

**Hughes Springs ISD**  
**Hughes Springs High School**  
**2016-2017 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**  
Postsecondary Readiness

# Mission Statement

The mission of Hughes Springs High School is to prepare our children to live and work in the changing future. All student need to master the knowledge, skills, and competencies necessary to interact productively and successfully in a democratic society.

## Vision

Our students respect themselves and others. They have very strong academic, social and emotion skills allowing them to be happy and responsible citizens. These skills enable them to be productive and make a positive contribution to Hughes Springs.

Our students succeed because we care. We are a family where every person is important. Through open and honest communication, we unify the campus, classroom, and community to support students in their pursuit of success.

As positive role models we support learning through total participation in all areas of education. Our example leads to the success and achievement of this community.

At Hughes Springs ISD we believe:

- in challenging students to be life-long learners.
- parents and staff lead by example and should continue to learn.
- all students are unique and deserve the opportunity to achieve their potential.
- staff, parents, students, and community members are responsible for the leaning and success of each student.
- parental and community involvement are vital to student success.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Hughes Springs High school has 340 students enrolled for the 2016-2017 school year. The high school is up 13 students over the end of last year from 327. Out of this number 49% are males, 51% are females. In our ethnic breakdown, 2% are multi-race, 9% are Hispanic/Latino, 12% are African-American, 75% are caucasian. We have 48% economically disadvantaged, 5% are gifted and talented, 7% are special education, and 14% are 504 students.

### Demographics Strengths

Most of our sub-pops have done very well with our state testing.

### Demographics Needs

- Our African-American sub-pop was low in on the English state testing. They scored a 59%, and the passing score was a 60%. Our staff are working on ways to elevate this score throughout the year.
- Some of the things that are needed are electronic dictionaries, some testing improvements, and our new Flex Period.
- Starting a testing boot camp or blitz
- Smaller testing groups

## **Student Achievement**

### **Student Achievement Summary**

Our students at the high school did very well on the state assessment. Had a very high number participate in taking the ACT.

### **Student Achievement Strengths**

- Hughes Springs High School met the standard on all performance indexes, scoring well above the state's target score in all areas.
- The high school received Distinction Earned in Postsecondary Readiness, this was one out of seven, being very close in other areas of distinction.
- For the system safeguards the campus scored a 22 out of 23 for a 96%
- flex period is being used to help unsuccessful students make up work or help with retesting

### **Student Achievement Needs**

- Index 2: Student Progress seems to be the lowest scoring piece on Accountability, although the standard was met.
- African-Americans and economically disadvantaged need tutorials for English I and II.
- Re-evaluating the flex period

## **School Culture and Climate**

### **School Culture and Climate Summary**

Everyone feels the connection between staff, student, and community is essential. Every teacher and administrator knows the importance of a well-rounded education. We realize that every class is vital to the education of each student. Every student is part of our local culture. The school uses elective classes to enhance the students desire to succeed in life, and utilizes core classes to give them the tools to make success possible.

### **School Culture and Climate Strengths**

- A strong bond between school and community.
- Unity and support among faculty.
- Teacher collaboration.
- Positive atmosphere with teachers and students.
- A safe environment.
- Student participation in school/community activities.

### **School Culture and Climate Needs**

- Character Building Events & Activities
- College & Career Planning and Readiness
- Building Student Engagement
- Teacher Leader Development
- Better parent cooperation
- Creating a tolerant environment for diversity

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Hughes Springs High School has good quality teachers. Most have been here for a number of years. Most are associated with the Hughes Springs school district by either attended, had family here, or students now enrolled. In years past if a educator left, we would be able to recruit replacements locally. Our school has developed some of own students that have become our educators.

### **Staff Quality, Recruitment, and Retention Strengths**

- Most educators have long tenure
- Over 95% are highly qualified
- Recruit in all local colleges

### **Staff Quality, Recruitment, and Retention Needs**

Need to increase diversity among staff to better reflect student population demographics.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

The high school's curriculum is aligned with the state TEKS. There is a very wide range of curriculum from college level to minimal level curriculum. We are able to track the learning by using local assessments, state assessments, and higher assessments for college. Grades can be monitored by using the our Skyward.

### **Curriculum, Instruction, and Assessment Strengths**

- High school is successful in staying above average in state testing
- The campus has been way above state average in Math, Science, and Social Studies

### **Curriculum, Instruction, and Assessment Needs**

- Further development of ACTION Linking
- Monitoring implementation of ACTION Linking and College Academy
- Teacher monitoring of individual intervention plans
- Also, see Achievement summary for designated weaknesses
- Re-evaluate the flex period

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

In the Hughes Springs we have a very strong bond between the community, business's, and families. Our community is very supportive in many ways of the school district, attendance at extra-curricular events, open house, raising money for school organizations, etc. The school has a school website, facebook, and twitter accounts that parents can use for information. The door of the school is always open for parents to come with any concerns or praises needed for the campus.

### **Family and Community Involvement Strengths**

- Many extra-curricular activities
- Report card pickup/open house
- Skyward for grades and Skyalert
- Site-base participation
- Donations to the College Academy
- Open door policy

### **Family and Community Involvement Needs**

- At the high school level, better attendance by parents at report card pickup
- More communication between a student's parent and their teacher
- Encouraging parents to be more involved in their child's education



# **Technology**

## **Technology Summary**

Hughes Springs High School believes in taking advantage of the available technology resources to better prepare our students for the future.

## **Technology Strengths**

Hughes Springs High School have 85% of the teachers integrating the available technological resources into their curriculum and instruction in the classroom. Our school is very advanced in technology with computer labs, carts, and wi-fi.

## **Technology Needs**

- Professional Development in Technology Integration
- Student use of district-provided email and learning platform

## **Community Involvement**

### **Community Involvement Summary**

At Hughes Springs we feel parent/community involvement is a big part of our schools success. To insure involvement, we keep an open line of communication through emails, phone calls, and personal conversations at events or out in the community. Our parents and community know they are welcome at our school any time.

### **Community Involvement Strengths**

- Open door policy
- Employees are visible in the community
- Attendance at school events
- Downtown marquee
- School Facebook and Website
- Our community is always supportive of our schools and activities

### **Community Involvement Needs**

- Encouraging parents to be more involved in their child's education
- More ideas for school improvement from the community

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- SAT and/or ACT assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records

## Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

**Parent/Community Data**

- Parent Involvement Rate

# Goals






**Goal 1: The high school will work to encourage all students to participate actively and to excel academically in their school by offering an innovative and challenging curriculum.**

**Performance Objective 1: CTE Enrollment**

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

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Make additional job placement opportunities available. (Title I, #10)	10	DECA Teacher	Teacher Records				
2) Provide supplies for CTE classes.		CTE Teachers, Principal	Purchase Order				
3) Present opportunities available through CTE Courses (Title I, #10)	10	Counselor, CTE teachers	Guidance Curriculum				
4) Provide an opportunity for students to participate in competition through involvement in FFA, FCCLA, DECA, HOSA, and UIL business events.(Title I, #2)	2	CTE Teachers	Participation Records				
5) Have students select appropriate technology/business courses to address future career plans through developmnt of comprehensive four year plans (Title I, #2)	2	CTE Teachers, Counselor	Counselor's Records				
6) CTE advisory committee will meet once each semester during the academic school year to determine future curriculum course opportunities and evaluate programs. (Title I, #1)	1	CTE Teachers, Advisory Committe	Agenda, Sign-In				
7) Provide opportunity for post secondary credit in CTE while in high school.		Principal, Counselor	Articulated Credit				






 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 1:** The high school will work to encourage all students to participate actively and to excel academically in their school by offering an innovative and challenging curriculum.

**Performance Objective 2:** Special Programs

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

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide training to faculty and staff to meet modifications of special education students. (Title I, #4)	4	Counselor, Principal	Staff Development				
2) Provide instructional aides for regular classroom settings.		Principal, Resource Teacher	Aide's notebook				
3) Assist special education students with course selections. (Title I, #9)	9	Counselor, Resource Teacher	ARD Documents				
4) Provide classroom supplies for special education students. (Title I, #9)	9	SPED Teacher, Resource Teacher	Purchase Orders				
5) Ensure special education students are receiving instruction and succeeding in the least restrictive environment. (Title I, #2)	2	SPED Teacher, Resource Teacher	ARD Documents				
6) Use of speech software and other software in SPED Class.		Teacher, Technology Director	ARD Documents				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 1:** The high school will work to encourage all students to participate actively and to excel academically in their school by offering an innovative and challenging curriculum.

**Performance Objective 3:** Increase College Preparedness

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

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) GT staff development. (Title I, #4)	4	Principal	Staff Sign-In				
2) Continue to offer Dual Credit courses through College Academy. (Title I, #2)	2	Counselor, Principal	Number of students				
3) Increase technology availability for GT students. (Title I, #2)	2	Curriculum & Technology Director, Principal	Lab productions				
4) Recruit students who are on track to be college-ready to participate in College Academy and Academy Seminar (Title I, #2)		Counselor	Academic Handbook, Guidance Curriculum				
5) Help At-Risk students complete college admission and financial aid applications and meet deadlines. (Title I, #9)	9	Counselor	Participation Records				
6) Classroom visits to assist student with ACT/SAT information.		Counselor	Guidance Curriculum				
7) Testing site for ACT.		Counselor	ACT agreement				
8) Encourage students to take PSAT test prior to junior year, where they compete for National Merit Scholarship Recognition. (Title I, #2)	2	Counselor	Participation Records, Sign-up sheets				
9) Increase awareness of value in participating and preparing for standardized tests and benefits derived from testing. (Title I, #2)	2	Counselor	Guidance Curriculum				
10) Fund and administer PSAT to juniors in district (Title I, #2)	2	Counselor	Purchase Order				
11) Parent Night presentation explaining college admission procedures and emphasizing the importance of the TSI. (Title I, #6)	6	Counselor	Guidance Curriculum				
12) Encourage the use of study guides to prepare for TSI.		Counselor	Guidance Curriculum				

13) College Week		High School Staff	Student response.				
14) Utilize ACTION planning to link Core Honors Course Curriculum to the ACT College-Readiness Standards		Principal, Teachers	Increased Scores on ACT.				

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue




**Goal 1:** The high school will work to encourage all students to participate actively and to excel academically in their school by offering an innovative and challenging curriculum.

**Performance Objective 4:** Dropout Prevention

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide opportunities for employment for Special Education students. (Title I, #10)	10	VAC Coordinator, CIS, DECA Teacher	ARD Documents				
2) Evaluation of students at risk entering their freshman year.		Principal, Counselor	PGP's				
3) Conduct home visits, telephone calls to help show parents the benefits of attending school. (Title I, #6)	6	Principal, counselor	Call Logs				
4) NTCC College Day.		Counselor, NTCC Contact	Participation Records				
5) Host a Career And College Week annually.		Counselor	Guidance Curriculum				
6) Install program to help at risk students with credit recovery.		Teacher, Counselor, Principal	Odyssey				
<b>State System Safeguard Strategy</b> 7) instituted a tutorial period, called Flex Period. To help students that are unsuccessful on the tests or daily work to catch up.		Principal, Teachers	Each six weeks grading reports.				
							

**Goal 1:** The high school will work to encourage all students to participate actively and to excel academically in their school by offering an innovative and challenging curriculum.

**Performance Objective 5:** Attendance

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Enforce mandated attendance requirements. Proper authorities will be notified as required by law.		Assistant Principal	Filed Cases Truancy Prevention Plans				
2) Provide 2nd semester test exemptions for students with 5 or fewer absences for the year.		Principal	Exemptions				
3) Home visits and parent phone calls on absences. (Title I, #6)	6	Principal	Logs Assistant Principal				
4) Implement Truancy Intervention Plan for students with excessive absences.		Principal	Decrease in Excessive Absences				
							

**Goal 1:** The high school will work to encourage all students to participate actively and to excel academically in their school by offering an innovative and challenging curriculum.

**Performance Objective 6: Highly Qualified Personnel**

**Evaluation Data Source(s) 6:**

**Summative Evaluation 6:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Identify, contact, interview, and hire highly qualified job applicants. (Title I, #5)	5	Superintendent, Principal	Records				
2) Monetary compensations in critical areas. (Title K, #5)	5	Superintendent	Budget				
3) Actively recruit minority teachers at job fairs. (Title I, #5)	5	Superintendent, Principal	Applications				
4) Offer continual education by school funded workshops and seminars. (Title I, #4)	4	Superintendent, Principal, Curriculum Director	Region 8				
							






**Goal 1:** The high school will work to encourage all students to participate actively and to excel academically in their school by offering an innovative and challenging curriculum.

**Performance Objective 7: Technology**

**Evaluation Data Source(s) 7:**

**Summative Evaluation 7:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to implement the use of graphing calculators; provide calculators for all level math students. (Title I, #2)	2	Teacher, Principal	Calculators in class				
2) Provide staff development for new teachers in attendance and grade book system. (Title I, #4)	4	Curriculum Director	Staff Development Records				
3) Provide specialized training for faculty/staff on developments and technology updates. (Title I, #4)	4	Curriculum Director	Staff Development Records				
4) Provide professional development for staff on technology integration		Principal	Lesson Plans				
5) Implement and manage use of BYOD for learning		Principal	Lesson Plans				

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 1:** The high school will work to encourage all students to participate actively and to excel academically in their school by offering an innovative and challenging curriculum.

**Performance Objective 8:** Academic Improvement

**Evaluation Data Source(s) 8:**

**Summative Evaluation 8:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b></p> <p>CSF 1</p> <p>1) Disaggregate EOC data and identify students' strengths and weaknesses in a timely manner in EOC tested areas.</p>		Principal, Teacher	Comp days				
2) Provide supplies for ESL & EOC interventions. (Title I, #9)	9	Principal, ESL Teacher	Records				
3) SBDM shall approve professional development for all school staff to enable all children to meet the state's student academic and achievement standards. (Title I, #1)	1	Principal, SBDM	Sign-In sheets				
4) Additional training and testing for paraprofessional staff to maintain HQ status. (Title I #4)	4	Superintendent	Staff Development Records				
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b></p> <p>CSF 1</p> <p>5) State Comp. ED. money will be used to increase academic achievement in all areas. (Title I, #2)</p>		Superintendent	Budget				
6) Make library available for student use outside of class time.		Librarian, Principal	Time Clock				
7) Use of online assessments to facilitate student improvement in core curriculum classes. (Title I, #8)	8	Principal, Teacher	Teacher Monitoring				
8) Continue to track students and implement strategies for English objectives		English Teachers	Teacher Monitoring				
9) Continue to implement vertical teaming and common planning period.		Teachers, counselor	Schedule				

<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>10) Provide after-school tutorials in core subject areas.</p>		Teachers	Sign-In Sheets				
<p align="center"><b>State System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>11) Develop Individual Intervention Plans for all students, including African American students, who were not successful on English EOC or who are at risk of not being successful on EOC English (Title I, #9)</p>	9	Teachers	Individual Intervention Plan Records				
<p>12) Provide teachers with professional development; CAST, TCEA, and others.</p>		Curriculum Director, Principal	Conferences				

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue






**Goal 1:** The high school will work to encourage all students to participate actively and to excel academically in their school by offering an innovative and challenging curriculum.

**Performance Objective 9: ESL**

**Evaluation Data Source(s) 9:**

**Summative Evaluation 9:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to enhance ESL oral language development. (Title I, #2)	2	Teachers	ESL Lesson Plans				
2) Conduct a reading styles inventory for students. (Title I, #2)	2	ESL Teacher	ESL Lesson Plans				
3) Use of recorded books to increase reading comprehension. (Title I, #2)	2	ESL Teacher	LPAC Records				
4) Use of reading manipulative, such as ipads apps, translation tools. (Tile I, #2)	2	ESL Teacher	LPAC Records				
5) Increase number of core teachers who receive Sheltered Instruction training		Principal	Professional Development Records				


 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 1:** The high school will work to encourage all students to participate actively and to excel academically in their school by offering an innovative and challenging curriculum.

**Performance Objective 10:** Pregnancy Related Services

**Evaluation Data Source(s) 10:**

**Summative Evaluation 10:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Identification and intake documentation of pregnant students will be completed, verified, and filed by authorized school personnel.		Counselor	PRS Documentation				
2) CEHI counseling services will be offered to each student in the PRS Program.		Counselor, Homebound Teacher	Counseling Records				
3) The certified teacher serving as the CEHI instructor will maintain a log of home instruction during the days of weeks the student received CEHI.		Homebound Teacher	Teacher Log				
4) Documentation of each students participation in the PRS program will be on file with the high school counselor. The documentation will include: verification of pregnancy, CEHI teachers log including dates and times, copy of ARD and IEP, if applicable, PRS entry date, date of delivery, doctors notes that require either prenatal confinement or extension of the six weeks postpartum period, and PRS exit date.		Counselor, Homebound Teacher	PRS Documentation				
							








**Goal 2: Hughes Springs High School will increase community and parent involvement and awareness of student progress, available programs, and opportunities.**

**Performance Objective 1: Parental Involvement**

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

**Summative Evaluation 1:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Regular SBDM committee meetings. (Title I, #1)	1	Principal	Records				
2) Teacher/parent conferences to discuss what the school will do to help students, what the parents can do to help students, and additional assistance available for students. (Title I, #6)	6	Teachers	Teacher Documentation				
3) Encourage participation of parents through volunteering. (Title I, #6)	6	Principal, Teachers	Title I meetings				
4) Encourage parental attendance at assemblies and special events. (Title I, #6)	6	Principal, Teachers	Invite Parents				
5) Skylert		Curriculum Director	Skyward Log				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 2:** Hughes Springs High School will increase community and parent involvement and awareness of student progress, available programs, and opportunities.

**Performance Objective 2:** Parental Notification

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

**Summative Evaluation 2:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Mustangs Camp for incoming freshman class. (Title I)		Principal, Teachers	Sign-In Sheet				
2) Mail-outs informing parents of activities such as Freshman/Parent orientations, report card night, and Fish Camp. (Title I, #6)	6	Principal, Counselor	Copy of letter				
3) Honor rolls printed in the local newspaper at the end of each six weeks.		School Secretary	Newspaper				
4) Letters will be sent to parents of students with unsatisfactory attendance. (Title I, #6)	6	Director of School Operations	Skyward, Director of School Operations records				
5) Discipline infractions resulting in time out of class will be conveyed to parents within a 24-hour period. (Title I, #6)	6	Principal	Principal Records				
6) Develop a school/parent compact that is signed by the school and parents. (Title I,#6)	6	Principal, Jr. Class Sponsors	On file				
7) Notification to parents of financial aid opportunities. (Title I, #6)	6	Counselor	Guidance Curriculum				
8) Continue to encourage parents to use the Skyward family access.		Curriculum Director	Hits on site.				
							

**Goal 3: The High School shall provide a safe and secure environment conducive to learning.**

**Performance Objective 1: Discipline Referrals**

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

**Summative Evaluation 1:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide incentives for positive behavior.		Principal, Teachers	Special Events				
2) Inservice for teachers on classroom management and conflict resolution. (Title I, #4)	4	Principal, Teachers	Inservice				
3) Discuss student code of conduct in class meetings		Principal	Class Meeting Notes				
4) Provide DAEP at Hughes Springs ISD.		Superintendent	Agreement				
5) Provide training to Campus Behavior Coordinator in Restorative Discipline		Principal	Professional Development Records				
							

**Goal 3:** The High School shall provide a safe and secure environment conducive to learning.

**Performance Objective 2:** Violence and Drug Abuse Prevention

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

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Visit by drug dog. (Title I, #10)	10	Superintendent, Principal	Contract				
2) Assemblies that pertain to violence and drug prevention. (Tile I, #10)	10	Principal	Speakers				
3) Provide conflict management counseling for students. (Title I, #10)		Counselor	Counselor Records				
4) Provide programs for the prevention of unwanted physical and verbal aggression, Sexual harassment and bullying per HB 283. (Title I, #10)	10	Counselor	Discipline Records				
5) Provide services by district police officer by curriculum, counseling, and law enforcement.		Principal, Police Officer	Classes for students				
							






**Goal 3:** The High School shall provide a safe and secure environment conducive to learning.

**Performance Objective 3: Well-Being of Students**

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

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Develop a system for students to report dating violence, bullying, sexual harassment and sexual violence. {Dating violence is defined as intentional use of physical, sexual, verbal or emotional abuse by a person to harm, threaten, intimidate or control another person in a dating relationship as defined by Section 71.0021 of the Texas Family Code. Bullying is defined as written or oral expression or physical conduct that a school district's board designee determines. Sexual Harassment is defined as conduct that is severe, pervasive and objectively offensive in such a manner that can be said to deprive the victim or student access to the educational opportunities provided by the school. Sexual violence is defined as sexual assault, sexual abuse or sexual stalking of a minor child or teenager}		Principal					
2) Collect information from each student on allergies. The school nurse will develop an emergency action plan for each student who has a severe/life threatening allergy		School Nurse					
3) Drug Test all students in Grades 7 -12 who are involved in extra & co-curricular activities and/or drive a vehicle on Campus.		Superintendent, Assistant Principal					

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	4	7	instituted a tutorial period, called Flex Period. To help students that are unsuccessful on the tests or daily work to catch up.
1	8	1	Disaggregate EOC data and identify students' strengths and weaknesses in a timely manner in EOC tested areas.
1	8	5	State Comp. ED. money will be used to increase academic achievement in all areas. (Title I, #2)
1	8	10	Provide after-school tutorials in core subject areas.
1	8	11	Develop Individual Intervention Plans for all students, including African American students, who were not successful on English EOC or who are at risk of not being successful on EOC English (Title I, #9)

# State Compensatory

## Budget for Hughes Springs High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199 E 11 6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$24,344.00
199 E 11 6119 0EX 001 030	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$2,000.00
199 E 31 6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$15,119.00
199 E 11 6121	6121 Extra Duty Pay/Overtime - Support Personnel	\$200.00
199 E 11 6129	6125 Salary Support - Locally Defined	\$24,609.00
199 E 11 6141	6141 Social Security/Medicare	\$710.00
199 E 31 6141	6141 Social Security/Medicare	\$219.00
199 E 11 6142	6142 Group Health and Life Insurance	\$8,007.00
199 E 31 6142	6142 Group Health and Life Insurance	\$3,606.00
199 E 11 6143	6143 Workers' Compensation	\$210.00
199 E 31 6143	6143 Workers' Compensation	\$65.00
199E 11 6144	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$3,115.00
199E 31 6144	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$988.00
199 E 11 6146	6146 Teacher Retirement/TRS Care	\$2,409.00
199 E 31 6146	6146 Teacher Retirement/TRS Care	\$2,942.00
<b>6100 Subtotal:</b>		<b>\$88,543.00</b>
<b>6200 Professional and Contracted Services</b>		
199 E 11 6299	6299 Miscellaneous Contracted Services	\$7,500.00
<b>6200 Subtotal:</b>		<b>\$7,500.00</b>

<b>6300 Supplies and Services</b>		
199 E 11 6399	6399 General Supplies	\$6,000.00
		<b>6300 Subtotal: \$6,000.00</b>



**Personnel for Hughes Springs High School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Holly Neill	Teacher	High School	.1
Jamie Tippit Seely	Teacher	High School	.10
Jana Scharnberg	Counselor	High School	.375
Jeff Cole	Teacher	High School	.10
Maria Lopez	Paraprofessional	High School	1
Matthew Nichols	Paraprofessional	High School	1
Vanessa Murphy	Teacher	High School	.120

# Title I

## Schoolwide Program Plan

### What is Title I?

Title I provides assistance for students who must accelerate their progress to perform at or near grade level. The Title I program is designed to provide students with extra help in an effort to bring their academic skills to the high, challenging academic standards needed to be successful in school. Title I resources are directed toward students who need them the most.

### What is the Goal of Title I?

The goal of Title I is to help every child get a high quality education. The goal of the Hughes Springs School District's Title I program is to provide students with the basic reading and math skills that they need to succeed independently in their classroom.

### Our Programs Enable:

- Students to perform at a higher academic level.
- Teachers to understand the needs and concerns of student and parents.
- Parents to become more involved in their child's education.

### Family Involvement:

The Hughes Springs School District is committed to family involvement creating a partnership that provides academic success for every student.

### There are many ways to be involved:

Participate in your child's school:

- Attend school events such as open house, conferences, special events and dinners.
- Make an appointment to visit the classroom and/or volunteer in your child's class.
- Join your school's parent organization.
- Ask about your school's Title I parent involvement activities and plan to attend.

### Be aware of your child's performance:

- Attend conferences.
- Request additional meetings.

Keep teachers informed about events and issues that may affect your child's work or behavior.

### Federal Funding 2016-2017

Amounts indicated are “planning amounts” sent from TEA and are subject to change.

**Title I, Part A - School Improvement** **\$256,789**

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**Payroll Cost\*** \$241,801

*Ken Miller, Elem Counselor*

*Margie Ake, Reading Interventionist*

*Courtney Edwards, Reading Interventionist*

*Jennifer Bean, Reading Interventionist*

**Professional Development**

*Region 8 Coop Fee* \$14,988

**Other**

*\*Entire salary may or may not be covered from these funds*

**Title II, Part A – Teacher/Principal Training/Retention** **\$37,454**

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**Payroll Cost\*\*** \$37,454

*Elizabeth Byrd, Teacher: Class Size Reduction for 5<sup>th</sup> Grade*

*\*\*Entire salary may or may not be covered from these funds*

Any funds from the following federal award programs do not come to our district, but go straight to Region 8 Education Service Center as part of a Shared Services Arrangement.

**Title 1, Part C-Migrant**

**Title III-Limited English Proficiency**

**Title IV-Safe and Drug-Free Schools**

**Ten Schoolwide Components**

**1: Comprehensive Needs Assessment**

Information is at beginning of Campus Plan.

**2: Schoolwide Reform Strategies**

Schoolwide Components are noted in the Goals & Strategies.

## Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Brian Nation	Principal
Administrator	Stephen Barnes	Assistant Principal
Campus level professional	Jana Scharnberg	Counselor
Classroom Teacher	Sandra Willis	CATE Business Educator
Classroom Teacher	Nita Alexander	English Educator
Classroom Teacher	Yara Ballesteros	CATE Business Educator
Classroom Teacher	Regena Calcote	CATE Business Educator
Classroom Teacher	Chris Castle	Social Studies Educator
Classroom Teacher	Jeffery Cole	Science Educator
Classroom Teacher	Kati Denevan	Science Educator
Classroom Teacher	Hannah Fitch	College Academy
Classroom Teacher	James Fitch	Math Educator
Classroom Teacher	Walter Hamm	CATE Ag Educator
Classroom Teacher	John Harbison	Science Educator
Classroom Teacher	Robert Klaus	Social Studies Educator
Classroom Teacher	Conner Lloyd	Educator
Classroom Teacher	Lisa Moreland	English Educator
Classroom Teacher	Wayne Mosley	CATE Criminal Justice Educator
Classroom Teacher	Vanessa Murphy	English Educator
Classroom Teacher	Aaron Nation	CATE Business Educator
Classroom Teacher	Holly Neill	SPED Educator
Classroom Teacher	Kelley Pemberton	Math Educator
Classroom Teacher	Wendy Pilgrim	CATE Health Science Educator
Classroom Teacher	Ethan Ragsdale	CATE Welding Educator
Classroom Teacher	Jose Rios	Foreign Language Educator

Classroom Teacher	Jaime Seely	English Educator
Classroom Teacher	Katrina Sutton	Foreign Language Educator
Classroom Teacher	Brittany Thomasson	Math Educator
Classroom Teacher	Tisha Thompson	CATE Health Educator
Classroom Teacher	Reggie Whatley	Band
Classroom Teacher	Ben Whittington	Math Educator