

Hughes Springs ISD

District Improvement Plan

2009-2010

Accountability Rating: Acceptable



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

Comprehensive Needs Assessment

Parent Involvement

Parent 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 at and connected to our schools.

Parent Involvement Strengths

Hughes Springs ISD recently redesigned our website to facilitate better communication and interaction with parents and community members. We also have VSI.net available to our parents so they will have real-time, electronic access to their child's grades and attendance. We also implemented the School2Phone 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 fall of 2009, we held a series of parent/community meetings to make parents aware of our Systemic Process and to help formulate belief statements for our district. The resulting belief statements will be presented to the School Board in November 2009.

Parent 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.

Technology

Technology Summary

Digital Natives, Generation-D (digital), Nintendo Kids, the MTV generation, whatever term you chose 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.

Over the past 18 months or so, 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 2nd graders creating a class blog, junior high students using iPods to help them in math and high school students completing web quest.

If we expect our students to be 21st Century Learners, and our teachers to be 21st Century teachers.

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 thier classroom instruction.

We have approximately 650 computers in our district and each classroom is equiped with a document camera and digital projector. We have upgraded each computer lab in our district in the past 18 months. We also have plans to add several portable laptop labs on each campus. Many of our teachers' classroom are also equipped with student computers, e-Instruction units, ipods, video cameras and an array of other instructional technologies.

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 teachnology into their classroom instruction.

Student Performance

Student Performance Summary

2008-2009 State Assessment Results

Hughes Springs ISD

Math

Most of our grades, 3rd – 11th, consistently performed above the state average on the math tests.

One grade to fall below the state average, was 7th grade, who scored a 72% (state average was 79%). This grade has performed below state average in math every year, with the exception of their 6th grade year.

Another grade to fall below the state average, was 3rd grade, who scored a 75% (state average was 84%).

Our top performing grades were: 10th grade who performed 8% above state average, 8th grade who performed 6% above state average and, 6th grade who performed 8% above state average.

Science

Grades 5th, 9th, 10th and 11th performed above the state average on the science tests.

The only grade to fall below the state average, was 8th grade, who scored a 69% (state average was 72%). This year was the second year this grade has scored below state average in science...they also score below state average as 5th graders.

Our top performing grades were: 5th grade who performed 12% above state average and, 10th grade who performed 13% above state average.

Reading / Writing / ELA

Most of our grades, 3rd – 11th, consistently performed at or above the state average on the English Language Arts tests.

One grade to fall below the state average, was 7th grade, who scored a 91% in writing (state average was 93%). This grade has performed below state average in writing as 4th graders. These same 7th graders also scored below the state average in reading, they scored an 82% (state average was 84%). This grade as performed below state average in reading before, as 3rd graders and again as 4th graders.

Another grade to fall below state average in reading was 6th grade, who scored an 89% (state average was 91%). These students also scored below state average as 3rd graders.

Our top performing grades were: 11th grade who performed 6% above state average, 5th grade who performed 6% above state average, and 3rd grade who performed 6% above state average.

Social Studies

Grades 8th, 10th and 11th all performed above the state average on the social studies test.

Our top performing grades were: 10th grade who performed 5% above state average and 8th grade who performed 5% above state average.

Student Performance Strengths

Writing, English Language Arts and Social Studies continue to be our strong points. We increased our overall scores in those areas, as well as the scores of our sub-populations. We also saw an increase in some of our math and science scores this year. Our overall math and science scores rose, as well as the scores in the white and hispanic subpopulations.

Student Performance Needs

Our areas of concern are African American and economically disadvantaged performance in reading, math and science. We need to continue to work with these students and find new and innovative ways to reach them.

Comprehensive Needs Assessment Data Documentation

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

- Review of district goals
- Review of campus goals
- Disaggregation longitudinal AEIS data
- Disaggregation current-year AEIS data
- Disaggregation AYP data
- Analysis of PBMAS data
- Campus and/or district planning and decision making committee meeting discussions
- Results of benchmark assessments
- Number of students assigned to special programs and their academic achievement
- Drop-out rates
- Attendance data
- Discipline records
- Staff surveys and/or feedback
- Prior year budgets/entitlements and expenditures in relation to current year funding and priorities
- State and/or federal planning requirements
- Campus leadership and/or department meetings
- Campus faculty meeting discussions
- District committee meeting discussions
- Student failure and/or retention rates
- Student Success Initiative (SSI) results
- Prior year(s) campus and/or district improvement plans
- Staff development evaluations, surveys, and/or needs assessment(s)
- Disaggregated Texas Assessment of Knowledge and Skills (TAKS) results
- Disaggregated Reading Proficiency Tests in English (RPTE) results
- Disaggregated Texas Primary Reading Inventory (TPRI) or Tejas LEE results
- Disaggregated TELPAS results
- Disaggregated Advanced Placement (AP) and/or International Baccalaureate (IB) test results
- SAT and/or ACT test results
- Analysis of special education population, including performance, discipline, attendance, and mobility
- Analysis of At-Risk population, including performance, discipline, attendance and mobility
- Analysis of LEP population, including performance, discipline, attendance and mobility

- Analysis of gifted population, including performance, discipline, attendance and mobility
- Analysis of Career and Technical Education (CTE) population, including performance, discipline, attendance and mobility
- College Readiness Data
- Class size
- Texas STaR Chart






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.

Summative Evaluation: Assessment Data, Student Growth, Student Academic Achievement

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
Use State Compensatory Education money to increase student achievement through school-wide reforms such as strengthening core academic programs by aligning curriculum to the TEKS through the use of CSCOPE. (Title I School Wide Component)	Superintendent, Curriculum Director, Principals	Comp Ed	Increased Student Achievement and Test Scores				
Disaggregate TAKS data and other assessment data to locate area in the curriculum that need improvement and develop intervention strategies. (Title I Schoolwide Component)	Principals	Comp Ed	Increased Student Achievement and Test Scores				
Utilize classroom aides to assist in individualized instruction and intervention	Superintendent, Principals	Comp Ed, Local	Increased Student Achievement and Test Scores				
Provide parent training for at-risk students (Title I Schoolwide Component)	Principals, Counselors, Social Worker	Comp Ed, Local	Increased Student Achievement and Test Scores				
Implement researched based programs and strategies to help all students reach proficiency or better in math and reading by 2013-2014 (Title I Schoolwide Component)	Superintendent, Curriculum Director, Principals, Teachers	Comp Ed and Local	Increased Student Achievement and Test Scores				
Employ a bilingual aide to assist LEP students to become proficient in English and reach high academic standards	Superintendent, Principals, Teachers	Comp Ed, local	Increased LEP Student Achievement and Test Scores				
Construct Personal Graduation Plans (PGPs) for all students who fail to pass one or more portions of TAKS	Principals, Counselors, Social Worker	Comp Ed, Local	Increased Student Achievement and Test Scores				

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

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

Summative Evaluation: Student Test Scores & Achievement

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
Provide campus-specific tutorials for all students, including at risk students, who perform below district expectations (Title I Schoolwide Component)	Principals	Comp Ed, ACE Program, Reading First, Local	Increased Student Achievement and Test Scores				
Implement strategies to help improve achievement: smaller class sizes, tutoring, Title I services, literacy groups, content mastery and other strategies (Title I Schoolwide Component)	Superintendent, Principals	Comp Ed, ACE Program, Reading First, Local	Increased Student Achievement and Test Scores				
Provide an after school program, which includes a tutoring component, through the ACE Program	Principals, ACE Site Coordinator	ACE Program, Local	Increased Student Achievement and Test Scores				

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






Summative Evaluation: Student Achievement

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
Implement vertical and horizontal alignment strategies by using CSCOPE and staff development provided through Region 8	Superintendent, Curriculum Director, Principals	Local, Title	Increased Student Achievement and Test Scores				
Offer a differentiated curriculum within the classroom, such as G/T, at all grade levels	Principals, Teachers	Local, GT	Increased Student Achievement and Test Scores				
Use appropriate academic assessments in classrooms, including benchmarking (Title I Schoolwide Component)	Principals, Teachers	Local	Increased Student Achievement and Test Scores				

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


Summative Evaluation: Student Achievement

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
Identify students, through campus committees, who need additional services - GT, Special Education, ESL, etc - in a timely manner (Title I Schoolwide Component)	Principals, Counselors, Social Worker, Teachers	Local, GT, SPED	Placement of Students in Appropriate Programs				
Monitor and assess students identified for Special Education according to their IEPs	Principal, Teachers	Local, SPED	Academic Achievement of These Students				
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	Local	Academic Achievement of These Students				
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	Local	Academic Achievement of These Students				
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	Local	Academic Achievement of These Students				
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	Local, Title	Academic Achievement of These Students				
Integrate special services, such as G/T, into the regular classroom to meet the diverse needs of all students.	Principals, Teachers	Local, G/T, SPED	Academic Achievement of These Students				
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)	Principals, Teachers	CTE, local	Academic Achievement of These Students				
Offer information and access to a GED program to students and the community.	Counselors, Social Workers	Local	Information is posted on school website				
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	Local, SPED	Academic Achievement of These Students				
Provide services for homeless students, per the McKinney Vento Act, should the need arise.	Superintendent, Curriculum Director, Principals, Counselors, Social Worker	Title, Local	Annual NCLB Compliance Report				

Offer PASS program, as well as other credit recovery options, as an alternative to the regular high school setting	HS Principal and Counselor	Local, High School Allotment	Decrease in Annual Dropout Rate				
 = Discontinue  = No Progress  = Some Progress  = Considerable Progress  = Accomplished							


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

Summative Evaluation: Professional Development Records

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
Provide access to staff development on instructional strategies in reading, math and writing. (Title I Schoolwide Component)	Curriculum Director	Local, Title	Professional Development Records				
Provide staff with training/information on the casual factors of dropouts, and procedures for prevention and recovery. (Title I Schoolwide Component)	Curriculum Director, Principals	Local, Title	Agendas/Sign-In Sheets				
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	Local, GT	Agendas/Sign-In Sheets				
Provide staff with yearly professional development on: technology, conflict resolution, classroom management, G/T, curriculum alignment, instructional strategies and TAKS. (Title I Schoolwide Component)	Curriculum Director, Principals	Local, Title	Agendas/Sign-In Sheets				
Provide teachers with CPR training and/or refresher courses in basic first aide training. (Title I Schoolwide Component)	Curriculum Director, Nurse	Local	Agendas/Sign-In Sheets				
Evaluate teachers using PDAS and ensure appropriate training is provided to address teacher's area(s) of need. (Title I Schoolwide Component)	Principals	Local, Title	Agendas/Sign-In Sheets, PDAS Evaluations, Eduphoria				
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)	Superintendent, Curriculum Director, Principals	Local, Title	Agendas/Sign-In Sheets				
Provide staff with training/information on GT, dyslexia, 504 and SPED as needed (Title I Schoolwide Component)	Curriculum Director, Principals	Local, Title, SPED	Agendas/Sign-In Sheets				
Provide teachers of ESL students with training on TELPAS (Title I Schoolwide Component)	Curriculum Director, Campus Testing Coordinators	Local, Title	Agendas/Sign-In Sheets				
							

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






Summative Evaluation: Attendance Data from PEIMS

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
Reward students, each semester, for perfect attendance.	Principals, PEIMS Clerks	Local	Attendance Rate				
Treat truancy as a legal issue by employing the services of and working closely with Cass County Juvenile Probation.	Principals, Assistant Principals, PEIMS Clerks, Police Officer	Local	Attendance Rate				
							

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

Summative Evaluation: Classroom Technology Integration, Technology Available to Staff/Students






Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
Train staff new to the district on gradebook, CSCAPE, Kamico, email and other technology systems.	Technology Director, Technology Staff	Local	Successful use of programs				
Provide all teachers with technical assistance, as needed, in a timely manner.	Technology Director, Technology Staff	Local	Increased use of technology				
Ensure that all students are technology literate. Teachers will intergrate technology into the curriculum on a regular basis.	Technology Director, Principals, Teachers	Local, Title	Increased use of technology				
Use PRISM to disaggregate assessment data in a timely manner.	Curriculum Director, Principals, Teachers	Local, Title	Increased Student Achievement and Test Scores				

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

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

Summative Evaluation: PBMAS Report, Staff Development Records, Student Achievement/Test Scores

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
Review the guidelines/procedures for the Campus Intervention Teams on an annual basis	Principals, Counselors, Social Worker, Diagnostician	Local, SPED	Agendas/Sign In Sheets				
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	Local, SPED	Annual PBMAS Report				
Provide information/training to staff in the use of state mandated tests for special education students.	Curriculum Director, Principals, Counselors, Social Worker, Diagnostician	Local, SPED	Agendas/Sign In Sheets				
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	Local, SPED	Student Achievement				
Monitor the continuum of services options based on the students' need and the least restrictive environment. (Per PBMAS)	Principal, Counselors, Social Worker, Diagnostician	Local, SPED	Student Achievement				
Monitor transitions services for SPED students. (Title I Schoolwide Component)	Principals, Counselors, Social Worker, Diagnostician	Local, SPED	Student Achievement				
Continue to monitor patterns of service for SPED students (per PBMAS)	Principals, Counselors, Social Worker, Diagnostician	Local, SPED	Student Achievement				
Implement Response to Intervention (RTI) prior to Special Education placement.	Principals, Counselors, Social Worker, Teachers	Local	SPED placement data, RTI team data				

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


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

Summative Evaluation: Annual AEIS report

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
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)	Principals, Counselors, Social Worker	Local, High School Allotment	Agendas/Sign In Sheets				
Fund and administer PSAT and PLAN to all juniors and other interested students in the district.	HS Principal and Counselor	Local, High School Allotment	PSAT/PLAN Results				
Increase the passing rate on SAT/ACT each year by offering workshops and practice resources through the counselor's office.	HS Principal and Counselor	Local, High School Allotment	Agendas/Sign-In Sheets, ACT/SAT Results				
Conduct classroom visits to provide information/assist students with SAT/ACT preparation	HS Counselor	Local, High School Allotment	Counselor's Records				
Serve as a test site for ACT and strive to provide multiple test dates throughout the school year.	HS Principal and Counselor	Local, High School Allotment	ACT Testing Site List				
Encourage students to achieve National Merit Scholar by providing test preparation materials and by encouraging students to take PSAT and PLAN.	HS Counselor	Local, High School Allotment	PSAT/PLAN Results				
Group advanced math students together throughout math courses in grades 6-12.	Principals, Counselors, Social Worker	Local, High School Allotment	Master and Individual Student Schedules, Course Offerings				
Offer an Accelerated High School Graduation Plan whereby students may graduate in 3 years.	Superintendent, HS Principal and Counselor	Local, High School Allotment	Texas Early Graduates				


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

Summative Evaluation: Annual AEIS Report of Dropout Rate

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
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.	Superintendent, Elem Principal	Local, Reading First, PKES Grant, OEYP	PK enrollment and student success				
Provide After School Tutorials (Title I Schoolwide Component)	Principals	Local, Reading First, OEYP Grant, ACE Grant	Tutorial Logs, Increased Student Achievement				
Offer a summer remediation program to meet the needs of students. (Title I Schoolwide Component)	Principals	Local, OEYP, 21st CCLC, Reading 1st	Summer School Records				
Provide an alternative education program for students having chronic discipline problems. (Title I Schoolwide Component)	Superintendent, Principals, Assistant Principals	Comp Ed	Decreased discipline referrals				
Utilize an in-school suspension program to keep students in school who are being disciplined	Principals, Assistant Principals	Local	Decreased discipline referrals				
Offer after-school detention and GIP (Grounds Improvement Program) as alternative discipline measures to keep students in the classroom.	Principals, Assistant Principals	Local	Decreased discipline referrals				
							


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

Summative Evaluation: Annual NCLB HQ Report

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
Strive to maintain 100% HQ status on 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)	Superintendent, Curriculum Director, Principals	Local, Title	Annual HQ Report, Professional Development Records				
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)	Superintendent, Curriculum Director, Principals	Local, Title	Annual HQ Report, Staff Development Records				
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)	Superintendent, Curriculum Director, Principals	Local	100% of staff with have HQ status or a deficiency plan to help them reach HQ status				
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)	Superintendent, Curriculum Director, Principals	Local, Title	100% HQ status for all paraprofessionals				
Provide mentoring for first-year teachers	Principals	Local	Teacher Retention Rate				
Ensure equitable distribution of inexperienced teachers across grade levels and teaching assignments for each campus.	Principals	Local	Master Schedules				
							

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


Summative Evaluation: 100% of students who qualified were served

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
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	Pregnancy Allotment	PRS files				
							

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.

Summative Evaluation: Increase in parental/community involvement

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
Publicize test dates and provide transportation for those in need to take SAT/ACT tests	HS Principal, HS Counselor, CIS	Local	Increase in number of students taking ACT/SAT				
Inform parents/community members of school events and activities through newsletters, newspaper, PTO meetings, email, phone, marquee, website and blog	Superintendent, Curriculum Director, Principals, PTO Chairperson	Local	Increase attendance at events, sign in sheets, copies of correspondence, copies of webposting and blog				
Publicize school/student achievements in the local newspaper(s)	Superintendent, Curriculum Director, Principals, Teachers	Local	newspaper articles				
Maintain and improve the district webpage and online communications	Curriculum Director	Local, Tech Allotment	Webpage, blog, other online communications				
Conduct required Title I meetings, Meet the Teacher, Colt Camp, Open Houses and Report Card Pick-Up Nights	Superintendent, Curriculum Director, Principals, Teachers	Local	Sign In Sheets From Events				
							

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






Summative Evaluation: Attendance at meetings will increase, sign in sheets, agendas

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
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	Local	Agendas, sign-in sheets				
Update the district plan for all special programs based on state guidelines and board approval.	Superintendent, Curriculum Director	Local	DIP				
Meet twice yearly with the District Technology Committee to reevaluate and assess technology needs.	Superintendent, Curriculum Director	Local	Agendas, Sign-In sheets				
							

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

Summative Evaluation: Increase in parent involvement, sign in sheets

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
Encourage parents to participate in the educational process by volunteering, attending assemblies, helping with classroom activities and attending extracurricular activities (Title I Schoolwide Component)	Principals	Local, Title	Sign In Sheets, Increased number of parents at events				
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)	Principals	Local	Progress Reports, decreased failure rates				
Partner with Region 8 to offer parent/teacher conferences at least twice yearly (Title I Schoolwide Component)	Superintendent, Principals	Local, Title	Sign In Sheets				

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

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.

Summative Evaluation: Decreased student discipline, increased student success

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
Provide ISS (in-school suspension) and DAEP (discipline alternative education placement) for demonstrating inappropriate behavior.	Principals, Assistant Principals	Comp Ed, Local	Decrease in discipline referrals and ISS/DAEP placements				

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






Summative Evaluation: Decrease in the number of drug-related incidents

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
Employ a drug dog for random searches throughout the school year.	Principals	Title, Local	Documentation of Drug Dog searches				
Raise student/employee awareness of drugs and other forms of substance abuse by continuing district drug prevention programs	Principals, Counselors, Social Worker, CIS, Nurse, Police Officer	Title, Local	Program participation				
Utilize safe and drug free activities, supplies and incentives provided through the Region 8 SDFS co-op	Principals, Counselors, Social Worker, CIS, Nurse, Police	Title, Local	SDFS Assemblies, Red Ribbon Week				
Provide counseling and character education to students for violence intervention and prevention	Counselors, Social Worker Teachers	Title, Local	Counselors / Social Worker Records				
							

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

Summative Evaluation: Crisis Plan in place

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
Update Emergency Operations Plan to include such crises as fire, bad weather, bomb threats and intruders	Superintendent	Local	Emergency Operations Plan				
Provide information to access copy of the Student Code of Conduct on the district website and provide a hardcopy to each student/parent who requests one	Superintendent, Curriculum Director, Principals	Local	Posting of SCC on website, parent/student SCC acknowledgment forms				
Provide services to students for suicide prevention and conflict resolution through counselors'/social worker's offices	Counselors, Social Worker	Local	Counselors'/Social Worker's Records				
Train/Inform staff about classroom management, district discipline plan, student code of conduct, harassment, and discrimination	Principals	Local	Training agendas/sign in sheets				
Have an active School Health Advisory Committee	Superintendent, Curriculum Director, Nurse	Local	SHAC meeting agendas/sign-in sheets				
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	Local	Counselors/Social Worker's Records				
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	Local	Flip Charts				
Employ a district police officer to ensure a safe learning environment for all students and staff	Superintendent	Local	Employment Record				
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	Local	Copy of Audit				

<p>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 }</p>	<p>Principals, Assistant Principals, Counselors, Social Workers</p>	<p>Local</p>					
<p>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</p>	<p>Superintendent, Curriculum Director, Principals</p>	<p>Local</p>	<p>HSISD website, meeting agendas/sign-in sheets</p>				
<p style="text-align: center;">  = Discontinue  = No Progress  = Some Progress  = Considerable Progress  = Accomplished </p>							

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

Summative Evaluation: Student Success / Achievement

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

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


Summative Evaluation: Needs Assessment

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

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.

Summative Evaluation: Increased technology use

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
Provide support for electronic gradebooks and attendance modules	Curriculum Director, Technology Staff, PEIMS Clerks	Local	Increased usage				
Provide support to teachers on the intergration of new technologies in their classrooms	Curriculum Director, Technology Staff	Local	Increased use of instructional technologies				
Diagnose, repair, reconfigure and manage campus-based technology problems in an expedient manner	Curriculum Director, Technology Staff	Local, Tech Allotment	Eduphoria				
Modernize Wide Area Network (WAN) to provide better connectively to all HSISD users	Curriculum Director, Technology Staff	SFSF Stimulus, Tech Allotment	New WAN				
							

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

Summative Evaluation: Increased use of instructional technologies

Strategy Description	Staff Responsible for Monitoring	Funding Sources & FTEs	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	Jun
Continue to annually update teacher workstations	Curriculum Director, Technology Staff	Local	15-25 new teacher workstations per year				
Provide local trainings on the use of instructional technologies to help teachers maintain SBEC technology standards	Curriculum Director	Local	Training Agendas/Sign In Sheets				
Provide opportunities for teachers to attend regional and state trainings on instructional technologies	Curriculum Director, Principals	Title II, Local	Professional Development Records				
Require teachers to complete their annual Star Charts and use data to plan appropriate staff development	Curriculum Director	Local	Star Chart Reports				
							

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 Salary Professional	\$125,311.63
199-31-6119	6119 Salary Professional	\$13,229.19
199-11-6141	6141 Social Security	\$4,247.58
199-31-6141	6141 Social Security	\$191.82
199-11-6142	6142 Insurance 1	\$15,754.25
199-31-6142	6142 Insurance 1	\$803.31
199-11-6146	6146 TRS	\$5,520.25
199-31-6146	6146 TRS	\$482.16
199-11-6129	6129 Paraprofessional	\$178,671.83
199-11-6144	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$19,251.96
199-31-6144	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$593.36
6100 Subtotal:		\$364,057.34
6200 Professional and Contracted Services		
199-11-6222	6222 Student Tuition - Public Schools	\$20,000.00
199-11-6223	6223 Student Tuition - Other Than Public Schools	\$20,000.00
6200 Subtotal:		\$40,000.00

6300 Supplies and Services		
199-11-6399	6399 Supplies - General	\$725.00
		6300 Subtotal:
		\$725.00
6400 Other Operating Costs		
199-11-6411	6411 Employee Travel	\$100.00
199-11-6499	6499 Misc	\$50.00
		6400 Subtotal:
		\$150.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Barnes	Teacher	Junior High	.125
Ben Whittington	Teacher	High School	.25
Brandon Green	Teacher	Junior High	.10
Catherine ODell	Paraprofessional	Elementary	1
Cordi Morehead	Paraprofessional	Elementary	1
Donald Hunt	Teacher	Junior High	.125
Gussie Stokes	Paraprofessional	High School	1
Heather McGregor	Counselor	High School	.375
Jamie Strawn	Paraprofessional	Elementary	1
Janice Reid	Paraprofessional	Junior High	1
Jerrie Swedoski	Paraprofessional	Elementary	1
Judy Barrow	Teacher	Elementary	1
Kelli Brown	Paraprofessional	High School	1
Kelli Russell	Paraprofessional	Elementary	1
Kera Stewart	Teacher	Junior High	.125
Lisa Baxter	Teacher	Junior High	.125
Lupe Beles	Paraprofessional	ESL	1
Nancy Benson	Teacher	Junior High	.25
Pam Golden	Teacher	Junior High	.125
Rita Bishop	Paraprofessional	Elementary	1

Roger Reece	Teacher	Junior High	.25
Samtisha Searcy	Paraprofessional	Elementary	1
Tafrin Baird	Teacher	Junior High	.10
Teri Perry	Paraprofessional	Elementary	1
Tresa Bradley	Paraprofessional	Elementary	1
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.

Federal Funding 2009-2010

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

Title I, Part A - School Improvement	\$157,314
Payroll Cost	\$149,450
Professional Development	\$7664
Other	\$200

Title II, Part A – Teacher/Principal Training/Retention	\$45,231
Payroll Cost	\$28,299
Professional Development	\$13,000
Supplies and Materials	\$2,032
Other Operating Cost (Region 8)	\$1,900
Title II, Part D – Technology	\$1,404
Professional Development	\$1,404

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

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 increase parental involvement

SchoolWide Components Are Noted In the Goals and Strategies

6: Strategies to attract highly qualified teachers

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

Plan Notes

Hughes Springs ISD

Stimulus Funds 2009-2011

- **\$69,279 in NCLB Stimulus Grant (Title I and II Funds)**
- **\$223,330 in IDEA Stimulus Grant (Special Education Funds)**
- **Total Funds Expected to Receive \$292,609**
- \$147,080 will be spent on payroll (3 new teachers, 2 new aides)
- \$3,000 will be spent on contracted services (Region 8 SPED Co-op)
- \$125,933 will be spent on classroom supplies, technology, curriculum and other resources for students
- \$11,850 will be spent on professional development for teachers/staff (Special Education Topics, Autism)
- \$4,746 will be set aside as the “private school share”

Hughes Springs ISD

State Fiscal Stabilization Funds (SFSF) 2009-2010

- **Total Funds Expected to Receive \$331,289**

- \$87,789 will be spent to add 2 mobile labs to each campus
- \$17,500 will be spent to update equipment in the science labs on all 3 campuses
- \$210,000 will be spent to modernize our wide area network
- \$12,000 will be spent on professional development for teachers/staff (Technology, Science, Math)

2009-2010 Campus Advisory Committee

Committee Role	Name	Position	Signature
Business Representative	Julie Lancaster	Elementary	
Business Representative	Amy Nelson	Junior High	
Business Representative	Tammy Morgan	High School	
Classroom Teacher	Gloria Nation	Junior High	
Classroom Teacher	Laura Hill	Elementary	
Classroom Teacher	Ashley Latham	Junior High	
Classroom Teacher	Charlot Morgan	Elementary	
Classroom Teacher	Alison Preuninger	High School	
Classroom Teacher	Kelli Russell	Elementary	
Classroom Teacher	Katie Denevan	High School	
Classroom Teacher	Pam Golden	Junior High	
Classroom Teacher	Regena Calcote	High School	
Community Representative	Peyton McKinney	Elementary	
Community Representative	LaTresa Hatten	Junior High	
Community Representative	Dan McGuire	High School	
District-level Professional	Maudie Peters	Nurse	
District-level Professional	Rick Ogden	Superintendent	
District-level Professional	Sarah Dildine	Curriculum, Technology and Special Programs	
Non-classroom Professional	Theresa Jennings	Elem Principal	
Non-classroom Professional	Heather McGregor	Counselor	

Non-classroom Professional	Michael Walker	Asst. Principal	
Non-classroom Professional	Terry Giddens	HS Principal	
Non-classroom Professional	Brian Nation	JH Principal	
Parent	BJ Johnson	High School	
Parent	Connie Watkins	Elementary	
Parent	Tina Moore	Junior High	
Student	Dustin Lyles	High School	
Student	Uriah Kemp	Junior High	

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