

**Hughes Springs ISD**  
**Hughes Springs Elementary**  
**2016-2017 Campus Improvement Plan**

# Mission Statement

Hughes Springs ISD believes:

..... 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

Goals for our campus include: \*achievement highest rating given by TEA for STAAR

\*achieve higher percentage of commended scores

\* More time on task

\* Increase rigor in classroom

The Elementary met all standards for the 2016 Texas Education Agency's Accountability Report

Performance Index Summary included: Student Achievement 514/722 points for an index score of 71

Student Progress 463/1200 for an index score of 39

Closing Performance Gaps 570/1500 for an index score of 36

System Safeguards Missed: Writing- Economically Disadvantaged

Math- African American

Scores for 2016 STAAR: 3rd grade Reading 88%

3rd grade Math 82%

3rd grade Reading A 37%

3rd grade Math A	37%
4th grade Reading	82%
4th grade Writing	67%
4th grade Math	70%
4th grade Reading A	32%
4th grade Writing A	25%
4th grade Math A	38%
5th grade Reading	65%
5th grade Science	84%
5th grade Math	71%
5th grade Reading A	23%
5th grade Science A	29%
5th grade Math A	27%

### **Student Achievement Strengths**

We will meet student needs through: Accelerated Improvement Plans AIP; Activity time enrichment program; after school tutoring; partnering with Boys and Girls Club to offer after school enrichment programs; Tier II math and reading groups, teach from bell to bell, and Reading School to Home component

of Scott-Foresman reading series; 90minute uninterrupted reading block for grades k-2nd; addressing writing at all levels; professional development encouraged; technology support

### **Student Achievement Needs**

Strongly address writing in all grade levels with emphasis on grammar

Target for intervention our dyslexic group, STAAR M students, African Americans, Tier II groups

Emphasize basic math facts practice to promote fluency

Parental communication within our math programs

Increase rigor in classroom every day

Strive to limit early check-outs/tardies/unexcused absences

## **School Culture and Climate**

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

A sense of unity and support exists at Hughes Springs Elementary.

We are a child-centered campus.

Teachers and staff display themselves as professionals in every aspect of the school setting.

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

Professionalism

child-centered

Commitment to success for every child

100% highly qualified staff

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

Have a Positive Behavior Interventions and Supports committee tasked to develop and implement programs to increase the level of campus moral and retention of staff.

Hold regular staff meetings to build channels of communication.

Offer opportunities for staff to participate in planning and implementaton programs to increase sense of empowerment in staff.

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

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

To meet the needs of the 21st Century learner and demands of STAAR of 2017, we will strive to have to be more rigorous with 100% engagement in all areas.

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

Benchmarks are used to reteach, form small group instruction, and prepare for classroom differentiated instruction.

Increased use of technology; 3rd, 4th and 5th grade interactive journals for math, science, reading, and Language Arts; 5th Social studies

Departmentalization of 4th and 5th grade for core subjects

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

More technology use                      higher order thinking skills used                      educational field trips                      increase rigor

100% engagement in all areas                      more concepts need to be covered                      more hands-on activities

Improve instruction through classroom incentives, such as homework, AR, STAAR, and positive reinforcements.

Promote professional development in the area of differentiated instruction.

A focus on the curriculum practices outlined in "The Fundamental Five"



Bring the classroom techniques promoted by Marcia Tate into the classroom

## **Family and Community Involvement**

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

Hughes Springs Elementary strives to maintain effective communication with parents and the community. With the school and home working together, our students will succeed.

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

Schedule and conduct SBDM committee meetings; work to rebuild PTO; Meet the Teacher Night; conduct parent conferences and strengthen communication links in order to better inform parents of child's progress; communicate campus events through FB and district website; actively seek participants for PK program through distribution of letters, pamphlets, and news articles; Book Fair volunteers; Open House; Report card Pick-up; Grandparents Day; holiday meals in the cafeteria, SKYPE, and participation in community pep rally; Dyslexia parent night; grade level parent nights.

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

Adult education, parenting classes, family nights on computer, Parent training for Sharon Wells, parent meetings with parental involvement. Work to make personal contact with the parent/guardian of every child on campus.

# **Technology**

## **Technology Summary**

Use technology everyday in every classroom to meet the needs of the 21ST Century learners.

## **Technology Strengths**

Increased use of technology in the classrooms: iPods, netbooks, web cams, SKYPE, Smart Table, Elmos with projectors, Study Island, Exam Gen, Brain Pop, Moodle, flip cameras, and mobile computer labs (3), e-Instructors, Smart Pens, technology support, financial support, computer class changed from skills based lab to instructional based lab for computer literacy

## **Technology Needs**

Increase technology use in all classrooms with more training, printers, student computers, time management training, and more planning time to incorporate technology in lessons.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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
- At-Risk population, including performance, discipline, attendance and mobility

## Employee 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
- Study of best practices


# Goals

**Goal 1: Hughes Springs Elementary will provide a high quality instructional program for all students.**

**Performance Objective 1:** Increase parental involvement in and understanding of the educational programs at Hughes Springs Elementary.

**Evaluation Data Source(s) 1:** 10% increase in parental involvement

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6</p> <p>1) Conduct Parent Conferences and strengthen communication links in order to better inform parents of their children's progress and to explain their STAAR and Reading Assessment results. (Title 1, Component 6)</p>	6	K-5th grade teachers, ESL teacher	sign in sheets attendance at conferences				
<p>2) Provide PTO planning sessions and scheduled PTO meetings. Room parents for classroom parties, Christmas store, Teacher Appreciation week (Title 1, component 6)</p>	6	principal, assistant principal PTO president, campus secretary	Number of PTO members and volunteers				
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>3) Campus grade level activities, such as field day, field trips, and individual class newsletters. (Title 1, component 6)</p>	6	Teachers	Number of parents attending				
4) Parent Report Card night (Title 1, component 6)	6	teachers, principal	Sign in sheets for number attending				
5) STAAR parent information Night for grades 3-5 (Title 1, component 6)	6	Principal	sign in sheets for number attending				
6) Library book fairs with parental activities. (Title 1, component 6)	6	Librarian, principal	sign in sheets for number in attendance				
							






**Goal 1:** Hughes Springs Elementary will provide a high quality instructional program for all students.

**Performance Objective 2:** Students will perform at the highest level of which they are capable on all tests and assessments given.

**Evaluation Data Source(s) 2:** Students will achieve 10% or higher than the previous year's scores.

**Summative Evaluation 2:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Common grade level assessments each six weeks in a STAAR format (Title 1, component 8)</p>	8	Teachers	benchmark scores, end of year STAAR scores				
2) Disaggregate STAAR data to identify students' individual needs by objectives. (Title 1, component 8)	8	Teachers	differentiated instruction groups, end of year STAAR scores				
3) Use DMAC computer based program to target specific STAAR strategies. (Title 1, component 8)	8	Teachers, interventionists	number of staff using program, end of year STAAR scores				
4) Use iStaton and Think Through Math computer programs to target specific STAAR objectives. (Title 1, component 8)	8	Teachers	number of differentiated groups, end of year STAAR Scores				
<p><b>State System Safeguard Strategy</b></p> <p>5) Use TPRI to assess/target specific STAAR reading objectives. (Title 1, component 8)</p>	8	Teachers	number of differentiated groups within classroom and formation of TIER II groups, end of year STAAR scores for third grade				
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>6) Provide STAAR assistance for identified students during school day-response to intervention RTI. (Title 1, component 8)</p>	8	Interventionists, title 1 teacher	number in intervention and STAAR scores at end of year				






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

**Goal 1:** Hughes Springs Elementary will provide a high quality instructional program for all students.

**Performance Objective 3:** Students will be placed and served in the appropriate program that meets their language and learning needs.

**Evaluation Data Source(s) 3:** 100% of the students needing special placement will have appropriate services provided to them.

**Summative Evaluation 3:**






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Continue ESL program that immerses students in the English language by use of materials and experiences both orally and written. (Title 1, component 1)</p>	1	ESL teachers, certified classroom teachers	LAT and STAAR scores, end of year testing by ESL teacher				
2) LPAC committee will determine qualifications and make ESL referrals.	1	LPAC Committee	number of referrals, LAT and STAAR scores, end of year testing by ESL teacher				
3) Students indicating a language other than English on the HOME Language Survey will be tested on an Oral Language Proficiency Test to determine whether the student is Limited English Proficient	1	ESL teacher, certified classroom teachers	number of students tested, number of students that qualify for ESL				
4) LEP students will be placed in a classroom and instructed by an ESL certified teacher. (Title 1, component 5)	1	ESL Certified Teachers	Number of students in ESL				
5) Students placed in the ESL program will be monitored and data reviewed to consider continuation in the ESL program or exiting from the program	1	ESL teacher	Results of Oral Language Proficiency test, LAT and STAAR scores				
6) Students identified as LEP will receive multiple instructional strategies in the regular classroom such as one on one assistance and small group instruction. (Title 1, component 9)	1	ESL teacher	Number in ESL program, number in differentiated groups, LAT and STAAR scores, end of year testing by ESL teacher				
7) Use DIBELS to access growth	1	Interventionist	Increase in fluency for students				
8) Work to increase the number of ESL certified teachers on campus	1	Administration	Increase in percentage of ESL certified teachers				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 1:** Hughes Springs Elementary will provide a high quality instructional program for all students.

**Performance Objective 4:** Dyslexic students will be assessed and served.

**Evaluation Data Source(s) 4:** 100% of students will successfully complete dyslexic program

**Summative Evaluation 4:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) Scottish Rite program will be provided to students. (Title 1, component 9)</p>	9	dyslexia teachers	Number of students in Scottish Rite programs, STAAR scores, TPRI scores, fluency rates				
<p>2) Students will participate in TIER 2 intervention groups based on their TPRI and DIBELS scores. (Title 1, component 9)</p>		Teachers, interventionists	number in intervention groups, STAAR scores, TPRI scores				
<p>3) Subscribe to Bookshare where Dyslexic students can down load books on device to be read aloud</p>	9	dyslexia teachers, principal	number of students downloading books				
<p>4) Dyslexia Parent Night to inform parents of the program and what it entails</p>	9	Dyslexia teachers	Parent sign in				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							








**Goal 1:** Hughes Springs Elementary will provide a high quality instructional program for all students.

**Performance Objective 5:** Students will be given a variety of opportunities to stay on grade level and be successful in their educational experiences.

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

**Summative Evaluation 5:**






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Inclusion of all special education students. (Title 1, component 9)	9	special ed. teachers, reg. ed. teachers	Number of Special Education students in regular classrooms.				
2) GT program will be provided for identified students to meet their specific area of giftedness. (Title 1, component 9)	9	Teachers	Number of students identified and served by the GT program				
3) Transitioning services will be made available for early childhood students to successfully transition to the elementary school. (Title 1, component 7)	9	K/PK Teachers, Principal	Number of student in PK program				
<b>Critical Success Factors</b> CSF 5	9	Administration	Number of students enrolled in the Head Start/PK program				
4) Collaboration with Head Start Program to include more children in the PK program.							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 1:** Hughes Springs Elementary will provide a high quality instructional program for all students.

**Performance Objective 6:** Hughes Springs Elementary will integrate technology into all areas of the organization.

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

**Summative Evaluation 6:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Campus web page will be accessible by parents and students with curriculum-based resource links. (Title 1, component 6)	6	Technology teachers	number of parents and students accessing the campus web page				
2) Interactive software programs that support reading, language arts, and math will be taught in the regular classroom and computer lab. (Title 1, component 9)	9	Lead Teachers, Principal	number of teachers using software programs in classrooms				
3) Technology training, as needed by individual teachers, will be provided. (Title 1, component 5)	5	Technologist	number of teachers served by technologist for training				
4) Complete needs assessment on equipment for the computer lab. (Title 1, component 2)	2	Lead Teachers, Principal, computer teacher	number and condition of computers in lab and type of equipment				
5) Computer lab will be furnished with necessary equipment based on findings of needs assessment. (Title 1, component 2)	2	Lead Teachers, Principal, computer teacher	equipment purchased and used in computer lab				
6) Students will rotate into the computer lab for grade level computer training. (Title 1, component 2)		Teachers, Principal, computer teacher	number of students using the computer lab				
7) Train new teachers and interventionists to implement use of netbooks to decrease assessment and progress monitoring time. (Title 1, component 2)	2	Principal	Number of teachers trained on netbooks				
8) Teachers will continue on-going technology self-assessment by completing the Star Chart. (Title 1, component 3)	3	Principal, Teachers	Number of teachers completing the Star Chart				
<b>Critical Success Factors</b> CSF 6	9	Teachers, Principal	number of teachers using technology in the classroom				
9) Teachers will use E-Instruction, I-Pods, Flip Video Cameras, mobile labs, SPARKS, and SKYPE to enhance student learning. (Title 1, component 9)							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 1:** Hughes Springs Elementary will provide a high quality instructional program for all students.

**Performance Objective 7:** Increase student performance on the science portion of the STAAR test.

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

**Summative Evaluation 7:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Grades K-5 will utilize the science lab by using activities aligned to grade level TEKS. (Title 1, component 2)	2	Science teachers, principal, lab aide	number of students utilizing lab				
2) Fifth grade teachers will use supplemental materials such as SPARKS, Discovery Education and Study Island to increase level of performance. (Title 1, component 2)	2	Teachers, principal	5th grade Science scores				
3) Teachers will attend professional development at Region 8 that is targeted towards science concepts.	3, 4	Teachers, principal	Number of teachers attending science workshops at Region 8				
4) Accelerated Instruction will be provided for those students not passing core subjects and/or STAAR. (Title 1, component 9)	9	Superintendent, Curriculum director, principal, classroom teachers	Number of students attending summer school				
5) Grades 3-5 will have access to iStation and Think Through Math programs to help monitor and assess student progress in reading and math	2	3-5 teachers, principal	3-5 reading and math scores				
							

**Goal 1:** Hughes Springs Elementary will provide a high quality instructional program for all students.

**Performance Objective 8:** Increase students performance on the reading portion of the STAAR test, with special emphasis on closing the gap between economically disadvantaged students and other populations.

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

**Summative Evaluation 8:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Reading specialists will assist At-Risk or underachieving students in small groups on specific skills using a 3 tier reading model with additional certified teachers to act as interventionists for the next tier of students. (Title 1, component 9)	9	Interventionists	Number of students in Tier II and receiving differentiated instruction, reading STAAR scores				
2) Pearson Reading Program will be used to increase levels of performance for all students. (Title 1, component 2)	2	Teachers, interventionists	Reading STAAR and TPRI scores				
3) PPCD will generate learning experiences for students with special needs. (Title 1, component 9)	9	PPCD teacher, aide	number of students enrolled in PPCD				
4) Grades 3-5 will incorporate strategies to strengthen STAAR performance in areas of inferences, generalization, summarization, context clues/vocabulary skills. (Title 1, component 9)	9	Teachers, principal, interventionists	Reading STAAR scores				
5) Administer released practice test for reading evaluation.	9	Counselor, principal, reading teachers	Reading STAAR scores				
<b>Critical Success Factors</b> CSF 5	6, 9	K-5 teachers	number of students participating in Book Fair, AR, and Six Flags 600 minute reading program				
6) Reading encouragement programs for students and parents will continue: Book Fair, Accelerated Reader, and Six Flags 600 minute program. (Title 1, component 6)							
7) Continue to update and support AR Reading Program.	9	principal, library aide, teachers	Number of students participating in AR tests, including number of points, level of books, and averages of scores				
8) Voyager Passports Reading Program will be used to increase levels of performance for grades 4-5 in Tier II. (Title 1, component 2)	2	Teachers, interventionists	Increase of fluency for grades 4-5 and reading STAAR scores				

9) Grades 3-5 reading instruction will focus on 5 components of research-based reading strategies. (Title 1, component 2)	2	Teachers, principal, interventionists	Increase of reading levels and reading STAAR scores				
10) Students in special education and gifted and talented programs, as well as At-Risk students and students diagnosed with dyslexia or other reading disorders, will be provided instruction specific to individual needs. (Title 1, component 2)	2	Special education teachers, regular education teachers, dyslexia teachers	number of differentiated instructional groups in Tier I and Tier II, and Tier III,				
11) Grades 1-3 will be progressed monitored every two weeks in Tier I instruction and K-3 students in Tier II progressed monitored every two weeks. (Title 1, component 9)	9	gen ed teachers, interventionists	Increase in fluency scores and reading levels; number of students exiting from Tier II				
12) Accelerated Instruction will be provided for those students not passing core subjects and/or STAAR. (Title 1, component 9)	9	Superintendent, curriculum director, principal, classroom teachers	Number of students attending summer school				






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

**Goal 1:** Hughes Springs Elementary will provide a high quality instructional program for all students.

**Performance Objective 9:** Increase student performance on the writing portion of STAAR, with special emphasis on closing the gap between economically disadvantaged students and other populations.

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

**Summative Evaluation 9:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Grades K-5 will use interactive writing, journal writing and educational experiences to encourage students to become proficient writers.	1	Teachers, principal	Number of proficient writers in grades K-5; 4th grade STAAR writing scores				
2) Teachers will use horizontal planning to develop a scope and sequence of skills for writing instruction for grades K-5 that address targeted objectives in sentence structure, word usage, punctuation, capitalization, and spelling. (Title 1, component 2)	2	Teachers, principal	Increased number of proficient writers in grades K-5; STAAR writing scores				
3) The STAAR writing formats and scoring guides will be taught to representatives from grades 1-5. (Title 1, component 2)	2	Teachers	STAAR writing scores; number of students scoring a 2 or above on compositions written in the classroom				
4) Provide small group assistance and inclusion services for students not mastering sections of the STAAR writing. (Title 1, component 9)	9	Teachers	Number of students in groups; STAAR writing scores				
<b>Federal System Safeguard Strategy</b> 5) Accelerated Instruction will be provided for those students not passing core subjects and/or STAAR. (Title 1, component 9)	9	Superintendent, Curriculum Director, Principal, Campus Secretary	Number of students attending summer school				
6) Use of STAAR writing prompts to strengthen student's ability to identify and respond appropriately. (Title 1, component 2)	2	Teachers	Number of students scoring 2 or above on compositions written in classroom and STAAR writing scores				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 1:** Hughes Springs Elementary will provide a high quality instructional program for all students.

**Performance Objective 10:** Increase performance on the math portion of the STAAR, with special emphasis on closing the gap between African American students and other populations.

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

**Summative Evaluation 10:**






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Task analysis strategies will be discussed, agreed upon, and recorded in vertical alignment meeting. (Title 1, component 3)	3	Principal, teachers	Alignment of math curriculum; math STAAR scores				
<p><b>Critical Success Factors</b> CSF 7</p> 2) The Sharon Wells Math Program will be used as a resource for teaching regular and inclusive students with special needs. (Title 1, component 2)	2	Principal, teachers	math STAAR scores for 3-5; number of students receiving tutorial assistance				
3) Teachers will identify students' specific needs using DMAC will receive focused instruction. (Title 1, component 8)	8	Principal, teachers	number of teachers utilizing DMAC program; students receiving differentiated instruction				
4) Accelerated Instruction will be utilized to target specific student needs. (Title 1, component 2)	2	Principal, teachers	number of students attending summer school; math STAAR scores for next year				
5) Tutorials will be utilized to target specific student needs. (Title 1, component 2)	2	Principal, teachers	number of students attending tutorials; math STAAR scores, ITBS scores for 2nd grade				
6) Pearlized Math will be used as a resource for teaching regular and inclusive students with special needs in grade kindergarten -1st grade . (Title 1, component 9)	9	Teachers, principal	benchmarks from Pearlized math for grades kindergarten - 1st.				
7) Accelerated Instruction will be provided for those students not passing core subjects and/or STAAR. (Title I, component 9)	9	Superintendent, curriculum director, principal, classroom teachers	Number of students participating in accelerated instruction				
							

**Goal 1:** Hughes Springs Elementary will provide a high quality instructional program for all students.

**Performance Objective 11:** Hughes Springs Elementary will strive to provide highly qualified teachers and staff.

**Evaluation Data Source(s) 11:**

**Summative Evaluation 11:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>1) Actively seek, hire and retain highly qualified teachers and staff by posting job openings on HSISD website, Region 8 website, and on all campuses. (Title 1, component 5)</p>	5	Principal	number of highly qualified teachers hired and retained				
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>2) Provide paraprofessionals with training from Region 8 staff to be able to demonstrate academic proficiency. (Title 1, component 4) (Title 1, component 3)</p>	3, 4	Curriculum director, principal	number of paraprofessionals attending training at Region 8				
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>3) Recruit and retain highly qualified teachers by offering a quality work environment and administrative support. (Title 1, component 5)</p>	5	Curriculum director, principal	number of highly qualified teachers recruited and retained				
<p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>4) Mentor first-year teachers through grade-level teams. (Title 1, component 5)</p>	5	Principal	number of first year teachers receiving mentoring through grade level teams				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							








**Goal 1:** Hughes Springs Elementary will provide a high quality instructional program for all students.

**Performance Objective 12:** Provide a Coordinated School Health Program

**Evaluation Data Source(s) 12:**

**Summative Evaluation 12:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) All students will successfully complete the student fitness assessment required by TEA	1	Nurse, PE teacher, principal	100% participation in student fitness assessment				
2) All students will be enrolled in P E class that ensures moderate to vigorous physical activity on a regular basis.	2	P E teacher, principal	100% enrollment in PE class and evidence of physical activity				
3) We will collect information from each student on allergies. We will enter the information under critical alerts in Skyward and the school nurse will develop an individual emergency action plan for each student who has a severe/life threatening allergy.	2, 10	nurse, principals, teachers	reduction in allergy related issues				
4) Skyward will alert staff/cafeteria of those with food allergies.	10	nurse, principal, teachers, staff, cafeteria director					

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


**Goal 2: Hughes Springs Elementary School will strive to maintain effective communication with parents and the community.**

**Performance Objective 1:** Hughes Springs Elementary will effectively communicate with parents and the community.

**Evaluation Data Source(s) 1:** Increased communication via home newsletters, website, telephone

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide PTO planning sessions and scheduled PTO meetings. (Title 1, component 6)	6	Principal, campus secretary, PTO president	number of parents attending evidenced by sign-in sheets				
2) Schedule and conduct regular SBDM committee meetings (Title 1, component 6)	6	Principal, assistant principal	sign in sheets with number of meetings				
3) Meet the Teacher Night (Title 1, component 6)	6	Principal, teachers	sign in sheets with number attending				
4) Conduct Parent Conferences and strengthen communication links in order to better inform parents of their children's progress. (Title 1, component 6)	6	Teachers	number of documentation sheets and increased performance in progress				
5) Actively seek participants for Pre-Kindergarten program through distribution of letters, pamphlets, and news articles. (Title 1, component 7)	7	Principal, PK teacher	number of students enrolled in PK				
6) Communicate school messages through the School to Phone system and social media to parents informing of emergencies, schedule changes, etc. (Title 1, component 6)	6	Principal, technology dept.	number of messages sent and received				
7) Use posts on school website and Facebook to update parents of events happening the classrooms and special projects students are working on. (Title 1, component 6)	6	Teachers	Number of parents accessing campus website				




✔ = Accomplished  
 ● = Considerable  
 ● = Some Progress  
  = No Progress  
✘ = Discontinue

**Goal 3: Hughes Springs Elementary will provide a safe, orderly, and secure environment for all students and staff.**

**Performance Objective 1:** Hughes Springs Elementary will maintain firm discipline and be proactive in addressing negative student behaviors.

**Evaluation Data Source(s) 1:** Discipline referrals will decrease by 10%.

**Summative Evaluation 1:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Enforce Code of Conduct consistently and fairly	2	Principal, Assistant principal	number of discipline referrals				
2) Counselor Intervention Programs (Title 1, component 10)	10	Counselor	number of students receiving intervention from counselor; decrease in discipline referrals				
3) Positive Behavior Reinforcement Incentives directly related to school behavior, for example, PTO incentives (Title 1, component 10)	10	Teachers, PTO, counselor, assistant principal	number of students receiving incentives; decrease in discipline referrals				
4) "Colts with Class" program to recognize positive behaviors among students (Title 1, component 10)	10	Teachers	number of students receiving incentives; decrease in discipline referrals				
5) Model Mustang Program. (Title 1, component 10)	10	Counselor	number of students nominated for Model Mustang; decrease in discipline referrals				
6) Violent restraint and crisis intervention training. (Title 1, component 10)	10	Principal, Cass County Co-op	number of teachers and staff receiving crisis intervention training; number of times crisis intervention utilized				
7) Little Mustang Mentoring Program will focus on students most at risk in 4th and 5th grades. The program will provide mentoring and education to help increase academic grades and decrease discipline referrals.	10	Principal, counselor,	decrease in officer referrals of students involved and increase in classroom grades				
							

**Goal 3:** Hughes Springs Elementary will provide a safe, orderly, and secure environment for all students and staff.

**Performance Objective 2:** Hughes Springs Elementary School will encourage all students to attend school regularly.

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

**Summative Evaluation 2:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Grade-level incentives for highest attendance percentage.	1	Teachers, office staff, PTO	Attendance averages				
2) Contact parents on absences through phone calls, written communication, and Skyward Automated calling system. (Title I, component 6)	1, 6	Attendance officer, Assistant principal, Principal	Attendance averages; number of contacts				
3) Incentives for best attendance per six weeks per grade level.	2, 10	Principal, peims clerk	attendance averages				
4) Home visits and parent phone calls to emphasize the importance of regular attendance (Title I, component 6)	6	Principal, assistant principal, nurse, counselor, attendance officer	number of visits and phone calls; attendance averages				
5) School attendance officer will track all absences - whole and parts of days - for truancy issues	10	PEIMS, school attendance officer, principal	increase in attendance rate				
							

**Goal 3:** Hughes Springs Elementary will provide a safe, orderly, and secure environment for all students and staff.

**Performance Objective 3:** Hughes Springs Elementary School will develop a variety of programs that promote student achievement within a non-threatening, safe, and positive school climate.

**Evaluation Data Source(s) 3:** Decrease in number of unsafe or threatening situations, increased use of after school programs

**Summative Evaluation 3:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Drug Awareness Week	1, 10	Nurse, counselor	Decrease in number of unsafe or threatening situations, increased use of after school programs				
2) D.A.R.E. Program. (Title 1, component 10)	10	DARE officer, principal, 5th grade teachers	Decrease in number of unsafe or threatening situations, increased use of after school programs				
3) Consistently enforce campus discipline policies. (Title 1, component 10)	10	Principal, assistant principal	Decrease in number of unsafe or threatening situations, increased use of after school programs; decrease in discipline referrals				
4) Model Mustang Program and Colts with Class. (Title 1, component 10)	10	Counselor, teachers	Decrease in number of unsafe or threatening situations, increased use of after school programs; decrease in discipline referrals				
5) Will provide training on the prevention of unwanted verbal and sexual harassment, bullying, and violence per House Bill 238. (Title 1, component 10)	10	Counselor, principal, assistant principal	Decrease in number of unsafe or threatening situations, increased use of after school programs; decrease in discipline referrals				
6) Anti-bullying program. (Title 1, component 10)	10	Counselor	Decrease in number of unsafe or threatening situations, increased use of after school programs; decrease in discipline referrals				
7) Enforce school safety policies and crisis intervention plan. (Title 1, component 10)	10	Principal, assistant principal, counselor	Decrease in number of unsafe or threatening situations, increased use of after school programs; decrease in discipline referrals; number of staff attending crisis intervention training				
							

**Goal 3:** Hughes Springs Elementary will provide a safe, orderly, and secure environment for all students and staff.

**Performance Objective 4:** Hughes Springs Elementary will develop a variety of programs that promote student achievement within a positive school climate.

**Evaluation Data Source(s) 4:** 10% increase in programs

**Summative Evaluation 4:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Hughes Springs Elementary students will participate in U.I.L. academic competitions. (Title 1, component 2)	2	UIL coordinator	number of students competing; number of students receiving awards				
2) Students will participate in the End of the Year Awards Ceremony. (Title 1, component 2)	2	Principal, counselor, assistant principal, teachers	number of students participating in awards ceremony				
3) Students will have opportunity to participate in St. Jude Children's Hospital Math-a-Thon. (Title 1, component 2)	2	Principal	number of students participating				
4) Students will opportunity to participate in Six Flags Six Hour Reading contest. (Title 1, component 2)	2	Teachers	number of students participating				
5) Students who qualify will receive Honor Roll Awards each six weeks, such as Honor Cards and ribbons. (Title 1, component 2)	2	Principal, teachers, secretary	number of students receiving awards				
6) Character Education Program. (Title 1, component 10)	10	Counselor	number of students involved in program; decrease in discipline referrals				
7) Selected students will be spotlighted on social media and on district web site	2	Counselor, teachers					
8) Students will have opportunity to participate in canned food drive for needy during holidays.	2	Counselor	number of canned foods collected				
9) AR incentives		Library aide	number of students taking AR tests successfully				
							

## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Conduct Parent Conferences and strengthen communication links in order to better inform parents of their children's progress and to explain their STAAR and Reading Assessment results. (Title 1, Component 6)
1	1	3	Campus grade level activities, such as field day, field trips, and individual class newsletters. (Title 1, component 6)
1	2	1	Common grade level assessments each six weeks in a STAAR format (Title 1, component 8)
1	2	5	Use TPRI to assess/target specific STAAR reading objectives. (Title 1, component 8)
1	2	6	Provide STAAR assistance for identified students during school day-response to intervention RTI. (Title 1, component 8)
1	4	1	Scottish Rite program will be provided to students. (Title 1, component 9)
1	11	1	Actively seek, hire and retain highly qualified teachers and staff by posting job openings on HSISD website, Region 8 website, and on all campuses. (Title 1, component 5)
1	11	2	Provide paraprofessionals with training from Region 8 staff to be able to demonstrate academic proficiency. (Title 1, component 4) (Title 1, component 3)
1	11	3	Recruit and retain highly qualified teachers by offering a quality work environment and administrative support. (Title 1, component 5)
1	11	4	Mentor first-year teachers through grade-level teams. (Title 1, component 5)

# Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	9	5	Accelerated Instruction will be provided for those students not passing core subjects and/or STAAR. (Title 1, component 9)



# State Compensatory

## Budget for Hughes Springs Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199 11 6119 101 0 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$90,602.00
199 11 6119 101 0 30 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$10,000.00
199 11 6121 ex 101 0 30 000	6121 Extra Duty Pay/Overtime - Support Personnel	\$7,000.00
199 11 6129 00 101 0 30 000	6125 Salary Support - Locally Defined	\$152,350.00
199 11 6141 00 101 0 30 000	6141 Social Security/Medicare	\$3,523.00
199 11 6142 00 101 0 30 000	6142 Group Health and Life Insurance	\$28,869.00
199 11 6143 00 101 0 30 000	6143 Workers' Compensation	\$1,045.00
199 11 6144 ex 101 0 30 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$100.00
199E 11 6144 00 101 0 30 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$18,516.00
199 11 6146 00 101 0 30 000	6146 Teacher Retirement/TRS Care	\$5,320.00
199 11 6146 ex 101 0 30 000	6146 Teacher Retirement/TRS Care	\$10.00
<b>6100 Subtotal:</b>		<b>\$317,335.00</b>
<b>6300 Supplies and Services</b>		
199 11 6399 00 101 0 30 000	6399 General Supplies	\$500.00
<b>6300 Subtotal:</b>		<b>\$500.00</b>

## Personnel for Hughes Springs Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Lafayette	Paraprofessional	Elementary	1.00
Carolina Nava	Paraprofessional	Elementary	1
Catherine O'Dell	paraprofessional	elementary	1
Cordi Ann Morehead	paraprofessional	elementary	1
Frankie Biles	Paraprofessional	Elementary	1
Jamie Strawn	paraprofessional	elementary	1
Kelli Russell	paraprofessional	elementary	1
Leslie Holliday	paraprofessional	Elementary	1
Marilyn Hawkins	paraprofessional	elementary	1
Mary McKinney	Teacher	Elementary	1
Shannon Jenkins	Teacher	Elementary	1
Sherry Mathis	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.

### Family Involvement:

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

### There are many ways to be involved:

Participate in your child's school:

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

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

- Attend conferences.

- Request additional meetings.

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

### Federal Funding 2016-2017

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

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

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

*Ken Miller, Elem Counselor*

*Margie Ake, Reading Interventionist*

*Courtney Edwards, Reading Interventionist*

*Jennifer Bean, Reading Interventionist*

#### **Professional Development**

*Region 8 Coop Fee* *\$14,988*

#### **Other**

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

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

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

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

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

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

**Title 1, Part C-Migrant**

**Title III-Limited English Proficiency**

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

## **Ten Schoolwide Components**

### **1: Comprehensive Needs Assessment**

Information is at the beginning of Campus 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.

## 2016-2017 Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Scott Hanes	Principal
Administrator	Brenda Fincher	Assistant Principal
Classroom Teacher	Deidra Moore	Classroom Teacher
Classroom Teacher	Rachael Ashlock	Classroom Teacher
Classroom Teacher	Kathrine Brown	Classroom Teacher
Classroom Teacher	Pam Daigle	Classroom Teacher
Classroom Teacher	Perla Herron	Classroom Teacher
Classroom Teacher	Lindsey Jennings	Classroom Teacher
Classroom Teacher	Lynn Romaine	Classroom Teacher
Community Representative	Dan McGuire	Community Member
Paraprofessional	Diane Jackson	Campus Secretary
Paraprofessional	Vickie Mathis	Intervention
Paraprofessional	Jeff Pilgrim	School Resource Officer
Paraprofessional	Brandi Pitman	Campus Nurse
Parent	Cody McCain	Parent