Student/Staff Holidays	8, 9
Suicide Prevention	20
Tardy Policy	17, 20
Teacher Workdays	8, 9
Terroristic Threats	31, 32
Texas Success Initiative (TSI)	23-25
Textbooks	28
Title I	28, 37-48
Title VI	3, 39, 42, 45, 48
Title IX	3, 39, 42, 45, 48
Tobacco/Tobacco Products	32
Tornado Drill	13
Towing	16, 19
Trespassing	16
Truancy	17, 18, 19, 22, 26, 28
Tutorial Program	28
Unexcused Absence	17, 26
University Interscholastic League (UIL)	35
Valedictorian	23
Vapes/Vape Products	31
Vehicles	16, 19, 31
Verification of Enrollment (VOE)	20
Violent Behavior	32
Vision Statement	3

Visitors..... 18, 20, 21
Weapons 16, 31
Weather Days.....8, 9
Website 1, 21
Withdrawal.....28

PARENTS & GUARDIANS:

PLEASE READ THE HEREFORD HIGH SCHOOL STUDENT HANDBOOK WITH YOUR CHILDREN. DISCUSS THE IMPORTANCE OF FOLLOWING SCHOOL RULES AND LOCAL/STATE/FEDERAL LAWS. UNFAMILIARITY OF THIS INFORMATION IS NOT A JUSTIFICATION FOR EVADING CONSEQUENCES. CAMPUS AND DISTRICT ADMINISTRATORS ARE AVAILABLE TO DISCUSS THE CONTENTS AND ANSWER ANY QUESTIONS YOU HAVE ABOUT SCHOOL SAFETY, STUDENT DISCIPLINE AND HEREFORD ISD EXPECTATIONS.

**Hereford High School
2022-2023
School Parent Involvement Policy**

In support of strengthening student academic achievement, each campus that receives Title I, Part A funds will develop jointly with, agree on with, and distribute to parents of participating children a written parental involvement policy that contains information required by Public Law (PL) 107 110 Section 1118 (b) & (c) of the Elementary and Secondary Education Act (ESEA). The policy establishes the LEA's expectations for parental involvement and describes how the campus implement a number of specific parental involvement activities.

BUILDING A SCHOOL PARENT PARTNERSHIP	
PURPOSE	ACTIVITIES / STRATEGIES
<p>Hereford High School policy describes how Hereford High School will build the school's and parents' capacity for parental involvement in the following ways: Hereford High School will provide assistance to parents/families in understanding such topics as the State's academic content standards and student academic achievement standards, State and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children. PL 107-110 Section 1118 (e)(1)</p>	<ul style="list-style-type: none"> • Booster Clubs • District Facebook • Dual Credit Meeting • HHS Student Handbook • HHS Website • Home Visits • Open House • Parent Access • Progress Reports • Report Cards • School Marquee • School Messenger • Staff E-Mail accounts • Student E-Mail accounts • Title I Meetings • Remind 101 • Skyward Family Access • YouTube Live
<p>Hereford High School will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy and technology. PL 107-110 Section 1118 (e)(2)</p>	<ul style="list-style-type: none"> • 504 Meetings • ARD Meetings • Edgenuity • IXL • Open House • Parent Surveys • Parent/Teacher Conferences • Registration • Report Cards • School Messenger • Title I Meetings • Migrant Parent Meetings/Trainings • Counselor Meetings with Parents

<p>Hereford High School will educate teachers, pupil services personnel, principals and staff, in the value and effectiveness of contributions of parents/families, and how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between the parents and the school. PL 107-110 Section 1118 (e)(3)</p>	<ul style="list-style-type: none"> • 8th Grade Meeting • Financial Aid Night • Freshmen Transition Program • Home Visits • Open House • Parent/Teacher Conferences • Report Cards • School Messenger • Showcase of Opportunities
<p>Hereford High School will to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start and other public preschool programs, and conduct other programs such as parent resource centers and transitional meetings as necessary. PL 107-110 Section 1118 (a)(2)(D) and (e)(4)</p>	<ul style="list-style-type: none"> • N/A
<p>Hereford High School will ensure that information related to school and parent/family programs, meetings, and other activities is sent to the parents/families in a format and, to the extent practicable, in a language the parents can understand. PL 107-110 Section 1118 (e)(S)</p>	<ul style="list-style-type: none"> • Awards Assembly • Daily Announcements • HHS Website • HHS Instagram (#HHSPrize) • HHS Student Handbook • HISD Facebook • Parent Involvement Policy • Principal's Communication • School Marquee • School Messenger • Staff Phone Calls • Title I Parent Compact
<p>Hereford High School policy will affirm that the school will offer a flexible number of meetings, such as morning and evening, and may provide, with funds provided under this part, transportation, child care or home visits, as such services relate to parental involvement. PL 107-110 Section 1118 (c)(2)</p>	<ul style="list-style-type: none"> • 504 Meetings • Awards Programs • Building Leadership Team • Class Meetings • Club/Organization Fund Raising Meetings • Dual Credit Meetings • Donuts for Dad/Muffins for Moms • ESL Parent Meetings • Freshmen Orientation • Financial Aid Meetings • Migrant Parent Meetings • Open House • Parent/Teacher Conferences

<p>Hereford High School will develop appropriate roles for community-based organizations and businesses in parental involvement activities. PL 107-110 Section 1118 (e)(13)</p>	<ul style="list-style-type: none"> • Building Leadership Team • District Parent Involvement Committee • ESL Parent Meetings • Game Programs • Migrant Parent Meetings • Teacher Appreciation Letter • Business Partnerships/Support
<p>Hereford High School will jointly develop a current year school parental involvement policy. PL 107-110 Section 1118 (b)(1) Hereford High School parental involvement policy is in a format and written in a language parents/families can understand. PL 107-110 Section 1118 (b)(1) Hereford High School parental involvement policy was jointly developed, with and agreed on with parents. PL 107-110 Section 1118 (b)(1) Hereford High School parental involvement policy was made available to the local community. PL 107-110 Section 1118 (b)(1)</p>	<ul style="list-style-type: none"> • Building Leadership Team • Open House • Virtual Open House
<p>Hereford High School policy describes that there will be an annual meeting, at a convenient time, to which all parents will be invited and encouraged to attend, to inform parents of the school's participation under this part and to explain the requirements under this part, and the right of parents to be involved. PL107-110 Section 1118 (c)(1)</p>	<ul style="list-style-type: none"> • Open House • Choir/Band Programs • School Messenger • Sent with report cards • E-mailed to students
<p>Hereford High School policy describes how parents will be involved in an organized, ongoing, and timely way in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy. PL 107-110 Section 1118 (c)(3)</p>	<ul style="list-style-type: none"> • Building Leadership Team • Open House • Surveys • CTE Advisory Council

Hereford High School policy addresses how parents/families, when requested, will have opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

PL 107-110 Section 1118 (c)(4)(C)

- Building Leadership Team
- Parent/Teacher Conferences
- AP/Dual Credit Meetings
- Open House

Hereford Independent School District does not discriminate on the basis of race, religion, age, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

**Hereford High School
2022-2023
Title I, Part A
School/Parent Compact**

The Title I, Part A School/Parent Compact is a written agreement between the **school** and the **parents of children** participating in Title I, Part A programs that identifies the activities that the parents, the entire school staff, and the students will undertake to share the responsibilities for improved student academic achievement. In addition, the School/Parent Compact outlines the activities/strategies that the parents, school staff, and students will undertake to build and develop a partnership to help the children achieve the state's high academic standards. This compact is a component of Hereford High School's written Parental Involvement Policy.

CAMPUS/PARENT PARTNERSHIP	
Purpose	Activity-Strategy
<p>Hereford High School will jointly develop with parents annually, a current year school-parent compact PL 107-107 section 1118 (d) PL 107-110 Section 1118 (b)(1)</p>	<p>May 2022 District Facebook Google Meets Instagram...HHS Pride Remind Spanish Translations Weekly videos via Zoom YouTube Live Zoom Meetings</p>
<p>Hereford High School's school-parent compact has been developed and presented in a format and a written language that parents/families can understand. PL 107-110 Section 1118 (b)(1)</p>	<p>See attached</p>
<p>Hereford High School's school-parent involvement policy and school-parent compact will be distributed to parents/families and community in a format and a written language that parents/families can understand. PL 107-110 Section 1118 (b)(1)</p>	<p>The compact, written in English and Spanish, is included in the student handbook that is located on all student laptops and the school website. The compact and handbook is e-mailed to all students through their school accounts at the beginning of the year. A hard copy of the compact is included in students' 1st six weeks report card when sent home.</p>

<p>Hereford High School's school-parent policy and school-parent compact will be presented at an annual meeting, at a convenient time, to which all parents will be invited and encouraged to attend, to inform parents of the school's participation as a Title I, Part A Campus and to explain the requirements of this program and the right of parents to be involved. PL 107-110 Section 1118 (c)(1)</p>	<p>All parents are invited to open house in September where the compact is presented and approved by parents. Parents as members of the Building Leadership Team are also presented with the compact for their approval.</p>
<p>Hereford High School's school-parent compact outlines how the school will develop a partnership with parents/families, school staff, and students to share responsibilities for improved academic achievement. PL 107-110 Section 1118 (d)</p>	<p>The compact outlines student expectations, parental involvement opportunities, and academic support by school staff as we work together for improved academic achievement for the students.</p>
<p>Hereford High School's school-parent compact describes the school's responsibility to provide a supportive and effective learning environment that enables children to meet the State's academic achievement standards. PL 107-110 Section 1118 (d)(1)</p>	<p>Hereford High School offers assistance for students needing academic support by mandating tutorials every morning before school for struggling students. However, tutorials are available for any student wanting additional help. Teachers have volunteered time during lunch and after school as well. Credit recovery classes are offered to help keep students at grade level. There are also credit recovery tutorials each six weeks. EOC support is offered through extended day and during first six weeks morning tutorials. EOC classes are available for students who have been unsuccessful on state exams in Algebra, Biology, and U.S. History. Students may be referred to Hereford Center for Accelerated Learning (HCAL), which provides an alternative setting and structure to help prevent dropouts.</p>

<p>Hereford High School's school-parent compact outlines how the school and parents/families will build and develop a partnership to help children achieve the States' high standards. PL107-110 Section 1118 (d)</p>	<p>All children, thus all parents and all staff, are considered Title 1 at Hereford High School. We qualify for a school-wide program because of the percentage of free- and reduced-lunch participants. These funds assist us in helping our students succeed in the regular program, attain grade level proficiency, and improve the achievement in the basic and more advanced skills. Through intervention programs, students are enhanced to meet EOC standards. Support programs include parental involvement, counseling, health care, and other social services. Breakfast is provided for free for all students.</p>
<p>Hereford High School's school-parent compact describe the ways in which parents/families will be responsible for supporting their child's learning; such as: monitoring attendance, completing homework, volunteering in the classroom, participating in decision-making, use of extracurricular time. PL 107-110 Section 1118 (d)(1)</p>	<p>Parental involvement is key to the success of Hereford High School students. Parents are involved in organizing class suppers, building and decorating homecoming floats and adding spirit to the hallways at Hereford High School. Parent participating in class meetings and fundraiser is imperative in the success of our organizations. Parents also accompany students and teachers on field trips and the many different contests that the high school students compete in such as the different sports, band, choir, BTA, FCCLA, and FFA.</p>
<p>Hereford High School's school-parent compact addresses the importance of communication between teachers and parents/families on an ongoing basis. PL 107-110 Section 1118 (d)(2)</p>	<p>Parents are encouraged to use Skyward located on the Hereford ISD website to daily monitor their child's grades and attendance. This along with home visits made by teachers and administrators help establish open lines of communication between parents, community and school.</p>
<p>Hereford High School's school-parent compact will provide reasonable access to staff including opportunities to volunteer and participate in the child's class and observation of classroom activities. PL 107-110 Section 1118 (d) (2) (c)</p>	<p>Telephone: 806-363-7620 Fax: 806-363-7688 CTE Telephone: 806-363-7704 E-mail format: teacherfullname@herefordisd.net</p>

<p>Hereford High School's school-parent compact states school will provide frequent reports to families on their child's progress. PL107-110 Section 1118 (d)(2)(B)</p>	<p>3-Weeks Progress Reports (sent home with students) 1st Six Weeks 09/02/22 2nd Six Weeks 10/14/22 3rd Six Weeks 12/02/22 4th Six Weeks 01/27/23 5th Six Weeks 03/10/23 6th Six Weeks 04/28/23</p> <p>Six Weeks Report Cards (sent home with students except 6th Six Weeks) 1st Six Weeks 08/17/22 2nd Six Weeks 09/26/22 3rd Six Weeks 11/07/22 4th Six Weeks 01/10/23 5th Six Weeks 02/21/23 6th Six Weeks 04/11/23 (Mailed Home)</p>
<p>Hereford High School's school-parent compacts states that the school will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the school- parent compact (at least annually) PL 107-110 Section 1118(C)(3)</p>	<p>Hereford High School starts parental involvement in decision-making through committees including invitations to the open house, Building Leadership Team, District Leadership Team, and parent/teacher conferences.</p>

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Escuela Secundaria de Hereford

2022-2023

Título 1, Parte A

Compacto de Padre

El Título 1, Parte A -Compacto de Escuela – Padres es un acuerdo escrito entre la **Escuela** y los **Padres de los niños** que participan en programas de Título 1, Parte A, que identifica las actividades que los padres, todo el personal escolar y los estudiantes se comprometerán en compartir las responsabilidades para el mejoramiento del logro académico estudiantil. Además, el compacto de escuela y padre describen las actividades y estrategias que los padres, estudiantes, y el personal escolar se comprometerán a construir y desarrollar una asociación para ayudar a los niños a lograr altos estándares académicos del estado. Este compacto es un componente escrito de la **Escuela Secundaria de Hereford** de la política de la participación de padres.

Asociación de Escuela - Padres	
PROPÓSITO	ACTIVIDADES/ESTRATEGIAS
La Escuela Secundaria de Hereford desarrollará en conjunto con los padres, un compacto de escuela y padres del actual año. PL 107-107 Sección 1118 (d) PL 107-110 Sección 1118 (b)(1) (documentación adjunta)	mayo de 2022
El compacto de escuela y padres de la Escuela Secundaria de Hereford ha sido desarrollado y presentado en un formato y de un lenguaje escrito que los padres y familias puedan entender. PL 107-110 Sección 1118 (b)(1) (documentación adjunta)	Vea documentación adjunta
La política de participación de escuela y padres y el compacto de escuela y padres de la Escuela Secundaria de Hereford se distribuirá a los padres / familias y a la comunidad en un formato y en un lenguaje escrito que los padres y familias puedan entender. PL 107-110 Sección 1118 (b)(1) (documentación adjunta)	El compacto, escrito en Inglés y Español, está incluido en el manual estudiantil que esta localizado en todas las computadoras portátiles de los estudiantes y en el sitio web escolar. El compacto y el manual es enviado por correo electrónico a todos los estudiantes a través de sus cuentas de la escuela al comienzo del año. Una copia impresa del compacto es incluido en la boleta de calificaciones de la 1ª seis semanas cuando se envían a casa.
La política de la participación escolar y padres y el compacto de escuela y padres de la Escuela Secundaria de Hereford será presentada en una reunión anual, en un tiempo conveniente, a la cual todos los padres serán invitados y animados a asistir, para informarles a los padres de la participación escolar como una Escuela del Título 1, Parte A , y explicarles los requisitos de este programa y el derecho de los padres al involucrarse. PL 107-110 Sección 1118 (c)(1)	Todos los padres son invitados a la Open House (Casa Abierta) en septiembre donde el compacto se presentara y se aprobara por los padres. Los padres como miembros del Equipo del Liderazgo de Edificio también será presentados con el compacto para la aprobación.
El compacto de escuela y padres de la Escuela Secundaria de Hereford describe cómo la escuela desarrollará una asociación con los padres y familias, el personal escolar y los estudiantes al compartir las	El compacto delinea las expectativas de los estudiantes, oportunidades de participación de los padres y el apoyo académico por el personal escolar mientras trabajamos juntos para mejorar el logro académico para los estudiantes.

responsabilidades para el mejoramiento del logro académico. PL 107-110 Sección 1118 (d) (documentación adjunta)	
El compacto de escuela y padres de la Escuela Secundaria de Hereford describe la responsabilidad de la escuela para proporcionar un ambiente de aprendizaje solidario y eficaz que permite a los niños de cumplir con los estándares académicas del estado. PL 107-110 Sección 1118 (d)(1) (documentación adjunta)	La escuela secundaria de Hereford ofrece apoyo para los estudiantes necesitando ayuda académica por tutoriales mandatarias cada mañana antes de la escuela para los estudiantes que tienen dificultades. Sin embargo, los tutoriales son disponibles para cualquier estudiante deseando ayuda adicional. También los maestros voluntariamente han ofrecido su tiempo durante el desayuno y después de escuela. Las clases de recuperación de crédito son ofrecidas para ayudar al estudiante a mantenerse al nivel de grado. También hay clases de tutorías para la recuperación del crédito cada seis semanas. Apoyo de EOC es ofrecido a través del día extendido y durante las mañanas de las primeras seis semanas de tutoriales. Los maestros eligen estudiantes para enseñar a través del año y ayudarlos en el éxito académico estudiantil. Los estudiantes pueden ser referidos al Centro de Aprendizaje Acelerado de Hereford (HCAL-Hereford Center for Accelerated Learning), que proporciona un entorno y estructura alternativo para ayudar a prevenir los abandonos escolares.
El compacto de escuela y padres de la Escuela Secundaria de Hereford describe cómo la escuela y los padres/familias construirán y desarrollaran una asociación para ayudar a los niños lograr altos estándares del Estado. PL107-110 Sección 1118 (d) (documentación adjunta)	Todos los niños, así como los padres y todo el personal son considerados del Título 1 en la escuela secundaria de Hereford. Nosotros calificamos para un programa de toda la escuela por el porcentaje de participantes en el almuerzo gratis y reducido. Estos fondos nos asisten para ayudar a nuestros estudiantes a tener éxito en el programa regular, lograr el nivel del grado en aptitud, y mejorar las habilidades básicas y más avanzadas. A través de los programas de intervención, los estudiantes son animados a cumplir los estándares de EOC. Los programas de apoyo incluye participación parental, consejería, el cuidado médico, y otros servicios sociales.
El compacto de escuela y padres de la Escuela Secundaria de Hereford describe las maneras en que los padres/familias será responsables en apoyar el aprendizaje de sus niños; tales como: monitorear la asistencia, completar la tarea escolar, ser voluntario en el aula, participando en la toma de decisiones, uso de tiempo extracurricular. PL 107-110 Sección 1118 (d)(1) (documentación adjunta)	La participación de padres es la llave para el éxito de los estudiantes de la Escuela Secundaria de Hereford. Los padres están involucrados en la organización de las cenas de clase, construyendo y decorando las carrozas para el Homecoming y agregando espíritu en los pasillos en la Escuela Secundaria de Hereford. Los padres también acompañan a los estudiantes y maestros en excursiones y muchos diferente concursos que los estudiantes de la escuela secundaria compiten tales como los diferentes deportes, banda, coro, BTA, FCCLA, FFA, y VICA.
El compacto de escuela y padres de la Escuela Secundaria de Hereford se dirige a la importancia de la comunicación entre maestros y padres/familias en una base continúa. PL 107-110 Sección 1118 (d) (2) (documentación adjunta)	A los padres se les anima a utilizar Family / Student Access (Acceso de Familia/Estudiante) localizada en el Sitio Web de Hereford ISD para monitorear a diario las calificaciones y la asistencia de su estudiante. Esto junto con las visitas al hogar hechas por maestros y administradores ayudan a establecer líneas abiertas de comunicación entre los padres, comunidad y la escuela.

<p>El compacto de escuela y padres de la Escuela Secundaria de Hereford proporcionará acceso razonable al personal incluyendo oportunidades para ser voluntario y participar en la clase de sus niños y la observación de las actividades del aula. PL 107-110 Sección 1118 (d) (2) (c) (documentación adjunta)</p>	<p>Teléfono: 806-363-7620 Fax: 806-363-7688 Teléfono de CTE: 806-363-7704 Formato de Correo Electrónico: nombrecompletodelmaestro@herefordisd.net</p>																								
<p>El compacto de escuela y padres de la Escuela Secundaria de Hereford declara que la escuela proporcionará informes frecuentes a las familias sobre el progreso de su niño. PL107-110 Sección 1118 (d)(2)(B) (documentación adjunta)</p>	<p>Informes de Progreso de 3-Semanas (enviados a casa con los estudiantes)</p> <table border="0"> <tr><td>1st Six Weeks</td><td>09/02/22</td></tr> <tr><td>2nd Six Weeks</td><td>10/14/22</td></tr> <tr><td>3rd Six Weeks</td><td>12/02/22</td></tr> <tr><td>4th Six Weeks</td><td>01/27/23</td></tr> <tr><td>5th Six Weeks</td><td>03/10/23</td></tr> <tr><td>6th Six Weeks</td><td>04/28/23</td></tr> </table> <p>Boleta de Calificaciones de Seis Semanas (enviadas a casa con los estudiantes excepto la 6ª Seis Semanas)</p> <table border="0"> <tr><td>1st Six Weeks</td><td>08/17/22</td></tr> <tr><td>2nd Six Weeks</td><td>09/26/22</td></tr> <tr><td>3rd Six Weeks</td><td>11/07/22</td></tr> <tr><td>4th Six Weeks</td><td>01/10/23</td></tr> <tr><td>5th Six Weeks</td><td>02/21/23</td></tr> <tr><td>6th Six Weeks</td><td>04/11/23</td></tr> </table>	1st Six Weeks	09/02/22	2nd Six Weeks	10/14/22	3rd Six Weeks	12/02/22	4th Six Weeks	01/27/23	5th Six Weeks	03/10/23	6th Six Weeks	04/28/23	1st Six Weeks	08/17/22	2nd Six Weeks	09/26/22	3rd Six Weeks	11/07/22	4th Six Weeks	01/10/23	5th Six Weeks	02/21/23	6th Six Weeks	04/11/23
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<p>El compacto de escuela y padres de la Escuela Secundaria de Hereford declara que la escuela proporcionará informes frecuentes a las familias sobre el progreso de su niño. PL 107-110 Sección 1118(C)(3) (documentación adjunta)</p>	<p>La Escuela Secundaria de Hereford iniciará comités de la participación de los padres en la toma de decisiones a través de invitaciones incluyendo open house (casa abierta), Construyendo un Equipo de Liderazgo, Equipo de Liderazgo del Distrito y conferencias de padre/maestro.</p>																								

El Distrito Escolar Independiente de Hereford no discrimina en base de raza, religión, edad, color, origen nacional, sexo o discapacidad al proporcionar servicios educativos, actividades y programas, incluyendo programas vocacionales, de acuerdo con el Título VI de la Ley de Derechos Civiles de 1964, según enmendada; Título IX de las Enmiendas Educativas de 1972; y Sección 504 del Acta de Rehabilitación de 1973, según enmendada.

KELLY HOWELL
AMBER LUCIO
RACHEL RAMIREZ
RICHARD SAUCEDA
VIOLETA VALDEZ
ELAINE VENHAUS
BETHANIE VILLARREAL

I. GOOD THINGS:

MRS. LUCIO IS GETTING HER HOME FIXED/REMODELED.

II. ATTENDANCE:

MEET EVERY MONDAY AT 7:45 A.M.. ALL PRINCIPALS/MRS. TAYLOR/MRS. VILLARREAL

AT THE MEETING, WE WILL IDENTIFY STUDENTS WHO HAVE THREE (3) ABSENCES AND WE WILL SEND WARNING LETTER HOME

AFTER 5
MRS. AVEN NEEDS TO CHANGE THE TEMPLATE TO REFLECT FIVE (5), NOT THREE (5)
WILL SEND SECOND LETTER HOME

90%
WILL SEND FIFTH LETTER HOME

AFTER 10
WILL SEND FOURTH LETTER HOME

FILE NOTIFICATION
WILL SEND FIFTH LETTER HOME

TRUANCY PREVENTION MEASURE TOP SHEET

NEED TO MAKE ANNOUNCEMENT ABOUT ATTENDANCE AT ORIENTATION
NEED TO MAKE ANNOUNCEMENT ABOUT ATTENDANCE AT CLASS MEETING
NEED TO MAKE ANNOUNCEMENT ABOUT ATTENDANCE AT DAILY ANNOUNCEMENTS

1ST PERIOD SCHOOL MESSENGER FOR ABSENCES SHOULD NOT GO OUT
JUDGE WILL NOT LET US FILE, BECAUSE IT IS TARDY,

MAKE SURE WE ARE SENDING OUT THE SCHOOL MESSENGER CALLS FOR
TUTORIALS FOR STUDENTS TO ATTEND FOR HB4545 OR CR EACH SIX
WEEKS.

MAKE SURE THAT SPONSORS/COACHES SEND THE LIST TO THE
ATTENDANCE OFFICE AT LEAST THREE DAYS IN ADVANCE.

TEACHERS ARE NOT TAKING ROLL CORRECTLY, OR AT ALL.

SCHEDULE CHANGES CAUSE THE ROLL CARDS TO NOT MATCH
TEACHERS NEED TO MARK THEM OUT AND NOTE SCHEDULE CHANGE/
WITHDRAWAL/ ETC.

MS. RAMIREZ SUGGESTED THAT THERE BE A SPREADSHEET WITH SCHEDULE
CHANGES IN A GOOGLE SHARED DOCUMENT.

ATTENDANCE PERSONNEL NEED TRAINING.

TEACHERS NEED TO LOOK AT THE LIST AND NOT MARK THEIR STUDENTS
ABSENT DURING INCENTIVE WEEK.

DECEMBER 14TH IS THE CUT OFF DATE FOR ENTRIES ON THE SPREADSHEET.

THREE (3) DAYS TO TURN IN NOTES AND REINSTATE.

THE ATTENDANCE OFFICE NEEDS THE LIST OF SUBS THE DAY BEFORE.

MRS. VENHAUS WILL GIVE THEM A LIST THE DAY BEFORE AND
CALL THAT MORNING IF ANYTHING CHANGES.

MRS. VENHAUS CAN HIGHLIGHT THE DATE FOR THE TEACHER AND
GIVE THE ROLL SHEET TO THE SUB.

AT THE END OF THE DAY, GIVE THEM BACK TO THE ATTENDANCE
OFFICE.

BETHANIE AND AMBER WILL SEND AN EMAIL TO MRS. KENWORTHY THAT THEY NEED AIDES FOR EVERY PERIOD. THEY WILL HAVE JOBS FOR THEM TO DO, LIKE PICKING UP ROLL CARDS AND RUNNING PASSES. THEY CAN'T ANSWER THE PHONE.

MRS. VENHAUS WILL TRY TO DIVIDE OUT THE AIDES BETWEEN THE MAIN OFFICE AND THE ATTENDANCE OFFICE.

WE NEED A SIGN BY THE DOOR FOR PARENTS TO GO AROUND TO THE MAIN OFFICE ENTRY

STILL NEED A CROSSWALK. MS. RAMIREZ SUBMITTED THE REQUEST IN AUGUST.

ATTENDANCE PERCENTAGE:

FRESHMAN: 94%
JUNIORS: 92%
SOPHOMORES: 93%
SENIORS: 92%

MEMBERS IN ATTENDANCE:

RICHARD SAUCEDA, CAMPUS PRINCIPAL
PETE RODRIGUEZ, ASST. PRINCIPAL-SENIORS
RACHEL RAMIREZ, ASST. PRINCIPAL-JUNIORS
KELLY HOWELL, ASST. PRINCIPAL-SOPHOMORES
VIOLETA VALDEZ, ASST. PRINCIPAL-FRESHMEN
KARA ESQUIVEL, COLLEGE & CAREER COACH
AMBER LUCIO, ATTENDANCE STAFF
BETHANIE VILLARREAL, ATTENDANCE STAFF
TANDIE LAYMAN, REGISTRAR
MIREYA SOSA, SECRETARY
COOKIE TAYLOR, ADMIN. ASSISTANT
ELAINE VENHAUS, RECEPTIONIST

I. GOOD THINGS:

MRS. SOSA: JAYDEN WORKED THIS SUMMER AND ENJOYED IT.
MRS. TAYLOR: ALL SUMMER STUDENT WORKERS DID A GREAT JOB
MRS. LAYMAN: ALL BUT 287 STUDENTS HAVE REGISTERED FOR SCHOOL.
MR. SAUCEDA: THE TROPHY CASES LOOK GREAT.

II. STAFF INFORMATION:

WE HAVE LOST NO AIDES OR OFFICE STAFF MEMBERS.
STAFFING LOSS IS DUE TO MOVING, PROMOTIONS, ET AL.

III. SAFETY/SECURITY:

ALL STAFF MUST HAVE AN ID BADGE ON EVERYDAY, WORN WHERE IT IS VISIBLE.

EVERYONE COMES IN THE FRONT MAIN OFFICE DOORS.
MRS. ESQUIVEL WILL MAKE SIGNS FOR DOORS.

MAKE SURE THE DOORS ARE SHUT BEHIND YOU WHEN YOU LEAVE.
ALWAYS CHECK TO MAKE THE DOORS ARE SHUT AND LATCHED
DO NOT PROP DOORS OPEN FOR ANY REASON.

STUDENTS MAY NOT OPEN DOORS FOR ANY OTHER STUDENT OR STAFF.

DO NOT SHARE YOUR KEYS WITH ANYONE.

THERE MAY BE A DRILL WHEN ALL ADMINISTRATORS ARE OFF CAMPUS.
ALL OFFICE STAFF MUST KNOW HOW TO CONDUCT THE DRILL.
IT WILL LIKELY BE ON A DAY WHEN THE ADMIN TEAM IS ALL GONE.

TEA, REGION XVI, HIGHWAY PATROL, HPD WILL COME IN STREET CLOTHES
TO SEE IF THEY CAN ENTER THE BUILDING AND NOT GET STOPPED
WITHIN A 30 MINUTE WINDOW.

MRS. LAYMAN WAS WORKING AND AUDIO/VISUAL EMPLOYEES CAME IN
UNANNOUNCED. THEY SAID THAT MRS. FRIEL GAVE THEM A BADGE.
WE NEED TO BE INFORMED IN ADVANCE.

THE COKE GUY, TJ SANCHEZ, COMES IN AT 6:00 A.M. HE CALLS JAIME TO LET HIM IN.
MR. SAUCEDA WILL CHECK WITH MR. HEDRICK TO ADDRESS THIS.

MRS. SOSA SAW A TEACHER IN THE PARKING LOT WHO LET A PARENT/STUDENT IN.
SHE WAS SERVING AS A TRANSLATOR FOR A PARENT/STUDENT, NEEDED TO GO
TO THE FRONT TO THE MAIN OFFICE.

EVERYONE MUST GO TO THE FRONT OFFICE AND CHECK IN FIRST.

BE SURE AND CHECK DATES ON THE BADGES.

SUBS MUST USE RAPTOR BADGES OR A MAROON BADGE.

TIMESTAMPS/ CHECK IN AND CHECK OUT

MRS. TAYLOR WOULD LIKE TO HAVE THE SUB BOOK. MR. SAUCEDA WILL
PURCHASE ONE FOR HER.

MORNING DUTY FOR FRONT OFFICE:

EVERYONE IN ATTENDANCE RECEIVED A SCHEDULE SO THAT THEY
KNOW WHO WILL BE IN THE OFFICE AND AT WHAT DAY/TIME.

OPENING FOR MAIN OFFICE/ATTENDANCE OFFICE: 7:40 A.M.
AT 7:50 A.M. WE WILL NOT LET STUDENTS IN.
ASSISTANT PRINCIPALS WILL SEND THE CALLOUT TO
INFORM STUDENTS/PARENTS OF THE SCHEDULE FOR
TUTORIALS AND REMIND THEM THAT ALL STUDENTS HAVE TO
ENTER THROUGH THE MAIN DOOR.

MONDAYS: 7:45 A.M. WEEKLY ATTENDANCE MEETING IN THE LIBRARY WITH ADMIN.
THE FIRST MEETING WILL BE ON MONDAY, AUGUST 22ND.

PROFESSIONAL BEHAVIOR:

BE ON TIME.

IF RUNNING LATE, LET ADMIN KNOW.

DRESS APPROPRIATELY

CHECK CLEAVAGE, SEE-THROUGH CLOTHING, ETC.

DO NOT SHOP ONLINE WHILE ON THE CLOCK/ON SCHOOL TIME.

GOSSIPING IS NOT APPROPRIATE AND WILL BE ADDRESSED.

FOLLOW THE CHAIN OF COMMAND TO ADDRESS ISSUES:

SPEAK TO THE PERSON(S) WHO IS INVOLVED;

THEN, THE ASSISTANT PRINCIPAL;

THEN, THE CAMPUS PRINCIPAL;

THEN, THE SUPERINTENDENT.

For example, if a parent calls and is concerned about his or her son's attendance, please direct the parent to the attendance office. If the parent is not satisfied with the attendance office reply, then the attendance office clerk will direct the parent to the grade-level administrator. Next, if the parent is not satisfied with the assistant principal's reply, please direct the parent to the principal. Finally, if the parent is not satisfied with the principal's response, then the principal will direct them to Mr. Stokes. Follow the chain of command.

RESPOND TO ALL EMAILS AND PHONE CALLS WITHIN 48 HOURS.

GREET EVERYONE WITH JOY AND RESPECT.

FAILURE TO ADHERE TO POLICY(S) ABOVE, AS STATED, CAN RESULT IN THE STAFF MEMBER BEING REPRIMANDED AND/OR WRITTEN UP.

IV. TRAINING:

ALL OFFICE STAFF AND THE ADMINISTRATIVE TEAM RECEIVED TRAINING ON EMERGENCY BELLS AND USE OF THE PHONE SYSTEM.

MEMBERS IN ATTENDANCE:

RICHARD SAUCEDA, CAMPUS PRINCIPAL
PETE RODRIGUEZ, ASST. PRINCIPAL-SENIORS
RACHEL RAMIREZ, ASST. PRINCIPAL-JUNIORS
KELLY HOWELL, ASST. PRINCIPAL-SOPHOMORES
VIOLETA VALDEZ, ASST. PRINCIPAL-FRESHMEN

I. GOOD THINGS:

MS. RAMIREZ: WENT TO CABO OVER THE SUMMER BREAK
MISS VALDEZ:: WALKED OVER 100 MILES
MR. RODRIGUEZ:: HAD A GREAT SUMMER, PLAYED GOLF, SELF-CARE/REGROUP
MRS. HOWELL:: DEVIN WILL BE HEADING TO U OF H NEXT WEEK.
MR. SAUCEDA: PLAYED A LOT OF GOLF

II. STAFF DEVELOPMENT:

AUGUST 9TH: DATA-DRIVEN INSTRUCTION/ CURRICULUM DIRECTOR &
INSTRUCTIONAL COACHES

AUGUST 10TH: BREAKFAST/ TEACHER WORKDAY

AUGUST 11TH: STUDENT LEARNING OBJECTIVES

AUGUST 12TH: MRS. HOWELL WILL SEND OUT HER PART TO STAFF VIA EMAIL
FOR BREAKOUT SESSIONS.
AFTERNOON WORKDAY

AUGUST 15TH/16TH: TEACHER WORKDAYS
MR. SAUCEDA TALKED TO OFFICER SWAN THIS MORNING.
WE MAY USE SOME TIME FOR ALICE TRAINING.

III. OTHER ITEMS:

AUGUST 8TH: FRESHMAN ORIENTATION AT 8:45 A.M. TO 10:45 A.M.

AUGUST 17TH: CLASS MEETING FOR FRESHMEN AT 10:00 A.M. TO GO
VIDEOS AND CAFETERIA PROCEDURES.

ENROLLMENT: 1220 STUDENTS ARE CURRENTLY IDENTIFIED

ADDRESS SECURITY: DOORS LOCKED DURING CLASS TIME/ GO AROUND
TO THE MAIN OFFICE.

TARDIES: BE CONSISTENT WITH ENFORCEMENT.

DUTY ROSTER: LEFT SAME PLACES/ADMIN WILL BE IN HALLWAYS INSTEAD OF HAVING ASSIGNED DAYS.

TUTORIALS: AFTER 7:50 A.M., TARDY BELL FOR TUTORIALS, MUST BE HERE AT 7:40 A.M./ DO NOT LET THEM IN/ BE CONSISTENT.

VAPING: WILL TAKE A PICTURE/ON CAMERA/IF NOT ANYTHING, JUST BEING WATCHED/TAKE TO ROOMS

IV. ACTIVITIES: GAME ADMINISTRATORS

- SAUCEDA: BASKETBALL
- RODRIGUEZ: BASEBALL
- RAMIREZ: SOFTBALL
- HOWELL: FOOTBALL/HELP WITH HOME VB GAMES
- VALDEZ: VOLLEYBALL/HELP WITH BASKETBALL

PERRYTON: MR. SAUCEDA WILL CALL AND SEE IF THEY WILL COVER THEIR HOME GAMES/WE'LL COVER OURS.

V. OFFICE STAFF MEETING THIS AFTERNOON/ITEMS TO ADDRESS:

- ID BADGE/NEED TO GET VISITOR'S BADGE
- DRESS CODE
- USE RAPTOR BADGE SYSTEM
- NEED TO BE ON TIME AT 7:40 A.M./CLOSE AT 7:50 A.M.
- NO ONLINE SHOPPING
- AIDES ARE WATCHING/LISTENING
- OFFICE AIDES HAVE A BADGE-NO KEYS
- DON'T SHARE YOUR KEYS
- DRILL TRAINING/PHONE SYSTEM

VI. ANNOUNCEMENTS:

- MONDAY: MS. RAMIREZ
- TUESDAY: MR. SAUCEDA
- WEDNESDAY: MRS. HOWELL
- THURSDAY: MISS VALDEZ
- FRIDAY: MR. RODRIGUEZ

I. ATHLETIC SUPERVISION

ALL ADMINISTRATORS RECEIVED THE INFORMATIONAL PACKET FOR HISD ATHLETIC EVENT SUPERVISION.

WE MUST HAVE AN ADMINISTRATOR AT ALL HOME NON-DISTRICT GAMES, AS WELL.

II. HHS STAAR TESTING

MRS. GLASSCOCK IS TRANSITIONING OUT OF THE ROLE OF COORDINATOR FOR HHS. SHE HAS IDEAS FOR OPTIONS AND PLAN FOR HELPING WITH THE TRANSITION.

WE WILL REQUEST TO MEET WITH HER AS THE ADMINISTRATIVE TEAM ON MONDAY, AUGUST 15TH AT 10:00 A.M. OR ON TUESDAY, AUGUST 16TH AT 10:00 A.M. SHE CONFIRMED MONDAY, AUGUST 15TH AT 10:00 A.M.

III. STAFF DEVELOPMENT

ON THURSDAY, MS. BAULCH WILL CONDUCT A 30 MINUTE CONCUSSION TRAINING FOR ALL STAFF MEMBERS BEFORE THE SLO TRAINING.

CHECK-IN DATES FOR SLO

SEPTEMBER 9TH, PROFESSIONAL GROWTH PLAN IS DUE

SEPTEMBER 16TH, CONFERENCE FOR SLO WITH ADMINISTRATOR
UPLOAD SLO FORM AND TRACKER TO DMAC

OCTOBER 28TH, FIRST CHECK IN
UPLOAD TRACKER TO DMAC

DECEMBER 16TH, SECOND CHECK IN
UPLOAD TRACKER TO DMAC

APRIL 7TH, THIRD CHECK IN
UPLOAD TRACKER TO DMAC

IV. T-TESS

ALL ADMINISTRATORS RECEIVED A COPY OF THE T-TESS CALENDARS FOR TEACHERS AND FOR PROFESSIONAL STAFF WITH DUE DATES FOR EVALUATION.

V. PEP RALLIES

ALL ADMINISTRATORS RECEIVED A COPY OF THE PEP RALLY SCHEDULE FROM MRS. UMSTEAD FOR THE UPCOMING SCHOOL YEAR.

VI. SCHOOL CALENDAR

ALL ADMINISTRATORS RECEIVED A COPY OF THE SCHOOL SCHEDULE FROM MS. RAMIREZ FOR THE UPCOMING SCHOOL YEAR

VII. MENTORS

WILL ADD THE 31 FRESHMAN

VIII. SCHEDULE FOR SCIENCE

CAN MRS. STIMPSON AND MR. GONZALES CHANGE SCHEDULES SO THAT SHE CAN TEACH BIOLOGY? YES, A SOLUTION WOULD BE TO CHANGE THEIR CLASSROOMS. WE NEED TO CHECK WITH MRS. KENWORTHY WITH REGARD TO THE NEW SCHEDULING PROGRAM.

IX. BELL PROGRAM

IRENE MORALES TURNED ON THE PROGRAM. ANYTIME THE POWER GOES OUT, IT IS TURNED OFF AND HAS TO BE RESET.

AUGUST 1-16: NO SCHOOL

SEPTEMBER 2ND: SCHEDULE C/PERIODS 1,2,3,4,5

SEPTEMBER 5TH: NO SCHOOL

SEPTEMBER 9TH: SCHEDULE D

SEPTEMBER 15TH: SCHEDULE D

SEPTEMBER 16TH: NO SCHOOL

SEPTEMBER 30TH: PEP RALLY IN THE MORNING AT 7:30 A.M.

OCTOBER 7TH: SCHEDULE D

OCTOBER 10TH: NO SCHOOL

OCTOBER 27TH: SCHEDULE D

OCTOBER 18TH: NO SCHOOL

NOVEMBER 4TH: SCHEDULE E

NOVEMBER 11TH: SCHEDULE E

NOVEMBER 21-25: NO SCHOOL

DECEMBER 23RD: SCHEDULE C/PERIODS 5,6,7,8,9

DECEMBER 26TH-JANUARY 6TH: NO SCHOOL

JANUARY 9TH; NO SCHOOL

FEBRUARY 10TH: NO SCHOOL

FEBRUARY 20TH: NO SCHOOL

MARCH 13TH-17TH: NO SCHOOL

APRIL 7TH: NO SCHOOL

APRIL 10TH: NO SCHOOL

MAY26TH: SCHEDULE C/PERIODS 1,2,3,4,5

X. ADMIN TEAM MEETING

TOMORROW, AUGUST 10TH AT 2:00 P.M./ON ALERT

I. GOOD THINGS

MRS. BROOKS: PARA TRAINING IN LIBRARY/ WENT WELL, WAS "TIGHT"

MR. JACKSON: MARRIED FOR 36 YEARS

MS. VALLEJO: HUNG OUT WITH GRANDCHILDREN AFTER SCHOOL

MR.SAUCEDA REITERATED THAT FAMILY IS FIRST.

MS. RAMIREZ SHOUT OUT TO SCIENCE DEPT FOR WORKING TOGETHER AS A FAMILY

REMINDER

CHURCH OF THE NAZARENE IS FEEDING US LUNCH IN THE LIBRARY TODAY

BAND IS DOING THE MARCH A THON ON MONDAY MORNING FOR THE SEND OFF. PLEASE GO OUT AND SUPPORT OUR STUDENTS. THEY MADE IT TO STATE, FIRST TIME IN 30 YEARS.

II. UIL TRAINING: MS. WOMACK

(SEE THE FILE IN THE GOOGLE DRIVE UNDER HHS CAMPUS STAFF INFORMATION 20222023;

SHOWED THE STAFF A VIDEO: NO, PASS, NO PLAY ELIGIBILITY REQUIREMENTS

SIDE BY SIDE GUIDE FOR REGULATIONS

NO PASS NO PLAY BASICS/ REVIEW OF ELIGIBILITY REQUIREMENTS

ELIGIBILITY REPORT FOR ALL GRADING PERIODS AND THREE-WK EVALUATIONS

ELIGIBILITY CALENDAR

MUST CHECK THE IEP FOR ELIGIBILITY INFORMATION

TIME STAMPS/GRADES ARE CRUCIAL

POTENTIAL FOR SANCTIONS IF THERE ARE VIOLATIONS

DOCUMENTATION IS KEY

YOU HAVE SEVEN (7) CALENDAR DAYS TO CLEAR AN INCOMPLETE

BE MINDFUL OF SIX WEEKS' GRADING PERIODS WHICH END ON THURSDAY

BAND/CHOIR ARE EVALUATED AT A FESTIVAL, NOT A CONTEST. ALLOWED TO COMPETE BECAUSE IT IS A CLASS REQUIREMENT

HONORS ARE EXEMPTION CLASSES. THEY ESSENTIALLY GET A 10 PT. CURVE. EXAMPLE:
IF THEY MAKE A 60, THEN THEY ARE STILL CONSIDERED AS FAILING.
QUESTION REGARDING LOCAL POLICY/UII POLICY ABOUT ELIGIBILITY

WHAT HAPPENS IF I DON'T CHANGE THE GRADE AFTER THE STUDENT MAKES UP THE
WORK. THE STUDENT IS OUT FOR THREE WEEKS AND THERE IS NO RECOURSE.

III. SAFETY /SECURITY: MR. HEDRICK

TX SCHOOL SAFETY CENTER:

ALL OF OUR FACILITIES TO BE FENCED IN
WHAT DOES THAT MEAN FOR US?
FROM BACK OF CTE, AROUND HCAL

WE CANNOT PROP DOORS OPEN ANYMORE.

THE CLASSROOM DOOR MUST BE CLOSED AND LOCKED.

IF YOU DON'T HAVE YOUR ID, MUST GET A VISITOR'S TAG IN THE OFFICE.

WE WILL HAVE AN UNANNOUNCED AUDIT AT 70% OF CAMPUSES IN THE
DISTRICT.

OPEN HOUSE/PEP RALLIES/ CAMPUS EVENTS
HOW WILL WE ADDRESS SECURITY?
WE WILL LOOK AT HAVING AN SRO ON CAMPUS

MR. SAUCEDA WILL ALWAYS LISTEN AND ADDRESS CONCERNS BY
WORKING THROUGH THE SITUATION

CONCERN ABOUT ISS: STUDENTS WILL GO THROUGH THE FRONT
DOOR OF THE CAFETERIA TO GET THE CLASSROOM

DOORS ON TRILOGY LOCKING SCHEDULE

KEEP STUDENTS IN THE CLASSROOM
DO NOT LET THEM GO TO THE BATHROOM/WANDERING AROUND
THEY NEED TO HAVE A PASS IN THE HALLWAY
DO NOT ALLOW THEM TO GO OPEN THE DOOR FOR A FRIEND

THE GOAL IS FOR OUR STAFF AND STUDENTS TO GO HOME SAFE
EVERYDAY

ACTIVE SHOOTER/CANNOT LOOK AT SOMEONE AND DETERMINE WHETHER HE
OR SHE IS A THREAT

WE WILL GET INVOLVED WHEN IT AFFECTS THE SAFETY OF OUR STUDENTS

WHAT ABOUT STUDENT ID'S? WE ARE LOOKING AT THAT. THE ISSUE
IS THE ABILITY TO FIND THE CARD, THE RIBBONS, THE MAKER

WHAT ABOUT ARMING TEACHERS?

80 HOURS OF TRAINING

BETTER THAN CONCEALED CARRY

SCHOOL MARSHALL PROGRAM/CAN HAVE VOLUNTEERS

THERE HAS NOT BEEN A SHOOTING IN SCHOOLS WHERE TEACHERS
ARE ARMED

CAN WE STILL HAVE ONE IN OUR CAR ON SCHOOL PROPERTY?

MR. HEDRICK WILL CHECK POLICY

IF THERE ARE ISSUES, CALL HIM AT 806-341-0999

WHAT ABOUT RAPTOR PROGRAM? CAN IT SEND STAFF AN ALERT IF THERE
IS A LOCKDOWN (IN THE EVENT THEY ARE OFF CAMPUS, BELLS NOT
HEARD, ANNOUNCEMENT UNABLE TO BE MADE)? MR.HEDRICK IS
CHECKING WITH PROGRAM STAFF, BUT

SOME SCHOOLS HAVE SIGNS

WARNING: OUR STAFF IS ARMED AND WILL USE ANY MEANS/FORCE
NECESSARY TO PROTECT OUR STUDENTS

HAVING CONVERSATIONS, NEED TO BE VIGILANT, VISIBLE, ACCESSIBLE

ALICE TRAINING

IV. CONCUSSION TRAINING: SARAH BAULCH
(SEE THE FILE IN THE GOOGLE DRIVE UNDER HHS CAMPUS STAFF INFORMATION 20222023)

CONCUSSION RETURN TO LEARN AND RETURN TO PLAY

NATASHA'S LAW; CHANGE/EVOLVE

DEFINES CONCUSSION/CAUSES/SYMPTOMS

REVIEW OF CONCUSSION PROTOCOL

SCAT 5

SAME ASSESSMENT THAT MEDICAL PROVIDERS USE
(CHIROPRACTOR CANNOT CLEAR THE STUDENT)

FULL 30 MINUTE ASSESSMENT

MS. BAULCH WILL SEND ACCOMMODATIONS TO TEACHERS

TO ADDRESS CONCERNS

STUDENTS MAY BE OUT 3-5 DAYS, OR MORE FOR CONCUSSION

IT WILL BE AN EXTENUATING CIRCUMSTANCE, AND STUDENTS
WILL BE EXCUSED (CONSIDERED A MEDICAL ABSENCE)

STUDENTS HAVE TO CHECK IN WITH MS. BAULCH EACH DAY

THEN, THEY WILL COMPLETE RETURN TO PLAY EVALUATION

IF STILL STRUGGLING, NEED ADDITIONAL INTERVENTION AND IT MAY
CAUSE COGNITIVE CONCERNS (E.G. SECTION 504 PLAN)

THERE IS ONLY ONE NEUROLOGIC PEDIATRICIAN IN AMARILLO AND
THE OFFICE DOES NOT TAKE MEDICARE

COMMONS SIGNS/SYMPTOMS OF CONCUSSION

PHYSICAL SYMPTOMS

COGNITIVE SYMPTOMS

CONCUSSION PATHWAYS (THESE CAN OVERLAP)

VESTIBULAR/INNER-EAR AND BALANCE ISSUES

OCULAR- EYE

CERVICAL-NECK

COGNITIVE

ANXIETY/MOOD

MIGRAINE

PREVIOUS PHYSICAL ISSUES, SUCH AS MIGRAINES, DEPRESSION,
DIZZINESS, ANXIETY ARE EXACERBATED WITH CONCUSSION

PREVIOUS COGNITIVE ISSUES ARE INCREASED WITH INABILITY
TO PROCESS

ACCOMMODATIONS

NOTES

EXTENDED TIME

REDUCED LENGTH OF ASSIGNMENTS

PHYSICAL ENVIRONMENT

SEATING

MAJOR TESTS / PROJECTS

BREAKS

CONSIDER 'I' INSTEAD OF FAILING

RETURN TO PLAY PROTOCOL (7 STAGES)

NOTIFICATION WILL GO TO :

MRS. FORMBY
COUNSELOR
GRADE-LEVEL ADMINISTRATOR
SCHEDULED CLASSROOM TEACHERS

KH

IN ATTENDANCE:

BENA GLASSCOCK, COUNSELOR/TESTING COORDINATOR
KELLY HOWELL, ASST. PRINCIPAL-SOPHOMORES
RACHEL RAMIREZ, ASST. PRINCIPAL-JUNIORS
PETE RODRIGUEZ-ASST. PRINCIPAL-SENIORS
RICHARD SAUCEDA-CAMPUS PRINCIPAL
VIOLETA VALDEZ-ASST. PRINCIPAL-FRESHMEN

I. GOOD THINGS:

MR. SAUCEDA: IT IS RAINING.

MRS. GLASSCOCK: SHE IS NO LONGER THE HIGH SCHOOL TESTING
COORDINATOR

II. TRANSITION:

MRS. GLASSCOCK SUGGESTED THAT THE TESTING COORDINATOR DUTIES
BE SPLIT AMONG THE FIVE (5) DEPT. CHAIRS.

MS. RAMIREZ ASKED, "WHAT IS THE RATIONALE?"

MRS. GLASSCOCK SAID IT WAS PART OF HER NEEDS ASSESSMENT
THERE ARE HEALTH NEEDS THAT MUST BE MET.
THERE ARE STAFF WELLNESS ACTIVITIES THAT SHE WILL HANDLE.

MRS. GLASSCOCK SAID IT WILL ONLY BE FOR TWO (2) WEEKS IN DECEMBER
AND AGAIN IN MAY.

SHE TAKES CARE OF: TEST ADMINISTRATION TRAINING
TEST ADMINISTRATION ORGANIZATION
CODING OF ACCOMMODATIONS

SHE WILL CONTINUE TO TAKE CARE OF MAINTAINING THE UPDATED LIST
FOR TESTERS

DEPT. CHAIRS CAN DETERMINE THE ROOMS, ENTER INFORMATION ON
CAMBIUM, AND ADDRESS TEST ACCOMMODATIONS.

THE LPAC COORDINATOR WILL CONTINUE TO TAKE CARE OF TELPAS.

SHE DOES NOT TAKE CARE OF CBA OR INTERIM ASSESSMENT
ADMINISTRATION.

WE NEED TO REQUEST WAIVER DAYS FOR THE ENGLISH RETEST.

III. PLAN OF ACTION:

THE AP'S WILL COME UP WITH A LIST OF DUTIES THAT WE CURRENTLY HAVE AND IDENTIFY THE DUTIES THAT WOULD BE ADDED WITH A TESTING COORDINATION POSITION.

MR. SAUCEDA WILL CONTACT MRS. BLANKENSHIP TO MEET AND DISCUSS THE DUTY CHANGE.

I. GOOD THINGS

ROD: STUDENTS ARE GETTING TO CLASS ON TIME DUE TO DOORS BEING LOCKED
RAMIREZ: FRESHMAN LUNCH

II. SAFETY/SECURITY: MR. HEDRICK:

BE SURE TO ADDRESS ROTC OPENING DOOR IN THE MORNING

WILL ADD TRILOGY TO BAND, DOOR FOR SOFTBALL AT GYM,

WITT NEEDS BADGE PROGRAMMED TO KEYPAD

CAFE TRILOGY DOESN'T WORK/NEED RIGHTS TO OPEN

FRONT DOORS, COLLINS AND ATTENDANCE ARE NOT OPENING

UNITE ON AIR PHONE AT MRS. TAYLOR'S DESK IS OUT;/WILL REPLACE

HPA 4 DOORS UNLOCKED/DO NOT OPEN DOORS WHEN HE JIGGLES HANDLES

NW HAD 9 DOORS UNLOCKED/AND ONE PROPPED OPEN

TEACHERS DO NOT OPEN DOORS

CTE STUDENTS CANNOT BE IN BUILDING UNTIL 8:20 A.M.

HOWELL WILL PUT IN WRITING TO ROTC

STUDENTS FLAGS/CAN GO AROUND

DO NOT LEAVE DOORS OPEN/STUDENTS GOING THROUGH THE BUILDING
CAN ONLY BE IN THERE IF YOU HAVE TUTORIALS/ DRILLS AND
EITHER OF YOU IS IN THERE SUPERVISING STUDENTS

III. TUTORIALS:

IF ON THEIR SCHEDULE, START ON MONDAY THE 22ND
WILL SEND A CALL OUT

FOR EXTRA HELP/FAILED HB4545, BUT WON'T COUNT UNTIL WE HAVE THE MEETING

IV. DUTY ROSTERS:

ROD WILL STAND BY DOOR OF MRS. COLLINS
DUTY AFTER SCHOOL:

PLEASE STAY UNTIL 4:30 P.M./CHECK MESSAGES

- V. FELONIES:
WAIT UNTIL WE GET THE LETTER, THEN TAKE ACTION AND HAVE THE CONFERENCE
PUT THEM IN DAEP PER STOKES ON/OFF CAMPUS
ALL 25 DAYS
- VI. HCAL:
ISAAC MORENO MEETING WITH STOKES/DID NOT GET CREDIT/STILL A JR.
WANTED TO COME BACK TO HS. WILL MEET AT 2:00 P.M.
- VII. TEST COORDINATOR
TALKED TO MRS. BLANKENSHIP
WOULD LIKE TO GIVE TO KARA ESQUIVEL
IF NOT, THEN GIVE TO DEPT CHAIRS AND THE COUNSELORS
NO COMMUNICATION/NO TRANSPARENCY/NO PLAN
- VIII. WILL MEET WITH DEPT CHAIRS ON WEDNESDAYS AT 6TH PERIOD
SELENA WILL BE PART OF THE CONVERSATION AND HELP W/AGENDAS
- IX. MISS ALVAREZ NEEDS TO GET WITH MRS. STIMSON AND OBSERVE HOW
SHE HANDLES THE CELLULAR PHONE ISSUE

CONCERN ABOUT PLANNING/NOT LISTENING AND TAKING THE ADVICE
NEED TO
- X. MIT@HEREFORDISD.NET
MOTION IN TIME/ GOES TO BLANKENSHIP
SEE WEEDS
SEE LOCKS
ROOM 119 BROKEN WINDOW
- XI. CAPS:
DO NOT WEAR IT/ TAKE IT UP/DON'T BRING IT
PARENTS HAVE TO COME PICK IT UP
- XII. MAKE SURE WINDOWS ARE NOT COVERED/NEED TO TAKE IT OFF

- XIII. 8:26 IS TARDY BELL/HAVE TO GO TO THE MAIN DOOR
- XIV. STUDENT AIDES WITH A PASS/SLIDE IT UNDER THE DOOR
STUDENT NEXT TO DOOR CAN GIVE IT TO THE TEACHER
- MR. SAUCEDA WILL ANNOUNCE TOMORROW
- XV. MEET WITH FRESHMEN NEXT WEEK WHO FAILED TO REVIEW EXPECTATIONS
FOR REGAINING CREDIT
- XVI SENIOR FOLDERS
MEET TO REGISTER TO VOTE/NEED TO GO TO COURTHOUSE TO
GET SPANISH AND ENGLISH/GO IN ADVANCE
- XVI. TEXAS SCHOOL SAFETY
USE THE SAME VERNACULAR;
HOLD
SECURE
LOCKDOWN
EVACUATE
SHELTER
- XVII. NEEDS:
SCIENCE CONCERNED ABOUT PAPER/MS. RAMIREZ TOLD THEM TO LET MRS.
SOSA KNOW
- LANYARDS FOR ADMIN TEAM
- DONGLES FOR PRESENTATIONS/ROD, VIOLETA AND RAMIREZ
- CUSTODIANS ARE CHECKING DOORS BETWEEN CLASSES
NEED TO REMIND FRANK ABOUT THE DOOR
HE NEEDS TO SIT AT THE DOOR
REVIEW THAT HE CAN LET STUDENTS IN, BUT
ADULTS MUST HAVE BADGE/PASS
- POLICE OFFICERS MUST HAVE A BADGE ON
PROBATION OFFICERS MUST HAVE A VISITOR'S PASS
- LESSON PLANS: DROP IN THE SHARED FOLDER ON THE DRIVE

XVIII. 8:00 A.M. NEXT WEDNESDAY,
WEAR BLACK HHS T-SHIRT
TAKE PICTURE IN FRONT OF THE SCHOOL

XIX. STUDENT OF THE WEEK?
ABRIANNA SALINAS STURGEON

KELLY HOWELL
PETE RODRIGUEZ
RICHARD SAUCEDA
VIOLETA VALDEZ
BETHANIE VILLARREAL

GOOD THINGS:
IT'S RAINING!

OUR MEETING TIME IS AT 7:40 A.M. MR. SAUCEDA WILL ASK MIREYA/ASSIGNED STAFF TO GET HERE AT 7:40 A.M. INSTEAD OF 7:45 A.M. THE OFFICE WAS ALREADY OPEN AND FULL OF PARENTS AND STUDENTS. ALSO, THE DOORS DID NOT UNLOCK VIA TRILOGY FOR TUTORIALS AND HAD TO BE OPENED MANUALLY. IT COULD NOT BE LEFT UNATTENDED OR WITH ONLY ONE STAFF MEMBER.

MISS VILLARREAL

SHE WILL PRINT THE LIST OF ABSENTEES (3 OR MORE) ON FRIDAYS BEFORE OUR MEETING ON MONDAYS.

SHE WILL PRINT LETTERS FOR 3 UNEXCUSED/5 UNEXCUSED/10 UNEXCUSED.

GRADE-LEVEL ADMINISTRATOR WILL SIGN THE LETTERS AND MRS. TAYLOR WILL SEND THEM OUT TO PARENTS/GUARDIANS FOR NOTIFICATION.

SHE AND MS. LUCIO WILL DOCUMENT CONTACT WITH PARENTS/GUARDIANS STUDENTS.

MR. SAUCEDA WILL CHECK TO SEE IF TUTORIAL ATTENDANCE CALLS CAN BE BLOCKED.

MENTORS FOR LIST OF STUDENTS IS DUE BY WEDNESDAY FOR ALL GRADE-LEVELS.

PUT OUT A GOOGLE LIST/PUT ON GOOGLE DRIVE

EACH STAFF MEMBER NEEDS TO SIGN UP FOR A STUDENT IN HIS/HER CLASS.

ASSIGN A MENTOR FOR THOSE STUDENTS WHO DON'T HAVE ONE.

MR. SAUCEDA WILL TAKE SOME STUDENTS SO THAT HE CAN GET TO KNOW THEM.

MENTORS NEED TO DO WEEKLY/BI-WEEKLY CHECK-INS ON GRADES /ATTENDANCE

MR. SAUCEDA WILL SET UP THE ASSEMBLY FOR ALL STUDENTS/POLICE DEPT./LAW ENFORCEMENT. TOPICS INCLUDE, BUT NOT LIMITED TO:

ATTENDANCE

VAPING

SEXTING

CLASS SUPPER MEETINGS HAVE BEEN SCHEDULED. GRADE-LEVEL ADMINISTRATORS WILL SEND OUT THE SCHOOL MESSENGER MESSAGES.

AUGUST 23RD: FRESHMAN

AUGUST 29TH: JUNIOR

SEPTEMBER 12TH: SOPHOMORE

ADMINISTRATIVE TEAM WILL START SENDING PICS PER WEEK FOR CURRICULUM START DOING T-TESS WALKTHROUGHS

STUDENTS OF THE WEEK

SENIOR: SHAYLENE ARCOS/JOSE SOLORZANO

JUNIOR:

SOPHOMORE:

FRESHMAN: JAYDEN

DOOR CHECKS:

MRS. MAES MAY NEED NEW LOCK

MR. AVALOS NEEDS A KEY FOR 207

SRO:

NEEDS TO MONITOR IN THE HALLWAYS

MASTER SCHEDULE:

KYLA IS GOING TO SEND IT OUT TO US.

ARCE HAD TO HAVE A SCHEDULE CHANGE DUE TO ATHLETICS.

MEMBERS IN ATTENDANCE:

MRS. BARAJAS, DEPT. CHAIR-MATH
MRS. GARZA, INSTRUCTIONAL COACH
MRS. HOWELL, ASST. PRINCIPAL
MR. LAMASCUS, DEPT. CHAIR-SOCIAL STUDIES
MS. RAMIREZ, ASST. PRINCIPAL
MR. RODRIGUEZ, ASST. PRINCIPAL
MR. SAUCEDA, CAMPUS PRINCIPAL
MR. SILVA, DEPT. CHAIR-SCIENCE
MISS VALDEZ, ASST. PRINCIPAL

I. GOOD THINGS:

MS. RAMIREZ: SHE HAD A GOOD LUNCH.
MRS. BARAJAS: SHE HAD 100% ATTENDANCE IN 3RD PERIOD.
MISS VALDEZ: PARAS HELPED WITH LUNCH AND GETTING
FRESHMEN TO CLASS.

II. TEXAS ASSESSMENT.GOV/TFAR

MR. SAUCEDA WILL ASK MR. STOKES TO GIVE ALL DEPT. CHAIRS ACCESS
TO DMAC, AS WELL.

WE NEED TO KNOW OUR DATA SO THAT WE CAN DRIVE INSTRUCTION.

III. EFFECTIVE TEACHER

WHAT MAKES AN EFFECTIVE TEACHER?

PRESENCE/PRESENT INFORMATION

RELATIONSHIP WITH STUDENTS

MR. SAUCEDA'S NEXT VIDEO WILL RELATE TO THIS.

IF THEY DON'T LIKE YOU, THEY WON'T WORK FOR YOU.

KNOWING EXPECTATIONS IS IMPORTANT

VARIETY IS KEY. DON'T DO THE SAME THING

DAY AFTER DAY.

INTERESTING/INTERESTED

AGGRESSIVE MONITORING-BEHAVIOR / PROGRESS

LISTENER/ LEARN FROM OTHERS-COMMONALITY

ADMIT THEY DON'T KNOW EVERYTHING/ASK FOR HELP

ASK QUESTIONS.

OBSERVE OTHERS.

BEHAVIOR MANAGEMENT

IT TAKES THREE (3) YEARS TO RECOVER FROM AN

MENTOR: CHECK ON ASSIGNED STUDENT TWO (2) TIMES PER WEEK
GRADES/ATTENDANCE

IV. 'CCMR: MR. SAUCEDA WILL INVITE DELOZIER AND LUCIO TO OUR
MEETING/RE: INDUSTRY CERTIFICATIONS

V. ASSESSMENTS: MRS. GARZA

RATIONALE: THE REASON BEHIND THE ASSESSMENT
THE HISD ASSESSMENT PLAN IS EMPOWERING INSTRUCTION
WITH EVIDENCE OF LEARNING

MRS. GARZA SHARED THE PPT FOR ASSESSMENT WITH US.

CULTURE OF COMMITMENT:

PLC'S ARE VITAL TO TRANSFERRING INFORMATION TO OUR DEPTS.

IF THEY HAVE SUGGESTIONS/NEEDS, WE CAN TAKE IT TO THE
CURRICULUM TEAM.

LESSON PLANS, WALKTHROUGHS AND OBSERVATIONS WILL PROVIDE
VALUABLE INFORMATION.

TEA ASSESSMENT PLAN:

DIAGNOSTIC-BOY/ WILL BE THROUGH THE ENGLISH DEPT.
STAAR RELEASED TEST FROM MAY
LOGISTICS NOT IDENTIFIED, YET
ON GRADE-LEVEL AT EOY TO COMPARE
PRE/POST RESULTS

FORMATIVE-FOR THE TEACHER (DAILY)

EXIT TICKETS
FORMAL/INFORMAL
SMALL GROUP INTERVENTION
CBA'S
QUICK CHECKS IN LEAD4WARD

INTERIM-

TWO SEPARATE ONES
IN NOVEMBER AND IN SPRING
ASSESSMENT CALENDARS POSTED IN SHARED
CAMPUS FOLDER ON THE DRIVE

SUMMATIVE

AT THE END OF A UNIT/SEMESTER
BIG PICTURE

HELPS TEACHER FOR THE FOLLOWING SEMESTER

MR. LAMASCUS:

CAN WE GET MORE DETAILED INFORMATION ON STUDENT PERFORMANCE
WOULD LIKE TO SEE DATA AS A DEPARTMENT
DO HAVE ACCESS TO THE STUDENT PORTALS
INQUIRED ABOUT TRAINING ON NEW FORMAT QUESTIONS / CHECK
REGION XVI

VI. NEXT WEEK:

MR. SILVA WILL BRING SOMETHING TO PRESENT AT THE NEXT MEETING.

THREE BIG IDEAS TO KEEP IN FRONT OF YOUR TEACHERS EACH DAY:
FOCUS ON LEARNING
CREATE A COLLABORATIVE CULTURE
EVIDENCE OF LEARNING

MUST BE HIGHER ORDER/ ON A HIGH LEVEL OF BLOOM'S
GET AWAY FROM STUDENTS WORKING IN ISOLATION

STUDENTS NEED TO BE READING/WRITING IN EVERY CLASS
TONS OF ARTICLES

IDEAS FOR PLC TOPICS:
STRATEGIES/LEAD4WARD
YAG
EVIDENCE OF LEARNING
INTERVENTIONS
EXTENSION ACTIVITIES
ACADEMIC VOCABULARY/HOW ARE WE TEACHING IT, HOW
ARE STUDENTS USING IT?

VII. HB4545

NEED TO GET COPIES OF ALL OF THE FORMS
CREATE FOLDERS FOR STUDENTS

WHY ARE TEACHERS LEAVING?
PAY
WORKLOAD- HB4545
DON'T FEEL SUPPORTED
LACK OF TIME, TOOLS AND RESOURCES

NEED TO HAVE A HB4545 MEETING WITH PARENTS

FOUR DIFFERENT MEETINGS?

WORKED TO HAVE MX. COLLINS & MRS. BARAJAS PRESENT AT ONE

HHS ATTENDANCE MEETING #10

08-29-2022

KELLY HOWELL
PETE RODRIGUEZ
RICHARD SAUCEDA
VIOLETA VALDEZ
BETHANIE VILLARREAL
AMBER LUCIO

GOOD THINGS:

MR. RODRIGUEZ: GOING TO ABILENE FOR LABOR DAY/SIL GETTING MARRIED
MISS VALDEZ: NEXT MONDAY, NO SCHOOL
MRS. HOWELL: GOING TO WFALLS

CLASS MEETINGS:

ADMIN NEED TO BE THERE TO MONITOR. MAKE SURE THAT YOU HAVE A
TRANSLATOR.

CLASS SUPPER MEETINGS HAVE BEEN SCHEDULED. GRADE-LEVEL ADMINISTRATORS
WILL SEND OUT THE SCHOOL MESSENGER MESSAGES.

AUGUST 23RD: FRESHMAN
AUGUST 29TH: JUNIOR
SEPTEMBER 12TH: SOPHOMORE

MISS VILLARREAL

SHE PRINTED THE LIST OF ABSENTEES (3 OR MORE) ON FRIDAYS BEFORE OUR
MEETING ON MONDAYS.

ADMIN GO THROUGH AND HIGHLIGHT THE NAMES OF THOSE WITH MORE THAN 3.

SHE WILL PRINT LETTERS FOR 3 UNEXCUSED/5 UNEXCUSED/10 UNEXCUSED.

GRADE-LEVEL ADMINISTRATOR WILL SIGN THE LETTERS AND MRS. TAYLOR WILL
SEND THEM OUT TO PARENTS/GUARDIANS FOR NOTIFICATION.

SHE AND MS. LUCIO WILL DOCUMENT CONTACT WITH PARENTS/GUARDIANS
STUDENTS.

MISS VILLARREAL WILL PRINT THE LIST FROM THE START OF SCHOOL EACH WEEK
SO THAT IT SHOWS CUMULATIVE ATTENDANCE.

MISS VILLARREAL IS STILL CHECKING TO SEE IF TUTORIAL ATTENDANCE CALLS
CAN BE BLOCKED BY MRS. FRIEL.

EACH STAFF MEMBER NEEDS TO SIGN UP FOR A STUDENT IN HIS/HER CLASS.
ASSIGN A MENTOR FOR THOSE STUDENTS WHO DON'T HAVE ONE.
MR. SAUCEDA WILL TAKE SOME STUDENTS SO THAT HE CAN GET TO KNOW THEM.
MENTORS NEED TO DO WEEKLY/BI-WEEKLY CHECK-INS ON GRADES /ATTENDANCE

ADMIN/PLC: MEETING ON SEPT. 1ST 8:30-10:30

DEPT CHAIR: MEETING ON WED. AUG 31ST 12:45
WITH SHERRY CLARK

FRIDAY: ½ DAY EARLY OUT/ ON SCHEDULE C

SPONSORS: MAKE SURE TO TAKE A PICTURE FOR GIFT CERTS TO PUT IN THE NEWSLETTER.

HB4545 PARENT MEETING: MR. SAUCEDA WILL SET UP A DATE/ ON MONDAYS.

VOTER REGISTRATION MEETING: MR. RODRIGUEZ WILL SET UP A DATE.

MR. SAUCEDA WILL SET UP THE ASSEMBLY FOR ALL STUDENTS/POLICE DEPT./LAW ENFORCEMENT. TOPICS INCLUDE, BUT NOT LIMITED TO:

ATTENDANCE

VAPING

SEXTING

ADMINISTRATIVE TEAM WILL CONTINUE SENDING PICS PER WEEK FOR CURRICULUM.
KEEP DOING T-TESS WALKTHROUGHS.

HOMECOMING PARADE/PEP RALLY:

PARADE: MONDAY/ PEP RALLY: FRIDAY AT THE STADIUM

CTE:

NEED TO STAGGER THEIR LUNCHES.

FIRE DRILL TODAY AT 2:20 P.M.

DOORS:

MAKE ANNOUNCEMENT THAT STUDENTS WITH PASS FROM SS/SCI/ART HAVE TO GO THROUGH THE HALLS AND NOT CUT ACROSS PARKING LOT.

MEMBERS IN ATTENDANCE:

MRS. BARAJAS, DEPT. CHAIR-MATH
MRS. GARZA, INSTRUCTIONAL COACH
MRS. HOWELL, ASST. PRINCIPAL
MR. LAMASCUS, DEPT. CHAIR-SOCIAL STUDIES
MS. RAMIREZ, ASST. PRINCIPAL
MR. RODRIGUEZ, ASST. PRINCIPAL
MR. SAUCEDA, CAMPUS PRINCIPAL
MR. SILVA, DEPT. CHAIR-SCIENCE
MISS VALDEZ, ASST. PRINCIPAL

I. GOOD THINGS:

MS. RAMIREZ: SHE HAS THE RIGHT RETAINER AND IT FITS BETTER.
MRS. HOWELL: DEVIN IS MARCHING IN 1ST UH GAME IN THE ALAMODOME.
MRS. GARZA: MR. GARZA IS GOING TO BE IN THE ALUMNI BAND AT TX A & M
MRS. BARAJAS: DAUGHTER WON THE 1ST VOLLEYBALL GAMES

II. EMBEDDED PROF DEV:

MR. SILVA IS SHARING INTERACTIVE GAME RESOURCE-WORDWALL
SEVERAL EDUCATIONAL GAMES FOR VOCABULARY
I.E. BIOMOLECULES/ GIVES YOU DATA BASED ON HOW YOUR STUDENTS DO
RE: QUESTIONS/PROBLEMS/ ET AL.
WHAT THEY ARE GETTING, WHAT THEY ARE NOT GETTING
INDIVIDUALIZED BY STUDENTS WITH RESULTS
QUIZZES/ WHACK-A-MOLE

MRS. CLARK IS COMING NEXT WEEK TO PRESENT ABOUT CCMR AND
INDUSTRY CERTIFICATIONS

III. MR. SAUCEDA SHARED THE PLC GUIDE AND TURNED OVER TO MS. RAMIREZ
FOCUS ON LEARNING

FIRST QUESTION SHOULD BE WHAT ARE THEY LEARNING?

CREATE A CULTURE OF COLLABORATION
DO NOT WORK IN ISOLATION
ASK FOR HELP FROM COLLEAGUES

STUDENT OUTCOMES/EVIDENCE OF LEARNING
ARTIFACTS
LIKE A CYCLE

PLC GUIDED DISCUSSIONS FOR THIS SEMESTER:

- HB4545
- YAG
- LEAD4WARD
- ARTIFACTS
- EXTENSION ACTIVITIES

MR. SAUCEDA IS GOING TO LOOK FOR INFORMATION ABOUT
TRAINING ON EOC ASSESSMENTS AT THE STATE LEVEL (AUSTIN)

LEAD4WARD TRAINING ON SEPT. 7TH

AUDITORIUM AT 6:00 P.M. ON SEPT. 26TH
HB4545 TUTORIAL PARENT MEETING
ALL STUDENTS, NOT JUST INCOMING FRESHMEN
CREATE FOLDERS FOR ALL STUDENTS
WE WILL MAKE COPIES OF ALL OF THE FORMS
MISS VALDEZ WILL HELP MS. RAMIREZ
FILE WITH ALL FORMS
JUST FOR STUDENTS WITH FORMS?
RESEARCH PRE-ALGEBRA/ EOC CLASSES
DO THEY HAVE TO COME TO MEETING?

SCHOOL MESSENGER: HOWELL WILL SEND OUT
ONCE SHE GETS THE LIST FROM ENGLISH/MATH

MR. RODRIGUEZ WILL REQUEST A/C FROM DELOZIER AND EVERETT
BE TURNED ON IN THE AUDITORIUM IN THE 26TH.

MS. RAMIREZ AND MISS VALDEZ WILL SEND SCHOOL MESSENGER
TO TELL STUDENTS IN SCI/SOC STUDIES NOT TO COME FOR HB4545.

IV. SAFETY/SECURITY:

FIRE DRILL
WILL GET FIRE EXTINGUISHERS

DOOR PROPPED OPEN

DO NOT ALLOW STUDENTS TO OPEN THE DOOR FOR ANYONE
ADMIN SHOULD HAVE KEYS TO OPEN THE DOORS
AIDES SHOULD BE LEAVING PASSES UNDER THE DOOR

IF STUDENTS LEAVE WITH A PASS
SCI/SOC STU/ART-GO THROUGH BUILDING
WOMACK-CAN'T GO THROUGH THE STAGE/GO AROUND TO FRONT
BAND-GO AROUND TO FRONT

LIKELY TO HAVE AN "INTRUDER" TO COME IN TO THE BUILDING AFTER
LABOR DAY.

KELLY HOWELL
PETE RODRIGUEZ
RICHARD SAUCEDA
VIOLETA VALDEZ
BETHANIE VILLARREAL
AMBER LUCIO

GOOD THINGS:

MR. SAUCEDA: XAVIER CAME IN 1ST/ GOLF TEAM CAME IN 1ST
MS. RAMIREZ: VOLLEYBALL TEAM WON
MR. RODRIGUEZ: GOING TO ABILENE FOR LABOR DAY/SIL GETTING MARRIED
MISS VALDEZ: PANORAMIC PICTURES TODAY
MRS. HOWELL: GOT TO SEE DEVIN ON TV-CBS SPORTS TELEVISED THE GAME

MISS VILLARREAL:

SHE PRINTED THE LIST OF ABSENTEES (3 OR MORE) ON FRIDAYS BEFORE OUR MEETING ON MONDAYS. WE WILL MEET AT 7:40 A.M. EVERY MONDAY, UNLESS IT IS A HOLIDAY. THEN, WE WILL MEET ON THE FOLLOWING DAY.

ADMIN WILL GO THROUGH AND HIGHLIGHT THE NAMES OF THOSE WITH MORE THAN THREE (3).

SHE WILL PRINT LETTERS FOR THREE (3) UNEXCUSED/5 UNEXCUSED/10 UNEXCUSED.

GRADE-LEVEL ADMINISTRATOR WILL SIGN THE LETTERS AND MRS. TAYLOR WILL SEND THEM OUT TO PARENTS/GUARDIANS FOR NOTIFICATION.

SHE AND MS. LUCIO WILL DOCUMENT CONTACT WITH PARENTS/GUARDIANS STUDENTS.

MISS VILLARREAL WILL PRINT THE LIST FROM THE START OF SCHOOL EACH WEEK SO THAT IT SHOWS CUMULATIVE ATTENDANCE.

MISS VILLARREAL IS STILL CHECKING TO SEE IF TUTORIAL ATTENDANCE CALLS CAN BE BLOCKED BY MRS. FRIEL.

PER MR. STOKES, TEACHER DO NOT GET PAPER ROLL CARDS. THE PROCESS IS TO WRITE KIDS NAMES DOWN AND TURN IN LIST TO ATTENDANCE. WE ARE CONCERNED ABOUT TAKING ROLL WHEN INTERNET IS DOWN. MISS VILLARREAL WILL GET APPROXIMATELY 80 EMAILS PER PERIOD, IF DONE THIS WAY.

THIS IS THE SECOND LETTER TO SEND OUT. THE FIRST IS THROUGH 8/26 AND THE SECOND IS STARTING ON 8/29.

PETE SENT OUT THE LIST OF STUDENTS IN NEED OF A MENTOR.
EACH STAFF MEMBER NEEDS TO SIGN UP FOR A STUDENT IN HIS/HER CLASS.
ASSIGN A MENTOR FOR THOSE STUDENTS WHO DON'T HAVE ONE.
MR. SAUCEDA WILL TAKE SOME STUDENTS SO THAT HE CAN GET TO KNOW THEM.
MENTORS NEED TO DO WEEKLY/BI-WEEKLY CHECK-INS ON GRADES /ATTENDANCE

PETE SENT A LIST OF STUDENTS WHOM THE COUNSELOR NEEDS TO MEET. HE ASKED THAT THEY COULD MEET WITH THEM TO DISCUSS ATTENDANCE AND DOCUMENT. MRS. KENWORTHY TOLD MISS VALDEZ THAT THEY DON'T DO THAT [SIC: FILL OUT THE TRUANCY PAPERWORK FOR DEAF SMITH COUNTY COURT]]. THEY DON'T HAVE STUDENTS SIGN IN AND DOCUMENT.*

*MRS. KENWORTHY REQUESTED THAT WE SEND THE LIST OF STUDENTS TO THE COUNSELOR EACH WEEK, AS A FOLLOW UP TO OUR ATTENDANCE MEETINGS ON MONDAY. THE COUNSELORS WILL HELP US MEET WITH THOSE STUDENTS ABOUT WHOM WE HAVE ATTENDANCE CONCERNS AND WILL DOCUMENT ACCORDINGLY. THEY HAVEN'T FILLED OUT THE TRUANCY PAPERWORK IN THE PAST.

ADMINISTRATORS WILL SEND THE COUNSELORS A LIST OF STUDENTS WITH ATTENDANCE ISSUES.

HOME TEST FOR COVID-EXCUSED WITH A PARENT NOTE

DOCTOR'S TEST FOR COVID-EXCUSED AS EXTENUATING CIRCUMSTANCES (EC)

STILL A QUESTION ABOUT TUTORIALS' ABSENCES. MR. SAUCEDA HAS CONTACTED MRS. FRIEL AND MRS. AVEN TWO TIMES AND IT HAS NOT BEEN RESOLVED.

KAMI AVEN CAN GET US THE ACADEMIC INCENTIVE ATTENDANCE FOR THE SPRING, IF NEEDED.

MEETING WITH MRS. BLANKENSHIP TO DISCUSS THE TESTING COORDINATOR. REPLY "NO", THEN ASK IF WE CAN MEET BEFORE 10:00 A.M. AND AFTER 1:30 A.M. ANY DAYS.

SEPT. 16TH. SET UP SLO APPOINTMENTS. TEACHERS NEED TO SET UP THEIR DMAC ACCOUNTS NOW THAT THE ROLLOVER IS DONE. TSDS NUMBER IS IN SKYWARD FINANCE.

TFAR ACCESS HAS BEEN GRANTED TO ALL ADMIN AND DEPT. CHAIRS IN TIDE.

HB4545 PARENT MEETING: MR. SAUCEDA WILL SET UP A DATE/ ON MONDAYS.

VOTER REGISTRATION MEETING: MR. RODRIGUEZ WILL SET UP A DATE.

PLAN FOR MEETING

WHAT IS THE RATIONALE FOR MRS. GLASSCOCK TO NOT DO THE TESTING?
SHE SAID SHE HAS LOTS OF FLEXIBILITY, PER HER EMAIL (VALDEZ WILL PRINT OUT)

SECOND CHOICE: MR. STOKES, AS THAT WAS WHAT HE WAS HIRED FOR

THIRD CHOICE: KARA ESQUIVEL

FOURTH CHOICE: COUNSELORS

FIFTH CHOICE: DEPARTMENT CHAIRS

SIXTH CHOICE: MRS. HOWELL AND DUTIES TAKEN OFF HER PLATE

ACCOMMODATIONS ON CBA'S / INTERIM ASSESSMENTS
ARE COUNSELORS'

HB4545 PARENT MEETING/ WILL CHECK DATE TOMORROW

PEP RALLY HAS CHANGED TO SEPT. 29TH AT 7:30 P.M. AT THE STADIUM.

SEPT. 10TH AND SEPT. 17TH:
HOWELL AND VALDEZ
SATURDAY SCHOOL FOR INCENTIVE WEEK/ DISCIPLINE/ ATTENDANCE
ADMINISTRATORS WILL SEND CALL-OUT

SEPT. 24TH:
RAMIREZ AND VALDEZ
SATURDAY SCHOOL FOR INCENTIVE WEEK/DISCIPLINE/ATTENDANCE
ADMINISTRATORS WILL SEND CALL-OUT

WED. SEPT 7TH MEETING:

SHERRY CLARK WILL BE HERE FOR ADMIN TEAM MEETING FROM 12:45 TO 1:30 P.M.
SOPHIA ACEVEDO WILL BE HERE FOR LEAD4WARD FROM 2 TO 4 P.M.

ADMINISTRATIVE TEAM WILL CONTINUE SENDING PICS PER WEEK FOR CURRICULUM.
KEEP DOING T-TESS WALKTHROUGHS.

MY STUDENT IS NOT GETTING A RESTROOM BREAK. THEY HAVE SIX (6) MINUTES.
STUDENTS WITH BLADDER ISSUES CAN BRING A DOCTOR'S NOTE.

MEMBERS IN ATTENDANCE:

MRS. BARAJAS, DEPT. CHAIR-MATH 22
MX. COLLINS, DEPT. CHAIR-ENGLISH 33
MRS. GARZA, INSTRUCTIONAL COACH 73
MRS. HOWELL, ASST. PRINCIPAL 76
MR. LAMASCUS, DEPT. CHAIR-SOCIAL STUDIES 13
MR. RODRIGUEZ, ASST. PRINCIPAL 34
MR. SAUCEDA, CAMPUS PRINCIPAL OUT
MR. SILVA, DEPT. CHAIR-SCIENCE OUT
MISS VALDEZ, ASST. PRINCIPAL 1

I. GOOD THINGS:

MRS. BARAJAS: DAUGHTER HAS VB GAME AGAINST DUMAS
MR. LAMASCUS: MENTOR TRAINING WAS GOOD/CHANNEL 10 COVERED IT

II. EMBEDDED PROFESSIONAL DEVELOPMENT
OPENING AND CLOSING OF LESSONS

A. ASSESSMENT CALENDAR:

MRS. GARZA HAS GONE OVER THE FOUR (4) TYPES OF ASSESSMENT

BOY ASSESSMENTS:

ENGLISH I AND ENGLISH 2 ONLY

NONE FOR ALGEBRA 1, BIOLOGY OR US HISTORY

REQUEST TO EXTEND THE WINDOW ON THE STAAR PLATFORM TO SEPTEMBER 23RD

STUDENTS WILL TAKE THE STAAR RELEASE TESTS FOR 2022

(EXCEPT THAT THEY DON'T HAVE TO DO THE WRITING PORTION)

RETESTERS IN DECEMBER WILL TAKE THE OLD BLUEPRINT

TESTERS IN APRIL WILL TAKE THE STAAR 2.0 FORMAT

INFORMATION: GRADE-LEVEL TEKS WILL BE THE SAME/ REVISING & EDITING

IF NO ESSAY, THEN IT WOULD BE 2 ½ HOURS OVER 3 DAYS

CBA ASSESSMENTS:

SEPT. 16TH/ PROFESSIONAL DEVELOPMENT-WRITE CBA #1

RONI VALLEJO AND AVERY CUMMINGS

EVERYONE WILL GIVE CBA #2

5-10 QUESTIONS EACH AND NO MORE THAN 25 FOR THE

CUMULATIVE ASSESSMENTS

WILL FOLLOW THE YAG TO CREATE THE TESTS ON TFAR IN CAMBIUM

B. OPENING/CLOSING

FRAMING THE LESSON

OPEN/ CONTENT OBJECTIVE/CLOSE

WHAT IS IT THAT I WANT TO STUDENTS TO KNOW AND BE ABLE TO DO,
WITH RESPECT TO THIS LESSON?

PRIMACY-RECENCY THEORY
LISTEN, JUST DON'T WRITE DOWN
I WILL CALL OUT WORDS

SHARP
THREAD
NEEDLE
INJECTION
PAIN
SEWING
HAYSTACK

WORK ON THE FIRST FIVE AND THE LAST FIVE

CONTENT OBJECTIVE:
I CAN- SPECIFIC SKILL FROM THE TEKS
POST AND REFER TO AT THE BEGINNING OF THE LESSON

OPENING ACTIVITY:
WHAT IS IT THAT THEY SHOULD ALREADY KNOW?

CLOSING ACTIVITY:
MAKE SURE THAT THEY KNOW WHAT YOU JUST TAUGHT THIS LESSON.
STOP-DROP-ROLL
SET THE TIMER TO OPEN AND CLOSE THE LESSON
BUILD, TALK OR WRITE

BITLY LINKS PROVIDED:
<http://the.teachertoolkit.com>
<http://bit.ly/lead4wardplaylists>

ENGLISH I: TEK 10B
I CAN...REVISE TEXT FOR GRAMMATICAL ERRORS
BE SURE TO GO OVER THE LANGUAGE OF THE DISCIPLINE
GAVE EACH PAIRED GROUP A SENTENCE WITH/WITHOUT ERRORS
GO STAND NEAR CATEGORY ON THE WALL (E.G. PUNCTUATION,
CAPITALIZATION, SPELLING ET AL.)

REMINDER: SET YOUR TIMER! ASK STUDENTS TO BE YOUR TIMER!

MRS. CLARK IS CREATING A SMORE. WILL TAKE PICTURES OF
ACTIVITIES

CHANGE DISTRICT SEPT. 9TH TBD. FOR BOY ASSESSMENT/ENG I & 2

- C. HB4545 PARENT MEETING
NEED TO RESCHEDULE DUE TO THE HOMECOMING PARADE
ON SEPT. 26TH AT 6:00 P.M.

SHOUT OUT TO MISS CUMMINGS FOR CATCHING THE CONFLICT.

MONDAY, OCTOBER 3RD? MRS. BARAJAS' DAUGHTER HAS A GAME
MONDAY, OCTOBER 10TH? TRAVELING
THURSDAY, OCTOBER 20TH? BEFORE OPEN HOUSE AT 5:00 P.M.

- D. SUPPLIES?
MR. LAMASCUS WILL SUBMIT A REQUEST FOR SOCIAL STUDIES
MATERIALS FOR MR. GARCIA

MRS. BARAJAS/ MS. WOMACK NEEDS CLIPS FOR THE SHELVES
REMINDER TO GO TO THE LEFT WHEN SHE IS ON LOCKDOWN
- E. SECURITY
MR. HEDRICK IS PURCHASING FIRE EXTINGUISHERS FOR ROOMS
THAT DON'T HAVE A WINDOW
- F. LESSON PLAN TEMPLATE
NEEDED TO MODIFY/ 4 TO 6 HOURS LONG
- G. TEACHER CONCERNS: NEW TEACHERS
MISS MURILLO/ DO NOT TURN THE LIGHTS DOWN OR OFF IN THE ROOM

SOPHIA ACEVEDO
KELLY HOWELL
KERI JONES
PETE RODRIGUEZ
RICHARD SAUCEDA
VIOLETA VALDEZ

I. LEAD4WARD

MR. SAUCEDA: KEY IS BUILDING RELATIONSHIPS
ANXIETY AFFECTS ALL AND WE ARE A SUPPORT SYSTEM FOR
WALKTHROUGHS FOR TEACHER FEEDBACK
PROTECT INSTRUCTIONAL TIME
PRINCIPAL'S COMMUNICATION
COMMUNITY SUPPORT

HB4545: RESCHEDULED OUR PARENT MEETING
MORNING TUTORIALS
10 MINUTE BELL-RINGERS/THINK ALONGS
EDGENUITY IN SUMMER SCHOOL
GOAL: SIMPLIFY THINGS FOR TEACHERS
HOW CAN WE TAKE THINGS OFF OF THEIR PLATES

USE OF LEAD4WARD:
WORKING ON USING THE STRATEGIES
LOOK AT THE EVIDENCE OF LEARNING

STAAR4WARD TRAINING? MRS. GARZA ATTENDED IN THE SUMMER

PLC LEADS: DEPARTMENT CHAIRS ON WEEKDAY MORNINGS
MEET WITH ADMIN TEAM ON WEDNESDAY AFTERNOONS

BIG GAPS: LITERACY
59 IN ENGLISH I AND 62 IN ENGLISH II
C RATING/ 71 OVERALL
CCMR/68 OVERALL
STAFFING ISSUES IN ENGLISH I AND ENGLISH II
REARRANGED THE MASTER SCHEDULE

EXTENDED/ EMBEDDED CONSTRUCTED RESPONSES
PENALTY FOR GRAMMATICAL ERRORS
MR. SAUCEDA IS GETTING TIDE ACCESS TO TEACHERS

STAAR 2.0 INSTRUCTIONAL CONNECTIONS

MAKING JUSTIFIED CHOICES
CREATE A NEW STIMULI (READING & WRITING)
THINK-TALK-WRITE

RESPONSE STEMS

CCMR
GRADUATION RATES

ALGEBRA I:

RETAKE 66%
HIRED TWO TEACHERS AND DID RELEASED TESTS
THIS IS HOW MANY QUESTIONS

NO EXCUSES
NO OPT OUT
USE COMPLETE SENTENCES
BACK TO THE BASICS
TEACHING THE STANDARDS CORRECTLY

KELLY HOWELL
PETE RODRIGUEZ
RICHARD SAUCEDA
VIOLETA VALDEZ
BETHANIE VILLARREAL

GOOD THINGS:

MR. SAUCEDA:
MS. RAMIREZ:
MR. RODRIGUEZ:
MISS VALDEZ:
MRS. HOWELL:

I. GOOD THINGS:

MRS. RAMIREZ: GOOD DINNER
MRS. HOWELL: NEW HAIR

II. T-TESS:

SEND OUT GOOGLE SHARE SHEET WITH TIMES SET TO MEET WITH STAFF.
GO OVER GOALS. HAVE TEACHERS UPLOAD SLO. SIGN ELECTRONICALLY.

III. HB4545:

MONDAY, OCTOBER 20TH BEFORE OPEN HOUSE.

IV. SAFETY:

AUDIT STARTS TODAY. COULD BE ANYONE. DO NOT OPEN THE DOORS FOR
ANYONE.

V. FOOTBALL GAME:

HEDRICK WILL ASK ROTC ABOUT USHERING
MR. SAUCEDA WILL CHECK WITH JR. HIGH ADMIN ABOUT HELPING WITH
GAMES.
HOWELL WILL COVER THE 9TH GRADE GAMES ON THURSDAY 9/15.

VI. MISS VILLARREAL:

SHE PRINTED THE LIST OF ABSENTEES (3 OR MORE) ON FRIDAYS BEFORE OUR
MEETING ON MONDAYS. PAPERS GOT THROWN AWAY.

SHE WILL PRINT OUR LETTERS TODAY. ADMIN TEAM WILL SIGN AND MRS. TAYLOR WILL SEND OUT. WE WILL MEET AT 7:40 A.M. EVERY MONDAY, UNLESS IT IS A HOLIDAY. THEN, WE WILL MEET ON THE FOLLOWING DAY.

ADMIN WILL GO THROUGH AND HIGHLIGHT THE NAMES OF THOSE WITH MORE THAN THREE (3) ABSENCES
SHE WILL PRINT LETTERS FOR THREE (3) UNEXCUSED/5 UNEXCUSED/10 UNEXCUSED.

GRADE-LEVEL ADMINISTRATOR WILL SIGN THE LETTERS AND MRS. TAYLOR WILL SEND THEM OUT TO PARENTS/GUARDIANS FOR NOTIFICATION.

SHE AND MS. LUCIO WILL DOCUMENT CONTACT WITH PARENTS/GUARDIANS STUDENTS.

MISS VILLARREAL WILL PRINT THE LIST FROM THE START OF SCHOOL EACH WEEK SO THAT IT SHOWS CUMULATIVE ATTENDANCE.

PEP RALLY HAS CHANGED TO SEPT. 29TH AT 7:30 P.M. AT THE STADIUM.

SEPT. 10TH:

HOWELL AND RAMIREZ

SATURDAY SCHOOL FOR INCENTIVE WEEK/ DISCIPLINE/ ATTENDANCE
ADMINISTRATORS WILL SEND CALL-OUT

SEPT. 24TH:

RAMIREZ AND VALDEZ

SATURDAY SCHOOL FOR INCENTIVE WEEK/DISCIPLINE/ATTENDANCE
ADMINISTRATORS WILL SEND CALL-OUT

VII. PEP RALLY

STUDENTS NEED TO GO TO RESTROOM AND GET HYDRATED BEFORE

MEMBERS IN ATTENDANCE:

MRS. BARAJAS, DEPT. CHAIR-MATH
MRS. CLARK, DIRECTOR OF CURRICULUM
MX. COLLINS, DEPT. CHAIR-ENGLISH
MRS. GARZA, INSTRUCTIONAL COACH
MRS. HOWELL, ASST. PRINCIPAL
MRS. JOLLY, CURRICULUM COORDINATOR
MR. LAMASCUS, DEPT. CHAIR-SOCIAL STUDIES
MR. RODRIGUEZ, ASST. PRINCIPAL
MR. SAUCEDA, CAMPUS PRINCIPAL
MR. SILVA, DEPT. CHAIR-SCIENCE
MISS VALDEZ, ASST. PRINCIPAL

I. GOOD THINGS

A. MR. SAUCEDA: SOMEONE WON THE LOTTERY

B. MRS. RAMIREZ: STUDENT BEHAVIOR ACROSS CAMPUS IS GOOD

II. LESSON PLAN REVIEW: JENNIFER JOLLY AND SHERRY CLARK

TIGHT: TEK

OPENING ACTIVITY

EVIDENCE OF LEARNING

LESSON PLANS ARE TURNED IN

FEEDBACK IS GIVEN ON THOSE PLANS

LOOSE: TEMPLATE IS LOOSE

AS LONG IT HAS THE THREE (3) TIGHT COMPONENTS

ADMIN CAN DETERMINE FINAL FORMAT

THEY ARE PRESENTING ON OCTOBER 10TH AT PROFESSIONAL DEVELOPMENT
WILL PROVIDE EXEMPLAR LESSON PLAN

MR. SILVA REQUESTED THAT IT BE SUBJECT SPECIFIC

WILL HAVE A COMMON VOCABULARY

PHASE 2: CHUNKING OUT LESSON

I DO, WE DO, YOU DO

KELLY HOWELL
PETE RODRIGUEZ
RICHARD SAUCEDA
VIOLETA VALDEZ
BETHANIE VILLARREAL

I. MISS VILLARREAL:

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lii. HOMECOMING:

MONDAY: CAN COVER THEIR FACES

TUESDAY: HAT

WEDNESDAY: DRESS IN YOUR COLOR

IV. COUNSELORS:

T-TESS: GOALS FOR THEM

MEET WITH THE BUBBLE KIDS IN ENGLISH/FAILURES IN I AND II

MAIN PRIORITY: GET STUDENTS TO PASS, BEHAVIOR, ATTENDANCE

V. HOMECOMING:

VALDEZ: GAME ADMINISTRATOR

PEP RALLY:

HOWELL
SAUCEDA

PARADE:

HOWELL
SAUCEDA
RODRIGUEZ

VI. LONG LUNCH:

TEACHERS LETTING STUDENTS OUT EARLY

VII. T-TESS

FULL EVALUATION: 3 WALKTHROUGHS

ALL OTHERS NEED 5 WALKTHROUGHS

VIII. MEETING WEDNESDAY

HOWELL WILL PRESENT

IX. HB4545 PARENT MEETING

MEETING AT OPEN HOUSE/ 30 MINUTES BEFORE

KELLY HOWELL
PETE RODRIGUEZ
RICHARD SAUCEDA
VIOLETA VALDEZ
BETHANIE VILLARREAL

I. MISS VILLARREAL:

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FULL EVALUATION: 3 WALKTHROUGHS

ALL OTHERS NEED 5 WALKTHROUGHS

VIII. MEETING WEDNESDAY

HOWELL WILL PRESENT

IX. HB4545 PARENT MEETING

MEETING AT OPEN HOUSE/ 30 MINUTES BEFORE

SHERI BLANKENSHIP
KELLY HOWELL
RACHEL RAMIREZ
PETE RODRIGUEZ
RICHARD SAUCEDA
MARK STOKES
VIOLETA VALDEZ-NOT IN ATTENDANCE/TRAINING AT REGION 16

I. TESTING COORDINATOR DUTY CONCERN:

EARLIER COMMUNICATION OF ADDITIONAL DUTIES WOULD HAVE BEEN APPRECIATED:

TESTING
JV GAMES
LPAC UPLOADS

PRIORITIZE FOR DUTIES

DID NOT HAVE A TIMEFRAME IN PLACE

OTHER PERSONNEL:

MR. SAUCEDA CAN ASSIGN TO OTHER PERSONNEL, IT CAN'T BE THE COUNSELORS TO PROTECT THEIR 80/20 TIME.

POSSIBLY KARA, FUNDED THROUGH ESSR 3/IT IS A SOFT POSITION

LEAD TEACHERS RECEIVE A LARGE STIPEND THAN ANYONE IN THE STATE \$3000.00 ALONG WITH AN EXTRA CONFERENCE PERIOD

WHEN BENA WAS HIRED TO DO THIS, WE WERE GOING TO HAVE 15 TESTS. IT ENDED UP BEING 5. WE WERE ON PAPER AND NOT AUTOMATED. SHERI IS ADDING DUTIES. MARK IS ADDING DUTIES. THOSE DUTIES WERE ABSORBED. BENA IS ADDING DUTIES.

LOOK AT THE AVAILABLE OPTIONS. NEEDS TO BE A COORDINATED EFFORT AT THE CAMPUS LEVEL.

BENA WILL STILL DO THE UPLOAD/ TRACK TESTERS & RETESTERS/ ACCOMMODATIONS

WHAT ALL DO THEY NEED TO DO?

TEST SECURITY/ADMINISTRATION TRAININGS
ASSIGN CLASSROOMS AND PRINT/ SORT THE TICKETS
PROVIDE ACCOMMODATIONS
PROVIDE TESTING SUPPLIES
NEED TROUBLESHOOTING ASSISTANCE

CAN COUNSELORS ASSIST WITH TESTING ON THE DAY OF

KARA COULD DO THE LEAD ASSESSMENT:

GO TO THE TRAININGS

TRAIN TEACHERS

HELP ORGANIZE STUDENTS

MRS. GARZA CAN ASSIST

CASSANDRA BARAJAS

RACHAEL COLLINS

SELENA GARZA

KELLY HOWELL

RICHARD LAMASCUS

RACHEL RAMIREZ

PETE RODRIGUEZ

RICHARD SAUCEDA

EFRAIN SILVA

VIOLETA VALDEZ-NOT IN ATTENDANCE/TRAINING AT REGION 16

I. GOOD THINGS:

RAMIREZ: WE HAVE FINISHED THE FIRST SIX WEEKS
GOT THE COPIES FOR HB 4545

SILVA: WE WON OUT ADULT SOCCER GAME/PLAY EVERY TUESDAY

GARZA: WENT TO A GREAT HOMECOMING PARADE THIS YEAR

SAUCEDA: BROTHER IS GETTING AN AWARD FROM WTAMU FOR

II. SUPPLIES:

MR. SAUCEDA WILL CHECK WITH MRS. SOSA ABOUT 4545 FOLDERS.

VOCABULARY.COM SUBSCRIPTION WAS NOT PAID. TRAINING HAS
BEEN REQUESTED. IF NOT PAID, MR. SAUCEDA WILL PAY FOR IT OUT OF
HIS FUNDS.

IXL SUBSCRIPTION WAS NOT PAID AND WILL EXPIRE IN 8 DAYS. MR.
SAUCEDA WILL CHECK ON THIS ONE, TOO.

III. LEAD4WARD INSTRUCTIONAL STRATEGIES STAAR 2.0

MRS.HOWELL SHARED

IV. HB4545 TUTORIALS

UPDATES FOR SCIENCE AND SOCIAL STUDIES
(IT IS MY UNDERSTANDING THAT STUDENTS IN 8TH GRADE DO HAVE TO
DO ACCELERATED INSTRUCTION UNTIL THEY PASS THE EOC, PER THE
FAQ'S)

8TH GRADE DOES NOT FALL ON US TO CONDUCT THE TUTORIALS
BECAUSE THE TEST IS NOT THE SAME (I AM NOT SURE ABOUT THAT!)

OCTOBER 20TH, SCIENCE AND MATH

MONEY

HAD TO BE ONE, TWO OR THREE
WAIVER FORMS 7 OR LESS IS IDEAL

HB4545 IS NOT MANDATED
SEE IF TEACHERS WANT TO DO EXTENDED DAY TUTORIALS
NEED FOR A DEDICATED TEACHER IN THE CONTENT AREA

EDGENUITY: INSTEAD OF THE VIDEO, DIRECT TEACH

MR. SAUCEDA WILL CREATE AND SHARE THE AGENDA. MS. RAMIREZ
WILL TRANSLATE FOR PARENTS IN SPANISH.

CHECK WITH MRS. WOMACK TO MAKE SURE THAT WE HAVE A
PROJECTOR FOR THE PARENT MEETING.

V. STAFF DEVELOPMENT : OCTOBER 10TH

MR. SAUCEDA WILL SEND OUT THE AGENDA.

VI. REMINDERS:

TAKE A LOOK AT THE HB4545 FAQ'S

REMIND TEACHERS THAT THE LINK TO THE SHARED CAMPUS FOLDER
SHOULD NOT BE SHARED WITH STUDENTS. THEY WILL NOT BE
GRANTED ACCESS.

I. GRAND CANYON UNIVERSITY: JAMIE TURNER

INVOCATION: GREG GASAWAY/UNIVERSITY DEVELOPMENT COUNSELOR

INTRODUCTIONS

RECOGNIZE ALUMNI

HISTORY OF THE UNIVERSITY

ONLINE DIVISION: 95,000

LARGEST PRIVATE CHRISTIAN SCHOOL IN THE NATION: 299 DEGREE PLANS

PATHWAY FOR PARAPROFESSIONALS TO BECOME TEACHERS

PATHWAY FOR TEACHERS TO BECOME ADMINISTRATORS

PATHWAY FOR ADMINISTRATORS TO BECOME DOCTORAL

CANDIDATES/SUPERINTENDENTS

DO NOT HAVE TO TAKE THE GRE FOR GRADUATE ADMISSIONS

APPLICATION, TRANSCRIPT-SIMPLE PROCESS

ONE CLASS PER SEMESTER-ASSIGNMENTS DUE AT MIDNIGHT IN PHOENIX

PARTNERSHIP W/HISD-MINIMUM OF 10% FOR BACHELOR'S/DOCTORATE

26% FOR MASTER'S

W/MILITARY VETS-SCHOLARSHIPS AVAILABLE

DESTINATION GCU-FLY YOU INTO PHOENIX TO MEET FACULTY/STAFF

OVERNIGHT TRIP/ORIENTATION

NOVEMBER-10 OR MORE IN HISD FOR NON-EDUCATION DEGREES

WILL CREATE A COHORT THAT WILL GET 25% TUITION ASSISTANCE

II. BREAK: DONUT STOP

III. VOTER APPROVED TAX RATE ELECTION: MRS. BLANKENSHIP

REASON: GENERATES MORE FUNDS FOR THE DISTRICT

OUR TAX RATE LAST FEW YEARS HAS BEEN COMPRESSED

THIS YEAR: 85 CENTS

THIS YEAR: 85 CENTS

(WOULD BE 80 CENTS, BUT HISD APPROVED 5 GOLDEN PENNIES, ELIGIBLE FOR 8 GOLDEN PENNIES, BUT MUST GO OUT TO THE VOTERS FOR A VOTE)

VOTE: NOVEMBER 8TH

WILL KEEP ALL 8 GOLDEN PENNIES
PROPERTY VALUES WENT UP 15% THIS YEAR
BUT OUR BUDGET HASN'T CHANGED

INS TAX RATE: INTEREST & SINKING ON THE BOND
MNO TAX RATE: MAINTENANCE & OPERATIONS

WHY? LOOK AT WHERE WE ARE WITH BEGINNING TEACHER'S SALARIES IN
COMPARISON TO AMARILLO, CANYON AND PAMPA

52,000 VS. 46, 000: WE NEED TO STAY COMPETITIVE

WHAT IF THIS DOESN'T PASS?

3% TAX RAISE COSTS THE DISTRICT 1.0 TO 1.3 MILLION

WHAT CAN WE CUT IF WE WANT TO GIVE THE RAISE AND STAY COMPETITIVE

1 PENNY: \$559,000 X 3: 1.6 MILLION

SCHOOL DISTRICT EMPLOYEES MAY ADVOCATE FOR THIS:

CAVEAT: THEY CANNOT USE DISTRICT TIME, RESOURCES OR PROPERTY TO
ADVOCATE FOR THIS

VOTING: OCT 24-NOV 4TH, EXCLUDING WEEKENDS

DEAF SMITH, PARMER, CASTRO COUNTY/RESIDE IN HISD BOUNDARIES

REVIEW OF POLLING PLACES

PLEASE CONTACT MRS. BLANKENSHIP VIA PHONE, EMAIL ET AL. IF YOU HAVE
QUESTIONS

CANNOT HAVE ANYTHING THAT APPEARS WE ARE ADVOCATING FOR OUR
DISTRICT

IV. BREAK: BE BACK AT 9:30 A.M.

V. FRAMING THE LESSON: CURRICULUM TEAM
SHERRY CLARK/JENNIFER JOLLY/ SELENA GARZA

LINK TO THE PRESENTATION:

HHS FRAMING THE LESSON

LESSON PLAN TEMPLATE: PLANNING IS IMPORTANT

ACTIVITY #1: LET'S TALK NUMBER
PASSED OUT AN ACTIVITY SHEET WITH RANDOM NUMBERS
KEEP IT TURNED FACEDOWN
GRAB A HIGHLIGHTER
TURN OVER AND HIGHLIGHT NUMBERS IN ORDER
ANYONE GET OVER 40? NO

JUST NEED A PLAN
DIVIDE INTO QUADRANTS
THEY ARE CLOCKWISE
GRAB A DIFFERENT HIGHLIGHTER
LET'S SEE HOW FAR YOU GET NOW THAT YOU HAVE A PLAN
DID YOU GET MORE THAN DOUBLE? YES

SIMPLE PLANNING TECHNIQUE THAT RESEARCH SHOWS WILL POSITIVELY AFFECT
STUDENT LEARNING

START WITH YOUR TEK:

CREATE THE STUDENT LEARNING OBJECTIVE

OPEN: FIRST 3-5 MINUTES/BUILD BACKGROUND KNOWLEDGE
CLOSE

PRIMACY/RECENCY THEORY: THE BRAIN REMEMBERS...

1ST: REMEMBER WHAT WAS FIRST

2ND: REMEMBER WHAT WAS LAST

3RD: REMEMBER WHAT WAS IN THE MIDDLE

THE BRAIN CRAVES ORGANIZATION AND STRUCTURE

OPENING ACTIVITY: GIVE THEM A PLACE TO STORE AND HOOK THEM INTO THE NEW LEARNING

CLOSING ACTIVITY: REVIEW AND WRAP UP

STUDENT LEARNING OBJECTIVE:

WHAT IS IMPORTANT/WHAT AM I GOING TO HAVE TO DO

OPENING ACTIVITY:

CLOSURE:

PRACTICE MAKES PERMANENT

SET A TIMER

FORMATIVE ASSESSMENT OF THE LESSON

STUDENTS SHOULD BE BUILDING , TALKING AND/OR WRITING

SHARED OPEN AND CLOSE QUICK ACTIVITIES:

DRY ERASE BOARDS

SCENARIOS

COME TO THE LINE

EXIT TICKETS

CARD SORTS

LINKS BELOW TO INSTRUCTIONAL STRATEGIES/ACTIVITIES

[THE TEACHER TOOLKIT](#)

[LEAD4WARD PLAYLISTS](#)

ACTIVITY #2: SORTING CARDS FOR BIOLOGY 12.A

Interpret relationships, including predation, parasitism, commensalism, mutualism and competition among organisms

TEACHER SETS A TIMER FOR THE ACTIVITY

TEACHER IS IN THE POWERZONE, MONITORING STUDENT BEHAVIOR

STUDENTS MATCH THE CARD TO THE DEFINITION

“EYES ON ME”

STUDENT LEARNING OBJECTIVE:
I WILL INTERPRET RELATIONSHIPS AMONG ORGANISMS

CLOSURE:
SCENARIOS WILL BE GIVEN AND STUDENT GROUPS WILL WRITE ABOUT THE
DIFFERENT RELATIONSHIPS THAT THEY SEE AMONG THE ORGANISMS AND
THEIR EFFECTS.

ACTIVITY #3: ENGLISH DRAW INFERENCES

OBJECTIVE: MAKE INFERENCES AND USE EVIDENCE TO SUPPORT
UNDERSTANDING

REVIEW WHAT INFERENCE MEANS/
REVIEW EVIDENCE/PROOF FROM THE TEXT

4 MINUTE PAPER
THE PATH
DIVERGE
THE TRAVELER
CHOICES

LOOK AT THE TOPIC
PICK UP WHERE THE OTHER PERSON LEFT OFF

COME BACK TOGETHER
WERE THERE ANY INFERENCES THAT YOU MADE IN THE PAPER
WHAT EVIDENCE DID YOU USE?

CLOSING ACTIVITY:
TEAM 2-1
WHY DO YOU THINK FROST CHOSE TO USE THE METAPHOR OF A FORKED ROAD

ACTIVITY #4:

OPENING ACTIVITY: DRY ERASE BOARDS
PICK ONE OF THE FIRST 10 AMENDMENTS
SUMMARIZE IT IN 6 WORDS
IDENTIFY THE INTENT

CLOSING ACTIVITY: SELECT ONE OF THE 10 THAT THEY CAN RELATE TO WRITE /
PP EXPLAINING THE CONNECTION TO THEIR LIFE AND THE SIGNIFICANCE OF THE
AMENDMENT

VI. LUNCH: 11:30 A.M. TO 1:00 P.M.

VII. CLOSING: MR. SAUCEDA
REVIEW OF WHAT WE LEARNED TODAY

STAAR 2.0: ACADEMIC VOCABULARY IS CRITICAL
WHATEVER YOU CAN DO TO INCREASE THE LEVEL OF RIGOR

IN ATTENDANCE:

BARAJAS
COLLINS
FERGUSON
C. GARCIA
S.GARZA
HOWELL
LAMASCUS
MARQUEZ
RAMIREZ
RODRIGUEZ
SILVA
VALDEZ
WELLBORN FOR HAMMETT
WOMACK

I. SECURITY AUDIT

WILL CREATE A GROUP TEXT, SO THAT WE WILL KNOW THAT THE AUDIT TEAM IS IN THE BUILDING

CHECK THE NUMBERS OF YOUR DEPT. STAFF AND MAKE SURE THAT THEY ARE NOT LANDLINES

THEY ARE GOING TO ASK FOR THE PRINCIPAL

DOOR 28 BY LAMASCUS AND THE BY THE BREEZEWAY DO NOT LATCH BUT BOARD MEMBERS AND SHERI BLANKENSHIP KNOW

IF YOU SEE IT, ADDRESS IT

EVERY HALLWAY, THERE ARE THREE (3) DOORS

CONCERN: PEP RALLY SCHEDULE CHANGE

CAN LET STUDENTS IN THE DOOR OF YOUR CLASSROOM, IF YOU KNOW THEM

RAMON GARZA
KELLY HOWELL
RACHEL RAMIREZ
PETE RODRIGUEZ
RICHARD SAUCEDA
VIOLETA VALDEZ

- I. STATE COMPENSATORY ED:

NEED TO ADD PERSONNEL AND BUDGET INFORMATION
BUDGET INFORMATION IS MISSING
ALL OTHER INFORMATION IS COMPLETE
WILL ADD OFF2CLASS/25 FREE LICENSES FROM REGION XVI
- II. ESSA TITLE I:

ALL OF THE INFORMATION IS IN THERE AND IS COMPLETE
- III. FOUR PRIORITY PROBLEM STATEMENTS:

DETERMINE WHAT THE STRATEGIES ARE THAT WILL AFFECT
THOSE PROBLEMS.

KEEP THE GOALS MANAGEABLE
KEEP PRIORITY PROBLEMS MANAGEABLE

NEED FOR COMMUNICATION/SKYWARD NOTIFICATION
INDIVIDUAL PARENT COMMUNICATION-ATTENDANCE, GRADES
IN ADDITION TO: PRINCIPAL'S COMMUNICATION
SKYWARD PHONE CALLS
SKYWARD LETTERS
- IV. EDITING RIGHTS
CAMPUS POWER USER/MS. VALDEZ AND MR. RODRIGUEZ HAVE
EDITING RIGHTS
- V. CLT MEETING
SCHEDULED BEFORE THANKSGIVING
OUR FORMATIVE REVIEW IS COMPLETE
- VI. COMMUNITY MEETING INFORMATION
NEED TO UPLOAD THE LIST

NAME THE TEAM AND IDENTIFY ROLES WITHIN THE TEAM
- VII. HB4545
1:1
ASST. PRINCIPALS CAN DO EXTRA HOURS

- VIII. OVERALL
CIP LOOKS AWESOME
NO CONCERNS

- IX. SPRING OPEN HOUSE
FAMILY ENGAGEMENT OPPORTUNITY
LORI PAGE COOKIES

- X. ALLOCATIONS MEETING W/DANIELLE BARTELS
AS SOON AS DR. GARZA GETS AMOUNTS

- XI. MRS. SILVA
CONCERN THAT SHE IS TAKING TWO 30 MINUTE BREAKS AND
AN HOUR LUNCH

SHOULD BE 15 MINUTE BREAKS AND 40 MINUTE LUNCH

MRS. VENHAUS SENT OUT A NEW SCHEDULE

- XII.

STAFF COMMENTS (HHS)

GOOD THINGS

1. The high school administration team does an amazing job!!! They work very hard to be fair, supportive, helpful and recognize all the contributions by every staff member. 2. The last three years have been difficult for teachers, staff and students. The teachers, campus administrators, campus support staff and kids have risen to the challenge amazingly. We have awesome teachers, fabulous campus administrators and support staff, and absolutely some of the most amazing kids in the state of Texas!

my colleagues I work closely with and care about students

Commitment of staff members. The support given by community and school board.

No commute opportunities to develop and grow relationships

I enjoy my coworkers. I also enjoy my students.

Overall we have a great bunch of kids in our community.

My campus, students

My Students/ Relationships

The feeling of family is here and

District wide effort to help students meet educational goals and a safe learning environment.

Staff and Admin

Decent pay for administrative positions. Holiday time off

My coworkers and my students.

Adversity, ordering things we need

Always striving to be better and always supporting staff

I feel safe and communication is good

The leaders, teacher, and paraprofessional have been so welcoming and supportive.

Effort to benefit students. Effort to motivate students.

My co-workers and the admin support

Support for our SPED students are strong. Staff at HHS is greatly appreciated.

The staff, and support from Admin

The two best things about this district are, as follows: 1. The level of strong support at all levels for staff, parents and students 2. The numerous athletic, extracurricular and CTE opportunities for

students that will prepare them for success beyond high school.

Its home and family is important

My principal believes in me and what I am doing. I enjoy the feeling of family on my campus.

My mentors and neighboring teachers that have helped me survive my first year of teaching. They have taught me everything, from how to take attendance to dealing with classroom management. I have enjoyed the freedom with my CTE course and how my classes were able to attend field trips and learn through hands on engineering.

1) The majority of the kids are respectful and 2) my coworkers especially my department are great.

How much of a family most of our staff are and the atmosphere within it. I love how everyone tries to work together and support each other.

parents have access to student grades

Campus culture and staff/administrators

supportive administration, flexibility to teach content

Family oriented

Dedication to giving students best education.

Handling workers welfare responsibly

1. The students - their energy, their drive, and their kindness. 2. My campus leadership team - energy, kindness, and sincerity, and they present a united front - everyone is on the same page.

The core values exemplify the importance of God, family and community.

Teachers and Students

NEED TO IMPROVE

1. Communication at and from the central administration office. I currently have six separate items I have "open inquiries" about. ALL six are from last semester or later. One dates back to the summer. One dates back to last year. I am still waiting on responses.... or even basic acknowledgement. I have followed up, sent multiple emails, asked face-to-face questions.... still nothing.

2. There is a definite attitude at the central administration office that there are departments, people and programs that are "better" and "more important" than others. If you are not one of the chosen, you are just a waste of time and resources.

STAFF COMMENTS (HHS)

If you happen to be a waste of time and resources, then "corporate culture" makes it acceptable to be dismissed, spoken rudely to, ignored, set-up for failure, lied to, blamed for others' mistakes and held to an entirely different standard. It is an odd situation to watch people be valued and respected at the campus level and in the community only to be dismissed and ignored at the higher level. A takeaway analysis from my current graduate studies would clearly indicate that all the stakeholders do not have the same vision, purpose and input into district functionality.

consistency -what supervisors expect from teacher, they should be doing also standards or following protocols-
Control of discipline.

Campus Leadership expectations and standards
I do not believe that our CFO is doing a good job communicating with our staff or doing her job. When a purchase order is approved by our administrator because we need something for our department and the CFO denies the purchase order because of something minuscule and we do not find out about it until a month later there are serious communication problems. We should not have to wait months for supplies that would be beneficial to our students this year. I also believe that the procedure where supplies have to be shipped to the administration building is doing nothing but causing further delays. Another thing that I believe would need improving is that there are certain jobs which are more stressful than others. I believe an extra stipend for teaching a tested subject would help staff feel more appreciated. Especially when they are asked to do more than their fellow coworkers.

Better communication with paras and more respect
Business office terrible/

Principals check PO's from teachers and if they feel it is justified they sign off on it and send it on. That should be enough to get the items ordered and not have a lock down at the administration building. If the principals are trusted to know what their teachers need that should be enough and it should be delivered to the schools and not the admin where it has to be checked. It takes too long to get what we need because one person cannot check in

everything from the entire school district and get it delivered to the appropriate place in a timely manner. If we received our PO's at the school then yes I would have what I need to do my job. It is bad when teachers have to order their supplies and pay for them on their own and have them delivered to their home address just to be sure they get it. Student discipline accountability and salary.

Lesson plans

Communication. Teacher work overload.

n/a

updating our technology and some of our buildings. Approving POs - getting items we ordered delivered in a timely manner from Admin

Security---which is currently being addressed More staff needed---which is constantly being addressed Paras need a raise and/or more perks. Same with subs

Communication can always be improved upon. communication from the top/down and visa versa; a true open door policy between teachers/co-workers and administration

1. I would appreciate harder consequences for repeated misbehavior: the students seem unaffected by current consequences. 2. Updated building, or new building for the high school.

Overlooking paras at certain times and all rules should be consistent for all staff and students
Class sizes and substitute availability.

Two things that need improving are, as follows: 1.

The internet access/When it is down, I am unable to access programs that I need in order to work effectively and efficiently. 2. The substitute shortage.

business office, business office

I would have the tools and resources I need except: requests for items I need in order to do my job have been denied. In my opinion, if the principal has approved a requisition, it should not be denied. The principal knows what their teachers need to do their jobs! The amount of time to get a PO is extremely long and then items have to be checked in at the administration building. That is ridiculous. It takes almost the entire school year to get things ordered and to the actual person that ordered them. Why punish us by not trusting us to check in our items

STAFF COMMENTS (HHS)

and return the invoice to be paid? Maybe hold a training detailing how this could be handled and what is expected?

Titles have corrupted those in leadership positions. Department heads and administrators hold their titles more highly than their actions and PLC members. My department head has not helped me and expected me to go above and beyond when our department was dealing with a difficult time. I do not think he is qualified for this position. Principals expect teachers to enforce rules, but are more like friends to the students and do not enforce the rules themselves.

District leadership needs to listen to staff concerns with an open mind instead of writing us off as disgruntled or dumb especially in exit interviews when there is a high turnover like last year. The culture has changed the last 2 or 3 years and not for the better. I have loved this district for close to 2 decades so it makes me sad to answer this survey they way I have today. It hasn't always been the case but with some changes the last few years it has gone down hill. We are losing good people for stupid and fixable reasons which leads to my 2nd answer. The CFO needs to take ownership of her department, why there is so much turnover in payroll and mistakes in payroll and PO processing. Nothing is ever her fault yet she is the leader of that department. If she wont take responsibility the supt. needs to. POs need to be processes in a timely manner and orders be placed. Give the campuses some control over ordering back. It is sad that we wait weeks and months for things that should be quickly approved and ordered. If the department has the money and the campus principal approves it, she shouldn't get to change or deny the PO just because she doesn't see something as needed or important. She doesn't have a clue about our community, our campus or our needs so just sign the POs and order what we need. I got so frustrated that I finally spent close to 2 grand of my own money to order a piece of technology that campus admin approved in 2020-21 and it never got ordered so this year I just bought it myself and am just paying it off.

Most of our facilities are outdated and need remodeling.

Security at my school, and communication between administration from local and district with staff Communication from central office needs to be transparent.

upgrade in facilities, student attendance teachers having principals stand behind them The district is performing well in all areas right now and should just continue along that line.

1. Communication at the district administrative level. Several instances this year of no response to emails, failure to follow through with promises made, and when I have followed district procedure it has not been acknowledged. And no one is explaining what is going on. This is unusual this year, but it is a stark contrast to my experience in previous years with this district. It suggests that there is an issue at the district level that is impeding communication with employees around the district and in various contexts. That is to say, I am not the only person experiencing these difficulties. 2. Support and investment in extra-curricular activities in addition to athletic programs. I was privileged to participate on a district committee to determine the use of extra funds for the district. The person facilitating the meeting reviewed some of the identified district improvement goals prior to our discussions and these included increased after-school/enrichment programs and improved academic performance across the district. When I suggested that K-12 academic enrichment activities receive a portion of the funding, I was summarily dismissed and told the program didn't align with the district priorities. Which was confusing, so I pointed out that it actually alined directly with 2 of the specified goals. Others in the meeting seemed to agree with me, even if they identified other priorities they would like to see supported. Again, the facilitator refused to discuss it, suggesting that decisions had already been made behind closed doors and this meeting was just a formality. In the following weeks, we learned that the district had decided to use over half of the available funds to return the football field. It was really discouraging to find that our work was really just for show - at no point in time did anyone on the

STAFF COMMENTS (HHS)

committee mention spending over half of the funds on new grass for a single activity in the district - benefiting not only less than half of the student body, but few if any of our female students. There were parents, students, and district employees in this meeting. Not one person mentioned that the football teams needed a turf field. Someone suggested that it needed to be done in order to facilitate a new soccer program, however, we have a multimillion dollar community facility that has been provided at no cost for a district soccer program. Expending funds in this manner is not only fiscally irresponsible at this time, but dishonest, as it suggests that a committee of stakeholders endorsed a course of action which they did not. Something we did talk about as a committee was the moldy curtains, leaking roofs, and generally dilapidated campus auditoriums across the district. We also discussed the lack of academic extra curricular activities for K-8 students and the inability to recruit quality academic coaches for these programs at every level because the coaching requirements are met with a stipend that doesn't even cover the time an employee spends at a single competition - much less administrative costs of running a campus team or after-school commitments of the coaches preparing students for these competitions. The academic enrichment program we proposed would have used around 5% of the available funds and contributed directly to 2 different stated goals the district improvement committee outlined - improved academic progress of our students and increased enrichment programs. In addition, this program has also been demonstrated across the state to increase parental involvement and directly correlate to improved college and career readiness for not only participating students but the greater student body, as overall academic performances increase. Students in Hereford ISD are sent the message, whether consciously or subconsciously, from our administration that the only extra curricular activities that matter are athletic. And we are doing them a huge disservice while they are with us, and more importantly, when they leave us.

Timely communication insight as to why some decisions are made (though not all decisions should be explained).

The Finance department needs new leadership and fix Internet problems. It is hard to plan for the day when you have to plan for having Internet and not have Internet.

ANYTHING ELSE

PARENT COMMENTS (HHS)

GOOD THINGS

Mr. Lamascus and Tennis
Course selection, caring teachers
Sus maestros y su seguridad
Great teachers!
athletics programs, caring principals and office personnel
Opportunity to study career based subjects
Opportunity for child to stay in contact with counselor regarding educational directions
Teachers and school facility
Choir program and choir teacher and athletic trainer
Well maintained and staff are very administered to our students well-being.
love the stadium project, baseball field
Los maestros y la seguridad hacia los alumnos
Nothing really
I like the extra curricular activities, and career opportunities the school gives.
friendly people, some very good teachers
Administration supports my child and he is getting a good education.
principal and teachers
Richard LaMascus = Amazing. The Spanish teachers and Mrs. Barajas are terrific!
High School admin is friendly and supportive. Office staff is very helpful as well.
The teachers that really love and teach the students.
Teachers
La atencion del personal y Los programas que ofrecen a los estudiantes para poder ir al colegio
Athletic department and school pride.
Cte building and nice teachers
Campus size, security
I can not give you two best things
The staff & Students
The incentive weeks are great! They motivate my child to do well. Dual credit is good. Could be better but I didn't even have that opportunity.
I can honestly say the front office and mr Rodriguez.
And some teachers
Technology
Other activities like band and WTUBMS
Campus is clean
Teacher communication is awesome. Administration needs to follow through on discipline issues.

Nice campus nice teachers
Good opportunities
Staff and cleanliness
The opportunities available to my child
Great staff and administrators
no comment
Best thing is the principal provides weekly emails about upcoming events and the student of the week.
1.Friendly Teachers who Care about our kids --
2.Band - AWESOME Program
CTE building/ setting up our students with possible adult Jobs right out of high school
Mr. Lemascus and Cookie
Safe and friendly and they are open.
1. All the different programs my child can participate in. 2. The principals all seem very friendly and involved.
Safety and commitment
Most teachers care some caring coaches
His assistant principal reaches out to the students and discusses their grades and what needs to be done to stay on top of classes. It has been very helpful to have the College and Career Coach to assist with college plans.
No answer
The staff and the extracurricular activities/CTE course opportunities
School Pride and a smaller school
CTE and Environment of the school

NEED TO IMPROVE

Offer computer science classes through Amarillo College since it isn't a pathway. Some students want a career in this field, but HHS isn't preparing them for this.
adjust the schedule
hire more permanent teachers, better communication about safety issues at school to parents
Improve on reading/phonics skills - We've had the opportunity to hear several jr high and high school kids read through out the last few years and their reading skills are equivalent to 4th or 5th grade readers It's understandable that kids this age are less likely to pay attention - but they shouldn't be

PARENT COMMENTS (HHS)

allowed to pass this subject if they are below their national age group reading level
More upkeep on the ag facilities at the Project Center
Following though with emergency put in place by drs
With my child, more one on one support and keep them more up to date on how they are improving grade wise or where they need to work more.
Mire security, choose better teachers/substitutes
I feel the staff is always behind with grades, and always playing catch up.
teach empathy, teach factual history,
Running bathrooms
Science teachers
If no cameras around school premises, then there should be. Thus far, not one teacher has reached out to me to say my child is doing better or doing a good job or even if he is misbehaving (my child talks to much) but nothing. students paying to much attention to their phones instead of the teacher and teachers allowing students to use phones in the classroom. I get texts all the time from my child while he is in the classroom.
Not spend so much money on a turf field only be used 6 times a year.
Allow more kids in different sports
Mas atencion en el acoso y las drogas
Teacher communication about child(ren)'s progress and better security.
Have better security and nicer cleaner environment
Communication, expectations and standards
Some teachers can start respecting students not just pick and choose who to treat with respect.
Ensure that teachers are held accountable for their words. Even off handed comments can hurt.
Y'all need to teach the attendance office ladies that it not right to release information about another student absences or lease information to someone else. One lady in there is rude. I was upset when my student informed that their friend know about how many time they had missed school. And teacher need to be more respectful and when parent message them about concerned about their child.
Retrain staff on how to treat children. I know that some of these students are disrespectful and hard to deal with but some of them are not. Please don't

treat them all the same as if they are all disrespectful and hard to deal with. Some of your teachers are flat out rude and disrespectful themselves. They give way too much homework. These kids have a life outside of school with their families believe it or not!
For the teachers to do their work to grade their work! My kid was failing cause one of her teachers took her time to grade the work so she was having a failing grade making her almost not to participate in UIL band!
Notify parents when something is going on on campus
Better prepare students for college courses.
Discipline students who are not doing what they are supposed to do in school. We have students bringing in vapes and drugs and smoking them in the bathroom.
Don't have any at the moment
Better communication on child's needs of improvement
Fill the parents in more on things like picture day, yearbooks, etc. Don't rely on the kids to relay that info to parents.
Better communication between teachers and parents. If I want to know anything about my child I have to login to Skyward, I do not receive anything from my child's teachers.
Build a new school.
Some teachers lack of communication
Some of the teachers don't put in grades on time. I like to see how my child is doing throughout the six weeks not just the week before the six weeks ends.
Very annoying and lazy of the teachers.
1.access to transportation from HHS campus to HJH for sports - 2.Snack Bar
Change the cafeteria food
Be consistent and fair. Treat ALL races, creeds, colors and religions the same.
Not anything really, I think they are doing the best they can with what they have during this trying time in our world.
The school is just outdated
Offer more support student activities like engine build

PARENT COMMENTS (HHS)

Listen to students when they are having problems with a teacher

Morning tutorials are not as beneficial as they should be in helping students. Teachers are not there as scheduled or are not willing to help the students. The students work on their own. Could tutorials be moved from the morning to a time slot during the day? This would help to serve all students.

Monitor the teacher's lessons more closely. Some teachers choose to use the children as their counselors while at school and then get mad because they are failing. Instead of telling them their life story, they need to ensure that the kids are learning the lessons that they are teaching. Nothing!

Better teacher/ parent communication. Equal opportunity for all students... especially in sports. Promote academics and UIL Academics even more - we see and hear about sports and CTE, but not anything about academics and UIL academics

ANYTHING ELSE

STUDENT COMMENTS (HHS)

GOOD THINGS

my friends
nothing
idk
CTE Classes
Nothing.
open lunch
Nothing
The teachers
the welding classes
The activities what the teacher brings use and the school
Leaving early
my welding class
Mrs. Vallejo
lunch, early days off, breakfast
sports, sports, and finally sports
teachers
the lunch ladies
Nothing
school starting at 8:26.
We have off campus lunch.
don't get tardy when late keep that up
the teachers
friends
Long lunch
the teachers that help us with our work
nothing.
seeing my friends
n/a
space
notihng
I would say the teachers and the students.
nothing yall got a major drug problem i used to be a problem but i left and became a new person and i came back to see many kids smoking like i understand yall catch them but yall suck for not informing kids about drugs them bathroom posters aint going do nun literally no one cares about a wall poster
I really like that they give you different options at the CTE to help you know what you want to do in the future.
The extracurricular activities
Get to work at your own pace.
Calm

When I get to hangout with my group and have fun
The best thing is the relationships you make with other students and teachers.
No opinion
leaving
Lunch time and going home.
Sports.
that was have open lunch
that they have classes that can help you with what you want to be after school
wood shop class
the teachers show me respect
The teachers here
They let us out for lunch.
when we have early outs or the extra week off
45 minute lunch, getting help from teachers
They have many options to pick from.
food
my friend
nothing school stresses me
most teachers are pretty cool
na
There are not many kids in each class.
the community and being able to see my friends and teachers
The best thing is when you can leave school everything
the teachers always want to help friends,
when we get to do the pep rallies those are fun and many options we have for electives
Some of the best things about Hereford High School is that its a small that school that allows many kids to interact with each other. It not to overwhelming.
the people and mr saugstad
the students
Going to school and learning some new stuff that i didn't know, seeing people,
The amazing teachers.
The environment
coming and seeing what else your gonna learn.
Small community
Some teachers
lunch
no opinion
band and wood chop

STUDENT COMMENTS (HHS)

the speed
We get to work at our own pace, and have a pretty flexible schedule.
there are some good teacher that care.
Athletics,biology,spanish
I think the best things are the cte classes.
Extra help to prepare for college
They have a fair quality of students, Have information we may need at all times, Everyone is really supportive
lunch
some teachers are really good at their job and actually listen to the students
All the Extra things we do.
freinds
The best thing about Hereford High School is seeing the teacher motivation
The teachers and friends
the kind people, it is a good school with a good vibe.
the best thing in my point of view is the cte buildings cause they actually help you on you're career
The best things about Hereford high school are that its a community and its fun to come.
Honor classes because they really help me become better and they are going to help me get a good future and being able to see my friends.
The extracurricular activities and some of the teachers.
Mrs. Black always being supportive and wanting what's best for us. She became like a second mom.
The band program
no opinion
the best things things about hhs is the cte building i love the program.
Cte classes
the peprallyes long and open lunch

OTHER (38)

NEED TO IMPROVE

nothing
idk
food
everything
stop being so strict
no opinion

i dont know
Nothing
Nothing
It could be better by getting good cafeteria food and better instruments for band or have more sports
leave the double door by the gym open
Be more fair with there students
get their staffing figured out
the time we get to use the restroom, the dress code ,the way teachers get to bring outside drinks and food but we dont.
better sports booster club
a lot of things.
Let us use the restroom after lunch. We don't have enough time to go to the bathroom.
improving there ffa program.
get out at 3:45 because us students have other things to do too.
better drinks and snacks
be nicer
plenty
Give the Staff and Students better technology like Apple products and updating the WiFi because many students can't not get their work done because the WiFi may not be working.
to increase the lunch time
more privacy
n/a
get some doors for the stalls that can lock and that are a bit bigger
cancel school
The wifi could be better and the students should be able to have laptops that can actually smoothly run websites.
there are so many things like have better teachers and be moer informative and strict with teens
smoking like this aint no smoke shop the hell and also just because be smoking in the r4estrom dont mean it got to affect us if yall could get some smoke sensors yall would be ight its annoting when other peoples problems affect others
They need to fix many things, like the bathrooms for example.
The parking lot to where people don't need a parking pass.
I'm not sure

STUDENT COMMENTS (HHS)

Lunch time
Actually take the time to care for the students and
tho listen better
To improve, teachers could be more caring to the
students.
No opinion
Better teachers, some of my teachers are never
showing energy which makes class boring
Restrooms and new building.
to not take their anger out of students
Teach the teachers to 1. mind their own damn
business 2. Not make us student feel like shit 3. to
not send therapy links when unnecessary 4. to not
touch us when we are asleep.
to treat others the same even if one of the staff
members kids are there they get disciplined the
same like any other student.
better building conditions
food and longer lunches.
Have better computers
Have a respectful staff, Let us have a little more
lunch time theres times when dont even get to get
food because im gonna be late to class.
have different language classes
School food and restrooms.
the teachers
i have no idea
better food
na
Let the kids wear earphones during class so we can
listen to the videos for our assignment.
be more open to students for teachers to give
something of their background that make students
can understand them more
Teach the teachers to respect us more and not treat
us like prisoners. And to get a different principle
that's not weird.
Add better art classes or find better ways kids can
express themselves including removing the girls
sexist dress code.
not closing the restrooms
They could be more open to other events and have
an open mind
they way the deal with certian things
I honestly couldn't tell you.
Get new teachers other than mr saugstad
using peoples correct pronouns
make teaching more fun so we can learn better
Add more class choices.
Care more for the kids
i think its standards are good where its at.
More teachers
Longer bell time
longer lunch
be more respectufl
better staff
come too school more often
Work Harder
Have more options for students who suffer from
anxiety and get anxious around people.
y'all could do more to stop people from getting
bullied .
nothing in my opinion
I personally think everything in this school is good.
Perhaps have meetings with coaching staff to
benefit athletes
Learn how to treat student with more respect
instead of always thing they are just part of a bad
group or a bad type of kid.
The food at lunch
have white teachers be fair with kids in different
ethnicities
Be nice.
build a mcdonalds
i feel like there is nothing to improve at high school
because it already is great with everything .
add the soccer team
I feel like the High school can put more money into
all the cte classes.
They could improve by treating students better and
giving the cafeteria better food. Also how teachers
grade.
Stop blocking tools that we use in class. Google
Docs Offline and Grammarly are tools I used daily,
and now I no longer have access to them. Teachers
are given permission to close tabs that we use for
other classes, which makes sense for games and
such, but we shouldn't be punished for doing other
classwork when finished with the work of the
classes we are in. I thought it was encouraged to
get ahead on your work, but now it is actively
discouraged. The internet is worse than ever and

STUDENT COMMENTS (HHS)

nothing is done to account for this. People lose entire pages of assignments because Aristotle Student refreshes tabs, or because Google Docs Offline is blocked. It's gotten worse than ever, and it feels like administration treats us like middle schools, looking over our shoulders to see whether we do Spanish homework in History class. I like getting ahead of my work, but it is getting harder and harder with each new restriction and problem I'm required to face.

Not close the bathrooms or catch the kids who are vandalising and punish them not the whole school. everything is good

Let me take auto tech

add more electives and events

add more events

Have working bathrooms with locks on the doors.

Get better internet I can't do any assignments done.

Less school time

In Health Practicum, the teacher should consider not being nosy and telling other students another students business. It is very inappropriate and unprofessional.

The old gym.

Fix school rules

OTHER (29)

ANYTHING ELSE

i dont like mrs george

We need a longer lunch.

get longer lunch because the traffic is too long and the waiting line to get food takes the whole lunch time.

if someone hits me im hitting back and i shouldn't be in primetime for standing up for my self

Having more time in lunch can give the students to be more social with friends or family. Students may not have time to go home or to buy food because of traffic or they live out of town. That's why students may need extra minutes of lunch because they may not even get the chance to eat lunch.

That this school needs to get its shit together and let us students be who we are and not feel judged or unsafe to be ourselves

more money to class that need it

thank yall for everything yall do

change the bathroom policy most people go in and do things

Do better!

Yes girls are not allowed to show shoulders or legs, but in the time i have been to the school boys can. nope not that i can thin of tbh

Miss grantham and Mr Ogunbodede, they are horrible teachers and idk how they even received that title they should not be allowed around students they hold grudges and harass students even calling them names and getting kicked out of class for typing

teachers need to focus more on kids mental health, home issues, etc.

i would love for the school to enroll the soccer team in their sports

Sometimes some teachers over react when it comes to dress code.

Just let us use Google Docs Offline. How does that inhibit our learning?

its really nice in the school but can you fix the wifi

The counselors have been very helpful, especially during senior year.

i have no future

Just that the school is great and I love the teachers respect for students and that thy care about student education.

start school late on Mondays like at 9-10

lets have more school pride, lets do fun stuff

Students shouldn't have to make up work that was missed because of a sports event.

nope, stream stay alive by JK (prod. by Suga).

this school is not fun to be at, there's nothing that motivates me to come every day.

this school is waste of my time

Students and staff may need more time to eat so we need more time for lunch

Okay for the most part at school, work load is occasionally really heavy. Please add menstrual products in the bathrooms.

HHS STAFF RESULTS

AGREE

DISAGREE

		AGREE	DISAGREE
1	I have the tools and resources I need to be successful.	62	38
2	I would refer someone to work here.	68	32
3	Campus leaders treat me with respect.	85	15
4	District leaders treat me with respect.	70	30
5	Campus leaders are transparent and communicate well.	71	29
6	District leaders are transparent and communicate well.	53	47
7	My direct supervisor respects me.	90	10
8	I feel comfortable providing feedback to supervisors.	71	29
9	I receive recognition for good work	68	32
10	I am proud to work for my district.	85	15
11	I enjoy my work.	85	15
12	I believe my district has a good culture.	62	38
13	I feel valued at work.	71	29
14	I am committed to helping my district achieve its goals.	100	0
15	Employees are treated fairly in the district.	50	50
16	I believe in the leadership of the superintendent.	76	24

HHS PARENT RESULTS - 59		AGREE	DISAGREE
1	Student Learning is a high priority at my child's school	75	24
2	School rules/discipline plans are enforced consistently at my child's campus.	61	39
3	I regularly receive feedback from school staff on my child's progress.	46	54
4	my child's campus and grounds are clean and well maintained.	78	22
5	This school provides a safe environment.	73	27
6	School staff are approachable and reachable.	73	27
7	The principal is an effective leader.	71	29
8	The superintendent is an effective leader.	73	27
9	I am treated with respect from school staff.	86	14
10	My child has every opportunity to be successful at this campus	77	23
11	I feel well informed about the issues impacting my child's campus.	61	39
12	My child has the necessary supplies and materials to be successful.	92	8
13	I satisfied with the quality of education at my child's campus.	71	29
14	I would recommend my child's camps to other parents and families.	58	42
15	I am proud to say that I have a child at this campus.	65	35

HHS STUDENT RESULTS

AGREE

DISAGREE

		AGREE	DISAGREE
1	I enjoy coming to school	58	42
2	My teachers' expectations at school make me want to do my best	55	45
3	I am receiving a high quality education at HHS.	63	37
4	The work I do for my classes really makes me think and work hard.	73	27
5	I take pride in my academic work.	70	30
6	I take pride in my extracurricular work.	72	28
7	Most of my teachers do not let people give up when the work gets hard.	60	40
8	Most of my teachers want us to use our thinking skills, not just memorize things.	65	35
9	Most students in this school treat adults with respect.	65	35
10	Most adults in this school treat students with respect.	55	45
11	Discipline in this school is fair.	65	35
12	Adults in my school respect people from different backgrounds.	55	45
13	Hereford HS has prepared me for life after graduation.	45	55
14	I feel like I am part of a good community at this school	53	42
15	I feel safe at this school.	58	42
16	Other students are friendly to me at this school.	65	35

HEREFORD HIGH SCHOOL BUILDING LEADERSHIP TEAM

(BLT) AGENDA

May 5th @ 4:15 p.m.-5:30 p.m.

- ✓ WelcomeMr. Saucedo
- ✓ GOOD THINGS.....Mr. Saucedo
- ✓ REVIEW CAMPUS IMPROVEMENT PLAN, Parent/Staff/Student Surveys, Parent-School Compact/Parent Involvement Policy.....ADMINISTRATORS
- ✓ Goal 1--- (curriculum) Ramirez/Avalos/Barajas/Collins
- ✓ Goal 2--- (supplemental services) Jones/House/LaMascus/C. Rodriguez
- ✓ Goal 3--- (retention of employees) Saucedo/Luna/Wheeler/D. Detten
- ✓ Goal 4--- (partnerships) Valdez/Acosta/H. Vallejo
- ✓ Goal 5--- (safe environment) Rodriguez/Council/Ogunbodede
- ✓ Goal 6--- (technology) M. Delozier/Avila/Friel/George

Site-based decision making is a process for decentralizing decisions to improve the educational outcomes at every school campus through a collaborative effort by which principals, teachers, paraprofessionals, district staff, parents, students and community representatives assess educational outcomes of all students, determine goals and strategies, and ensure that strategies are implemented and adjusted to improve student achievement.

§11.251 TEXAS EDUCATION LAW AND SITE-BASED

HHS uses the CIP for multiple purposes:

- The CIP serves to document and explain the campus' comprehensive system for continuous improvement, which involves a number of planning, decision-making, reporting, monitoring, and evaluation processes. The CIP also serves to demonstrate how the campus satisfies statutory and policy requirements to evaluate its effectiveness related to planning and decision-making.
- The CIP provides a road map (plan of action) for each school year; and
- The CIP provides a document for staff, parents, and community to understand the link between federal, state, and local funding sources and related activities.

BLT Meeting 05/05/2021

In Attendance:

Richard Saucedo , Stacie Jones, Rachel Ramirez, Pete Rodriguez , Yared Avalos,
Rachael Collins , Cassandra Barajas , Marcey House , Cynthia Rodriguez, Richard
LaMascus, David Wheeler , Dennis Detten, Dylan Council, Sophia Ogunbodede , Amariah
Luna, Rebecca Avila, Dana Friel, Michelle DeLozier

Good Things:

"It's a beautiful day outside." - S. Jones
"Got to see my mom today." - M. House

Goals:

- Goal 1 - Curriculum
- Goal 2 - Supplemental Services
- Goal 3 - Retention of Employees
- Goal 4 - Partnership
- Goal 5 - Safe Environment
- Goal 6 - Technology

Concerns:

Any changes to parent compact:

- Added you tube live - goal #1
- We no longer have Vica - goal #6

Any changes to parent involvement:

- Link Facebook to Instagram
- Add youtube live

Parent Surveys:

- Only 87 surveys were returned.

Meeting adjourned May 05, 2021 @ 5:00 p.m.

**Hereford High School
2020-2021
Title I, Part A
School/Parent Compact**

The Title I, Part A School/Parent Compact is a written agreement between the school and the parents of children participating in Title I, Part A programs that identifies the activities that the parents, the entire school staff, and the students will undertake to share the responsibilities for improved student academic achievement. In addition, the School/Parent Compact outlines the activities/strategies that the parents, school staff, and students will undertake to build and develop a partnership to help the children achieve the state's high academic standards. This compact is a component of Hereford High School's written Parental Involvement Policy.

CAMPUS/PARENT PARTNERSHIP	
Purpose	Activity-Strategy
<p>Hereford High School will jointly develop with parents annually, a current year school-parent compact PL 107-107 section 1118 (d) PL 107-110 Section 1118 (b)(1)</p>	<p>June 2021 Zoom Meetings Google Meets Weekly videos via Loom Remind Spanish Translations</p>
<p>Hereford High School's school-parent compact has been developed and presented in a format and a written language that parents/families can understand. PL 107-110 Section 1118 (b)(1)</p>	<p>See attached</p>
<p>Hereford High School's schoolparent involvement policy and school-parent compact will be distributed to parents/families and community in a format and a written language that parents/families can understand. PL 107-110 Section 1118 (b)(1)</p>	<p>The compact, written in English and Spanish, is included in the student handbook that is located on all student laptops and the school website. The compact and handbook is e-mailed to all students through their school accounts at the beginning of the year. A hard copy of the compact is included in students' 1st six weeks report card when sent home.</p>
<p>Hereford High School's school-parent policy and school-parent compact will be presented at an annual meeting, at a convenient time, to which all parents will be invited and encouraged to attend, to inform parents of the school's participation as a Title I, Part A Campus and to explain the requirements of this program and the right of parents to be involved. PL 107-110 Section 1118 (c)(1)</p>	<p>All parents are invited to open house in September where the compact is presented and approved by parents. Parents as members of the Building Leadership Team are also presented with the compact for their approval.</p>
<p>Hereford High School's school-parent compact outlines how the school will develop a</p>	<p>The compact outlines student expectations, parental involvement opportunities, and academic support by school</p>

<p>partnership with parents/families, school staff, and students to share responsibilities for improved academic achievement. PL 107-110 Section 1118 (d)</p>	<p>staff as we work together for improved academic achievement for the students.</p>
<p>Hereford High School's school-parent compact describes the school's responsibility to provide a supportive and effective learning environment that enables children to meet the State's academic achievement standards. PL 107-110 Section 1118 (d)(1)</p>	<p>Hereford High School offers assistance for students needing academic support by mandating tutorials every morning before school for struggling students. However, tutorials are available for any student wanting additional help. Teachers have volunteered time during lunch and after school as well. Credit recovery classes are offered to help keep students at grade level. There are also credit recovery tutorials each six weeks. EOC support is offered through extended day and during first six weeks morning tutorials. EOC classes are available for students who have been unsuccessful on state exams in Algebra, Biology, and U.S. History. Students may be referred to Hereford Center for Accelerated Learning (HCAL), which provides an alternative setting and structure to help prevent dropouts.</p>
<p>Hereford High School's school-parent compact outlines how the school and parents/families will build and develop a partnership to help children achieve the States' high standards. PL107-110 Section 1118 (d)</p>	<p>All children, thus all parents and all staff, are considered Title 1 at Hereford High School. We qualify for a school-wide program because of the percentage of free- and reduced-lunch participants. These funds assist us in helping our students succeed in the regular program, attain grade level proficiency, and improve the achievement in the basic and more advanced skills. Through intervention programs, students are enhanced to meet EOC standards. Support programs include parental involvement, counseling, health care, and other social services. Breakfast is provided for free for all students.</p>
<p>Hereford High School's school-parent compact describe the ways in which parents/families will be responsible for supporting their child's learning; such as: monitoring attendance, completing homework, volunteering in the classroom, participating in decision-making, use of extracurricular time. PL 107-110 Section 1118 (d)(1)</p>	<p>Parental involvement is key to the success of Hereford High School students. Parents are involved in organizing class suppers, building and decorating homecoming floats and adding spirit to the hallways at Hereford High School. Parent participating in class meetings and fundraiser is imperative in the success of our organizations. Parents also accompany students and teachers on field trips and the many different contests that the high school students compete in such as the different sports, band, choir, BTA, FCCLA, FFA and VICA.</p>
<p>Hereford High School's school-parent compact addresses the importance of communication between teachers and parents/families on an ongoing basis. PL 107-110 Section 1118 (d)(2)</p>	<p>Parents are encouraged to use Parent Portal located on the Hereford ISD website to daily monitor their child's grades and attendance. This along with home visits made by teachers and administrators help establish open lines of communication between parents, community and school.</p>
<p>Hereford High School's school-parent compact will provide reasonable access to staff including opportunities to volunteer and participate in the child's class and observation of classroom</p>	<p>Telephone: 806-363-7620 Fax: 806-363-7688 CTE Telephone: 806-363-7704 E-mail format: teacherfullname@herefordisd.net</p>

<p>activities. PL 107-110 Section 1118 (d) (2) (c)</p>																									
<p>Hereford High School's school-parent compact states school will provide frequent reports to families on their child's progress. PL107-110 Section 1118 (d)(2)(B)</p>	<p>3-Weeks Progress Reports (sent home with students)</p> <table border="0"> <tr><td>1st Six Weeks</td><td>09/10/20</td></tr> <tr><td>2nd Six Weeks</td><td>10/22/20</td></tr> <tr><td>3rd Six Weeks</td><td>12/03/20</td></tr> <tr><td>4th Six Weeks</td><td>01/28/21</td></tr> <tr><td>5th Six Weeks</td><td>03/25/21</td></tr> <tr><td>6th Six Weeks</td><td>04/29/21</td></tr> </table> <p>Six Weeks Report Cards (sent home with students except 6th Six Weeks)</p> <table border="0"> <tr><td>1st Six Weeks</td><td>10/01/20</td></tr> <tr><td>2nd Six Weeks</td><td>11/12/20</td></tr> <tr><td>3rd Six Weeks</td><td>01/07/21</td></tr> <tr><td>4th Six Weeks</td><td>02/25/21</td></tr> <tr><td>5th Six Weeks</td><td>04/08/21</td></tr> <tr><td>6th Six Weeks</td><td>06/03/21</td></tr> </table> <p>(mailed home)</p>	1 st Six Weeks	09/10/20	2 nd Six Weeks	10/22/20	3 rd Six Weeks	12/03/20	4 th Six Weeks	01/28/21	5 th Six Weeks	03/25/21	6 th Six Weeks	04/29/21	1st Six Weeks	10/01/20	2 nd Six Weeks	11/12/20	3 rd Six Weeks	01/07/21	4 th Six Weeks	02/25/21	5 th Six Weeks	04/08/21	6 th Six Weeks	06/03/21
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<p>Hereford High School's school-parent compacts states that the school will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the school- parent compact (at least annually) PL 107-110 Section 1118(C)(3)</p>	<p>Hereford High School starts parental involvement in decision-making through committees including invitations to the open house, Building Leadership Team, District Leadership Team, and parent/teacher conferences.</p>																								

Hereford Independent School District does not discriminate on the basis of race, religion, age, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

**Hereford High School
2020-2021
School Parent Involvement Policy**

In support of strengthening student academic achievement, each campus that receives Title I, Part A funds will develop jointly with, agree on with, and distribute to parents of participating children a written parental involvement policy that contains information required by Public Law (PL) 107 110 Section 1118 (b) & (c) of the Elementary and Secondary Education Act (ESEA). The policy establishes the LEA's expectations for parental involvement and describes how the campus implement a number of specific parental involvement activities.

BUILDING A SCHOOL PARENT PARTNERSHIP	
PURPOSE	ACTIVITIES / STRATEGIES
<p>Hereford High School policy describes how Hereford High School will build the school's and parents' capacity for parental involvement in the following ways: Hereford High School will provide assistance to parents/families in understanding such topics as the State's academic content standards and student academic achievement standards, State and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children. PL 107-110 Section 1118 (e)(1)</p>	<ul style="list-style-type: none"> Booster Clubs Dual Credit Meeting HHS Student Handbook HHS Website Home Visits Open House Parent Access Progress Reports Report Cards School Marquee School Messenger Staff E-Mail accounts Student E-Mail accounts Title I Meetings Remind 101 Skyward Family Access
<p>Hereford High School will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy and technology. PL 107-110 Section 1118 (e)(2)</p>	<ul style="list-style-type: none"> 504 Meetings ARD Meetings Edgenuity IXL Open House Parent Surveys Parent/Teacher Conferences Registration Report Cards School Messenger Title I Meetings Migrant Parent Meetings/Trainings Counselor Meetings with Parents
<p>Hereford High School will educate teachers, pupil services personnel, principals and staff, in the value and effectiveness of contributions of parents/families, and how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between the parents and the school. PL 107-110 Section 1118 (e)(3)</p>	<ul style="list-style-type: none"> 8th Grade Meeting Financial Aid Night Freshmen Transition Program Home Visits Open House Parent/Teacher Conferences Report Cards School Messenger Showcase of Opportunities

<p>Hereford High School will to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start and other public preschool programs, and conduct other programs such as parent resource centers and transitional meetings as necessary. PL 107-110 Section 1118 (a)(2)(D) and (e)(4)</p>	N/A
<p>Hereford High School will ensure that information related to school and parent/family programs, meetings, and other activities is sent to the parents/families in a format and, to the extent practicable, in a language the parents can understand. PL 107-110 Section 1118 (e)(S)</p>	<p>Awards Assembly Daily Announcements HHS Website HHS Instagram (#HHSPrize) HHS Student Handbook HISD Facebook Parent Involvement Policy Principal's Communication School Marquee School Messenger Staff Phone Calls Title I Parent Compact</p>
<p>Hereford High School policy will affirm that the school will offer a flexible number of meetings, such as morning and evening, and may provide, with funds provided under this part, transportation, child care or home visits, as such services relate to parental involvement. PL 107-110 Section 1118 (c)(2)</p>	<p>504 Meetings Awards Programs Building Leadership Team Class Meetings Club/Organization Fund Raising Meetings Dual Credit Meetings Donuts for Dad/Muffins for Moms ESL Parent Meetings Freshmen Orientation Financial Aid Meetings Migrant Parent Meetings Open House Parent/Teacher Conferences</p>
<p>Hereford High School will develop appropriate roles for community-based organizations and businesses in parental involvement activities. PL 107-110 Section 1118 (e)(13)</p>	<p>Building Leadership Team District Parent Involvement Committee ESL Parent Meetings Game Programs Migrant Parent Meetings Teacher Appreciation Letter Business Partnerships/Support</p>
<p>Hereford High School will jointly develop a current year school parental involvement policy. PL 107-110 Section 1118 (b)(1) Hereford High School parental involvement policy is in a format and written in a language parents/families can understand. PL 107-110 Section 1118 (b)(1) Hereford High School parental involvement policy was jointly developed, with and agreed on with parents.</p>	<p>Building Leadership Team Open House</p>

<p>PL 107-110 Section 1118 (b)(1) Hereford High School parental involvement policy was made available to the local community.</p> <p>PL 107-110 Section 1118 (b)(1)</p>	
<p>Hereford High School policy describes that there will be an annual meeting, at a convenient time, to which all parents will be invited and encouraged to attend, to inform parents of the school's participation under this part and to explain the requirements under this part, and the right of parents to be involved.</p> <p>PL107-110 Section 1118 (c)(1)</p>	<p>Open House Choir/Band Programs School Messenger Sent with report cards E-mailed to students</p>
<p>Hereford High School policy describes how parents will be involved in an organized, ongoing, and timely way in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy.</p> <p>PL 107-110 Section 1118 (c)(3)</p>	<p>Building Leadership Team Open House Surveys CTE Advisory Council</p>
<p>Hereford High School policy addresses how parents/families, when requested, will have opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.</p> <p>PL 107-110 Section 1118 (c)(4)(C)</p>	<p>Building Leadership Team Parent/Teacher Conferences AP/Dual Credit Meetings Open House</p>

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CNA #2 MEETING MINUTES

08-05-2021

Administrative Team Members Present:

Howell, Ramirez, Rodriguez, Saucedo, Valdez

Good Things:

- Kelly Howell is here :)
- AP's had a good PLC district meeting on Monday.
- The vibe in Administration was more positive :)
- Great summer :) Sugar is good. We treat people with kindness.

Expectations:

- Greet others with a smile.
- Hold each other accountable.
- Maintain respect and loyalty to each other.

Lunch Schedule:

3 Assistants Freshman Lunch/ 1 Assistant Upperclassmen Lunch

- Howell-1st Lunch/ 12:50-1:50
- Ramirez-1st Lunch/ 12:00-1:00
- Rodriguez-1st Lunch/ 12:00-1:00
- Valdez-2nd Lunch/ 12:50-1:50
- Saucedo/ Lunch 12:00-1:00

PLC Meetings:

6th period on Wednesday afternoons at 12:45 p.m.

Administrative Staff Team Meeting:

7th period on Monday afternoons at 1:41 p.m.

Staff Expectations:

1. Time: Be on time! 7:50 a.m./ If on duty, 7:45 a.m.
Be visible/ Be accessible/ Be approachable!
Meet deadlines
Take attendance
Respond to phone calls/emails
2. Communication: If you are running late, please text or call.
3. Listen with your ears, your eyes and your heart!
4. Be respectful, be kind.
5. Bell to bell instruction is expected.
Keep kids in class.
No one in the hall without a pass from the nurse, a teacher or an administrator.
Walk the student back to the class and address the need for a pass.

6. No outside food is allowed, but students can access vending machines before the bell rings.
7. Cellular phones are for instructional purposes only.
8. Be consistent!
9. Make parent contact.

Data Driven Instruction (DDI):

Create a Google Drive folder with general Data Information to share with staff.
Email teachers and send them the information.

IGC Individual Graduation Committee:

Put students on Edgenuity and have them start working immediately during the 1st six weeks.

Stories of Excellence:

Newsletter or Announcements-send to District Communications Director/send to Mrs. Blankenship.

Staff Development Agenda: Wednesday, August 11th Expectations
Vision Statement/Mission Statement

- I. Introduction of New Staff
 - 22 new staff members
 - 10 retired
 - Take a group picture.
- II. PowerPoint-Mr. Saucedo
- III. Break-out Sessions (see schedule)

Professional Development Assignments:

- Mr. Saucedo will email the calendar to everyone
- Music: Rodriguez
 - Projector: Ramirez
 - Greeters: Valdez & Howell
 - Minutes: Howell

Virtual Conference with Ron Clark:

Mr. Saucedo will email all staff.

Everyone needs to register for the virtual conference with Ron Clark on Thursday, August 12th.
If it is past the deadline, he will contact Mr. Cano to add them to the list.

August 17th:

Meet with new teachers and new staff members
SLO Training

Breakout sessions:

Mr. Saucedo will email the schedule to everyone.

CBA's:

Have teachers talk about the CBA's that were created this summer.

Handbook update:

Mr. Saucedo will email it to everyone.

It will be on the webpage.

Hardcopy will be available upon request/ Send the request to Mr. Saucedo.

Lesson plans:

All plans are due Sunday evening by midnight.

School Messenger:

Three day notice is needed for messages.

Pep Rallies:

The expectation is that there will be 3 to 5 this year.

Homecoming will be held on October 1st versus Andrews High School.

T-TESS Evaluations:

Mr. Saucedo will email the list with evaluators and the evaluation calendar to AP's.

Attendance:

The Administrative Team will meet with Mrs. Garza and Mrs. Taylor.

We will need an agenda and a template.

Announcements:

Pre-printed daily/Need 2 students to help-preferably the same two all year long

- Ramirez-Marvelous Monday
- Saucedo-Trivia Tuesday
- Howell-Wisdom Wednesday
- Valdez-Thankful Thursday
- Rodriguez-Herd Day on Friday

Wednesdays: Wear your college gear

Gmail:

- If you have a group email that goes out to the Class of ___/Send it to the grade-level principal
- If you have a campus-wide email, it must be school-related
- If you have a district-wide email/Send it to Mr. Saucedo for review and approval

Lunch duty:

Montez

Vasquez

ELLLEP:

Review accommodations for each of 4 levels of English proficiency.

All students should be coded in Skyward.

Mrs. Howell will send out TELPAS results to individual teachers.

Mrs. Howell will review TELPAS results, determine exit and complete paperwork.

Teachers: Matulich and Reinauer
Paraprofessional: Yvette Salas-bilingual testing

Collaborate with ESL teachers for support.

Parent Contact Sheets:

Submit forms at the end of the six weeks.

Teachers can use phone calls, Remind, email, et al.

Three-week progress reports will be sent to all students/take home, not mailed

Mr. Saucedo will send out the form to all teachers.

Attendance:

Mr. Saucedo will put the form/information in the Principal's newsletter.

Mr. Saucedo will post the form/information on Instagram.

AP's will create a voice message for School Messenger.

Attendance letters go out on Mondays.

Staff members: Villarreal, Garza, Taylor

Substitute Folders:

Mr. Saucedo will send out the Master Sub Folder forms.

Three-day notice for discretionary leave or for non-discretionary leave? (Mr. Saucedo will find out)

Put the absence into the system and put notes.

Email Mr. Saucedo if it is the day before or after a holiday/ It must be approved by Supt.

Include the following:

- Roll cards
- Seating chart with pictures
- Emergency lesson, preferably off-line

Students should not be on computers when the teacher has a substitute.

The teacher can post it as well on Google classroom.

Completion of agenda for Tuesday, August 10th: See shared detailed agenda.

Guiding Question: What is our purpose?

- I. Know all of your kids (demographic groups).
- II. Analyze data to change/improve instruction.
- III. Adjust via intervention/ enrichment.
- IV. Analyze data.

Local Data Form:

Mr. Saucedo contacted Sherry Clark to edit the Local Data form to include demographic information. He will email the updated form to staff.

Core Content Area PLC's:

Review the elective teachers' assignments.

Administrative Team Members Present:

Howell, Ramirez, Rodriguez, Saucedo, Valdez

Good Things:

- The team celebrated the positive atmosphere and effort at the campus and district level.
- Ms. Valdez is successfully managing her health.

(Internet connectivity was unstable)

Elective Teachers assigned to Core Content Groups:

- Shaina Davis-Science
- Aaron Rhynes-Will be assigned with Mrs. Henson
- Wade Roberts-Math
- Brandon Sandoval-Science
- Sterling Smith-Social Studies
- Christine Tapia-Math

Virtual Conference with Ron Clark: Breakout Sessions

- Strategies for Preventing and Responding to Predictable Escalating Behaviors in the Classroom
- Teaching Employability Skills in the Career and Technical Education Classroom
- Anxious Kids/Anxious Adults-How to Best Manage These Concerns
- Mental Health & Safety
- friEd Technology: Tips and Trick for All My Chromies using Google

Because our whole staff will be in attendance, we will be charged \$15.00 per staff member instead of \$30.00 each.

Sign-in sheets:

Mr. Saucedo will send us all a template

On August 11th, have staff members sign-in during the first rotation only.

Homecoming: October 1st versus Andrews

Mr. Saucedo will call Mr. Stovall and Mrs. Blair to assist with supervision.

Mrs. Henson has scheduled Senior Night on this date.

Mrs. Howell will contact Mrs. Henson to check the date and see whether she would like to reschedule.

(Update: I contacted Mrs. Henson and I advised her that both events were scheduled for the same night. She stated that all Homecoming activities take place before the game starts.

Senior Band Night activities take place during the half-time, so there should not be any issue. She stated that they have been concurrently scheduled numerous times in years past and it has not been an issue. She does not want to reschedule.)

Varsity Football Game:

One Administrator needs to be on top and the other one on the stairs.
The Game Administrator can take the HISD Vehicle to out of town games.
Only one district vehicle can be taken per event.

Class Sponsors/ Club Sponsors:

Mr. Saucedo is going to meet with all sponsors on Monday, August 9th.

Senior Class Meeting:

Ms. Valdez is going to meet with all Seniors on Friday, September 10th.

T-TESS Evaluations:

AP's will conduct a minimum of five walkthroughs per teacher.
Mr. Saucedo will re-assign Mr. Bernal and be his evaluator this year.

PLC Agendas:

Lead teachers will turn in all meeting agendas, notes and documentation.

First year teachers:

All Administrative Teams members will assist new teachers with the following:

- Classroom management
- Initiation-need to be told
- Instructional RoundLook at schedules

Physical Education Teachers:

The Administrative Team will meet with staff and discuss classroom instruction.
Students should be doing more than walking or sitting.
Students should be learning how to play different sports.
Review the TEKS for High School Physical Education courses.

Student Council Sponsors:

Patricia Martinez
Avery Cummings
Monica Valdez (possible)

No sunflower seeds can be sold in the Concession Stands.

Questions about next week?

Mr. Saucedo will send out needed forms and information to staff.

DEPT. CHAIR PLC MEETING

Mrs. Barajas, Dept. Chair-Math
Mrs. Collins, Dept. Chair-English
Mrs. Coronado, Migrant Program Coordinator
Mrs. Garza, Instructional Coach
Mrs. Hammett, Dept. Chair-Special Education
Mrs. Howell, Asst. Principal
Mr. Lamascus, Dept. Chair-Social Studies
Mrs. Ramirez, Asst. Principal
Mr. Rodriguez, Asst. Principal
Mr. Saucedo, Campus Principal
Mr. Silva, Dept. Chair-Science
Ms. Valdez-Asst. Principal

HB 4545 Mr. Montez

Focus on Reading and Math

All students who fail have to have Accelerated Instruction.

If students are in Edgenuity, then they do not need to be in tutorials

30 hours is required for each EOC that has not been passed.

If students are new to the district and did not test, they have to have 30 hours.

Students must have one full year of the class before taking the EOC.

Math:

We looked at the list and identified quintiles. Students will be on Edgenuity.

Science:

We divided up and Science teachers took 7 to 8 students. We looked at course scheduling and demographics.

SS:

Almost all students on the list have a Govt/Eco teacher. Several missed by one question, Many who may ARD out. Make sure they are enrolled in IGC Edgenuity. HCAL students all passed.

English:

280 students

Possible tutoring. How many students are enrolled in Edgenuity? Mrs. Kenworthy is looking at the schedule for Mr. Montez.

It was not an issue of filling out the form. The concern comes in with figuring out how to best serve all of our students who need credit recovery and tutorials to address HB 4545. Also, credit recovery day. How do we handle tutorials and credit recovery numbers? Paraprofessional assistance. Extended day, altered school day from 6 to 8, Saturday school is another option from 9 to 12 on weekend.

How to make up two tests. Retest in December.

Can we pull students from their elective or CTE courses? No.

Tutorial process

1. Highly qualified teachers
2. 30 hours-use retired teachers

It would be optimal to pay English teachers \$50 hour to teach tutorials after school.

Mr. Saucedo will contact John Smith at Tascosa HS to see how they are going to address intervention and be in keeping with HB 4545.

Special Education-

How to get information about students/How can we help/Tutorials/ Service for all students
Mrs. Collins will invite Mrs. Hammett to the English PLC.

Migrant-

One teacher for the whole district.

Mr. Saucedo sent out forms to teachers to review via email.
(Interactive calendar)

We are about to send out the T-TESS waiver. Mrs. Ramirez will hand those out at her meeting tomorrow.

Mr. Silva inquired about ordering gloves. He will put in a request to Mrs. Sosa.

Mr. Lamascus asked about first aid kits. He has used all supplies and is in need. Mr. Saucedo said that we could create kits for that.

Mrs. Ramirez and Mr. Lamascus reiterated that all staff are willing to assist with the students who are in need for EOC English I and English II.

HCAL staff will be one option for assistance, as they only have approximately 25 students to start the year.

Mr. Saucedo stressed the need for communication between departments and to address campus needs.

Shout Outs:

- We have had a great first day of school!
- Rachel got her flat fixed!
- We have over 1100 students enrolled, with 1074 as of yesterday. That increases funding by approximately \$10,000 per student.

Announcements:

Announcements will be located in Mr. Saucedo's office, on the corner of his desk next to the picture of his parents.

Assistant Principals will find a couple of students to assist with announcements each week.

Dress code:

Dress code starts now, not in two weeks as some students mistakenly think. We will make announcements accordingly.

Digital Citizenship Lessons:

English Department will be responsible for pictures and laptops

Math Department will be responsible for digital citizenship.

There are 6 components. Teachers will choose any 5.

Select one period for the whole department so that students don't repeat lessons.

(3rd or 4th so that more students can participate)

Students login to the lesson

Short lessons/social media-how to handle safety, cyberbullying

Teacher will submit the Google form back to Tessa Stow

Deadline September 24th

Science Department needs an assignment.

Social Studies Department needs an assignment.

HB 4545:

113 English I students are enrolled in Edgenuity

Bell Ringers

Summary

Assignment

Pre-test/Post-test?

93 English II/56 9th grade

On Tuesdays, all paraprofessionals and aides will assist with tutorials because they have no students. Tutorials will start at 7:50 a.m. We have 10 paras and additional aides, such as Mrs. Tapia who can provide assistance.

Once we have students in groups, we will create a rotation schedule for staff.

Mrs. Howell will ask Mrs. Reinauer to ask about custom designing the assessment when she attends the Edgenuity training. There are 300 questions on the Pre-test

The guiding question for teachers will be, "How will you know if students are making progress and tracking hours?"

Mrs. Ramirez suggested the following:

- Academic vocabulary in Lead4Ward
- Vocabulary.com
- Reading Comprehension/CommonLit

- All students have own card/profile sheet
- This is what I did this week
- Goal Setting for time

Mr. Rodriguez shared the Student Learning Report
We could modify it for each student to track progress

Mr. Saucedo will ask Mr. Garcia for a form to monitor student progress in completing targeted goals.

Teachers are interested in having evening tutorials.
One day per week from 4 to 6 or 4 to 7
Saturday School is also an option

There is a waiver form for parents.

The Admin Team agreed that missing tutorials will count against Academic Incentive, if students do not come. We are sending letters to parents and messages on School Messenger. We will file on students who do not attend tutorials.

September 3rd/Staff Development Day:

- We will deliver signs for the Freshman
- We will host a GooseChase. The app has questions and fun activities.

COVID-19:

Mr. Saucedo will send out the reminder to teachers to show the COVID-19 video and show the poster. He could include it in the newsletter.

Staff Needs:

- Teachers need to spend the money from their department budgets
- 50% should be spent by January
- 75% should be spent by February
- 100% must be spent by April (cut-off the budget requests)

Printers can be used by different departments. They do not belong to a department, but belong to Hereford ISD.

AP's will tell departments not to abuse the privilege of copying. Otherwise, we will have to start using codes and enforcing copy limitations.

Good Things:

Ms. Ramirez: Mia Castillo-working on Edgenuity and Ms. Ramirez enjoyed teaching her one-on-one

Mrs. Howell: Robert Riley-Put his phone up without argument

Mr. Saucedo-Freshmen did a great job with the daily announcements

Ms. Valdez-Volleyball girls are on a winning streak

Mr. Rodriguez-Football starts to day with JV here/Freshmen at Caprock

September 3rd-Professional Development Day

HB4545: There started out with 11 pages of FAQ's and it has increased to 31 pages of FAQ

ALC-We need to focus on our Incoming Freshmen / 56 in English and 42 in Math

We need to invite students for a parent night/AP's will send out a School Messenger call when a date has been set.

Saucedo will meet with

56 Freshmen who didn't pass English I

Ramirez-Plan B/ Suggested that teachers have two conference days with substitutes

ALC is for Reading and Math only

If results had come in in time, HPA would have had meetings before and could have done summer school.

Supplementary materials/ charts/ graphs/ sketches/books anything to close the gap

Freshman who doesn't pass Algebra I in the Spring. They could come to Summer School and would have accumulated the 30 hours within 10 days.

Mr. Saucedo will meet with aides on September 3rd

Divide them up into classrooms/ 12-13 students per classroom

If the student fails twice, then the Supt. or her designee has to meet with the family.

There will be form to track student progress

On the 31st at 10:30 a.m./ Mr. Saucedo is meeting with Mrs. Vessels

We do know that a letter has to go home with the parent outlining the TEKS

Mr. Saucedo will scan the HB 4545 FAQ's and send to all teachers.

On Friday, September 3rd:

8:30-9:30 a.m. HB 4545 Core teachers and SPED staff

10:00-11:00 a.m. Reading Across the Curriculum (all elective teachers)

Mrs. Howell will ask Mrs. Cummings to present/share rubric /share training from the summer

Prompts: Pros and Cons for taking COVID vaccine/ Afghanistan/Immigration Topics/Create the question

Brainstorm and give input

Request that Instructional Coach/English Dept rep go over expectations

11:00-11:30 a.m. Attendance guidelines/procedures (Garza/Villarreal)

1:00-3:30 p.m. Lesson plans, Vector training, SLO's, TSP-All Staff, except ELAR
ELAR Getting Started Virtual Training-Presenter from HMH

DMAC Account:

Due date for Part I with SLO's is on September 17th

Make sure that teachers upload the SLO form

Schedule teacher conferences

Fire Drill:

3rd period at 9:57 a.m. on Monday, 30th

7th period at 2:21 p.m. on Tuesday, 31st

Teacher Expectations:

Students going to the restroom need to have a pass. If not, walk the student back to the teacher's room and ask for one.

Teachers need to stand at the door to greet students during all passing periods.

DEPT. CHAIR PLC MEETING

Mr. Richard Saucedo, Campus Principal
Mrs. Violeta Valdez, Asst. Principal
Mr. Pete Rodriguez, Asst. Principal
Ms. Rachael Ramirez, Asst. Principal
Mrs. Kelly Howell, Asst. Principal
Mrs. Oralia Garza, Instructional Coach
Mrs. Cassandra Barajas, Math Dept.
Mrs. Rachael Collins, English Dept.
Mr. Richard Lamascus, Social Studies Dept.
Mr. Efrain Silva, Science Dept.

Good Things:

Mr. Lamascus: Had lunch with Christian Caballero/Is going on a trip to Russia/overcome hardship

Ms. Valdez/ Ms. Ramirez: Going to Volleyball game today in Lubbock.

I. DMAC

Instructional Coach, Mrs. Garza

(She already spoke to the Algebra I Team on Friday with Mrs. Barajas)

Teachers will need their class roster printed with Birthdate, 0000 + Local ID and Class ID.

The CBA's will have the same platform as a STAAR Test online.

The question was asked, "Will the new testing company have all of the accommodations?" Yes, it is our understanding that they will have them.

Mrs. Ramirez shared that Mr. Garcia and Mrs. Clark are going to create a video which the teacher can show for the STAAR platform tutorials.

II. HB4545

We need to set a date to invite our parents: We currently have 56 English/ 43 Math 9th Grade students

Mrs. Collins stated, "We have approximately 30-40 students who are taking EOC I and EOC II. Do we need to meet with them?" The answer is no, but we will need to send out letters to students.

We also need to let Mrs. Blair know so that her staff members are present at the meeting. We will also invite our Counselors to come to the meeting.

Tuesday: VB

Thursday: Freshmen Football

Friday: Varsity Football

Monday, the 13th, 20th or 27th. Monday the 27th will be the Homecoming Parade, so that date is likely out. Monday, the 20th will give us two weeks to inform parents.

What is a good time? 6:00 p.m.

Date set for ALC Meeting with Freshmen: September 20th at 6:00 p.m.

Mr. Rodriguez and Mrs. Howell will send out a School Messenger call to all parents of Freshmen who failed their respective 8th grade STAAR Reading or Math Assessment.

The agenda has already been created. Mrs. Vessels is shortening to 1 page

ALC Forms:

Need to have a Waiver Form (more than 3:1)

Need to have Sign-in Sheets

Need to have Accelerated Learning Plan for every student who failed (9th grade to start)

Need to have/send home the Accelerated Committee Meeting Notice

Mrs. Valdez will print forms for every student/

Dept. Chairs will email Mrs. Valdez with numbers needed

Meeting: What is the plan to get the ALP to parents?

Set up students in classrooms:

Have students assigned to each teacher/room

Have a folder for each student

(scores, forms, plan for each child)

Have forms, talk in general terms with presentation

For students who failed Biology I:

Will need a waiver form

For students who are not 9th graders:

WE could buy \$300.00 worth of gift cards and put the student's name in a drawing if he/she brings back the form signed the next day.

Or, we can do a guaranteed long lunch on September 30th. There is already one on September 24th for Snack Pak 4 Kids. Email Ms. Ramirez and she will create the Google sheet for us.

Forms for all other students: Due next Wednesday, September 16th. Turn in on Thursday, September 17th.

Give teachers the option to come early or stay late /May choose to work during conference to get all forms filled out and sent out.

What about students' parents who do not show up for the meeting? We can call and do a virtual meeting with parents/ Can do home visits/ Give the plan to the child and document / Document everything!

Suggestion: Have the theatre teacher record the meeting.
Keep screenshots

Keep going to the FAQ information on HB4545 and review the latest updates..

III. Campus Goals:

Department Chairs: Look at your data with your team/ See if our goals match up with yours. Emergent bilingual students/ Look at spring scores/data.

As a whole, our Caucasian student population percentage are dropping

Then, we will create one goal for our campus.

Do we want to put names on the data wall? If we put names and do nothing with it, then it does no good. This is the data room, what do we need? Mr. Saucedo is going to order a projector screen for presentation, if needed.

Motivation is key. You are the leader of your team and make sure your team is supportive and backing everyone up.

When looking at your data, think about the following.

What is the plan of action?

What can we do to intervene?

We will meet again: Next Wednesday, September 15th.

Administrators will forward the upcoming ARD's to PLC leaders so that they can address failed EOC's at ARD.

IV. PRINTERS:

Print budget is in general supply. There is not a separate Docutech account. Will look at the budget again in February. Mrs. Collins inquired about spending the allotted money on books, as opposed to copy ink and paper. Mr. Saucedo is tracking the use of paper in the office. Will assign codes to individual teachers, if needed. Monitor staff usage in your department. Mr. Saucedo will check on the option of creating the codes for the copier.

DEPT. CHAIR PLC MEETING

Mr. Richard Saucedo, Campus Principal
Mrs. Violeta Valdez, Asst. Principal
Mr. Pete Rodriguez, Asst. Principal
Ms. Rachael Ramirez, Asst. Principal
Mrs. Kelly Howell, Asst. Principal
Mrs. Kyla Kenworthy, Lead Counselor
Mrs. Cassandra Barajas, Math Dept.
Mrs. Rachael Collins, English Dept.
Mr. Richard Lamascus, Social Studies Dept.
Mr. Efrain Silva, Science Dept.

Good Things:

I. HB4545

Compulsory Attendance: Will count, if they do not show for tutorials
Academic Incentive: Will not count, if they do not show up for tutorials

We have set a date to invite our parents: September 20, 2021 at 6:00 p.m.

All teachers in the Math and English departments are expected to come.
Mr. Saucedo will make a general presentation about the forms that are in each student's folder.

Mrs. Barajas handed out meeting notice and the waivers to all 9th grade students. Paperwork brought back will be put in the folder.

Have 3 tables: A-F/ G-O/ P-Z set up in the Auditorium Foyer. Parents will sign-in and pick up their child's folder and an agenda.

Parents will be asked to return the folder after the meeting is complete.

Mrs. Kenworthy suggested that we have a QR code to set up a parent appointment, if interested. Mr. Saucedo suggested that parents use the email addresses on the website to make contact with parents and to set up an appointment to meet.

How will parents get the folders?
Ms. Ramirez will translate in Spanish.

Mr. Lamascus suggested that we be very specific about what we need the parents to do. Sign the forms and get your child to tutorials.

How many parents understand the CSR report that they will receive?

Mrs. Howell will read the assurances in English/ Ramirez will translate into Spanish.

Mrs. Howell and Mr. Rodriguez will send out School Messenger to all 9th grade students on Wednesday, Friday and Sunday.

Miss Valdez and Ms. Womack will set up tables.

Ms. Ramirez will send out the meeting information to HJH teachers.

Make sure that the information about the teacher and the room assigned for tutorials are on the paperwork in the folder.

All teachers in Math and English, along with HPA Teachers and our three Counselors need to be here for the parent meeting.

ALC Forms:

Need to have/send home the Accelerated Committee Meeting Notice

Need to have Sign-In Sheets

Need to have Meeting Agenda

Need to have a Waiver Form (more than 3:1)

Need to have Sign-in Sheets

Need to have Accelerated Learning Plan for every student who failed (9th grade to start)

09-22-2021

DEPT. CHAIR PLC MEETING

Mr. Richard Saucedo, Campus Principal
Mr. Pete Rodriguez, Asst. Principal
Ms. Rachael Ramirez, Asst. Principal
Mrs. Kelly Howell, Asst. Principal
Mrs. Cassandra Barajas, Math Dept.

Good Things:

Mrs. Barajas: She did not have to be absent today, with the substitute shortage.
Mrs. Ramirez: Mrs. Barajas took charge and did a great job of presenting at the HB4545 meeting.
Mr. Rodriguez: Homecoming Preparations are going well.

Focus: HB 4545:

How were teachers able to use tutors? Pull students during lunch for a working lunch.

Freshmen can meet during lunch in the detention room, if they are not attending tutorials.

Tutorials embedded during the day and not taken out of their foundational classes. 10 minutes per day at 3:1.

What about taking them out of credit recovery or office periods as aides?

Tutorials on Google Classroom via Screencastify, then take an assessment.

Monday through Thursday

Not before school/ after school/ on Saturday school.

Skills addressed should be the skills identified on their plans.

Time on CBA Assessments should count as time on tutorials.

Can the beginning of the year assessment count so that if they pass, they do not have to complete the 30 hours? For example, a release test from 2 or 3 years prior.

Use the days during the Incentive Week to complete additional tutorial time.

Due to internet connectivity, we were unable to print a sign-in sheet for this meeting. KH

09-29-2021

DEPT. CHAIR PLC MEETING

RACHEL RAMIREZ, ASSISTANT PRINCIPAL
VIOLETA VALDEZ, ASSISTANT PRINCIPAL
RICHARD SAUCEDA, CAMPUS PRINCIPAL
CASSANDRA BARAJAS, DEPT. CHAIR-MATH
LESLIE HAMMETT, DEPT. CHAIR- SPED
CHRISTINE TAPIA, SPED DEPT.
PETE RODRIGUEZ, ASSISTANT PRINCIPAL
RICHARD LAMASCUS, DEPT. CHAIR-SOCIAL STUDIES
RACHAEL COLLINS, DEPT. CHAIR-ENGLISH
KELLY HOWELL, ASSISTANT PRINCIPAL

REVIEW OF THE HISD CURRICULUM DEPARTMENT'S REQUEST FOR PROJECTS.
EACH TEACHER NEEDS TO SUBMIT ONE PROJECT PER GRADE LEVEL.

MX. COLLINS: IF IT IS ONLINE, SUBMIT A COPY OF THE ESSAY OR RESPONSE.
CAN WE PUT IT ON A WORD DOCUMENT OR PRINT?
IT IS BETTER TO PUT ON PAPER THAN ONLINE.
IF IT IS EVIDENCE OF LEARNING AT THE MASTERY LEVEL, THEN USE IT.

MR. LAMASCUS: IT IS AN OPPORTUNITY TO REVIEW ASSIGNMENTS AND AT WHAT
LEVEL WE ARE EXPECTING STUDENTS TO FUNCTION.

MRS. HAMMETT:
SPED WILL GO THROUGH TEACHERS (JUST LIFE SKILLS).

ANYTHING ELSE?

MRS. BARAJAS: LONG LUNCH FOR SEPT. 30TH/STUDENTS WHO TURNED IN
THEIR FORMS THE NEXT DAY

MR. SAUCEDA: 1150 STUDENTS, CANNOT FIND THREE STUDENTS WHO WILL BE
DROPOUTS.
IT IS IMPORTANT FOR ACCOUNTABILITY.

ADRIENNE SOTO/ PABLO CHAJAL/ VICTOR TAFOYA

MX. COLLINS: ON SPECIAL DAYS-MAROON OR HERD GEAR FOR EXTRA 5 ON
FRIDAYS? MAROON

ON WAIVERS-ONE PARENT DO NOT ALLOW/ LET MR. MONTES DO IT ON
TUESDAY MORNING

PLAN FOR MEETING WITH FRESHMAN WHO DIDN'T SHOW UP-HAVE THE AIDES
CALL PARENTS WITH A SCRIPT.

PRINT SCHEDULES/ GET THE AIDES TO CALL HOME FOR VIRTUAL MEETING.

MRS. HOWELL WILL CHECK THE TIME PROGRESS
MONITORING SHEET AND PRINT SCHEDULES/PROFILE
SHEETS

SAUCEDA: HOW MUCH TIME YOU HAVE TAKEN AWAY FROM PLANNING AND
TEACHING?
FOR DIGITAL CITIZENSHIP/FULL CLASS PERIOD FOR FIVE DAYS

HE ADDRESSED THE STUDENT CONDUCT AT THE VB GAME
MRS. RAMIREZ HELPED PUT TOGETHER THE SPEECH

10-06-2021

DEPT. CHAIR PLC MEETING

CASSANDRA BARAJAS, DEPT. CHAIR-MATH
RACHAEL COLLINS, DEPT. CHAIR-ENGLISH
KELLY HOWELL, ASST. PRINCIPAL
RICHARD LAMASCUS, DEPT. CHAIR-SOCIAL STUDIES
RACHEL RAMIREZ, ASST. PRINCIPAL
PETE RODRIGUEZ, ASST. PRINCIPAL
RICHARD SAUCEDA, CAMPUS PRINCIPAL
EFRAIN SILVA, DEPT. CHAIR-SCIENCE

GOOD THINGS:

MR. SILVA: HIS BABIES ARE DOING WELL.

MRS. KENWORTHY: FAFSA IS BEING FILLED OUT FOR ALL SENIORS.

MR. SAUCEDA: MRS. HOWELL TAKES MINUTES.

CURRICULUM AUDIT:

DEPT. CHAIRS ARE GETTING MATERIALS TOGETHER TO TURN IN, BE SURE AND TURN EVERYTHING TO MR. SAUCEDA.

MR. SAUCEDA REQUESTED THAT SAFE SCHOOLS BE AVAILABLE/DONE IN THE SUMMER.

HE ALSO REQUESTED THAT DIGITAL CITIZENSHIP LESSONS BE EXTENDED OVER AUGUST AND SEPTEMBER.

ARTICLE: INCLUSION OF SAT/ACT RESULTS FOR ACCELERATED TESTERS IN 2021 FOR ACCOUNTABILITY.

ISSUE: 8TH GRADERS WHO TAKE ALGEBRA I IN 8TH GRADE WILL TAKE THE ACT/SAT AND IT WILL COUNT FOR ACCOUNTABILITY.

SHOULD WE MAKE THEM TAKE IT HERE INSTEAD? APP WOULD GO FROM 83 TO 85 MEETS IS MASTERS 11 TO 30

IT WOULD ALSO BOOST THE 8TH GRADE STAAR MATH SCORES BECAUSE THE TOP 30 WOULD BE TESTING OVER THERE AT JR. HIGH.

WHAT IF DON'T TAKE IT? WHAT ARE THE CONS?

MRS. BARAJAS SUGGESTED THAT ALGEBRA II AND GEOMETRY II HONORS DOUBLE UP DURING THEIR SOPHOMORE YEAR.

CTE TEACHERS HAVE 7 DIFFERENT PREPS DUE TO THE PROGRAM OF STUDY PLANS MRS. BARAJAS WILL DISCUSS IT WITH HER DEPT. ON MONDAY MORNING DURING PLC. THE DISTRICT IS WANTING INPUT FROM TEACHERS REGARDING THIS ISSUE.

THERE WILL BE A BLT MEETING AFTER THANKSGIVING.

MR. LAMASCUS' STUDENTS ARE BEING CHEATED OUT OF WORLD HISTORY HONORS, WITH CHEERLEADING AND CTE CLASSES DUE TO SCHEDULING. COUNSELORS ARE PUSHING CLASSES OTHER THAN ACADEMICS. HE THINKS IT IS BECAUSE OF FUNDING. IT WILL HURT OUR TOP ACADEMIC STUDENTS.

THERE IS A CONCERN ABOUT SPED STUDENTS IN CTE CLASSES, BUT THEY CANNOT BE PLACED IN HONORS, HIGHER-LEVEL CLASSES.

OPEN HOUSE: MAKE SURE TO REMIND TEACHERS TO HAVE A SIGN IN SHEET WITH PARENT AND STUDENT NAMES/ ALSO BE SURE TO HAVE EXAMPLES OF STUDENT WORK POSTED OUTSIDE THE DOOR. MR. SAUCEDA WILL SEND OUT THE SIGN-IN SHEETS TO STAFF.

BE SURE TO SPEND MONEY, 75% BY JANUARY. DON'T WAIT TIL MARCH TO SPEND MONEY SO THAT CURRENT STUDENTS GET THE BENEFIT

10-27-2021

DEPT. CHAIR PLC MEETING

Mrs. Barajas, Dept. Chair-Math
Mx. Collins, Dept. Chair-English
Mrs. Howell, Asst. Principal
Mr. LaMascus-Dept. Chair-Social Studies
Ms. Ramirez-Asst. Principal
Mr. Rodriguez-Asst. Principal
Mr. Saucedo-Campus Principal
Mr. Silva-Dept. Chair-Science
Ms. Valdez-Asst. Principal

Good things:

Mrs. Howell: The Mighty Maroon Band is going to area contest.

Mrs. Barajas: It was our last vb game and we won it.

Mr. LaMascus: We are working on material for Dumas Contest.

Celebrate Success!

What should we be celebrating?

Ms. Ramirez: Our Science Team is working well together and helping each other out.

Mr. Saucedo: New video from Mrs. Garza/Student engagement/challenging them is key.

Philip Schlechty: Give students a choice.

Mrs. Napier: rotation, reflection, making floor plans and posted in hall tie to real world and buy into it

Miss Alvarez: state projects-finding celebrities from each

Mr. Silva: Morris doing lab over mixtures/grown in level of student engagement/

Mr. Cano/Mrs. Clifton: Help teachers with classroom management.

Be in the restrooms, checking on students who are vaping

CBD is selling to minors without carding/police will do a sting

Need help to increase the rigor of instruction

Ask why?

Compare/contrast?

TIL Coaching/Cano and Region 16

Attendance tracking/If you have three absences, did you file on that student?

You should have already talked to the parents/send School Messenger calls
Administrators need to file on those students.

Options:

1. Retired Teachers for HB4545

Pat Robbins chose our campus/working on Tuesdays and Thursdays.

We can use him for five hours each day/10 hours total.

He can work with three students at a time.

Have to write a paragraph with plan for using teachers.

It has to be documented in lesson plan with a consistent name (HB4545 Think Along Plan) and time allotted (10-15 minutes) so that the time counts for each student. It needs to be in there every single day.

(Could not use Summer School time but can use Incentive Week time)

Can we consider an English EOC class that is not tied to English 3?

Yes, but teachers would have to give up 6th period PLC and take extra class.

The teacher is responsible for providing the lesson to Mr. Robbins that he is to teach during intervention.

He will clock in and clock out.

Can they use the Think Along Plan with the spiraling? What about Academic Vocabulary?

2. After School Tutoring for HB4545

1 hour per day/4 hours per week (\$50.00)

Teachers only/No paraprofessionals

Minimum of three students or teachers will not get paid

Maximum of six students

The concern about pay for Summer School because they only get \$35.00 hour
HB 4545 is federal money.

Make sure we have plan in place by Monday so that Mr. Saucedo can present on Nov. 4th.

Short and to the point, no need to make it hard

Be sure and check all new students who moved in and check STAAR scores. Kyla Kenworthy has been sending an email just adding to tutorials.

We get more allocations for students whom we are adding.

CBA Data-fill in the goal sheet. Compare CBA #1 to #2. Celebrate strengths and needs. We have not heard from the Curriculum Team. We will meet to discuss our data next week. RS likes the way Ms. Collins set up disaggregated data and shares with teacher growth in mind.

Send Cambium instructions with one-page details about use of tools on the platform.

Can we have money for Teachers Pay Teachers? As long as it is part of the vendor packet. There is no sense in recreating the wheel. Utilize the Lead4Ward Program.

01-12-2022

DEPT. CHAIR PLC MEETING

IN ATTENDANCE:

MRS. BARAJAS, DEPT. CHAIR-MATH
MX. COLLINS, DEPT. CHAIR-ENGLISH
MRS. HOWELL, ASST. PRINCIPAL
MR. LAMASCUS, DEPT. CHAIR-SOCIAL STUDIES
MS. RAMIREZ, ASST. PRINCIPAL
MR. RODRIGUEZ, ASST. PRINCIPAL
MR. SAUCEDA, CAMPUS PRINCIPAL
MR. SILVA, DEPT. CHAIR-SCIENCE
MISS VALDEZ, ASST. PRINCIPAL

I. WELCOME

II. GOOD THINGS

MR. LAMASCUS: RECEIVED COVID RELIEF REIMBURSEMENT.
MISS VALDEZ: LADY WHITEFACES CAME BACK AND WON THIS WEEK.
MR. SAUCEDA: ONLY SCHOOL IN PANHANDLE TO ALLOW STUDENTS TO COME IN
DURING THE DAY TO FILL OUT FAFSA.

III. SYSTEMS DETERMINE SUCCESS

ADMIN. TEAM MET WITH ATTENDANCE PERSONNEL LAST WEEK AND REFINED OUR
PROCESS

ARE YOU A NAVIGATOR? READ AND RESPOND

PLANNING ACTIVITY: NUMBER 1ST TIME W/ PEN
NUMBER 2ND TIME W/HIGHLIGHTER

IV. INSTRUCTIONAL DAYS

PLANNING IS KEY: WE HAVE 76 DAYS.
63% READING GOAL IS 70%
86% MATH GOAL IS 73%

WHAT INTERVENTIONS ARE IN PLACE TO MAKE SURE THAT WE ATTAIN OUR GOAL?

V. ARTIFACTS/EVIDENCE OF DAILY LEARNING ARE NEEDED FROM ALL 4-CORE TEACHERS:

EXIT TICKETS
ESSAYS
STUDENT WORK
BELLWORK
 USING QUESTION STEMS
 SPIRALING
JOURNALS

ASSISTANT PRINCIPALS WILL SHARE THE SATURDAY SCHOOL LIST(S) WITH TEACHERS IN A GOOGLE DOCUMENT.

VI. INTERVENTIONS

VII. PROFESSIONAL DEVELOPMENT

DISCUSS PLAN FOR MONDAY, JANUARY 17TH

MR. SAUCEDA WILL MEET WITH 1ST YR. TEACHERS AT 11 A.M.

PLAN FOR NEXT YEAR?

TRAINING THAT CAN BENEFIT ALL DEPARTMENTS
LEAD4WARD
REGION XVI PRESENTERS

VIII. ATTENDANCE

REVIEW ATTENDANCE REPORTS AND PROCEDURES.

IX. TEACHER RETENTION

16 TEACHERS DID NOT RETURN FROM THE 2020-2021 SCHOOL YEAR.

78%

5 RETIRED
1 PASSED
1 MOVE TO AISD
SEVERAL-TAKE CARE OF PARENTS

1-17-2022

HHS FIRST YEAR TEACHERS' MEETING

IN ATTENDANCE:

**SHAYNA DAVIS
MATTHEW GALLAGHER
KELLY HOWELL
DIANE MAES
HANNAH MORRIS
BRANDON NOVACK
RACHEL RAMIREZ
WADE ROBERTS
BRANDON SANDOVAL
RICHARD SAUCEDA**

MR. SAUCEDA POSED THE QUESTION: WHAT ARE THINGS THAT ARE GOING WELL?

**NOVACK: HE IS LEARNING SOMETHING NEW EVERYDAY.
MRS. MORRIS IS HELPING HIM TO GET ORGANIZED.
HE FEELS SUPPORTED IN THE CLASSROOM.**

**DAVIS: SHE IS HAVING FUN.
SHE IS GETTING TO KNOW ALL OF HER STUDENTS.
SHE IS BUILDING RELATIONSHIPS WITH EVERYONE IN HER CLASSES.**

**SANDOVAL: HE IS HAVING A BLAST.
NOW THAT STUDENTS HAVE COMPLETED THE SAFETY PORTION OF THE
CLASS, THEY ARE ABLE TO FOCUS ON THEIR PROJECTS.
STUDENTS ARE "GROWING UP", LEARNING SKILLS AND SHOWING THEIR
CREATIVITY.**

**ROBERTS: STUDENTS HAVE BEEN WORKING ON PROJECTS.
HE IS EXCITED TO SEE THEIR CREATIVITY AND THE LIGHT BULBS GOING
OFF AS THEY CREATE SOMETHING NEW.**

**GALLAGHER: HE HAS ENJOYED SEEING IT CLICK WITH STUDENTS. THEY ARE
TALKING MORE WITH EACH OTHER AND CONTRIBUTING TO THE CLASS.**

**MR. SAUCEDA REMINDED TEACHERS THAT WE ARE HEAR TO SUPPORT THEM AND
LISTEN TO THEIR CONCERNS. IT IS ALL ABOUT THE RELATIONSHIPS BETWEEN STAFF
MEMBERS AND STAFF WITH THEIR STUDENTS.**

MR. SAUCEDA POSED THE QUESTION: WHAT ARE THINGS THAT ARE NOT GOING WELL?

ALL TEACHERS EXPRESSED THAT THEY NEED ASSISTANCE WITH SKYWARD, WITH RESPECT TO ATTENDANCE AND TO GRADING. IT WOULD HAVE BEEN HELPFUL TO HAVE TRAINING AS PART OF THE FIRST YEAR TEACHERS' ACADEMY BEFORE THE START OF THE SCHOOL YEAR.

TEACHERS SUGGESTED THAT 2ND YEAR TEACHERS BE MENTORS AS WELL, AS THEY CAN SHARE THEIR EXPECTATIONS AND EXPERIENCES AS A 1ST YEAR TEACHER.

TEACHERS HAVE APPRECIATED THE TRAINING FROM REGION XVI. APPROXIMATELY 80% OF THE ATTENDEES WERE FROM HEREFORD ISD. THEY WERE ABLE TO CONNECT AND SHARE EXPERIENCES, CHALLENGES AND SUCCESSES.

MR. SAUCEDA REMINDED TEACHERS TO EMAIL HIM OR THEIR ASSISTANT PRINCIPAL IF THEY NEED ANY SUPPLIES. THEY ALSO NEED TO FILL OUT P.O. REQUESTS FOR SUPPLIES AS SOON AS THE NEED IS IDENTIFIED SO THAT THEY ARE NOT SPENDING MONEY OUT OF THEIR OWN POCKETS.

MRS. MAES ASKED ABOUT THE "TEACHERS PAY TEACHERS" WEBSTORE. MR. SAUCEDA STATED THAT HE WOULD CHECK, BUT PURCHASE FROM THERE REQUIRES A BID OF THREE DIFFERENT VENDORS AND A VENDOR PACKET TO BE SUBMITTED FOR THIS SITE TO THE BUSINESS OFFICE FOR APPROVAL BEFORE PURCHASES CAN BE MADE.

MR. NOVACK ALSO INQUIRED ABOUT INSTALLING VAPE DETECTORS IN THE BATHROOMS. MR. SAUCEDA STATED THAT THIS HAD BEEN DISCUSSED AND THE COST IS APPROXIMATELY \$1000.00 PER ALARM. AUDIBLE ALARMS WOULD BE A DETERRENT TO STUDENTS ENGAGING IN THIS BEHAVIOR. MR. SAUCEDA REITERATE THE NEED TO KEEP STUDENTS IN CLASS. LESS KIDS IN THE HALL RESULTS IN LESS CHANCE OF INCIDENCE.

MEETING ADJOURNED. SIGNATURES SECURED. KH

CAMPUS IMPROVEMENT PLAN MEETING

GOAL 2: STAFF SATISFACTION AND ENGAGEMENT

MRS. HOWELL DISPLAYED THE GOAL AND STRATEGY ON THE WHITEBOARD AND REVIEWED IT ORALLY WITH STAFF.

IN SMALL GROUPS, TEACHERS/STAFF ENGAGED IN BRAINSTORMING ABOUT THE FOLLOWING:

WHAT ARE SOME THINGS THAT WOULD BE HELPFUL TO INCENTIVIZE NEW TEACHERS AND RETAIN VETERAN TEACHERS?

- GIVE COMMUTERS ONE OR MORE DAYS FOR BAD WEATHER SO THAT THEY DID NOT GET DOCKED FOR LITERALLY BEING UNABLE TO GET TO WORK. DAYS COULD NOT BE ACCUMULATED.
- PROVIDE INFORMATION TO ALL PROSPECTIVE EMPLOYEES DURING THE INTERVIEW PROCESS:

CITY DEMOGRAPHICS

INFO FROM CHAMBER OF COMMERCE ABOUT COMMUNITY ORGANIZATIONS/EVENTS/VOLUNTEER OPPORTUNITIES

HOUSING OPTIONS/OPPORTUNITIES

SERVICE PROVIDER RECOMMENDATIONS

DOCTORS/DENTISTS/PLUMBERS/ELECTRICIANS ET AL.

- MENTORS/MENTEES:

HAVE DEDICATED TIME FOR MENTORS/MENTEES TO MEET.

ASSIGN AN ADDITIONAL MENTOR TO MENTEES OUTSIDE OF THEIR CONTENT AREA TO OBSERVE AND ASSIST THEM.

- LOYALTY INCENTIVE:

GIVE TEACHERS WITH X NUMBER OF YEARS OF SERVICE TO THE DISTRICT SOME FORM OF COMPENSATION, EITHER WITH MONETARY AWARD OR COMP TIME.

- ADDRESS CAMPUS/STAFF NEEDS:

SCIENCE:

NEW CALCULATORS FOR STUDENT USE
MOST ARE OLD AND NOT FUNCTIONING

SOCIAL STUDIES:

CHECK ON OLD TECHNOLOGY AND MAINTENANCE
WORK ORDERS THAT HAVE BEEN ENTERED BUT NOT

SUGGESTED:

EXTRA CHARGER (S) AVAILABLE IN CLASS FOR STUDENT USE WHEN THEY FORGET/LOSE THEIRS AND NEED A CHARGED CHROMEBOOK TO COMPLETE ASSIGNMENTS

MORE WORKING SMARTBOARDS-RESEARCH GRANTS FOR ADDITIONAL TECHNOLOGY

REVIEW THE MASTER SCHEDULE SO THAT TEACHERS CAN MEET WITH THEIR TEAM DURING A COMMON PLANNING PERIOD (I.E. ENGLISH I)

- **PROVIDE PROFESSIONAL DEVELOPMENT:**

SKYWARD:

CAN WE PURCHASE THE LICENSE FOR MIGRATING GOOGLE CLASSROOM GRADES TO SKYWARD?

TRAINING NEEDS TO BE INCLUDED IN FYTA BEFORE SCHOOL STARTS

VETERAN TEACHERS NEED REFRESHER TRAINING

ENGLISH:

TRAINING FOR NEW TEXTBOOKS/ONLINE RESOURCES

BAND:

ATTEND PROFESSIONAL DEVELOPMENT OPPORTUNITIES HOSTED BY AMARILLO ISD AND CANYON ISD

SUGGESTED:

DIFFERENTIATED TECHNOLOGY TRAINING BASED ON LEVEL OF TECH PROFICIENCY

REVIEW THE CALENDAR FOR REGION XVI AND PUT IN REQUEST TO MR. SAUCEDA TO ATTEND

DEPT. CHAIR PLC MEETING

IN ATTENDANCE:

MRS. BARAJAS, DEPT. CHAIR-MATH
MX. COLLINS, DEPT. CHAIR-ENGLISH
MRS. HOWELL, ASST. PRINCIPAL
MR. LAMASCUS, DEPT. CHAIR-SOCIAL STUDIES
MS. RAMIREZ, ASST. PRINCIPAL
MR. RODRIGUEZ, ASST. PRINCIPAL
MR. SAUCEDA, CAMPUS PRINCIPAL
MR. SILVA, DEPT. CHAIR-SCIENCE
MISS VALDEZ, ASST. PRINCIPAL

I. WELCOME

II. GOOD THINGS:

MS. RAMIREZ: ANGELA IS GRADUATING.
MR. SILVA: HIS BABY IS WALKING.

III. EMERGENCY MANAGEMENT:

FIRE DRILL TOMORROW DURING 4TH PERIOD.

RATIONALE: KEEP RECORDS IN THE EVENT OF AN EMERGENCY.
DOCUMENT THEY ALL KNOW WHERE TO GO/WHAT TO DO.

IV, HB 4545 SPREADSHEET:

TEACHERS WILL HAVE ALL DAY ON FEB. 18TH TO PUT IN TIME.

GOOGLE SHARE DOCUMENT:

EDGENUITY-TRACKED BY MONTES/BELL/REINAUER
SATURDAY SCHOOL-TRACKED BY ADMINISTRATORS
TUTORIALS-TRACKED BY DEPARTMENT CHAIRS
TUTOR-TRACKED BY ROBBINS
ACADEMIC INCENTIVE-TRACKED BY TEACHERS/ADMIN
THINK ALONGS/LESSON PLANS-TRACKED BY TEACHERS
PRE-ALGEBRA CLASS COLUMN
ENGLISH EOC CLASS COLUMN

MX. COLLINS REQUESTED THAT LESSON PLANS BE RELEASED SO THAT
TEACHERS CAN GO IN AND DOCUMENT (IDENTIFY) .

MR. SAUCEDA WANTS IT ALL ON ONE SPREADSHEET.
(ONE PAGE FOR MATH/ONE FOR PAGE FOR ENGLISH I/ ENGLISH II)

IF 30 HOURS ARE COMPLETE, STUDENTS DO NOT NEED TO COME.

STUDENTS MOVE IN AND MOVE OUT OF THE DISTRICT.

WE NEED TO ADD AND REMOVE THEM FROM THE SPREADSHEET.
(COUNSELORS CAN NOTIFY?)

MX. COLLINS WILL CREATE BLANK ONE AND SHARE IT WITH THE FOLLOWING:

DEPARTMENT CHAIRS

EDGENUITY/MRS. REINAUER, MR. MONTES AND MRS. BELL

MR ROBBINS

ADMINISTRATORS

MR. SAUCEDA WILL LET US KNOW ABOUT SUMMER SCHOOL AND CREDIT HOURS.

V. PROFESSIONAL DEVELOPMENT

STAFF MAY WEAR JEANS ON WEDNESDAY AND THURSDAY.

STAFF NEEDS TO WEAR PROFESSIONAL DRESS ON FRIDAY.

VI. CAMPUS NEEDS:

MR. LAMASCUS HAS A \$1000 ORDER DENIED FOR \$70 LYSOL PORTION

MX. COLLINS ORDERED PAPER AND DID NOT RECEIVE IT UNTIL 2 MONTHS
LATER

MR. SAUCEDA MADE A REQUEST FOR BASIC THEATER SET. IT WAS DENIED
BECAUSE THE ACCOUNT IT WAS FROM WAS FOR WHOLE DISTRICT.

DEPT. CHAIR PLC MEETING

MRS. BARAJAS, DEPT. CHAIR-MATH
MRS. HOWELL, ASST. PRINCIPAL
MR. LAMASCUS, DEPT. CHAIR-SOCIAL STUDIES
MRS. RAMIREZ, ASST. PRINCIPAL
MR. RODRIGUEZ, ASST. PRINCIPAL
MR. SILVA, DEPT. CHAIR-SCIENCE
MR. SAUCEDA-CAMPUS PRINCIPAL
MRS. VALDEZ-ASST. PRINCIPAL

I. GOOD THINGS

MRS. HOWELL: ONE-ACT PLAY STUDENTS DID AN AMAZING JOB TODAY AT CONTEST.

MR. LAMASCUS: I AM TAKING STUDENTS TO HISTORY FAIR TOMORROW
STUDENTS HAVE CREATED A DOCUMENTARY ON THE CHICANO
WORKERS' STRIKE.

MR. RODRIGUEZ: HERD BASKETBALL IS GOING TO THE REGIONAL TOURNAMENT.

MS. RAMIREZ: SHE GOT TO SEE HER CHILDREN THIS WEEKEND AND IS GLAD TO BE BACK.

MR. SAUCEDA: HIS NEPHEW PLAYS GOLF AND BEAT OUT 83 STUDENTS IN SUDDEN DEATH.

II. CNA

IS THERE ANYTHING THAT WE LEFT OFF OR NEED TO CHANGE?

ALL AGREED THAT THE DOCUMENT LOOKS GOOD. WE WILL PRESENT IT ON THE 8TH.

III. HB4545

THANKS TO ALL WHO ENTERED DATA. MR. GARCIA ASKED ABOUT EMPTY BOXES. MR. SAUCEDA WILL CREATE A SHEET FOR MR. ROBBINS TO DOCUMENT TIME. MRS. BARAJAS WILL GIVE A SPREADSHEET TO MR. ROBBINS.

HCAL IS ON OUR LIST. (PUT NOTES WITH HCAL, IGC, WITHDRAWALS, GRADUATED)

ADMIN WILL ENTER ALL SATURDAY SCHOOL AND INCENTIVE WEEK INFO FOR ALL TESTS FOR ALL GRADE-LEVELS.

MRS. HOWELL HAS ALREADY ENTERED THESE MINUTES FOR ENGLISH I AND ALGEBRA I.

HB4545-TEACHERS NEED TO CREATE PACKET FOR STUDENTS TO GET THEIR TIME DURING INCENTIVE WEEK.

MRS. BARAJAS SUGGESTED THAT WE SET UP TABLES AND CHAIRS IN THE GYM FOR STUDENTS TO WORK ON ASSIGNMENTS FOR HB 4545. THEY NEED TO REQUEST TABLES AND CHAIRS, THEN COMMUNICATE WITH STUDENTS.

IV. SUMMER SCHOOL

2 WEEKS OF CREDIT RECOVERY/ 1 WEEK OF REMEDIATION FOR FAILING EOC

DO WE WANT STUDENTS TO COME IN FOR HB 4545? YES!

THEY ARE HERE FOR THREE HOURS AND CAN COUNT THEIR TIME.

DO WE NEED TO COUNT CREDIT RECOVERY, AS WELL? WE ARE NOT DOING ANY NEW LEARNING DURING THIS TIME AND IT SHOULD COUNT FOR BOTH.

GOAL OF SUMMER SCHOOL: HELP STUDENTS GET CREDIT FOR CLASSES

ALL BASED ON FUNDING. 2 WEEKS OF CR/ 2 WEEKS OF EOC?

FINDING TEACHERS IS NOT AN ISSUE.

YES. GO BACK TO DEPARTMENT AND FIND TEACHERS.

\$35.00 PER HOUR.

SS STARTS RIGHT AFTER MEMORIAL DAY ON JUNE 6TH.

SUGGESTIONS:

RUN IT FROM JUNE 6TH THROUGH THE 17TH.

THEY COULD DO TWO WEEKS OF REMEDIATION BEFORE TEST AND TWO WEEKS OF CREDIT RECOVERY AFTER THE EOC.

WE COULD DO 8 TO 12 CREDIT RECOVERY AND 1 TO 4 FOR EOC REMEDIATION BECAUSE THE GOAL OF SUMMER SCHOOL IS CREDIT RECOVERY.

THE CUT-OFF ON FAILURES FOR GRADES IS 55.

STUDENTS WHO DO NOT COMPLETE THEIR 30 HOURS THIS PAST YEAR IN ADDITION TO THE ONES WHO FAILED IN MAY. WE WILL JUMP START FOR AUGUST.

WE NEED TO NOTIFY STUDENTS WHO ARE NOT MEETING HOURS THAT THEY WILL BE ASSIGNED TO SUMMER SCHOOL.

WE NEED TO ADD HB4545 TO INCENTIVE CRITERIA FOR THE 2022-2023 SCHOOL YEAR.

MR. SILVA REQUESTED TO CHANGE BENCHMARK FOR SCIENCE TO MARCH 28TH THROUGH 1ST . HE WILL EMAIL MR. GARCIA.

DEPT. CHAIR PLC MEETING

CASSANDRA BARAJAS, DEPT. CHAIR-MATH
RACHAEL COLLINS, DEPT. CHAIR-ENGLISH
KELLY HOWELL, ASST. PRINCIPAL
KYLA KENWORTHY, LEAD COUNSELOR
RICHARD LAMASCUS, DEPT. CHAIR-SOCIAL STUDIES
PETE RODRIGUEZ, ASSISTANT PRINCIPAL
RICHARD SAUCEDA, CAMPUS PRINCIPAL
VIOLETA VALDEZ, ASSISTANT PRINCIPAL

I. MRS. KENWORTHY: COUNSELOR/SCHEDULING

THE DISTRICT IS GOING TO PURCHASE THE CARDENOX SCHEDULING PROGRAM IN ADDITION TO THE SCHEDULING PROGRAM THAT WE USE FOR SKYWARD.

GOAL: EFFICIENCY FOR USAGE OF STAFF DUE TO THE SHORTAGE
THE COMPUTER WILL HANDLE 99% OF THE SCHEDULING.

IT INTERFACES WITH SKYWARD AND WILL BUILD SCHEDULE IN SKYWARD.
THE NEW PROGRAM WILL IDENTIFY CONFLICTS, WITH STUDENTS ID NUMBER

SHE CAN RUN THE CONFLICT MATRIX REPORT (60%)

CONCERN: TRAINING IS NEEDED BEFORE THE END OF APRIL.
THERE IS A NEED FOR ONGOING TECHNOLOGY SUPPORT.

II. MR. SAUCEDA: PLAN OF ACTION FOR EOC MEETING WITH MR. GARCIA

MRS. BARAJAS:

CBA 6 IS RIGHT BEFORE SPRING BREAK.
DATA IS UPDATED THROUGH CBA 5.

STRENGTHS:

5A READINESS:

2A AND 6A

3C AND 3B

WEAKNESS:

QUADRATICS/GOT NOTES BUT DID NOT HAVE TIME TO PRACTICE
LINEAR EQUATIONS WITH TWO VARIABLES

9A

CBA #4: EXTENSION REQUESTED

REVISIT WITH BELLWORK/EXIT TICKETS/ACTIVITIES/ 15 MINUTE TEACH/30 MIN REINFORCE

COLLINS/ ENGLISH 1 AND 2 :

STRENGTHS:

VOCABULARY
INQUIRY TO ANALYZE

WEAKNESSES:

INFERENCES
EXPOSITORY TEXT STRUCTURES

ITEM #5 ON THE BENCHMARK

HARDCORE REVIEW

TICE: 2 WEEK REVIEW REGION XVI

OTHERS: USE OF PLATFORM AND TOOLS
RELEASED TEST AND ESSAYS

LAMASCUS: US HISTORY

STRENGTHS:

VISUALS-60 TO 80 %

WEAKNESS:

VOCABULARY

ENCRYPTION, ENLISTMENT, ETC.
UNFAMILIAR

WITHIN 3 WEEKS OF FINISHING CONTENT
WILL START WITH REVIEW FOR THE EOC

ATTENDANCE IS THE CONCERN

III. GOOD THINGS:

LAMASCUS: HE RAN INTO A FORMER STUDENT.
HE GAVE TIPS FOR WRITING.

BARAJAS: SHE GOT PRE-CALC/DUAL-CREDIT SCORES AND GOOD FEEDBACK.

RODRIGUEZ: HE GOT TO SEE CAB'S CLASS MAKING PLAQUES FOR SPONSORS
FOR THE WELD-OFF.

MR. SAUCEDA ASKED HIM TO SEND PICS OF BASEBALL.

IV. CAMPUS NEEDS:

SUBMIT ANY NEEDED ITEM REQUESTS TO MR. SAUCEDA.

V. AP'S:

FINISH THE PARA EVALUATIONS.

WORK ON WALKTHROUGHS AND EVALUATIONS.

LOOK AT THE POLICY FOR VAPING/INCREASING PUNISHMENT.

CONCERNS ABOUT STUDENTS BEING ASSIGNED TO DAEP AND INABILITY
TO GIVE TICKETS FOR SHOWING UP ON CAMPUS.

SCHOOL MESSENGER CALLS FOR EOC 1 AND EOC 2 NEED TO GO OUT ON APRIL
5TH AND 7TH.

MAKE SURE THAT COMPUTERS ARE CHARGED.

I. MOST REWARDING

RODRIGUEZ: SEEING STUDENTS SUCCEED IN THE REAL WORLD
RAMIREZ: HELPING STUDENTS

II. INVITE TO DINNER

RODRIGUEZ: ICE CUBE
RAMIREZ: OPRAH
SAUCEDA: MICHAEL JORDAN

III. IMPORTANT DATES

IV. INCENTIVE WEEK:

MS. RAMIREZ WILL CHECK WITH MRS. LAYMAN AND HAVE HER GO AHEAD AND
FILL OUT THE SHEET

COLUMNS NEED TO STAY THE SAME

IF A STUDENT COMES AND WANTS TO TALK TO SAUCEDA, BRING STUDENT TO
HIS OFFICE AND HAVE A CONFERENCE SO THAT STUDENTS DO NOT PLAY US
AGAINST ONE ANOTHER.

V. DMAC

LOOK AT T-TESS WALKTHROUGHS AND SIGNATURES
MAKE SURE EVERYONE HAS FIVE

MEETING WITH MRS. VOLMER ON FRIDAY. WILL RENEW EVERYONE.

VI. SCHOOL MESSENGER

EOC ENGLISH I AND ENGLISH II
CHROMEBOOKS FULLY CHARGED

8:00 A.M. STUDENTS NEED TO BE HERE
5 HOUR TEST

FRI, SAT, SUN AND MON

MR. SAUCEDA WILL ASK MRS. ESQUIVEL TO PUT IT ON SOCIAL MEDIA.

VII. BOARD MEETING

NEW ACTIVITY BUS

NEW SCOREBOARD
LOYALTY INCENTIVE \$750/\$1500

T-TESS EVALUATIONS ARE DUE APRIL 14TH

SLO 2ND CHECK IN DUE APRIL 14TH

PART II AND III CHECK IN DUE FOR FULL EVALS ON APRIL 14TH

DUE FINALS ON APRIL 14TH

DEPT. CHAIR PLC MEETING

MRS. BARAJAS, DEPT. CHAIR-MATH
MX. COLLINS, DEPT. CHAIR-ENGLISH
MRS. HOWELL, ASSISTANT PRINCIPAL
MRS. KENWORTHY, LEAD COUNSELOR
MR. LAMASCUS, DEPT. CHAIR-SOCIAL STUDIES
MR. SAUCEDA, CAMPUS PRINCIPAL
MR. SILVA, DEPT. CHAIR-SCIENCE
MS. VALDEZ, ASST. PRINCIPAL

I. GOOD THINGS

MR. SILVA- HIS BABY IS TAKING HIS FIRST STEPS.

MR. LAMASCUS-WE HAVE AN UPCOMING STATE COMPETITION.

THIS IS THE 6TH TIME IN A ROW AND THE 2ND TIME FOR CURRENT EVENTS.

II. SYMPTOMS OF BURNOUT/MR. SAUCEDA DISTRIBUTED A HANDOUT

ANGER

FATIGUE

APATHY

ISOLATION

COPING: FOOD, ALCOHOL, DRUGS

MISSING WORK

III. SUMMER SCHOOL

CREDIT RECOVERY \$35\HR. 8:00 A.M.-NOON

HB 4545 \$50/HR. 1:00 P.M.-4:00 P.M

DATES: JUNE 6TH THROUGH 17TH

QUALIFICATION: AVERAGE OF 55 OR HIGHER

2 TEACHERS PER SUBJECT AREA/CHOICE BASED ON SENIORITY

IF THERE IS FUNDING: SPANISH IN AM AND IN PM

IV. QUESTIONS:

HB4545:

30 HOURS START OVER AT THE BEGINNING OF SCHOOL YEAR IF THE STUDENT DID NOT COMPLETE IN SPRING OF 2022.

SUMMER SCHOOL 2022 HOURS CARRY OVER TO FALL OF 2022.

IF THEY FAIL THE SUMMER EOC ASSESSMENT, DO THE SUMMER SCHOOL HOURS FOR HB 4545 COUNT FOR FALL 2022 HOURS OR IS THAT PART OF THE PRECEDING SCHOOL YEAR? IT IS TEST TO TEST.

HONORS/AP-DUAL CREDIT CLASSES:

CAN THEY TAKE SUMMER SCHOOL IF THEY FAILED?

MR. BARAJAS MOVED THEM TO REGULAR SO THAT THEY CAN TAKE IT

COLLINS HAS ONE WHO NEEDS TO BE MOVED OUT (WILL EMAIL KK)

LAMASCUS NO ISSUE

USE OF EDGENUITY? YES.

WE CAN TRAIN STAFF,IF NEEDED.

PLANNING DAY? STAFF WILL GET PAID FOR THIS DAY/ HOW MUCH?

FRIDAY, JUNE 3RD

A.M. CREDIT RECOVERY

P.M. HB 4545

ALGEBRA I AT HPA?

RS WILL CHECK, THE MEETING WAS CANCELLED

LESSON PLANS FOR HB 4545

CONTINUATION OF SKILLS-BASED INTERVENTION

IT CAN BE INDIVIDUALIZED IN EDGENUITY

ATTENDANCE?

AP'S WILL SEND OUT A SCHOOL MESSENGER.

WE WILL COMMUNICATE ABOUT THE 10 DAYS/TIME TO GET CREDIT

EOC RESULTS?

WE SHOULD RECEIVE ALL OF THEM BY MAY 23RD.

TEACHER APPRECIATION: NEXT WEEK
RETIREMENT LUNCHEON: DESSERTS

LAST TWO WEEKS:
90 FOR 4 GRADES FOR EXIT TICKETS

NEXT TWO WEEKS
90 FOR 4 GRADES FOR EXIT TICKETS

PUT IN HB4545 ROBBINS' TIME

5-11-2022

DEPT. CHAIR PLC MEETING

CASSANDRA BARAJAS, DEPT. CHAIR-MATH
KELLY HOWELL, ASST. PRINCIPAL
KYLA KENWORTHY, LEAD COUNSELOR
RICHARD LAMASCUS, DEPT. CHAIR-SOCIAL STUDIES
RICHARD SAUCEDA, CAMPUS PRINCIPAL
EFRAIN SILVA, DEPT. CHAIR-SCIENCE
VIOLETA VALDEZ, ASST. PRINCIPAL

SUMMER SCHOOL:

STAFF DEVELOPMENT ON JUNE 3RD: MR. SAUCEDA HAS REQUESTED PAY INFORMATION.
IT IS UNKNOWN AT THIS TIME.

WE NEED TO DIVIDE STUDENTS INTO GROUPS

EVERY DEPARTMENT HAS TWO TEACHERS.
MORNING \$35/AFTERNOON \$50

TWO TEACHERS FOR A ½ DAY.
FOUR TEACHERS FOR A FULL DAY.

SELECTION IS BASED ON SENIORITY.
(PLC LEADER, THEN SENIORITY)

CREDIT RECOVERY IS ONLY ONE WEEK LONG.

JUNE 13-17 FOR HB4545, IF NEEDED, BASED ON NUMBERS ALL DAY.
COULD WE MOVE HB 4545 TO THE MORNING SESSION FOR THE SECOND
WEEK? YES, OUR SCHEDULE IS FLEXIBLE.

WE NEED PARENTS TO SIGN WAIVERS TO ALLOW MORE THAN 3 IN THE CLASS AT A TIME.
DO THEY CARRY TO AUGUST? WE THINK SO, BUT RS NEEDS TO CONFIRM.

HB4545-IT IS AN ADDITIONAL 30 HOURS EVERY TIME YOU FAIL THE TEST.

IF FAILING AT SEMESTER, CAN WE MOVE STUDENTS TO PRE-ALGEBRA/ IPC?
WE WILL ADD SCIENCE AND SOCIAL STUDIES NEXT YEAR TO TUTORIALS

SUMMER SCHOOL STAFF:

ENGLISH: COLLINS AND CUMMINGS

MATH: NAPIER AND HOUSE

SCIENCE: GONZA AND SILVA

SOCIAL STUDIES: GARZA AND MARTINDALE

WHEN SHOULD MRS. KENWORTHY SEND THE LIST?

STUDENTS MUST HAVE A 55 OR ABOVE FOR CREDIT RECOVERY FOR THE YEAR, OR SEMESTER IF IT IS A SEMESTER CLASS.

WE NEED TO MEET WITH ATTENDANCE TO DETERMINE HOW TO TAKE ROLL.

DURING INCENTIVE WEEK:

TAKE ROLL, THEN SEND TO THE GYM WITH TABLES SET UP FOR HB4545 TIME IN WITH PARAPROFESSIONALS

MRS. HOWELL WILL CHECK WITH MX. COLLINS.

MR. RODRIGUEZ WILL CHECK WITH MRS. GARMAN.

HCAL NOT ALLOCATED FUNDS FOR SUMMER SCHOOL. CAN THEY SEND STUDENTS?
MRS. REINAUER OWES 10 DAYS AND CAN TAKE THE HCAL STUDENTS.
MATH IS IXL, NOT EDGENUITY.

KYLA WILL SEND OUT FAILING SENIOR FORM NEXT WEEK.

INCENTIVE WEEK SPREADSHEET INFO IS DUE BY FRIDAY, MAY 13TH AT 4:08 P.M.

GRADES FOR INCENTIVE WEEK DUE FOR ALL STUDENTS BY TUESDAY, MAY 17TH 4:08 P.M.

AP'S WILL SEND OUT SCHOOL MESSENGER ON MONDAY, TUESDAY AND WEDNESDAY.

BLT MEETING:

05-17-2022

IN ATTENDANCE:
ALL BLT MEMBERS

1. BLT MEETING:

FAMILIAR WITH GOAL, IF HAVE QUESTIONS

POST PARENT COMPACT POLICY-RODRIGUEZ WILL PROVIDE 20 COPIES

START WITH THE GOOD THINGS

MR. SAUCEDA WILL SHARE EOC SCORES FOR ALGEBRA, BIOLOGY AND US HISTORY

MR. SAUCEDA HAS AN ARTICLE THAT HE WILL SHARE WITH ALL

SUBWAY WILL PROVIDE FOOD FOR THE MEETING

2. SUMMER SCHOOL:

US HISTORY: 30 STUDENTS

BIOLOGY: 48 STUDENTS

ALGEBRA 1: 57 STUDENTS

16 STUDENTS ARE SPED, DID NOT PASS

ARD AT BEGINNING OF THE YEAR, LOOK AT PRE-ALGEBRA

FOR INCOMING STUDENTS

10:1 RATIO/ UNLESS PARENTS SIGN A WAIVER, SMALL GROUPS ARE NOT 1:20

WHERE IS THE 10:1 RATIO COMING FROM?

MANDATORY SUMMER SCHOOL FOR BUBBLE KIDS

5 DAYS FOR ½ DAY, 10 DAYS FOR ALL DAY IF NEEDED

IF RETAKING THE COURSE, CAN THOSE HOURS COUNT TOWARDS
INTERVENTION? YES, IT SHOULD.

LOOK AT SUB GROUPS

WHITE, HISPANIC, LEP, SPED, AT RISK, ECO DIS,
ATTENDANCE, DISCIPLINE

MR. SAUCEDA WILL CALL MR. STOKES ABOUT ALGEBRA I, AS 30 PLUS
STUDENTS ARE NOT HELPING HPA REGULAR STAAR MATH SCORES

TEACHERS NEED TO NOTIFY STUDENTS DURING INCENTIVE WEEK THAT THEY
ARE ASSIGNED TO SUMMER SCHOOL.

DEPT. CHAIR PLC MEETING

MRS. BARAJAS, DEPT. CHAIR-MATH
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MRS. HOWELL, ASST. PRINCIPAL
MRS. KENWORTHY, COUNSELOR
MR. LAMASCUS, DEPT. CHAIR-SOCIAL STUDIES
MS. RAMIREZ, ASST. PRINCIPAL
MR. SAUCEDA, CAMPUS PRINCIPAL
MR. SILVA, DEPT. CHAIR-SCIENCE
MS. VALDEZ, ASST. PRINCIPAL

1. GOOD THINGS

MATH SCORES: 80%

WE ARE MEETING TO DISCUSS ALGEBRA I AT 8TH GRADE.

BIOLOGY SCORES: 10% IMPROVEMENT IN MEETS

SITTING AT 75% AS A CAMPUS.

WE ARE WAITING ON CCMR DATA.

WE WILL LOOK AT STUDENT DATA THIS SUMMER.

2. SUMMER SCHOOL

MR. SAUCEDA MET WITH MRS. VESSELS.

\$12,000,000 ALLOTTED FOR HB 4545.

RATIO IS GOING TO BE 10:1

STUDENT NUMBERS DETERMINE EMPLOYMENT.

ACADEMIC INCENTIVE HOURS COUNT FOR THESE STUDENTS.

(START KNOCKING STUDENTS OFF OF THE LIST)

HOURS ARE COUNTED FROM TEST TO TEST.

MAY RESULTS TO JUNE RETAKE

JUNE RETAKE -HAVE TO START OVER IF FAILED

MX. COLLINS-RS ASKED HER TO CREATE A NEW TRACKER FORM.

DEPARTMENT CHAIRS:

ASK DEPARTMENT MEMBERS IF THEY ARE INTERESTED. THERE IS
ENOUGH MONEY TO HIRE MORE PEOPLE FOR SUMMER SCHOOL.

MR. SAUCEDA WILL CREATE A CADILLAC VERSION.

WE WILL HAVE TO HAVE WAIVERS.
MS. RAMIREZ CREATED ONE IN SPANISH.

ACCOUNTABILITY: CREATE LESSON PLANS AND TURN THEM IN.

MRS. HOWELL WILL CREATE A HB 4545 LESSON PLANS FOLDER AND
SHARE WITH ALL ADMINISTRATORS AND CINDY MARTINEZ.

ALGEBRA WILL CALL STUDENTS IN AND LET THEM KNOW THAT THEY CAN
WORK ON IXL. THEY CAN WORK IN OTHER CLASSES AND GET THEIR
TRACKED HOURS.

MR. SAUCEDA WILL GET TIME SHEETS TO EVERYONE.

GRADE-LEVEL PRINCIPALS WILL SEND CALL OUTS VIA SCHOOL
MESSENGER TO STUDENTS ON THE LIST.

ARTIFACTS FOR ALL PROJECTS NEED TO BE KEPT.
(POSTERS, ESSAYS, ET AL.)

WHAT ABOUT STUDENTS WHO DON'T SHOW UP?
ADMIN TEAM WILL CALL AND MAKE HOME VISITS.

WHAT ABOUT STUDENTS WHO ARE GOING TO DO AN IGC?
THEY HAVE TO WORK ON TIME UNTIL THEY COMPLETE IGC.

STUDENTS MUST PASS THREE OF THE FIVE AND COMPLETE AN IGC
PROJECT.

WHAT ABOUT SUMMER SCHOOL LETTERS?
PUT WAIVER IN WITH THE LETTER.

WE CAN MAKE PHONE CALLS AND GO TO HOMES.
WE CAN SEND IT OUT ON SCHOOL MESSENGER CALL.

HB4545 WILL INCLUDE US HISTORY AND BIOLOGY.

IF CORE STAFF ARE NOT INTERESTED, AND THERE ARE OPENINGS, MR. SAUCEDA IS OPEN UP TO THE ENTIRE SCHOOL.

TEACHERS CAN DECIDE WHETHER TO WORK AM/PM OR ALL DAY.

LESSON PLANS:

I.E. MODULES, CLICK ON IT FOR INFORMATION

TUTORIALS ACCOUNTABILITY:

CAN WE FILE?

THOSE THAT WERE FILED ON, JUDGE BOREN SAID THAT BECAUSE IT IS AT THE START OF THE DAY AND CAME THE REST OF THE DAY, THEY ARE CONSIDERED TARDY.

WE NEED TO ADDRESS ATTENDANCE IN SEPTEMBER.

TRUANCY AND SATURDAY SCHOOL , IF NO SHOW TO SS, THEN ISS.

05-27-2022

DEPT. CHAIR PLC MEETING

MRS. BARAJAS, DEPT. CHAIR-MATH
MX. COLLINS, DEPT. CHAIR-ENGLISH
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MR. LAMASCUS, DEPT. CHAIR-SOCIAL STUDIES
MS. RAMIREZ, ASST. PRINCIPAL
MR. RODRIGUEZ, ASST. PRINCIPAL
MR. SAUCEDA, CAMPUS PRINCIPAL
MR. SILVA, DEPT. CHAIR-SCIENCE
MS. VALDEZ, ASST. PRINCIPAL

I. SUMMER SCHOOL

DOUBLE-CHECK LIST AND LET KYLA KNOW IF THERE IS AN ISSUE

WHAT ABOUT THOSE WHO ARE DENIED CREDIT BY ATTENDANCE COURT

AP'S WILL SEND CALL OUTS FOR HB4545 AND CREDIT RECOVERY

MR. SAUCEDA PASSED OUT THE CADILLAC PLAN

CREDIT RECOVERY ONLY IN THE MORNING

HB 4545 IN AFTERNOON/WATCH OUR NUMBERS

SEND THE CALL OUT TO ALL 253 STUDENTS FOR ENGLISH

WHAT DO WE DO? EDGENUITY

DOES NOT NEED TO BE AN ENGLISH TEACHER

DIVISION BY ALPHABET SO THAT WE DON'T HAVE TO WORRY ABOUT NUMBERS

REINAUER, MONTES, CORONADO,

MR. SAUCEDA WILL CREATE THE SIGN-N SHEET AND SEND IT OUT. ALL STUDENTS MUST SIGN IN AND TIME BE DOCUMENTED.

MX. COLLINS SHARED THE TIME TRACKER. BE SURE TO ENTER TIME.

MS. VALDEZ SUGGESTED USING THE QR CODE LIKE THEY ARE DOING FOR SPED NEXT YEAR. MRS. BARAJAS IS USING A QR CODE TO TRACK STUDENT TIME IN A SPREADSHEET. HOWEVER, IT IS ONLY FOR 10 DAYS AND PHYSICAL SIGNATURES WOULD BE BETTER FOR DOCUMENTATION PURPOSES.

TURN IN ALL DOCUMENTATION EVERY DAY TO MR. SAUCEDA. HE HAS TO TURN IT IN TO CINDY MARTINEZ DAILY.

MS. VALDEZ WILL SET UP TECHNOLOGY CARTS FOR STUDENTS. WE HAVE TWO LABS.

IF STUDENTS KEPT THEIR CHROMEBOOKS, THEY NEED TO BRING THEM CHARGED DAILY.

ASSISTANT PRINCIPALS WILL DO THE CALL OUTS
STARTING TUESDAY

ENGLISH DIVIDE OUT 263 DIVIDED BY THREE
ALL OTHERS, SHOW UP AT 1 TO 4 THE FIRST WEEK

CREDIT RECOVERY, IF DENIED CREDIT FOR ATTENDANCE
55 TO 69

MANDATORY/ REQUIRED

BRING COMPUTER FULLY CHARGED

HB 4545 FROM 1 TO 4 FIRST WEEK, 8 TO 12 SECOND WEEK AND 1 TO 4 SECOND WEEK

YOU CAN COME THESE 5 DAYS, IF YOU PASS YOU WILL RECEIVE A 70. IF NOT, YOU HAVE TO COME 180 DAYS TO REPEAT THE CLASS.

WHAT ABOUT HCAL FOR 4545? THEY ARE TAKING CARE OF THEM, PER MR. STOKES

TEACHERS WILL PUT THEM INTO EDGENUITY ON THE PLANNING DAY

06-06-2022

ADMIN TEAM MEETING

KELLY HOWELL, ASST. PRINCIPAL-ENGLISH
RACHEL RAMIREZ, ASST. PRINCIPAL-SCIENCE
PETE RODRIGUEZ, ASST. PRINCIPAL-MATH
RICHARD SAUCEDA, CAMPUS PRINCIPAL
VIOLETA VALDEZ, ASST. PRINCIPAL-SOCIAL STUDIES

I. GOOD THINGS

MS. RAMIREZ: JAMAICA WENT WELL, GOOD FOOD
MISS VALDEZ: 30 DAYS OUT FROM HER TRIP TO EUROPE

II. COMMUNICATION: PURPOSEFUL/INEFFECTIVE

INEFFECTIVE COMMUNICATION EXAMPLE:
CREDIT RECOVERY MEETING WITH MRS. VOLMER/MRS. VESSELS
MEET TO DISCUSS ABSORPTION OF CR AT HHS
PURPOSE: TO CLOSE LEARNING GAPS
PRODUCED DATA 112 REINAUER/ 95 BELL
274 GRADUATES/ COULD HAVE BEEN 100 LESS

III. SUMMER

CHECKOUT

MR. SAUCEDA SIGNED ALL TIME SHEETS
13-17TH MR. SAUCEDA, MS. RAMIREZ AND MRS. HOWELL WILL BE AT TASSP

SUMMER CALL OUT

SEND COPY TO MR. SAUCEDA OF ONE CALL, ANY DAY W/ SPANISH & ENGLISH
FOR NOTEBOOK

JUSTIFICATION FOR TUTORING/MR. ROBBINS

NEED CLARIFICATION OF TEACHER EXPECTATIONS

TEACHER NEEDS TO GIVE INSTRUCTIONS TO TUTOR/AS IF A PARAPROFESSIONAL

IV. DISCIPLINE

PEIMS REPORT FOR BLANKENSHIP/HOWELL WILL FINISH TODAY

V. HIRING

HIRED MRS. UMSTEAD FOR C/R

VI. TASSP
MR., SAUCEDA GOT US A VEHICLE FOR TASSP

VII. STRENGTHS/AREAS OF CONCERN

FAIL EOC DUE TO ATTENDANCE, DISCIPLINE AND SUBGROUPS

ENGLISH: PLAN IN PLACE FOR
MASTER SCHEDULE/ COURSES TAUGHT/WRITING PROCESS

MATH:

ALGEBRA I/CHANGE CLASSROOM MGMT.
ADD HOUSE FOR ALG I
WHY DIDN'T EVERY TEACHER TEACH ALG 1?
NUMBER OF PREPS

SCIENCE:

ATTENDANCE IS THE DIRECT FACTOR
ACADEMIC VOCABULARY FOR OUR LEP STUDENTS
UTILIZE SPED TEACHERS IN
INCREASE 37% TO 44%

SOCIAL STUDIES:

NO CHANGE

VOCABULARY.COM

TICE USES IT WITH FIDELITY
COLLINS HAS CERTIFICATION/MAKE SURE SHE IS
ALL ELAR/

ATTENDANCE:

NEED TO REVIEW PROCESS
SET UP MEETING WITH BETHANIE AND AMBER FOR THURSDAY 8:30 AM
IN THE HHS LIBRARY

VIII. RETREAT

COMMUNICATION/ TOP TO BOTTOM WITHIN DISTRICT

SYSTEM FOR PURCHASE ORDERS
JOB DESCRIPTIONS

NEED TO KNOW HOW TO DO SCHOOL MSGR CALLS

SERVICE TO OUR STUDENTS

IX. CAMPUS IMPROVEMENT PLAN

HOW MUCH DO THEY GET INTO THESE GOALS?
REVIEW GOALS IN PLC MEETINGS

DO A GREAT JOB OF STRENGTHS AND NEEDS FOR CBA'S
CONTINUE TO USE THE TEMPLATE THAT MX. COLLINS SET UP

NEED TO EMPOWER OUR STAFF DURING PLC'S
SETTING AGENDA AND SEND IT TO MR. SAUCEDA
INCLUDE ALL IN THE COMMUNICATION POOL

HAVE A GREAT SCHOOL CULTURE
TRANSPARENCY