

Hughes Springs ISD
Hughes Springs Junior High
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Social Studies

Mission Statement

The mission of Hughes Springs Junior High is to provide a safe, nurturing learning environment so that each student meets high goals for academic performance and receives the best education possible.

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 learning and success of each student.
- parental and community involvement are vital to student success.

Vision

At Hughes Springs Junior High we envision a partnership between schools, parents, and community that will emphasize achievement, and a positive self-esteem, in order to produce responsible and respectful citizens.

Hughes Springs Junior High will combine our State Compensatory Education Funds and our Title I funds into a school wide program as defined in the following Campus Improvement Plan.

Comprehensive Needs Assessment

Demographics

Demographics Summary

At Hughes Springs Junior High there are approximately 280 students in sixth, seventh, and eighth grade. The breakdown of ethnic groups are as follows: 75% are white, 11% are African American, 11% are Hispanic, 3% are Multi-Race. The gender breakdown of the students are 57% are male, and 43% are female. The socioeconomic breakdown is 54% of the students are on free/reduced lunches.

Our student population has increased from 260 last year to 280 at present.

At-Risk students are at 30%, 17% are 504 students, 5% are Gifted and Talented, and 11% are Special Need students.

Our attendance rate per year is 97% a year.

The majority of our teaching staff is white. The class size for each teacher is about 20 to one.

This is a rural school district.

Demographics Strengths

Our attendance rate has been consistently high, at 97 - 98 %.

Demographics Needs

Recruiting of minority teachers.

Exposure for economically disadvantage students in vocabulary development.

Student Achievement

Student Achievement Summary

Hughes Springs Junior High students took the STAARs test in 2015-2016. In the area of accountability, the junior high met standard and was given Distinction Earned Academic Achievement in Social Studies.

Student Achievement Strengths

The Student Achievement Index had a target score of 60, and we scored 555 out of 714 for a score of 81. The Student Progress Index had a target score of 30, and we scored 340 out of 1000 for a score of 34. The Closing Performance Gaps had a target score of 26, and we scored 530 out of 1400 for a score of 38. The Postsecondary Readiness Index had a target score of 13, and we scored 30.

In reading we had an overall score of 81%, in math an overall score of 75%, social studies had a score of 76%, writing an overall score of 78% and in science, 76%.

Student Achievement Needs

- Need to make students more responsible for coming to class prepared and on time.
- Need mentoring/focus in sub-pops.
- Need to raise progress measure and testing scores in subpops for math, writing, science, and social studies.
- Students that are advanced on the STAAR test will be awarded at the awards ceremony (if given data from state in adequate time).
- Cross curriculum teaching.
- Spanish speaking aide for non-English speaking students

School Culture and Climate

School Culture and Climate Summary

At Hughes Springs Junior High the climate is great because of the unity among the staff and positive attitudes of the students.

School Culture and Climate Strengths

- Great school climate.
- Lots of unity among staff.
- Parents appreciate the work of the staff.

School Culture and Climate Needs

- Teaming every week if needed
- Opportunities to build relationships and interact among the staff and students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Focus is on recruiting minority, highly qualified teachers when positions come open. The retention of teachers at this campus is very high. All staff are highly qualified.

Staff Quality, Recruitment, and Retention Strengths

- Used on-line training for the professional development.
- Using the waiver days helps teachers to get more time in the classroom at beginning of school.
- Provided flexibility with everyone's schedules.

Staff Quality, Recruitment, and Retention Needs

- Need information about the changes in the STAAR's testing as soon as possible.
- Recruitment of minority teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our district has made great strides to improve and help the junior high campus with curriculum training. Increased technology over the past years has enhanced our curriculum instruction. We have implemented Whitlow Math as part of our curriculum.

Curriculum, Instruction, and Assessment Strengths

- Our technology is current and continues to improve.
- Instruction is good, rigorous, and evolving.
- Students have a tutorial period every day and lunch detention to get extra help in their studies.
- Parents have Skyward, on-line resources, and students have planners with handbook attached.
- Science and reading is aligned from elementary to junior high.
- Students with averages above 75 and few absences are rewarded at the end of every six weeks.

Curriculum, Instruction, and Assessment Needs

- Make students and parents more accountable.
- Find a way to blend more algebra and STAAR, for advanced academic performance.
- Non-STAAR classes need more materials.
- At least one benchmark in each testing subject.
- Need more STAAR materials for classes.
- More access to mobile labs
- Upgrade student response systems
- Need curriculum for non-English speaking students

Family and Community Involvement

Family and Community Involvement Summary

Our community provides exceptional support to our school district in all areas.

Family and Community Involvement Strengths

- Colt Camp has been a great success.
- Open House/Report Card Pickup has done well.
- Communication is successful in the following: teacher contacts, school to phone, the HSISD website and Facebook, school e-mail and the Skyward program.
- The Literacy Fair

Family and Community Involvement Needs

- Parent conferences need to be scheduled at least one day in advance with the school secretary and the principal needs to attend as needed.
- Need to start a community mentoring program.

Technology

Technology Summary

The Junior High has made various technology available in all classes.

Technology Strengths

- Two computer labs.
- Teachers have E-Instructions or Mimios.
- Classrooms have drop down projectors.
- Teacher computer in every classroom.
- Two, 25 mini-computer carts, to be checked out by teachers. We also have a cart in the special education room and one in the art room.

Technology Needs

- We need more keyboarding classes. Every sixth grader needs basic powerpoint and microsoft word skills keyboarding.
- More waiver day training in technology.
- Continue improving technology.
- More netbook labs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) 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 Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: All students will show continuous academic improvement in all subject areas.

Performance Objective 1: Increase the level of student performance in Math as measured by STAARS.

Evaluation Data Source(s) 1: 90% passing rate

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) STAAR data will be disaggrated and studied by each teacher to identify student difficulties in a timely manner. (Title I, Component 8)	8	Math Teachers	Disaggrated data of STAAR.				
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> 2) Tutorial period, pullouts during conference periods, and STAARS Enrichment classes worked into the daily schedule for extra work in math. (Title I, Component 9)	9	Math Teachers	Progress in the STAAR Enrichment classes and benchmarks.				
3) Teachers will attend workshops related to STAARS math as provided by Region VIII. (Title I, Component 4)	4	Math Teachrs	Certificates obtained through Region VIII				
4) Teacher-made tests and practice material will be designed to resemble the STAAR test format.		Math Teachers	Evaluations on teacher-made tests.				
5) Teachers will promote students hands on activites using manipulatives, real-life data, calculators, and computers in problem solving.		Math Teachers	Evaluations by the math teachers.				
6) Students will be provided opportunities to use graphs, charts, tables, etc.		Math Teachers	Evaluations by math teachers.				

<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>7) A daily tutorial period has been added for all student groups including those who did not meet safeguard in math or reading. (Title I, Component 9)</p>	9	Math Teachers	Grade performance increases.				
<p>8) Support will be provided daily in a classroom setting for all students who need extra help through cooperative learning, peer tutoring, or teacher assistance. (Title I, Component 9)</p>	9	Math Teachers	Grade performance increases.				
<p>Critical Success Factors CSF 1</p> <p>9) Teachers will integrate challenging problems regularly which are based on objective master % that falls below 75% on previous year's STAAR test.</p>		Math Teachers.	Evaluation of a benchmark test.				
<p>10) Use research data to reinforce STAAR objectives.</p>		Math Teachers	Grade performance on STAAR test, benchmarks, daily grades and tests.				
<p>11) Vertical alignment teaming. (Title I, Component 3)</p>	3	Math Teachers.	Lesson Planning				
<p>12) STAAR Blitz. (Title I, Component 2)</p>		Math Teachers.	Performance increase on STAAR test				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>13) Benchmark test will be administered near or after Christmas break, during the first semester. This benchmark will be STAAR formatted. Progress will be tracked by disaggregating STAAR Benchmark information for all student groups including those who missed a safeguard with DMac Software. (Title I, Component 8)</p>	8	Principal, Math Teachers.	Performance on Benchmark test.				
<p>14) UIL participation will be emphasized with the math and science teams.</p>		Principal, Teachers.	Number of students participating.				

<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>15) Incorporate advanced math programs for all grade levels, sixth through eighth grade. Whitlow Math has been implemented to aid all student groups including those student groups who did not make a safeguard.</p>		Principal, Social Worker, and Math teachers	Number of students eligible to take the advance classes.				
16) Sixth, Seventh, and Eighth grade students that are not successful on the Math STAAR test from the previous year or those students that are failing math will be put in a STAAR Enrichment class. (Title I, Component 2)	2	Principal, Social Worker, and Math Teachers	Number of students enrolled in the STAAR Enrichment class.				
17) Utilize TEKS Resource System at the grade levels, if needed.		Math Teachers	Grade performance increases.				

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


Goal 1: All students will show continuous academic improvement in all subject areas.

Performance Objective 2: Increase or maintain the level of student performance in Writing and Reading, as measured by the STAAR test.

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
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>1) STAAR data will be disaggregated and studied by English and reading teachers to identify student difficulties in a timely manner for all student groups including those who missed a safeguard. (Title I, Component 8)</p>	8	English/Reading Teachers.	Grade performance by the students.				
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>2) English/reading teachers will align the curriculum to the STAAR and discuss and evaluate teaching strategies for all student groups including those who missed a safeguard. (Title I, Component 3)</p>	3	English/Reading Teachers.	Grade performance by students in the classroom and on the STAAR test.				
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>3) STAAR enrichment classes, tutorials, and pullouts worked into the daily schedule for extra work and individualized instruction in reading and writing skills for all student groups including those who missed a safeguard. (Title I, Component 9)</p>	9	Principal, Social Worker, English/Reading Teachers.	Increased grade performance in the classroom and on the STAAR tests.				
<p>4) Students will be provided with a daily warmup activity aligned with the Teks.</p>		English/Reading Teachers.	Successful completion of warmup.				

5) Students will be graded in punctuation, capitalization, and spelling.		English/Reading Teachers.	Grade performance by students.				
6) English teachers will provide students with the opportunity to write on all types of STAAR papers throughout the year.		English Teachers.	Grade performance by students.				
7) STAAR writing will be practiced at each grade level.		English Teachers.	Grade performance and benchmark testing by the students.				
8) Student work will be displayed in the classrooms and in the halls.		English/Reading Teachers	Grade performance by the students.				
9) 70% of the tests will be given in the STAAR format.		English/Reading Teachers	Passing performance on STAAR test.				
10) Students will utilize standard or electronic resources to obtain information.		English/Reading Teachers	Lesson plans.				
11) Vertical alignment teaming. (Title I, Component 3)	3	Teachers	Lesson plans.				
12) Students will use AR as an enrichment, in order to improve independent reading skills and vocabulary development.		English/Reading Teachers	Passing performance on AR tests and related projects.				
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>13) Student groups including those who did not meet a safeguard will be provided weekly vocabulary words to strengthen their working vocabulary.</p>		English/Reading Teachers	Passing performance on grades.				
<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>14) Literacy Fair supports TEKS tested on STAAR for all student groups including those which did not make safeguard.</p>		All staff	STAAR data				
							






Goal 1: All students will show continuous academic improvement in all subject areas.

Performance Objective 3: Increase or maintain the level of student performance in Science as measured by STAAR.

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) STAAR data will be disaggregated and studied by each science teacher to identify student difficulties in a timely manner. (Title I, Component 8)	8	Science Teachers	Passing performance on STAAR tests.				
2) Science teachers will meet once per semester to coordinate curriculum, align the STAAR, and evaluate teaching strategies. (Title I, I, Component 3)	3	Science Teachers.	Lesson plans and grade performance by the students.				
3) Students will demonstrate their ability to solve problems using the scientific method.		Science Teachers	Grade performance by the students.				
4) Students will be graded based on mastery of skills and content of subject matter.		Science Teachers	Grade performance by the students.				
5) Teachers will provide students with the opportunity to answer science questions in the STAAR format.		Science Teachers	STAAR test and grade performance by the students.				
6) Science teachers will inventory lab equipment and supplies. Teachers will update materials as needed to comply with STAAR requirements. (Title I, Component 3)	3	Science Teachers	Lesson plans				
7) Vertical alignment Teaming. (Title I, Component 3)		Science Teachers	Lesson planning				
8) Teachers will attend the STAAR Science Collaborative workshop provided by the Region VIII Educational Service Center. (if offered)		Science Teachers	Continuing professional development				
9) Tutorials will be implemented during the spring semester for the eighth grade students taking the Science STAAR test. (Title I, Component 9)	9	Principal, Science Teachers	Grade performance by the students				
10) Cross curriculum alignment with Health, Math, Reading, and English.		Teachers	Lesson planning				
11) Purchase of equipment to modernize science labs and classrooms.		Principal and Curriculum Director	Lesson planning				






12) Increased professional development activities for science teachers.		Principal and Curriculum Director	Lesson planning				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: All students will show continuous academic improvement in all subject areas.

Performance Objective 4: Increase or maintain the level of student performance in Social Studies as measured by STAAR.

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) STAAR data will be disaggregated and studied by each history teacher at the end of the first six weeks to identify student difficulty in a timely manner. (Title I, Component 8)	8	History Teachers	STAAR test and grade performance by the students.				
2) Weekly opportunities will be provided for all students to work cooperatively to reinforce STAAR skills.		History Teachers	STAAR test performance				
3) Current events will be used daily to enhance understanding of civic values and rights/responsibilities of citizenship.		History Teachers	Grade performance by the students.				
4) Students will use study guides or notes daily to reinforce key concepts or words related to objectives being taught.		History Teachers	Grade performance by the students.				
5) Students will research and report on cultures and ethnic groups to develop an appreciation for diversity.		History Teachers	Grade performance by the students.				
6) Once per semester, students will complete two or more history projects.		History Teachers	Grade performance by the students.				
7) Students will utilize maps, charts, and graphs to analyze information on a weekly basis.		History Teachers	Grade performance by the students.				
8) Students will create and interpret political cartoons once per six weeks.		History Teachers	Grade performance by the students.				
9) Teachers will meet with their vertical teams at least once per semester. (Title I, Component 3)	3	History Teachers	Lesson planning				
10) Vertical Alignment Teaming. (Title I, Component 3)	3	Teachers	Lesson planning				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							






Goal 1: All students will show continuous academic improvement in all subject areas.

Performance Objective 5: 85% of special need students will be included in the regular classroom, and special programs personnel and instructional aides will support all students and teachers in the regular classroom.

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) Special Education teacher will be available to meet daily with academic teams to assist teachers with modifications. (Title I, Component 3 & 8)	3, 8	Special Education Teacher	Lesson planning				
2) Special Education teacher, regular teachers, counselor/social worker, parents, Principal, and diagnostician will collaborate together in designing behavior plans for students with special needs. (Title I, Component 9)	9	Principal, Counselor/SW, Sped Teacher, Regular Teachers, Parents	Lesson planning and discipline management.				
3) ESL oral language development. (Title I, Component 2)	2	ESL Teacher	Lesson planning				
4) Gifted students will have daily enrichment with peers. (Title I, Component 2)	2	Principal, G/T Teachers	Lesson planning and grade performance				
5) Provide dyslexia services for identified students. (Title I, Component 2)	2	Teachers	Lesson planning				
6) Criteria established to actively identify GT students. (Title I, Component 2)	2	Counselor/Social Worker	Referrals and test results				
7) Professional development for teachers on Autism.		Principal	Professional development				
8) Train Adaptive PE evaluator and purchase equipment.		PE Teachers	Lesson planning and grade performance by the students.				
9) RTI training for campus certified personnel.		Principal	Lesson planning				
10) Purchase of speech and assistive technology software to help students.		Tech Director	Daily planning				






<p>State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1</p> <p>11) Literacy Fair promotes collaboration with all student groups including those who did not make safeguard with cross curricular emphasis.</p>		All staff	Student daily classroom and STAAR data.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: All students will show continuous academic improvement in all subject areas.

Performance Objective 6: Staff and students will develop and use a variety of technological skills.

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) Students and staff will communicate daily with other district sites through electronic mail.		Curriculum Director, Tech Coordinator	Lesson planning				
2) Students and staff will use the Internet daily to conduct research.		Curriculum Dir., Teachers	Lesson planning				
3) Students will use computers in the library to facilitate accelerated reader program.		Reading Teachers, Librarian	Grade performance on AR tests.				
4) Essential knowledge and skills of computer literacy will be taught across the curriculum.		Curr. Dir., Tech Coord., and Teachers	Lesson planning.				
5) The campus technology coordinator will be available to assist staff members and students in use of technology.		Tech Coord.	Lesson planning				
6) Teachers will use computers for continuous monitoring of students' academic progress and reporting to students and parents.		Principal, Tech Coord., Teachers	Continuous monitoring of grades				
7) Utilization of two mini-laptop mobile labs to expand access for students and teachers.		Tech Dir.	Lesson planning and sign-out rosters				
8) Spanish speaking aide coming daily during STAARS period to help non-English speaking students.		Principal, Aide	Student work/demonstration of progress				
State System Safeguard Strategy Federal System Safeguard Strategy Critical Success Factors CSF 1 9) Special Education teacher is in English class with Special Education students daily.		Special Education teacher, Principal	Performance at the end of each grading period and STAARS results.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: All students will show continuous academic improvement in all subject areas.

Performance Objective 7: Hughes Springs Junior High School will see that instruction is provided by highly qualified teachers and will continue to attract high-quality teachers to the district.

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) Identify, contact, interview, and hire highly qualified job applicants. (Title I, Component 5)	5	Principal, Campus Site Base Comm.	The hiring of these applicants and PDAS results.				
2) Offer continual education by distance learning and school funded workshops and seminars. (Title I Component 4)	4	Supt., Curr. Dir., Principal	Attendance and certification of the same				
3) Monetary compensations in critical areas. (Title I, Component 5)	5	Supt.	Finances designated for needed areas (if budget will allow)				
4) Additional training and testing for paraprofessional staff. (Title I, Component 4)	4	Supt., Curr. Dir., Principal	Certification of attendance				
							

Goal 2: Hughes Springs Junior High will provide an educational program designed to enable all children in the school to meet the state's student academic and achievement standards through on-going staff development.

Performance Objective 1: All staff members will be given the opportunities to broaden their knowledge of the diverse needs of Junior High Students through on-going staff development.

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) The Site Based Decision Making committee must approve all staff development activities. (Title I, Component 1)	1	Principal	Documented meeting				
2) Basic first aide safety procedures and CPR will be offered for the Junior High. (Title I, Component 4)	4	Principal, Nurse, Health/PE Teachers	Lesson Planning and grade performance in Health and PE				
3) Teachers will have the opportunity to attend G/T training as available at Region VIII. (Title I, Component 4)	4	Principal, Teachers	Professional training certification				
4) Hughes Springs Junior High will participate in training on academic teaming as available at Region VIII. (Title I, Component 4)	4	Principal, Teachers, Teacher Aides	Professional development				
5) Staff development for all school staff to enable all children in the school to meet the state's academic and achievement standards. (Title I, Component 4)	4	Curr. Dir., Principal	Professional development				
6) Violence restraint and crisis intervention training. (Title I, Component 10)		Curr. Dir., Principal, Cass County Coop.	Certifying of employees.				
7) Staff development regarding classroom management, district discipline policies, and student code of conduct. (Title I, Component 4)	4	Principal	Professional development				
8) Staff will give input into the Campus Improvement Plan.		Site Base Comm	Signing off on Plan by all parties.				
							






Goal 3: Hughes Springs Junior High will provide a safe, orderly, and inclusive setting by using all available resources to present students the opportunity to learn.

Performance Objective 1: Provide a safe and nurturing environment.

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) A crisis management team will be utilized to deal with any crisis that may arise.		Curr. Dir., Principal, Assist. Principal	Certify personnel in restraint training.				
2) Suicide prevention counseling for targeted students.		Counselor/Social Worker	Number of students counseled.				
3) Conflict resolution and restraint training. (Title I, Components 4 & 10)	4, 10	Principal, Cass County Coop., Teachers	Completion of restraint training.				
4) Gang awareness staff development. (Title I, Components 4 & 10)	4, 10	Principal	Teacher meetings and workshops				
5) District wide Mock Disaster Evacuation.		All Administrators, All Staff	Performance of Evacuation.				
6) Provide training on the prevention of unwanted sexual and verbal harassment and bullying. (Title I, Component 10)	10	Principal, Counselor/Social Worker, Assist. Principal	Workshops				

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






Goal 3: Hughes Springs Junior High will provide a safe, orderly, and inclusive setting by using all available resources to present students the opportunity to learn.

Performance Objective 2: The entire staff will focus on the social, emotional, physical, intellectual, psychological, and ethical development of all its students.

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) Sponsors of school organizations will emphasize leadership and community service.		Teachers, Sponsors	Performance within the community.				
2) STAAR Enrichment period will be used to accelerate low-performing students. (Title I, Component 9)	9	Principal, Counselor/Social Worker, Teachers	Successful performance on the STAAR tests.				
3) Snacks will be provided for students on STAAR test days. (Title I, Component 10)	10	Principal, Cafeteria Staff, Teachers	All students are served.				
4) Colt Camp Orientation. (Title I, Component 7)	7	Principal, All Junior High Staff	High percentage of parents attend.				
5) All students will participate in the state physical evaluation (Fitness Program).		Principal, PE Teachers	All students are tested.				
6) All students will be enrolled in a class where they will regularly participate in moderate to vigorous physical activity.		Principal, Counselor/Social Worker	High enrollment of students in these classes.				

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






Goal 3: Hughes Springs Junior High will provide a safe, orderly, and inclusive setting by using all available resources to present students the opportunity to learn.

Performance Objective 3: Average attendance will improve to 97% and be maintained at that level.

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) Parents will be telephoned when students are absent. (Title I, Component 6)	6	Principal, Assist. Principal, Office staff	Log is kept on calls.				
2) Students will be rewarded each six weeks for no absences.		Principal	Principal will reward the students with something special.				
3) Parents will be notified as to excessive absences as outlined in the student handbook until, if and when, truancy charges are filed.		Principal, Assist. Principal, District Attorney	Principal, Assist. Principal, Office of district attorney				


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

Goal 3: Hughes Springs Junior High will provide a safe, orderly, and inclusive setting by using all available resources to present students the opportunity to learn.

Performance Objective 4: Provide an educational setting with no class disruptions.

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) Students who disturb the educational process will be disciplined.		Principal, Assist. Principal, Resource Officer	Fewer disruptions				
2) Students who harass other students will be punished. (Title I, Component 10)	10	Principal, Assist. Principal, Resource Officer	Low number of harassment cases.				
							

Goal 3: Hughes Springs Junior High will provide a safe, orderly, and inclusive setting by using all available resources to present students the opportunity to learn.

Performance Objective 5: Hughes Springs Junior High will provide a safe, clean, and friendly atmosphere that is conducive to learning for all students.

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) Students that commit violent acts will be addressed in these forms: sent to student In-school Suspension Center, suspended from school, Alternative Educational Placement, corporal punishment, or placed under arrest. (Title I, Component 10)	10	Principal, Assist. Principal, Resource Officer	Discipline referrals/paperwork, legal documentation				
2) Visits by the drug dog. (Title I, Component 10)	10	Resource Officer	No drugs found.				
3) Drug testing		Supt.	All negative results				
4) Bullying will be addressed in the handbook, bullying assemblies and through counseling		All	No bullying being reported.				
5) All staff will have direct information about allergies. This will be done by the school nurse and Skyward alerts.		All	Being able to help in emergency action plan for each severe/life threatening allergy.				
6) If a student's grade drops or the student becomes a discipline problem, the grade level team will meet with the student to discuss a way to help with these issues.		Grade level teachers and principal	Rise in grade and decrease in behavioral problems.				
							

Goal 3: Hughes Springs Junior High will provide a safe, orderly, and inclusive setting by using all available resources to present students the opportunity to learn.

Performance Objective 6: Hughes Springs Junior High will emphasize parental and community involvement.

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) Inform parents and community of school events and activities. (Title I, Component 6)	6	Principal, Staff	Ten percent increase in parental and community involvement.				
2) Open House/Colt Camp. (Title I, Components 6 & 7)	6, 7	Principal	High number of parents attend.				
3) Prepare calendar of events at first of each month for web page. (Title I, Component 6)	6	Principal, Office staff.	It is successfully put on the Web page.				
4) Teacher/parent conferences to discuss what the school will do to help students meet standards, what the parent can do to help student performance, and additional assistance available to students. (Title I, Component 6)	6	Principal, Teachers	Logged teacher/parent conferences				
5) School/parent compact that is signed by the school and parents. (Title I, Component 6)	6	Principal	Given to parents on Colt Camp night.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Tutorial period, pullouts during conference periods, and STAARS Enrichment classes worked into the daily schedule for extra work in math. (Title I, Component 9)
1	1	7	A daily tutorial period has been added for all student groups including those who did not meet safeguard in math or reading. (Title I, Component 9)
1	1	13	Benchmark test will be administered near or after Christmas break, during the first semester. This benchmark will be STAAR formatted. Progress will be tracked by disaggregating STAAR Benchmark information for all student groups including those who missed a safeguard with DMac Software. (Title I, Component 8)
1	1	15	Incorporate advanced math programs for all grade levels, sixth through eighth grade. Whitlow Math has been implemented to aid all student groups including those student groups who did not make a safeguard.
1	2	1	STAAR data will be disaggregated and studied by English and reading teachers to identify student difficulties in a timely manner for all student groups including those who missed a safeguard. (Title I, Component 8)
1	2	2	English/reading teachers will align the curriculum to the STAAR and discuss and evaluate teaching strategies for all student groups including those who missed a safeguard. (Title I, Component 3)
1	2	3	STAAR enrichment classes, tutorials, and pullouts worked into the daily schedule for extra work and individualized instruction in reading and writing skills for all student groups including those who missed a safeguard. (Title I, Component 9)
1	2	13	Student groups including those who did not meet a safeguard will be provided weekly vocabulary words to strengthen their working vocabulary.
1	2	14	Literacy Fair supports TEKS tested on STAAR for all student groups including those which did not make safeguard.
1	5	11	Literacy Fair promotes collaboration with all student groups including those who did not make safeguard with cross curricular emphasis.
1	6	9	Special Education teacher is in English class with Special Education students daily.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Tutorial period, pullouts during conference periods, and STAARS Enrichment classes worked into the daily schedule for extra work in math. (Title I, Component 9)
1	1	7	A daily tutorial period has been added for all student groups including those who did not meet safeguard in math or reading. (Title I, Component 9)
1	1	13	Benchmark test will be administered near or after Christmas break, during the first semester. This benchmark will be STAAR formatted. Progress will be tracked by disaggregating STAAR Benchmark information for all student groups including those who missed a safeguard with DMac Software. (Title I, Component 8)
1	1	15	Incorporate advanced math programs for all grade levels, sixth through eighth grade. Whitlow Math has been implemented to aid all student groups including those student groups who did not make a safeguard.
1	2	1	STAAR data will be disaggregated and studied by English and reading teachers to identify student difficulties in a timely manner for all student groups including those who missed a safeguard. (Title I, Component 8)
1	2	2	English/reading teachers will align the curriculum to the STAAR and discuss and evaluate teaching strategies for all student groups including those who missed a safeguard. (Title I, Component 3)
1	2	3	STAAR enrichment classes, tutorials, and pullouts worked into the daily schedule for extra work and individualized instruction in reading and writing skills for all student groups including those who missed a safeguard. (Title I, Component 9)
1	2	13	Student groups including those who did not meet a safeguard will be provided weekly vocabulary words to strengthen their working vocabulary.
1	2	14	Literacy Fair supports TEKS tested on STAAR for all student groups including those which did not make safeguard.
1	5	11	Literacy Fair promotes collaboration with all student groups including those who did not make safeguard with cross curricular emphasis.
1	6	9	Special Education teacher is in English class with Special Education students daily.

State Compensatory

Budget for Hughes Springs Junior High:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6119	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$2,000.00
199-11-6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$82,429.00
199-11-6121	6121 Extra Duty Pay/Overtime - Support Personnel	\$700.00
199-11-6141	6141 Social Security/Medicare	\$1,009.00
199-11-6142	6142 Group Health and Life Insurance	\$5,412.00
199-11-6143	6143 Workers' Compensation	\$357.00
199-11-6144	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$5,979.00
199-11-6146	6146 Teacher Retirement/TRS Care	\$2,040.00
6100 Subtotal:		\$99,926.00

Personnel for Hughes Springs Junior High:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashlock, Sheila	Teacher	Junior High	.125
Baird, Taffy	Teacher	Junior High	0.125
Barnes, Ashley	Teacher	Junior High	0.125
Baxter, Martha L	Teacher	Junior High	0.125
Biddy, Melinda	Teacher	Junior High	0.125
Caver, Tammy Jane	Teacher	Junior High	0.125
Ferris, Stephany	Teacher	Junior High	.125
Golden, Pamela J.	Teacher	Junior High	0.125
Martaindale, Cliff	Teacher	Junior High	.25
Nelson, Michele	Teacher	Junior High	0.125
Reece, Roger	Teacher	Junior High	0.2500
Walker, Judy	Teacher	Junior High	.125

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 standard 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 in their classroom independently.

Our Programs Help:

- Children do better in school.
- Teachers understand the needs and concerns of student and parents.
- Parents 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**

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**

Payroll Cost** \$37,454

Elizabeth Byrd, Teacher: Class Size Reduction for 5th 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

Schoolwide components are noted in the goals and strategies.

2: Schoolwide Reform Strategies

Schoolwide components are noted in the goals and strategies

3: Instruction by highly qualified professional teachers

Schoolwide components are noted in the goals and strategies

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Schoolwide components are noted in the goals and strategies

5: Strategies to attract highly qualified teachers

Schoolwide components are noted in the goals and strategies

6: Strategies to increase parental involvement

Schoolwide components are noted in the goals and strategies

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

Schoolwide components are noted in the goals and strategies

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Schoolwide components are noted in the goals and strategies

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Schoolwide components are noted in the goals and strategies

10: Coordination and integration of federal, state and local services and programs

Schoolwide components are noted in the goals and strategies