

Hughes Springs ISD
District Improvement Plan
2016-2017

Accountability Rating: Met Standard



Board Approval Date: November 14, 2016
Public Presentation Date: November 14, 2016

Mission Statement

The mission of the District is to prepare our children to live and work in the changing future. All students need to master the knowledge, skills, and competencies necessary to interact productively and successfully in a democratic society. Inherent in this purpose is the belief that all students need to develop essential academic skills and acquire a knowledge base on which to build life-long learning. All students can learn if provided an environment of high expectations for academic achievement. Educating our children to be productive in a changing future necessitates an excellent education system.

Vision

Our students respect themselves and others. They have very strong academic, social, and emotional skills allowing them to be happy and responsible citizens. These skills enable them to be productive and make a positive contribution to the District. 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 learning and success of each student

....parental and community involvement are vital to student success

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Student achievement data comes from reports in TAPR, PBMAS, and State Accountability. We disaggregate our data by passing rates in subject and grade through grade level/subject level meetings and DMAC.

Hughes Springs ISD met the Standard on the 2016 Accountability Ratings.

As a district, we missed the following Safeguards: Reading - Special Education; Math - African Americans/Special Education; writing - Economically disadvantaged; and Science - African American/Special Education

We were at or above state average in performance on our EOC and STAAR assessments. Our scores for the Spring 2016 assessments are as follows:

3rd Reading = 77% passing, 22% Level III Performance

3rd Math = 73% passing, 9% Level III Performance

4th Reading = 69% passing, 8% Level III Performance

4th Writing = 57% passing, 4% Level III Performance

4th Math = 62% passing, 2% Level III Performance

5th Reading = 71% passing, 26% Level III Performance

5th Science = 75% passing, 13% Level III Performance

5th Math = 79% passing, 10% Level III Performance

6th Reading = 72% passing, 13% Level III Performance

6th Math = 62% passing, 11% Level III Performance

7th Reading = 78% passing, 28% Level III Performance

7th Math = 74% passing, 25% Level III Performance

7th Writing = 73% passing, 8% Level III Performance

8th Reading = 92% passing, 17% Level III Performance

8th Math = 84% passing, 4% Level III Performance

8th Science = 73% passing, 12% Level III Performance

8th Social Studies = 73% passing, 15% Level III Performance

Algebra I EOC (8th Graders) = 100% passing, 77% Level III Performance

Algebra I EOC = 89% passing, 10% Level III Performance

English I Reading EOC = 76% passing, 3% Level III Performance

English II Reading EOC = 75% passing, 4% Level III Performance

Biology EOC = 92% passing, 33% Level III Performance

U.S. History EOC = 92% passing, 23% Level III Performance

Includes STAAR & STAAR A tests

Student Achievement Strengths

Our strengths are in Index 1 - Student Achievement

Index 3 - Closing Performance Gaps

Index 4 - Postsecondary Readiness

Hughes Springs Jr High earned one Academic Achievement Designation: Social Studies, Top 25% student progress

Student Achievement Needs

We consistently have an achievement gap between our whites and African Americans. As a district, our other areas of concern are African American (math & science), Special Education (reading, math & science), and Economically Disadvantaged (writing) performances. Even though intervention programs are in place, we need to continue to work with these students and find new and innovative ways to reach them. Our STAAR/EOC tutorials and enrichment activities have been restructured by adding 20 minutes to our school day allowing a 30 minute tutorial/flex period for all students.

Index 2 - Student Progress is an area of concern. Students have to show progress every year, not just pass. The state target score is 222 and our district index score is 333. Passing is not good enough. We have to keep challenging our students to improve each year and strive for Level III.

The Elementary missed a State System Safeguard for writing for Economically Disadvantaged and Math for African Americans. Junior High missed two System Safeguards, Reading for Special Education and math for African Americans and Special Education. High School missed a State System Safeguard

for writing for African Americans in performance rates.

We also need to work to continue improving our overall test scores, especially writing. We will continue to focus on improving those scores and increasing our rigor, especially since we have now moved into Phase 2 for STAAR Level II Performance Standards, to help our students better succeed on these assessments.

Our goal for this year's STAAR/EOC performance levels is to raise our percentage of those passing at level III therefore increasing Index 2.

District Culture and Climate

District Culture and Climate Summary

The vision, mission, goals, and belief statements of the district are focused on high expectations for everyone, and our students and staff are aligned to this concept. At Hughes Springs ISD the school climate seems to be at an all time high and our district is considered a safe place to work.

District Culture and Climate Strengths

Staff indicated that overall they were very satisfied with their school leadership and overall climate, as well as with the district level leadership. We have been gun free for the last several years. Attendance is at 95.8% (2014-15 TAPR) rate. Our staff works closely with children in need and provides counseling, supplies, and donations of food and clothing when needed.

District Culture and Climate Needs

Continue to keep lines of communication open on all campuses and work to increase communication between campuses.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

During recent years we have had a high retention rate and very little staff turnover. We believe we have one of the best staffs in the state of Texas.

Staff Quality, Recruitment, and Retention Strengths

Our good overall district climate helps contribute to a high retention rate. Teachers with 11-20 years experience is 37.9% and with 20+ years experience is 18.8%. We believe the high retention rate and level of experience has also helped contribute to the rise in test scores and student achievement that we have seen in the past few years. HSISD also has a 100% Highly Qualified rate.

Staff Quality, Recruitment, and Retention Needs

Continue to recruit highly qualified staff and look for diversity in staffing.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In recent years, the district has made great strides in improving our instruction, thus improving our assessment results. We have seen an increase in rigor and the quality of instruction on all campuses. During math alignment meetings, math teachers grades 3-Algebra I asked for and received training in the Faye Whitlow Way, aligning teaching strategies and manipulatives from grade 3 and up. Kindergarten -1 uses Pearl Math which feeds directly into the Sharon Wells math used in grades 2-5. Pearl and Sharon Wells renew the curriculum yearly to reflect the changes and updates to TEKS and state testing. Several of our elementary teachers attended writing training this summer to align writing strategies and LA teachers grade 3-10 attended Gretchen Barnabei Grammar workshop at Region 8 this fall to help with essay writing. The district uses DMAC to disaggregate and analyze benchmark and local assessments to form data-driven instruction and to provide information to form intervention groups and meet their needs.

Curriculum, Instruction, and Assessment Strengths

Teachers are provided with ample opportunity for professional development through Region 8 and conferences. Eight science teachers grade 3-HS attended CAST last fall and will attend in 2016. Two math teachers attended CAMT this past summer. Teachers are open to incorporating new instructional technology and instructional methods into their classroom to keep assessment scores steadily rising. We have 3 part-time, 2 full time, and 2 dyslexia interventionists at the elementary to work in small groups to accelerate struggling readers.

Curriculum, Instruction, and Assessment Needs

We need to continue to push for more rigor in daily instruction, especially with STAAR now being in Phase 2 in the Performance Standards. We also need to continue to explore new instructional methods that we can incorporate into the classrooms for our African American and special ed students. Also, need to continue to push for teachers to pursue high quality professional development to prepare both themselves and our students for the STAAR/EOC Assessments.

Family and Community Involvement

Family and Community Involvement Summary

Hughes Springs ISD celebrates strong parental involvement. Our district recognizes the link between campus and district success and a strong partnership with parents. HSISD parents take advantage of many opportunities for involvement with the school district and we are working to more effectively document and compile data to measure parental involvement. As Hughes Springs ISD continues to grow and flourish, we will continue to make efforts to ensure that *every* parent feels welcome and connected to our schools.

Family and Community Involvement Strengths

Hughes Springs ISD keeps our website & social media accounts current to facilitate better communication and interaction with parents and community members. We also have Skyward Family Access available to our parents so they will have real-time, electronic access to their child's grades and attendance. We also implemented the Skylert message system to keep our parents informed in the event of emergencies. We continue to have Open House several times each school year, so that parents can visit their child's school and talk with teachers and other staff. In the summer of 2010, we also added a school Facebook page, which helps us reach parents on a daily basis. In 2016, we added active Twitter & Instagram accounts. Our annual Meet the Teacher nights at all three campuses are heavily attended where parents get report cards and schedule parent conference meetings. Report Card pickup/hot dog supper is well attended by the community and looks forward to Open House in the spring. Our district supports Veterans with a program each Veteran's Day. The elementary hosts Constitution Day where the local American Legion is involved and many parents/community members attend. Parents serve on our district and campus Site Base committees, as well as SHAC and elementary PTO.

Family and Community Involvement Needs

Hughes Springs ISD needs to continue to focus on developing strategies where busy parents can easily access information concerning their child's education and provide means where partnerships with parents can be strengthened. We hope to increase the number of parents using the electronic resources we have available, such as: Facebook, the HSISD Website, the HSISD App, Skyward Family Access, and Twitter. We need to continue to look for ways to draw in parents of at-risk students to be involved in their child's education.

Technology

Technology Summary

Digital Natives, Generation-D (digital), Nintendo Kids, the MTV generation, whatever term you choose to describe them, today's youth has grown up with an unprecedented access to and appetite for technology. Since 1970, when Pong was introduced, children have consumed a steady diet of digital games, music videos, and the world wide web.

More recently, they have enthusiastically embraced technologies that are on the leading edge of the technology wave including live chats, instant messaging, iPods, blogs, and more. While these terms might be the common language of "Digital Natives", they are a foreign language to the "Digital Immigrants", who struggle to understand and master these new technologies.

Hughes Springs ISD has jumped head first into the world of these "Digital Natives". We have invested a lot of time, money and energy into creating 21st Century classrooms for our students. We have classrooms using ipods, smart boards and a variety of other instructional technologies to enhance student learning.

If we expect our students to be 21st Century Learners and our teachers to be 21st Century teachers, then our resources, professional development, and goals need to be structured to meet the technology needs of our district.

Technology Strengths

For the most part, our staff has eagerly embraced new technologies and are working tirelessly to come up with new and innovative ways to improve their classroom instruction.

We have approximately 1000 computers in our district and each classroom is equipped with a document camera, smart board and digital projector. We have upgraded each computer lab in our district multiple times. We also have portable laptop labs on each campus; we have 4 at the elementary, 3 at the junior high and 10 at the high school. Many of our teachers' classroom are also equipped with student computers, e-Instruction units, ipods, video cameras, smart boards and an array of other instructional technologies.

Our network allows for instant access for instructional use but is also monitored for appropriate use. This is critical since a lot of our curriculum is capable of being technology-based. The software for acceleration e.g., iStation, Think Through Math, Apex, and Compass Learning, is web-based as well as DMAC which is used for data disaggregation for local assessments, benchmark, and state results in order to determine instructional needs at any time.

Technology Needs

While embracing new technologies, we need to continue to provide our staff with the training and support they need to successfully incorporate new technology into their classroom instruction. We need to increase teacher participation in technology workshops offered on the local, regional and state levels. We are also exploring implementing a 1:1 Initiative in the near future. We have a need for hiring an educational technologist.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- 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
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals


Goal 1: Hughes Springs ISD will increase student achievement by providing instruction that is appropriate for the learning needs of each student.

Performance Objective 1: Provide instruction that is appropriate to the learning needs to all students.

Evaluation Data Source(s) 1: Assessment Data, Student Growth, Student Academic Achievement

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Use State Compensatory Education money to increase student achievement through school-wide reforms such as increasing rigor in core academic programs by aligning curriculum to the TEKS through the use of the TEKS Resource System. (Title I School Wide Component #10)	10	Superintendent, Curriculum Director, Principals	Increased Student Achievement and Test Scores; documentation of students who received additional assistance				
Funding Sources: Comp Ed							
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2	2	Principals	Increased Student Achievement and Test Scores				
2) Disaggregate STAAR/EOC data and other assessment data to locate area in the curriculum that need improvement and develop intervention strategies. (Title I Schoolwide Component #2)	Funding Sources: Comp Ed						
3) Utilize classroom aides to assist in individualized instruction and intervention		Superintendent, Principals	Increased Student Achievement and Test Scores				
Funding Sources: Local							
4) Provide parent training for at-risk students (Title I Schoolwide Component #6)	6	Principals, Counselors, Social Worker	Increased Student Achievement and Test Scores; participation and attendance logs				
Funding Sources: Local							
Federal System Safeguard Strategy Critical Success Factors CSF 1	2	Superintendent, Curriculum Director, Principals, Teachers	Increased Student Achievement and Test Scores				
5) Implement researched based programs and strategies to help all students reach proficiency or better in math and reading. (Title I Schoolwide Component #2)	Funding Sources: Local						






6) Employ a bilingual aide to assist LEP students to become proficient in English and reach high academic standards	Superintendent, Principals, Teachers	Increased LEP Student Achievement and Test Scores				
	Funding Sources: Local					
7) Construct Personal Graduation Plans (PGPs) for all students who fail to pass one or more portions of STAAR/EOC	Principals, Counselors, Social Worker	Increased Student Achievement and Test Scores				
	Funding Sources: Local					
8) Provide Reading Interventionists at the Elementary Campus	Principal	Reading and math Assessment Scores				
	Funding Sources: Local					
						

Goal 1: Hughes Springs ISD will increase student achievement by providing instruction that is appropriate for the learning needs of each student.

Performance Objective 2: Increase student achievement on state and national standardized tests

Evaluation Data Source(s) 2: Student Test Scores & Achievement

Summative Evaluation 2:

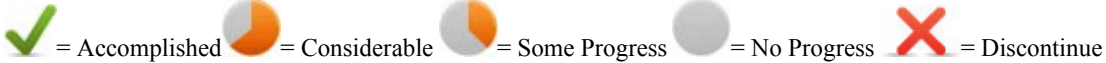
Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors</p> <p>CSF 1</p> <p>1) Provide campus-specific tutorials for all students, including at risk students, who perform below district expectations (Title I Schoolwide Component #9)</p>	9	Principals	Increased Student Achievement and Test Scores; documentation of all students who received additional assistance				
Funding Sources: Local							
<p>Federal System Safeguard Strategy</p> <p>Critical Success Factors</p> <p>CSF 1</p> <p>2) Implement strategies to help improve achievement: smaller class sizes, tutoring, Title I services, literacy groups, content mastery and other strategies (Title I Schoolwide Component #9)</p>	9	Superintendent, Principals	Increased Student Achievement and Test Scores				
Funding Sources: Local							
<p>3) Provide an after school program, which includes a tutoring component, through the Boys/Girls Club Program</p>		Principals, Boys/Girls Club Site Coordinator	Increased Student Achievement and Test Scores				
Funding Sources: Local							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Hughes Springs ISD will increase student achievement by providing instruction that is appropriate for the learning needs of each student.

Performance Objective 3: Offer a varied and challenging curriculum for all students

Evaluation Data Source(s) 3: Student Achievement

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement vertical and horizontal alignment strategies by using the TEKS Resource System and staff development provided through Region 8		Superintendent, Curriculum Director, Principals	Increased Student Achievement and Test Scores				
	Funding Sources: Local						
2) Offer a differentiated curriculum within the classroom, such as G/T, at all grade levels		Principals, Teachers	Increased Student Achievement and Test Scores				
	Funding Sources: Local						
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 3) Use appropriate academic assessments in classrooms, including benchmarking (Title I Schoolwide Component #8)	8	Principals, Teachers	Increased Student Achievement and Test Scores; assessment materials designed/purchased				
	Funding Sources: Local						
							






Goal 1: Hughes Springs ISD will increase student achievement by providing instruction that is appropriate for the learning needs of each student.

Performance Objective 4: Place and serve students in each appropriate program that meets their learning needs

Evaluation Data Source(s) 4: Student Achievement

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Identify students, through campus committees, who need additional services - GT, Special Education, ESL, etc - in a timely manner (Title I Schoolwide Component #9)	9	Principals, Counselors, Social Worker, Teachers	Placement of Students in Appropriate Programs; modifications/accommodations plans				
Funding Sources: Local							
State System Safeguard Strategy Critical Success Factors CSF 1		Principal, Teachers	Academic Achievement of These Students				
2) Monitor and assess students identified for Special Education according to their IEPs	Funding Sources: Local						
3) Give students with a home language other than English an Oral Language Proficiency Test to determine if the student is of Limited English Proficiency		Principals, Counselors, Social Worker, ESL Teacher	Academic Achievement of These Students				
Funding Sources: Local							
4) Place LEP students in the ESL program and provide them with multiple instructional strategies in the regular classroom, as well as one on one assistance and small group instruction. Their progress will be monitored to consider continuation in or exit from the ESL program.		Principals, Teachers, ESL Teacher	Academic Achievement of These Students				
Funding Sources: Local							
5) Conduct TELPAS/LAT assessments to demonstrate the progress that LEP students in K-12 have made in learning the English Language; notify their parents of the results.		Curriculum Director, Principals, Counselors, Social Worker and Teachers	Academic Achievement of These Students				
Funding Sources: Local							
6) Participate in professional development, offered by the Region 8 SSA, for the identification and recruitment of migrant students. Ensure accurate identification and placement of Migrant Students.		Counselors, Social Worker	Academic Achievement of These Students				
Funding Sources: Local							

7) Integrate special services, such as G/T, into the regular classroom to meet the diverse needs of all students.		Principals, Teachers	Academic Achievement of These Students				
	Funding Sources: Local						
8) Give all students the opportunity to participate in the Career and Technology Program. CTE teachers will also integrate their activities with the core academic areas. (Title I Schoolwide Component # 10)	10	Principals, Teachers	Academic Achievement of These Students				
	Funding Sources: Local						
9) Offer information and access to a GED program to students and the community.		Counselors, Social Workers	Information is posted on school website				
	Funding Sources: Local						
10) Screen students for dyslexia, 504 and special education services. Those who are identified as needing these services will be monitored and assessed according to their IEPs. Dyslexia students will be offered the Scottish Rite treatment program.		Principals, Counselors, Social Worker, Diagnostician	Academic Achievement of These Students				
	Funding Sources: Local						
11) Provide services for homeless students, per the McKinney Vento Act, should the need arise.		Superintendent, Curriculum Director, Principals, Counselors, Social Worker	Annual NCLB Compliance Report				
	Funding Sources: Local						
12) Offer Odyssey program, as well as other credit recovery options, as an alternative to the regular high school setting		HS Principal and Counselor	Decrease in Annual Dropout Rate				
	Funding Sources: Local						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							


Goal 1: Hughes Springs ISD will increase student achievement by providing instruction that is appropriate for the learning needs of each student.

Performance Objective 5: Provide staff with the opportunity to grow professionally in areas of need, as determined by the district / campus planning committees.

Evaluation Data Source(s) 5: Professional Development Records

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide access to staff development on instructional strategies in reading, math, science and writing, such as CAST & CAMT and Writing and Reading Academy. (Title I Schoolwide Component #4)	4	Curriculum Director	Professional Development Records				
	Funding Sources: Local						
2) Provide staff with training/information on the casual factors of dropouts, and procedures for prevention and recovery.		Curriculum Director, Principals	Agendas/Sign-In Sheets; Student data analyzed				
	Funding Sources: Local						
3) Provide staff with training/information on procedures of discipline management plan, Student Code of Conduct, crisis management, homework/reteaching policies, grading policies and G/T strategies. (Title I Schoolwide Component)		Curriculum Director, Principals	Agendas/Sign-In Sheets				
	Funding Sources: Local						
4) Provide staff with yearly professional development on: technology, conflict resolution, classroom management, G/T, curriculum alignment, instructional strategies and STAAR/EOC. Such as TCEA.(Title I Schoolwide Component #4)	4	Curriculum Director, Principals	Agendas/Sign-In Sheets				
	Funding Sources: Local						
5) Provide teachers with CPR training and/or refresher courses in basic first aide training. (Title I Schoolwide Component)		Curriculum Director, Nurse	Agendas/Sign-In Sheets				
	Funding Sources: Local						
6) Evaluate teachers using T-TESS and ensure appropriate training is provided to address teacher's area(s) of need. (Title I Schoolwide Component #3)	3	Principals	Agendas/Sign-In Sheets, PDAS Evaluations, Eduphoria				
	Funding Sources: Local						
7) Provide teachers and administrators with professional development that will assist them in staying current with the state assessment and accountability process (Title I Schoolwide Component #9)	9	Superintendent, Curriculum Director, Principals	Agendas/Sign-In Sheets				
	Funding Sources: Local						


8) Provide staff with training/information on GT, dyslexia, 504 and SPED as needed (Title I Schoolwide Component #4)	4	Curriculum Director, Principals	Agendas/Sign-In Sheets; schedule where teachers have common planning period to collaborate				
Funding Sources: Local							
9) Provide teachers of ESL students with training on TELPAS (Title I Schoolwide Component #4)	4	Curriculum Director, Campus Testing Coordinators	Agendas/Sign-In Sheets				
Funding Sources: Local							
							

Goal 1: Hughes Springs ISD will increase student achievement by providing instruction that is appropriate for the learning needs of each student.

Performance Objective 6: Maintain a district attendance rate of no less than 95.5%

Evaluation Data Source(s) 6: Attendance Data from PEIMS

Summative Evaluation 6:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Reward students, each semester, for perfect attendance.		Principals, PEIMS Clerks	Attendance Rate				
Funding Sources: Local							
2) Treat truancy as a legal issue by employing the services of and working closely with appropriate Cass County authorities.		Principals and Asst. Principals	Attendance Rate				
Funding Sources: Local							
							

Goal 1: Hughes Springs ISD will increase student achievement by providing instruction that is appropriate for the learning needs of each student.

Performance Objective 7: Use technology to effectively enhance and strengthen the instructional process.

Evaluation Data Source(s) 7: Classroom Technology Integration, Technology Available to Staff/Students

Summative Evaluation 7:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Train staff new to the district on gradebook, DMAC, email and other technology systems.		Technology Director, Technology Staff	Successful use of programs				
Funding Sources: Local							
2) Provide all teachers with technical assistance, as needed, in a timely manner.		Technology Director, Technology Staff	Increased use of technology				
Funding Sources: Local							
3) Ensure that all students are technology literate. Teachers will integrate technology into the curriculum on a regular basis.		Technology Director, Principals, Teachers	Increased use of technology				
Funding Sources: Local							
State System Safeguard Strategy Critical Success Factors CSF 1 CSF 2		Curriculum Director, Principals, Teachers	Increased Student Achievement and Test Scores				
4) Use DMAC to disaggregate assessment data in a timely manner.	Funding Sources: Local						
5) Continue E-Rating our own internet service through SuperNet 2 consortium to increase the reliability and availability of internet connectivity.		Tech Director, Technology Staff	Increased availability/reliability of internet connectivity				
Funding Sources: Local							
6) Continue to add new instructional technologies to the classrooms for teacher/student use. Such as interactive white boards, netbooks, etc..		Tech Director, Technology Staff	Increase use/availability of technology				
Funding Sources: Local							
							

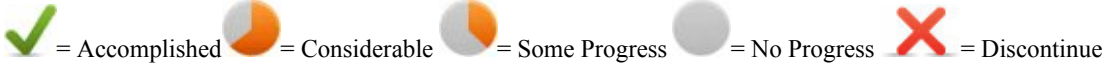
Goal 1: Hughes Springs ISD will increase student achievement by providing instruction that is appropriate for the learning needs of each student.

Performance Objective 8: Maintain a process for evaluating our district Special Education program.

Evaluation Data Source(s) 8: PBMAS Report, Staff Development Records, Student Achievement/Test Scores

Summative Evaluation 8:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Review the guidelines/procedures for the Campus Intervention Teams on an annual basis		Principals, Counselors, Social Worker, Diagnostician	Agendas/Sign In Sheets				
Funding Sources: Local							
2) Continue to revise and maintain the evaluation/re-evaluation process for SPED. Strive to meet state standards in preventing the over-identification of minority subpops (per PBMAS).		Superintendent, Curriculum Director, Principals, Counselors, Social Worker, Diagnostician	Annual PBMAS Report				
Funding Sources: Local							
State System Safeguard Strategy Critical Success Factors CSF 1 3) Provide information/training to staff in the use of state mandated tests for special education students.		Curriculum Director, Principals, Counselors, Social Worker, Diagnostician	Agendas/Sign In Sheets				
Funding Sources: Local							
State System Safeguard Strategy Critical Success Factors CSF 1 4) Monitor the use of supplementary aids in the classroom to ensure all students' needs are met in the Least Restrictive Environment		Principal, Counselors, Social Worker, Diagnostician, Teachers	Student Achievement				
Funding Sources: Local							


5) Monitor the continuum of services options based on the students' need and the least restrictive environment. (Per PBMAS)		Principal, Counselors, Social Worker, Diagnostician	Student Achievement				
Funding Sources: Local							
6) Monitor transitions services for SPED students. (Title I Schoolwide Component #9)	9	Principals, Counselors, Social Worker, Diagnostician	Student Achievement; document needs met				
Funding Sources: Local							
7) Continue to monitor patterns of service for SPED students (per PBMAS)		Principals, Counselors, Social Worker, Diagnostician	Student Achievement				
Funding Sources: Local							
8) Implement Response to Intervention (RTI) prior to Special Education placement.		Principals, Counselors, Social Worker, Teachers	SPED placement data, RTI team data				
Funding Sources: Local							
9) 9) implement teaching strategies for Special Education students to take the STAAR test to meet limits on Alternative assessments. (per PBMAS)		Principals, Teachers, Diagnostician	IEPs, Annual PBMAS report, TEA accountability rating System Safeguards				
Funding Sources: Local							
							

Goal 1: Hughes Springs ISD will increase student achievement by providing instruction that is appropriate for the learning needs of each student.

Performance Objective 9: Assist students in college preparation and implement strategies to improve the number of students taking SAT/ACT and their performance.

Evaluation Data Source(s) 9: Annual TAPR report

Summative Evaluation 9:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Assist students in making informed curriculum choices to prepare them for success beyond high school through group and one-on-one meetings. (Title I Schoolwide Component #9)	9	Principals, Counselors, Social Worker	Agendas/Sign In Sheets; school counseling				
Funding Sources: Local							
2) Fund and administer PSAT and PLAN to all juniors and other interested students in the district.		HS Principal and Counselor	PSAT/PLAN Results				
Funding Sources: Local							
3) Increase the passing rate on SAT/ACT each year by offering workshops and practice resources through the counselor's office.		HS Principal and Counselor	Agendas/Sign-In Sheets, ACT/SAT Results				
Funding Sources: Local							
4) Conduct classroom visits to provide information/assist students with SAT/ACT preparation		HS Counselor	Counselor's Records				
Funding Sources: Local							
5) Serve as a test site for ACT and strive to provide multiple test dates throughout the school year.		HS Principal and Counselor	ACT Testing Site List				
Funding Sources: Local							
6) Encourage students to achieve National Merit Scholar by providing test preparation materials and by encouraging students to take PSAT and PLAN.		HS Counselor	PSAT/PLAN Results				
Funding Sources: Local							
7) Group advanced math students together throughout math courses in grades 6-12.		Principals, Counselors, Social Worker	Master and Individual Student Schedules, Course Offerings				
Funding Sources: Local							
							

Goal 1: Hughes Springs ISD will increase student achievement by providing instruction that is appropriate for the learning needs of each student.

Performance Objective 10: Continue to use strategies to maintain a 0% dropout rate.

Evaluation Data Source(s) 10: Annual TAPR Report of Dropout Rate

Summative Evaluation 10:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide a Pre-K program for students who are economically disadvantaged or language delayed; partner with Head Start in an effort to reach more students. (Title I component #7)	7	Superintendent, Elem Principal	PK enrollment and student success				
Funding Sources: Local							
State System Safeguard Strategy Critical Success Factors CSF 1	9	Principals	Tutorial Logs, Increased Student Achievement				
2) Provide After School Tutorials (Title I Schoolwide Component #9)	Funding Sources: Local						
State System Safeguard Strategy Critical Success Factors CSF 1	9	Principals	Summer School Records				
3) Offer a summer accelerated program to meet the needs of students. (Title I Schoolwide Component #9)	Funding Sources: Local						
4) Provide an alternative education program for students having chronic discipline problems. (Title I Schoolwide Component #9)	9	Superintendent, Principals, Assistant Principals	Decreased discipline referrals				
Funding Sources: Comp Ed							
5) Utilize an in-school suspension program to keep students in school who are being disciplined		Principals, Assistant Principals	Decreased discipline referrals				
Funding Sources: Local							
6) Offer lunch detention as alternative discipline measure to keep students in the classroom.		Principals, Assistant Principals	Decreased discipline referrals				
Funding Sources: Local							
7) Offer after-school program through Boys/Girls Club program		Superintendent, Curriculum Director	Student Participation in Boys/Girls Club Program				


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

Goal 1: Hughes Springs ISD will increase student achievement by providing instruction that is appropriate for the learning needs of each student.

Performance Objective 11: Strive to maintain a 100% Highly Qualified status of all core academic teachers and paraprofessionals who provide instructional assistance.

Evaluation Data Source(s) 11: Annual NCLB HQ Report

Summative Evaluation 11:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Strive to maintain 100% HQ status in classes in the core academic areas and provide teachers with high quality training in curriculum, teaching methods and technology through Region 8. (Title I Schoolwide Component #3)	3	Superintendent, Curriculum Director, Principals	Annual HQ Report, Professional Development Records				
Funding Sources: Local							
2) Recruit and retain HQ teachers by offering a quality work environment, administrative support and ample professional development opportunities in content knowledge and classroom practices through Region 8 and other providers. (Title I Schoolwide Component #5)	5	Superintendent, Curriculum Director, Principals	Annual HQ Report, Staff Development Records				
Funding Sources: Local							
3) Support teachers in attaining a Highly Qualified status by assisting them with the procurement of a deficiency plan and following up on the status of the plan. (Title I Schoolwide Component #3)	3	Superintendent, Curriculum Director, Principals	100% of staff with have HQ status or a deficiency plan to help them reach HQ status				
Funding Sources: Local							
4) Adequately train all paraprofessionals at Region 8 and they will be able to demonstrate academic proficiency and meet the HQ requirements (Title I Schoolwide Component #3)	3	Superintendent, Curriculum Director, Principals	100% HQ status for all paraprofessionals				
Funding Sources: Local							
5) Provide mentoring for first-year teachers	5	Principals	Teacher Retention Rate				
Funding Sources: Local							
6) Ensure equitable distribution of inexperienced teachers across grade levels and teaching assignments for each campus when possible.		Principals	Master Schedules				
Funding Sources: Local							
							

Goal 1: Hughes Springs ISD will increase student achievement by providing instruction that is appropriate for the learning needs of each student.

Performance Objective 12: Provide pregnancy-related services to all students who meet the guidelines.

Evaluation Data Source(s) 12: 100% of students who qualified were served

Summative Evaluation 12:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Documentation of each student's participation in the PRS program will be complete, verified and on file in the counselor's office. This includes: verification of pregnancy, CEHI teacher's logs, copy of ARD/IEP if applicable, PRS entry date, date of delivery, doctor's notes, and PRS exit date.		Principals, Counselors, Social Worker	PRS files				
	Funding Sources: Pregnancy Allotment						
							

Goal 1: Hughes Springs ISD will increase student achievement by providing instruction that is appropriate for the learning needs of each student.

Performance Objective 13: Provide tutorials during the school day to JH/HS students through Flex period.

Evaluation Data Source(s) 13: Student Achievement/Test score

Summative Evaluation 13:

Goal 2: Hughes Springs ISD will strive to communicate its goals and expectations to all invested partners in education.

Performance Objective 1: Keep parents and the community informed about activities and events occurring at the school.

Evaluation Data Source(s) 1: Increase in parental/community involvement

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Publicize test dates and provide transportation for those in need to take SAT/ACT tests	6	HS Principal, HS Counselor, CIS	Increase in number of students taking ACT/SAT				
Funding Sources: Local							
2) Inform parents/community members of school events and activities through newsletters, newspaper, PTO meetings, email, phone, marquee, website and Facebook.	6	Superintendent, Curriculum Director, Principals, PTO Chairperson, Technology Dept.	Increase attendance at events, sign in sheets, copies of correspondence, copies of webposting and Facebook.				
Funding Sources: Local							
3) Publicize school/student achievements in the local newspaper(s) and social media.	6	Superintendent, Curriculum Director, Principals, Teachers	newspaper articles				
Funding Sources: Local							
4) Maintain and improve the district webpage and online communications - such as Facebook, HSISD App, and Twitter	6	Technology Dept.	Webpage, Facebook, Skyward Family Access, other online communications				
Funding Sources: Local							

5) Conduct required Title I meetings, Meet the Teacher, Colt Camp, Open Houses and Report Card Pick-Up Nights	6	Superintendent, Curriculum Director, Principals, Teachers	Sign In Sheets From Events				
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Funding Sources: Local

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

Goal 2: Hughes Springs ISD will strive to communicate its goals and expectations to all invested partners in education.

Performance Objective 2: The district will meet regularly with teachers, parents and community members to increase the effectiveness of district planning and decision making.

Evaluation Data Source(s) 2: Attendance at meetings will increase, sign in sheets, agendas

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) District Site Based will meet at least 2 times yearly and Campus Site Based will meet at least 4 times yearly to gather input concerning program assessment, curriculum assessment and student assessment.		Superintendent, Curriculum Director, Principals	Agendas, sign-in sheets				
	Funding Sources: Local						
2) Update the district plan for all special programs based on state guidelines and board approval.		Superintendent, Curriculum Director	DIP				
	Funding Sources: Local						
3) Meet twice yearly with the District Technology Committee to reevaluate and assess technology needs.		Superintendent, Curriculum Director	Agendas, Sign-In sheets				
	Funding Sources: Local						

Goal 2: Hughes Springs ISD will strive to communicate its goals and expectations to all invested partners in education.

Performance Objective 3: Strive to increase the number of parents/community members involved on each campus.

Evaluation Data Source(s) 3: Increase in parent involvement, sign in sheets

Summative Evaluation 3:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Encourage parents to participate in the educational process by volunteering, attending assemblies, helping with classroom activities and attending extracurricular activities (Title I Schoolwide Component)	6	Principals	Sign In Sheets, Increased number of parents at events				
	Funding Sources: Local						
2) Notify parents, every 3 weeks, of their students' academic progress and if their student is failing/in danger of failing for the six weeks grading period (Title I Schoolwide Component)	6	Principals	Progress Reports, decreased failure rates				
	Funding Sources: Local						
3) Offer parent/teacher conferences at least twice yearly (Title I Schoolwide Component)	6	Superintendent, Principals	Sign In Sheets				
	Funding Sources: Local						
							

Goal 3: Hughes Springs ISD will promote a safe and secure environment for all students and staff.

Performance Objective 1: Maintain firm discipline in the schools by providing alternative placement opportunities.

Evaluation Data Source(s) 1: Decreased student discipline, increased student success

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide ISS (in-school suspension) and DAEP (discipline alternative education placement) for demonstrating inappropriate behavior.		Principals, Assistant Principals	Decrease in discipline referrals and ISS/DAEP placements				
Funding Sources: Local							
							

Goal 3: Hughes Springs ISD will promote a safe and secure environment for all students and staff.

Performance Objective 2: Implement strategies to ensure all students will be educated in a safe and drug free environment.

Evaluation Data Source(s) 2: Decrease in the number of drug-related incidents

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Employ a drug dog for random searches throughout the school year.		Principals	Documentation of Drug Dog searches				
Funding Sources: Local							
2) Raise student/employee awareness of drugs and other forms of substance abuse by continuing district drug prevention programs		Principals, Counselors, Social Worker, Nurse, Police Officer	Program participation				
Funding Sources: Local							
3) Utilize safe and drug free activities, supplies and incentives provided through the Region 8 SDFS co-op		Principals, Counselors, Social Worker, Nurse, Police	SDFS Assemblies, Red Ribbon Week				
Funding Sources: Local							
4) Provide counseling and character education to students for violence intervention and prevention		Counselors, Social Worker Teachers	Counselors / Social Worker Records				
Funding Sources: Local							
5) Annually drug test all students (7-12) who participate in extra & co-curricular activities and/or drive on campus and randomly drug-testing each six weeks.		Superintendent	No positive tests				
Funding Sources: Local							
							


Goal 3: Hughes Springs ISD will promote a safe and secure environment for all students and staff.

Performance Objective 3: Provide a safe environment for all students and staff members

Evaluation Data Source(s) 3: Crisis Plan in place

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Update Emergency Operations Plan to include such crises as fire, bad weather, bomb threats and intruders		Superintendent	Emergency Operations Plan				
Funding Sources: Local							
2) Provide information to access copy of the Student Code of Conduct on the district website and provide a hard copy to each student/parent who requests one		Superintendent, Curriculum Director, Principals	Posting of SCC on website, parent/student SCC acknowledgment forms				
Funding Sources: Local							
3) Provide services to students for suicide prevention and conflict resolution through counselors'/social worker's offices		Counselors, Social Worker	Counselors'/Social Worker's Records				
Funding Sources: Local							
4) Train/Inform staff about classroom management, district discipline plan, student code of conduct, harassment, and discrimination		Principals	Training agendas/sign in sheets				
Funding Sources: Local							
5) Have an active School Health Advisory Committee in conjunction with Daingerfield-Lone Star ISD and Pewitt ISD		Superintendent, Curriculum Director, Nurse	SHAC meeting agendas/sign-in sheets				
Funding Sources: Local							
6) Provide programs on each campus for the prevention of and education concerning sexual harassment and other forms of bullying in school, on school grounds and in school vehicles		Principals, Counselors, Social Worker	Counselors/Social Worker's Records				
Funding Sources: Local							
7) Equip each classroom with an emergency operations flip chart to be placed in an easily accessible location in the event of an emergency		Superintendent, Curriculum Director, Principals	Flip Charts				
Funding Sources: Local							
8) Employ 2 district police officers to ensure a safe learning environment for all students and staff		Superintendent	Employment Record				
Funding Sources: Local							


9) Conduct a school safety audit every three years to report results to School Board as deemed by SB 11	Superintendent, Curriculum Director, Maintenance Director, Principals	Copy of Audit				
	Funding Sources: Local					
10) 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}	Principals, Assistant Principals, Counselors, Social Workers					
	Funding Sources: Local					
11) Per HB 1041, HSISD will maintain a list of links on the district website that provide information regarding the prevention of child abuse and will have an annual staff development on the signs and reporting of suspected child abuse and the legal obligations of educators	Superintendent, Curriculum Director, Principals	HSISD website, meeting agendas/sign-in sheets				
	Funding Sources: Local					
12) Collect Allergy information on students at the beginning of the year and develop an Allergy Emergency Action Plan for students who have serious allergies.	Nurse	Emergency Action Plans				
	Funding Sources: Local					
						

Goal 3: Hughes Springs ISD will promote a safe and secure environment for all students and staff.

Performance Objective 4: Provide students with the support and services necessary to move from one campus to another or one program to another.

Evaluation Data Source(s) 4: Student Success / Achievement

Summative Evaluation 4:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide orientation services for students moving from one campus to another campus		Principals, Counselors, Social Worker	Sign In Sheets for Colt Camp and Mustang Camp				
	Funding Sources: Local						
2) Provide transition services to Special Education students to help them move successfully from school to the workplace		Principals, VAC Coordinator	VAC Records				
	Funding Sources: Local						
3) Allow teachers to work together to align curriculum and instruction from one grade level to the next		Curriculum Director, Principals	Student Success				
	Funding Sources: Local						
							

Goal 3: Hughes Springs ISD will promote a safe and secure environment for all students and staff.

Performance Objective 5: Conduct comprehensive needs assessments on a yearly basis.

Evaluation Data Source(s) 5: Needs Assessment

Summative Evaluation 5:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct a comprehensive needs assessment in the areas of student achievement, parent/community involvement and safe and orderly environment. (Title I Schoolwide Component)	1	Principals	Copies of Needs Assessments				
	Funding Sources: Local						
							

Goal 4: Hughes Springs ISD will strengthen its curricula and instruction by broadening the integration of technology into teaching and learning.

Performance Objective 1: Provide aid for both teachers and students in the effective use of technology.

Evaluation Data Source(s) 1: Increased technology use

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide support for electronic gradebooks and attendance modules		Curriculum Director, Technology Staff, PEIMS Clerks	Increased usage				
	Funding Sources: Local						
2) Provide support to teachers on the integration of new technologies in their classrooms		Curriculum Director, Technology Staff	Increased use of instructional technologies				
	Funding Sources: Local						
3) Diagnose, repair, reconfigure and manage campus-based technology problems in an expedient manner		Technology Director and Staff	Eduphoria				
	Funding Sources: Local						
							

Goal 4: Hughes Springs ISD will strengthen its curricula and instruction by broadening the integration of technology into teaching and learning.

Performance Objective 2: Provide district personnel with opportunities for technology related professional development

Evaluation Data Source(s) 2: Increased use of instructional technologies

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to annually update teacher workstations		Curriculum Director, Technology Staff	15-25 new teacher workstations per year				
Funding Sources: Local							
2) Provide local trainings on the use of instructional technologies to help teachers maintain SBEC technology standards		Curriculum Director	Training Agendas/Sign In Sheets				
Funding Sources: Local							
3) Provide opportunities for teachers to attend regional and state trainings on instructional technologies		Curriculum Director, Principals	Professional Development Records				
Funding Sources: Local							
							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Disaggregate STAAR/EOC data and other assessment data to locate area in the curriculum that need improvement and develop intervention strategies. (Title I Schoolwide Component #2)
1	2	1	Provide campus-specific tutorials for all students, including at risk students, who perform below district expectations (Title I Schoolwide Component #9)
1	3	3	Use appropriate academic assessments in classrooms, including benchmarking (Title I Schoolwide Component #8)
1	4	2	Monitor and assess students identified for Special Education according to their IEPs
1	7	4	Use DMAC to disaggregate assessment data in a timely manner.
1	8	3	Provide information/training to staff in the use of state mandated tests for special education students.
1	8	4	Monitor the use of supplementary aids in the classroom to ensure all students' needs are met in the Least Restrictive Environment
1	10	2	Provide After School Tutorials (Title I Schoolwide Component #9)
1	10	3	Offer a summer accelerated program to meet the needs of students. (Title I Schoolwide Component #9)

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	5	Implement researched based programs and strategies to help all students reach proficiency or better in math and reading. (Title I Schoolwide Component #2)
1	2	2	Implement strategies to help improve achievement: smaller class sizes, tutoring, Title I services, literacy groups, content mastery and other strategies (Title I Schoolwide Component #9)

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$279,090.00
199-31-6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$15,119.00
199-11-6121	6121 Extra Duty Pay/Overtime - Support Personnel	\$7,900.00
199-11-6129	6129 Salaries or Wages for Support Personnel	\$176,959.00
199-11-6141	6141 Social Security/Medicare	\$6,249.00
199-31-6141	6141 Social Security/Medicare	\$219.00
199-11-6142	6142 Group Health and Life Insurance	\$45,894.00
199-31-6142	6142 Group Health and Life Insurance	\$3,606.00
199-11-6143	6143 Workers' Compensation	\$1,903.00
199-31-6143	6143 Workers' Compensation	\$65.00
199-11-6144	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$31,184.00
199-31-6144	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$988.00
199-11-6146	6146 Teacher Retirement/TRS Care	\$14,359.00
199-31-6146	6146 Teacher Retirement/TRS Care	\$2,942.00
6100 Subtotal:		\$586,477.00
6200 Professional and Contracted Services		
199-11-6299	6299 Miscellaneous Contracted Services	\$7,500.00
6200 Subtotal:		\$7,500.00
6300 Supplies and Services		
199-11-6399	6399 General Supplies	\$6,500.00

	6300 Subtotal: \$6,500.00
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Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Barnes	Teacher	Junior High	.125
Ashley Lafayette	Paraprofessional	Elementary	1
Carolina Nava	Paraprofessional	Elementary	1
Catherine O'Dell	Paraprofessional	Elementary	1
Clifford Martaindale	Teacher	Junior High	.25
Cordi Morehead	Paraprofessional	Elementary	1
Frankie Biles	Paraprofessional	Elementary	1
Holly Neill	Teacher	High School	.10
James Reagan	Teacher	DAEP	1
Jamie Strawn	Paraprofessional	Elementary	1
Jamie Tippit Seely	Teacher	High School	.10
Jana Scharnberg	Counselor	High School	.375
Jeffrey Cole	Teacher	High School	0.10
Judy Walker	Teacher	Junior High	.125
Kelli Russell	Paraprofessional	Elementary	1
Leslie Holliday	paraprofessional	Elementary	1
Lisa Baxter	Teacher	Junior High	.125
Maria Lopez	Paraprofessional	High School	1
Marilyn Hawkins	Paraprofessional	Elementary	1
Mary McKinney	Teacher	Elementary	1
Matthew Nichols	Paraprofessional	Special Education	1.
Melinda Bidy	Teacher	Junior High	.125
Pam Golden	Teacher	Junior High	.125
Pamela Nelson	Teacher	Junior High	.125

Roger Reece	Teacher	Junior High	.25
Shannon Jenkins	Teacher	Elementary	1
Shelia Ashlock	Teacher	Junior High	.125
Sherry Mathis	Paraprofessional	elementary	1
Stephany Ferris	Teacher	Junior High	.125
Tafrin Baird	Teacher	Junior High	.125
Tammy Caver	Teacher	Junior High	.125
Vanessa Murphy	Teacher	High School	0.12
Vicki Mathis	Paraprofessional	Elementary	1

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

This information is at the front of the district plan.

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Courtney Edwards	Teacher	Elementary	
Elizabeth Byrd	Teacher	Elementary	
Jennifer Bean	Teacher	Elementary	
Ken Miller	Counselor	Elementary	
Margie Ake	Teacher	Elementary	

District Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	1	8			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
1	4	6	null		\$0.00
1	4	7			\$0.00
1	4	8			\$0.00
1	4	9			\$0.00
1	4	10	null		\$0.00
1	4	11			\$0.00
1	4	12			\$0.00

1	5	1			\$0.00
1	5	2			\$0.00
1	5	3			\$0.00
1	5	4			\$0.00
1	5	5			\$0.00
1	5	6			\$0.00
1	5	7			\$0.00
1	5	8			\$0.00
1	5	9			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	7	1			\$0.00
1	7	2			\$0.00
1	7	3	null		\$0.00
1	7	4			\$0.00
1	7	5			\$0.00
1	7	6			\$0.00
1	8	1			\$0.00
1	8	2	null		\$0.00
1	8	3			\$0.00
1	8	4			\$0.00
1	8	5			\$0.00
1	8	6			\$0.00
1	8	7			\$0.00
1	8	8			\$0.00
1	8	9			\$0.00
1	9	1			\$0.00
1	9	2			\$0.00

1	9	3			\$0.00
1	9	4			\$0.00
1	9	5			\$0.00
1	9	6			\$0.00
1	9	7			\$0.00
1	10	1			\$0.00
1	10	2			\$0.00
1	10	3			\$0.00
1	10	5			\$0.00
1	10	6			\$0.00
1	11	1			\$0.00
1	11	2			\$0.00
1	11	3			\$0.00
1	11	4			\$0.00
1	11	5			\$0.00
1	11	6			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	3	1			\$0.00
2	3	2			\$0.00
2	3	3			\$0.00
3	1	1	null		\$0.00

3	2	1			\$0.00
3	2	2			\$0.00
3	2	3			\$0.00
3	2	4			\$0.00
3	2	5			\$0.00
3	3	1			\$0.00
3	3	2			\$0.00
3	3	3			\$0.00
3	3	4			\$0.00
3	3	5			\$0.00
3	3	6			\$0.00
3	3	7			\$0.00
3	3	8			\$0.00
3	3	9			\$0.00
3	3	10			\$0.00
3	3	11			\$0.00
3	3	12			\$0.00
3	4	1			\$0.00
3	4	2			\$0.00
3	4	3			\$0.00
3	5	1			\$0.00
4	1	1			\$0.00
4	1	2	null		\$0.00
4	1	3			\$0.00
4	2	1			\$0.00
4	2	2			\$0.00
4	2	3			\$0.00
Sub-Total					\$0.00

Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	10	4			\$0.00
Sub-Total					\$0.00
Pregnancy Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	12	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00