

Hughes Springs ISD
District Improvement Plan
2011-2012

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

Table of Contents

Comprehensive Needs Assessment	5
Student Achievement	5
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	10
Family and Community Involvement	11
Technology	12
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: Hughes Springs ISD will increase student achievement by providing instruction that is appropriate for the learning needs of each student. . .	16
Goal 2: Hughes Springs ISD will strive to communicate its goals and expectations to all invested partners in education.	33
Goal 3: Hughes Springs ISD will promote a safe and secure environment for all students and staff.	36
Goal 4: Hughes Springs ISD will strengthen its curricula and instruction by broadening the integration of technology into teaching and learning. . . .	42
State Compensatory	44
Budget for District Improvement Plan:	44
Personnel for District Improvement Plan:	45
Title I	47
Schoolwide Program Plan	47
Ten Schoolwide Components	50
Plan Notes	52

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Overall Reading scores for the district are as follows:

All Students - 96%

African American Students - 93%

Hispanic Students - 95%

White Students - 96%

Economically Disadvantaged Students - 95%

Commended Rate (All Students) - 31%

Overall Writing scores for the district are as follows:

All Students - 91%

African American Students - 94%

Hispanic Students - 92%

White Students - 91%

Economically Disadvantaged Students - 89%

Overall Social Studies scores for the district are as follows:

All Students - 98%

African American Students - 92%

Hispanic Students - 100%,

White Students - 98%

Economically Disadvantaged Students - 96%

Overall Math scores for the district are as follows:

All Students - 90%

African American Students - 81%

Hispanic Students - 91%

White Students - 92%

Economically Disadvantaged Students - 88%

Commended Rate (All Students) - 27%

Overall Science scores for the district are as follows:

All Students - 87%

African American Students - 65%

Hispanic Students - 96%

White Students - 90%

Economically Disadvantaged Students - 85%

Student Achievement Strengths

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 subpopulations. We also saw an increase in 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 Achievement 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. We also need to improve our writing scores in grades 4 & 7. We also need to look at new ways to structure our STAAR/EOC tutorials and enrichment. We also need to offer some math remediation through our ACE program.

Our goal for this year's STAAR/EOC performance levels is to stay at or above the state average.

School Culture and Climate

School Culture and Climate Summary

At Hughes Springs ISD the school climate seems to be at an all time high, as indicated in the school climate surveys that were sent out in the Spring of 2011.

School Culture and Climate Strengths

Staff indicated that overall they were very satisfied with their school leadership and overall climate, as well as with the district level leadership.

School Culture and Climate Needs

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

Staff Quality, Recruitment, and Retention Strengths

Our good overall district climate helps contribute to a high retention rate. We believe the high retention rate has also help contribute to the rise in test scores and student achievement that we have seen in the past few years. HSISD also has a 100% Highly Qualified rate.

Staff Quality, Recruitment, and Retention Needs

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In recent years, the district has made great strides in improving our instruction, thus improving our assessment results. We have seen an increase in rigor and the quality of instruction on all campuses.

Curriculum, Instruction, and Assessment Strengths

Teachers are provided with ample opportunity for professional development. Teachers are open to incorporating new instructional technology and new instructional methods into their classrooms. Assessment scores have been steadily rising the past few years, especially in Math and Science.

Curriculum, Instruction, and Assessment Needs

We need to continue to push for more rigor in daily instruction. We also need to continue to explore new instructional methods that we can incorporate into the classrooms. Also, need to continue to push for teachers to pursue high quality professional development to prepare both themselves and our students for the new STAAR/EOC Assessments.

Family and Community Involvement

Family and Community Involvement Summary

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

Family and Community Involvement Strengths

Hughes Springs ISD recently redesigned our website to facilitate better communication and interaction with parents and community members. We also have Skyward Family Access available to our parents so they will have real-time, electronic access to their child's grades and attendance. We also implemented the Skylert message system to keep our parents informed in the event of emergencies. We continue to have Open House several times each school year, so that parents can visit their child's school and talk with teachers and other staff. In the summer of 2010, we also added a school Facebook page, which helps us reach approximately 2000 people on a daily basis.

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 were presented to the School Board in November 2009.

Family and Community Involvement Needs

Hughes Springs ISD needs to continue to focus on developing strategies where busy parents can easily access information concerning their child's education and provide means where partnerships with parents can be strengthened. We hope to increase the number of parents using the electronic resources we have available, such as: Facebook and Skyward Family Access.

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 24 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 classrooms using ipods, smart boards and a variety of other instructional technologies to enhance student learning.

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

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 800 computers in our district and each classroom is equipped with a document camera and digital projector. We have upgraded each computer lab in our district in the past 24 months. We also added several portable laptop labs on each campus. Many of our teachers' classroom are also equipped with student computers, e-Instruction units, ipods, video cameras, smart boards and an array of other instructional technologies.

Technology Needs

While embracing new technologies, we need to continue to provide our staff with the training and support they need to successfully incorporate new

technology into their classroom instruction. We need to increase teacher participation in technology workshops offered on the local, regional and state levels. We are also exploring implementing a 1:1 Initiative in the new future.

Comprehensive Needs Assessment Data Documentation

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

- District goals
- Campus goals
- AEIS data - longitudinal
- AEIS data - current
- AYP data
- PBMAS data
- Campus and/or district planning and decision making committee meeting discussions
- Benchmark assessments results
- 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)
- Texas Assessment of Knowledge and Skills (TAKS) results including TAKS (Accommodated), TAKS-M, and TAKS-Alt
- Linguistically Accommodated Testing (LAT) data
- Texas Primary Reading Inventory (TPRI) or Tejas LEE results
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) test results
- SAT and/or ACT test results
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL population, including performance, discipline, attendance and mobility

- Gifted population, including performance, discipline, attendance and mobility
- 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	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) 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	Increased Student Achievement and Test Scores				
	Funding Sources: Comp Ed					
2) Disaggregate STAAR/EOC data and other assessment data to locate area in the curriculum that need improvement and develop intervention strategies. (Title I Schoowide Component)	Principals	Increased Student Achievement and Test Scores				
	Funding Sources: Comp Ed					
3) Utilize classroom aides to assist in individualized instruction and intervention	Superintendent, Principals	Increased Student Achievement and Test Scores				
	Funding Sources: Local, Comp Ed					
4) Provide parent training for at-risk students (Title I Schoolwide Component)	Principals, Counselors, Social Worker	Increased Student Achievement and Test Scores				
	Funding Sources: Local, Comp Ed					
5) 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	Increased Student Achievement and Test Scores				
	Funding Sources: Local, Comp Ed					
6) Employ a bilingual aide to assist LEP students to become proficient in English and reach high academic standards	Superintendent, Principals, Teachers	Increased LEP Student Achievement and Test Scores				
	Funding Sources: Local, Comp Ed					

7) Construct Personal Graduation Plans (PGPs) for all students who fail to pass one or more portions of STAAR/EOC	Principals, Counselors, Social Worker	Increased Student Achievement and Test Scores				
	Funding Sources: Local, Comp Ed					
8) Provide a Reading Coach and Reading Interventionist at the Elementary Campus	Principal	Reading Assessment Scores				
	Funding Sources: EduJobs					

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

Summative Evaluation: Student Test Scores & Achievement

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

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

Summative Evaluation: Student Achievement

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

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

8) Give all students the opportunity to participate in the Career and Technology Program. CTE teachers will also integrate their activities with the core academic areas. (Title I Schoolwide Component)	Principals, Teachers	Academic Achievement of These Students				
	Funding Sources: Local					
9) Offer information and access to a GED program to students and the community.	Counselors, Social Workers	Information is posted on school website				
	Funding Sources: Local					
10) Screen students for dyslexia, 504 and special education services. Those who are identified as needing these services will be monitored and assessed according to their IEPs. Dyslexia students will be offered the Scottish Rite treatment program.	Principals, Counselors, Social Worker, Diagnostician	Academic Achievement of These Students				
	Funding Sources: Local					
11) Provide services for homeless students, per the McKinney Vento Act, should the need arise.	Superintendent, Curriculum Director, Principals, Counselors, Social Worker	Annual NCLB Compliance Report				
	Funding Sources: Local, Title					
12) Offer PASS program, as well as other credit recovery options, such as Odyssey, as an alternative to the regular high school setting	HS Principal and Counselor	Decrease in Annual Dropout Rate				
	Funding Sources: Local					

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

8) Provide staff with training/information on GT, dyslexia, 504 and SPED as needed (Title I Schoolwide Component)	Curriculum Director, Principals	Agendas/Sign-In Sheets				
	Funding Sources: Local, Title					
9) Provide teachers of ESL students with training on TELPAS (Title I Schoolwide Component)	Curriculum Director, Campus Testing Coordinators	Agendas/Sign-In Sheets				
	Funding Sources: Local, Title					
						

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	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Reward students, each semester, for perfect attendance.	Principals, PEIMS Clerks	Attendance Rate				
	Funding Sources: Local					
2) Treat truancy as a legal issue by employing the services of and working closely with Cass County Juvenile Probation.	Principals, Assistant Principals, PEIMS Clerks, Police Officer	Attendance Rate				
	Funding Sources: Local					

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

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

6) Monitor transitions services for SPED students. (Title I Schoolwide Component)	Principals, Counselors, Social Worker, Diagnostician	Student Achievement				
	Funding Sources: Local					
7) Continue to monitor patterns of service for SPED students (per PBMAS)	Principals, Counselors, Social Worker, Diagnostician	Student Achievement				
	Funding Sources: Local					
8) Implement Response to Intervention (RTI) prior to Special Education placement.	Principals, Counselors, Social Worker, Teachers	SPED placement data, RTI team data				
	Funding Sources: Local					

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

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


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	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide a Pre-K program for students who are economically disadvantaged or language delayed; partner with Head Start in an effort to reach more students.	Superintendent, Elem Principal	PK enrollment and student success				
	Funding Sources: Local					
2) Provide After School Tutorials (Title I Schoolwide Component)	Principals	Tutorial Logs, Increased Student Achievement				
	Funding Sources: Local, Comp Ed, ACE Grant					
3) Offer a summer remediation program to meet the needs of students. (Title I Schoolwide Component)	Principals	Summer School Records				
	Funding Sources: Local, Comp Ed, ACE Grant					
4) Provide an alternative education program for students having chronic discipline problems. (Title I Schoolwide Component)	Superintendent, Principals, Assistant Principals	Decreased discipline referrals				
	Funding Sources: Comp Ed					
5) Utilize an in-school suspension program to keep students in school who are being disciplined	Principals, Assistant Principals	Decreased discipline referrals				
	Funding Sources: Local					
6) Offer after-school detention and GIP (Grounds Improvement Program) as alternative discipline measures to keep students in the classroom.	Principals, Assistant Principals	Decreased discipline referrals				
	Funding Sources: Local					
7) Offer after-school program through NTCC ACE Grant	Superintendent, Curriculum Director	Student Participation in ACE Program				
	Funding Sources: ACE Grant					
						

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

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

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

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

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	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Encourage parents to participate in the educational process by volunteering, attending assemblies, helping with classroom activities and attending extracurricular activities (Title I Schoolwide Component)	Principals	Sign In Sheets, Increased number of parents at events				
	Funding Sources: Local, Title					
2) Notify parents, every 3 weeks, of their students' academic progress and if their student is failing/in danger of failing for the six weeks grading period (Title I Schoolwide Component)	Principals	Progress Reports, decreased failure rates				
	Funding Sources: Local					
3) Partner with Region 8 to offer parent/teacher conferences at least twice yearly (Title I Schoolwide Component)	Superintendent, Principals	Sign In Sheets				
	Funding Sources: Local, Title					

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

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	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Employ a drug dog for random searches throughout the school year.	Principals	Documentation of Drug Dog searches				
	Funding Sources: Local, Title					
2) 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	Program participation				
	Funding Sources: Local, Title					
3) Utilize safe and drug free activities, supplies and incentives provided through the Region 8 SDFS co-op	Principals, Counselors, Social Worker, CIS, Nurse, Police	SDFS Assemblies, Red Ribbon Week				
	Funding Sources: Local, Title					
4) Provide counseling and character education to students for violence intervention and prevention	Counselors, Social Worker Teachers	Counselors / Social Worker Records				
	Funding Sources: Local, Title					

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

9) Conduct a school safety audit every three years to report results to School Board as deemed by SB 11	Superintendent, Curriculum Director, Maintenance Director, Principals	Copy of Audit				
	Funding Sources: Local					
10) Develop a system for students to report dating violence, bullying, sexual harassment and sexual violence. {Dating violence is defined as intentional use of physical, sexual, verbal or emotional abuse by a person to harm, threaten, intimidate or control another person in a dating relationship as defined by Section 71.0021 of the Texas Family Code. Bullying is defined as written or oral expression or physical conduct that a school district's board designee determines. Sexual Harassment is defined as conduct that is severe, pervasive and objectively offensive in such a manner that can be said to deprive the victim or student access to the educational opportunities provided by the school. Sexual violence is defined as sexual assault, sexual abuse or sexual stalking of a minor child or teenager}	Principals, Assistant Principals, Counselors, Social Workers					
	Funding Sources: Local					
11) Per HB 1041, HSISD will maintain a list of links on the district website that provide information regarding the prevention of child abuse and will have an annual staff development on the signs and reporting of suspected child abuse and the legal obligations of educators	Superintendent, Curriculum Director, Principals	HSISD website, meeting agendas/sign-in sheets				
	Funding Sources: Local					
 = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished						

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

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

Summative Evaluation: Needs Assessment

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

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

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

Summative Evaluation: Increased technology use

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

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

State Compensatory

Budget for District Improvement Plan:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-11-6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$129,700.00
199-31-6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$14,155.00
199-11-6129	6129 Salaries or Wages for Support Personnel	\$148,390.00
199-11-6141	6141 Social Security/Medicare	\$3,860.00
199-31-6141	6141 Social Security/Medicare	\$210.00
199-11-6142	6142 Group Health and Life Insurance	\$34,425.00
199-31-6143	6143 Workers' Compensation	\$100.00
199-11-6143	6143 Workers' Compensation	\$2,000.00
199-11-6144	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$20,590.00
199-31-6144	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$1,085.00
199-11-6146	6146 Teacher Retirement/TRS Care	\$2,230.00
199-31-6146	6146 Teacher Retirement/TRS Care	\$80.00
6100 Subtotal:		\$356,825.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Barnes	Teacher	Junior High	.125
Ashley White	Teacher	Junior High	.12
Ben Whittington	Teacher	High School	.25
Catherine ODell	Paraprofessional	Elementary	1
Cordi Morehead	Paraprofessional	Elementary	1
Donald Hunt	Teacher	Junior High	.125
Elizabeth McCoy	Teacher	High School	.12
Gloria Nation	Teacher	Junior High	.125
Gussie Stokes	Paraprofessional	High School	1
Hannah Fitch	Teacher	High School	.12
Heather McGregor	Counselor	High School	.37
Jamie Strawn	Paraprofessional	Elementary	1
Judy Barrow	Teacher	Elementary	1
Kelli Russell	Paraprofessional	Elementary	1
Kera Stewart	Teacher	Junior High	.125
Lisa O'Dell	Teacher	Junior High/High School	1
Melinda Biddy	Teacher	Junior High	.125
New Bilingual Aide	Paraprofessional	High School	1
Rita Bishop	Paraprofessional	Elementary	1
Roger Reece	Teacher	Junior High	.25
Samtisha Searcy	Paraprofessional	Elementary	1
Shelia Ashlock	Teacher	Junior High	.125

Tafrin Baird	Teacher	Junior High	.125
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.

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 2011-2012

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

Title I, Part A - School Improvement \$137,713

Payroll Cost* **\$130,969**

Ken Miller, Elem Counselor

Margie Ake, Reading Interventionist

Debbie Barthol, Reading Interventionist

Professional Development **\$6,544**

Region 8 NCLB Coop Fee

Other **\$200**

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

-

Title II, Part A – Teacher/Principal Training/Retention **\$38,907**

Payroll Cost** **\$26,843**

Kriste Harrell, Teacher: Class Size Reduction for 5th Grade

Professional Development **\$12,064**
Region 8 Core Curriculum Coop Fee

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

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

Title 1, Part C-Migrant

Title III-Limited English Proficiency

Title IV-Safe and Drug-Free Schools

Ten Schoolwide Components

1: Comprehensive Needs Assessment

This information is at the front of the district plan.

2: Schoolwide Reform Strategies

SchoolWide Components Are Noted In the Goals and Strategies

3: Instruction by highly qualified professional teachers

SchoolWide Components Are Noted In the Goals and Strategies

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

SchoolWide Components Are Noted In the Goals and Strategies

5: Strategies to attract highly qualified teachers

SchoolWide Components Are Noted In the Goals and Strategies

6: Strategies to increase parental involvement

SchoolWide Components Are Noted In the Goals and Strategies

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

SchoolWide Components Are Noted In the Goals and Strategies

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

SchoolWide Components Are Noted In the Goals and Strategies

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

SchoolWide Components Are Noted In the Goals and Strategies

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

SchoolWide Components Are Noted In the Goals and Strategies

Plan Notes

Education Jobs Fund Grant - \$202,864

Portion Used For Professional Salaries - \$187,656

- Ken Miller
- Judy Walker
- Toni Clubb
- Margie Ake
- Debbie Barthol
- Kristi Harrell
- Jamie Tippit

** All or a portion of these teachers' salaries may be paid*

Portion Used For Para-professional Salaries - \$15,208

- Ashley Lafayette