

Hughes Springs ISD
District Improvement Plan
2018-2019



Mission Statement

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

Vision

Our students respect themselves and others. They have very strong academic, social, and emotional skills allowing them to be happy and responsible citizens. These skills enable them to be productive and make a positive contribution to the District. Our students succeed because we care. We are a family where every person is important. Through open and honest communication, we unify the campus, classroom, and community to support students in their pursuit of success. As positive role models, we support learning through total participation in all areas of education. Our example leads to the success and achievement of this community.

At Hughes Springs ISD we believe....

....in challenging students to be life-long learners

....parents and staff lead by example and should continue to learn

....all students are unique and deserve the opportunity to achieve their potential

....staff, parents, students and community members are responsible for the learning and success of each student

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

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Comprehensive Needs Assessment

Revised/Approved: December 10, 2018

Demographics

Demographics Summary

Hughes Springs ISD is located in the Piney Woods of East Texas with a student population of 1225 on Snapshot day of October 26. HSISD is a PK-12 district with three campuses, HS Elementary, HS Junior High and HS High School. Our enrollment has fluctuated slightly over the past few years according to state reports (15-16 = 1243; 16-17 = 1261; 17-18 = 1271) Demographic percentages currently are: AI/Alaskan - .16%; Asian - .47%; Black/African Amer. - 11.33%; Hispanic/Latino - 11.01%; White - 73.96%; Hawaiian/Pac Island .16%; and two or more races - 2.91%. We have 6.06% more males than females. Special Education students represent 8.5% of our population, and we have experienced an increase in referrals. The economically disadvantaged percentage is 60.50%, at-risk is 52.56% and we are a School Wide Title I district. We do not have any migrant students and our ESL rate is 3.23%. The ESL students who exited the program at the end of the 16-17 school year have continued to be closely monitored and have performed successfully. Our Gifted & Talented percentages are 3.07%. Our CTE program is comprised of 29.50% of our population. Our professional staff is mostly white - 88.1% with year of experience consisting of: Beg teacher - 4%; 1-5 years - 21.6%; 6-10 yrs - 23.8%; 11-20 yrs - 31.5 and 20+ yrs - 19.1%. Our student/teacher ratio is 12.9

Demographics Strengths

Our teacher retention is high. In 2017-18 we hired 16% new teachers and retained 87/103 for an 84% retention rate. Our teachers with 10+ years of experience is 50.6%.

Student Achievement

Student Achievement Summary

Student achievement data comes from reports in the Texas Academic Performance Report (TAPR), PBMAS, PEIMS, and State Accountability. We utilize DMAC and grade level/subject level meetings to disaggregate our student achievement data by passing rates in subject and grade, ethnicity, economically disadvantaged, at risk, special education, and by advanced rates. In a five year comparison, overall student achievement data indicated a trend of maintaining to some increasing scores, especially in the elementary. Junior High 6th and 7th grade shows decreases with reading dropping almost 20 points. All possible contributing factors (scope and sequence, effectiveness of tutoring, STAARS classes, interventions, primary instruction, and rates of achievement across area districts) need to be analyzed in conjunction with isolating instructional weak areas. In a year-over-year comparison, the achievement gap between our Whites and African Americans stayed about the same from 2017 to 2018 in most subject areas with a difference of 13 percentage points overall. The greatest gap for this group occurred in the area of Social Studies with an increase of 18 points. Economically Disadvantaged students closer 2 percentage points in 2018 to the achievement ratings of All Student group in most subjects. The difference between at-risk groups and all students declined 7% avg making this a significant demonstration of progress in the district. Continued diligence and resources are needed in this area to maintain and increase progress. In response to these data, more prescriptive one-on-one intervention and hands-on activity should be in place for these struggling learners (intervention classes, paraprofessionals, interventionists, tutoring). Scores for our Special Education population were low overall but were lowest in the areas of Writing and reading. We need to systematically utilize students' General Abilities scores to drive targeted planning practices and prescriptive inclusion instruction that maximizes instructional efficiency for this population. Our credit recovery program has prevented many of our at-risk students from getting behind in their classes and dropping out. For the 17-18 school year we had 4 DAEP high school placements. Also, extended-year programs for our students failing state assessments are needed for acceleration. The TAPR indicates that these efforts for our at-risk students have resulted in a 0% dropout rate and 100% graduation rate, and the district needs to keep all these interventions in place in order to maintain that rate. Since interest in reading drops significantly in middle school, we need to maintain our paraprofessional in the Jr. High library to provide access to and encouragement for reading especially among our at-risk students. In addition, our CLI Engage and TPRI data indicate that our partnership with Head Start to provide a full day of instruction for our PK at-risk students has enabled those students to begin kindergarten with a smaller gap between their readiness scores and scores of students not at-risk making it important that we continue to serve these students through this program. Other areas of concern are science, writing, and math particularly in the African American and Economically Disadvantaged groups. Intervention programs are in place, but continued research and innovation are needed to eliminate these achievement gaps completely.

Hughes Springs ISD had an overall rating of a B with a scaled score of 81 on the 2018 Accountability Ratings.

Our scores for the Spring 2018 assessments are as follows:

3rd Reading = 85% approaches, 49% meets, 24% masters

3rd Math = 84% approaches, 51% meets, 19% masters

4th Reading = 75% approaches, 39% meets, 20% masters

4th Writing = 59% approaches, 24% meets, 9% masters

4th Math = 79% approaches, 40% meets, 17% masters
5th Reading = 88% approaches, 42% meets, 16% masters
5th Science = 84% approaches, 48% meets, 16% masters
5th Math = 97% approaches, 60% meets, 27% masters
6th Reading = 66% approaches, 32% meets, 8% masters
6th Math = 66% approaches, 18% meets, 3% master
7th Reading = 65% approaches, 41% meets, 18% masters
7th Math = 69% approaches, 28% meets, 5% masters
7th Writing = 65% approaches, 36% meets, 7% masters
8th Reading = 91% approaches, 56% meets, 24% masters
8th Math = 95% approaches, 46/5 meets, 7% masters
8th Science = 75% approaches, 39% meets, 14% masters
8th Social Studies = 67% approaches, 31% meets, 9% masters
Algebra I EOC (8th Graders) = 100% approaches, 100% meets, 80% masters
Algebra I EOC = 91% approaches, 54% meets, 28% masters
English I Reading EOC = 86% approaches, 65% meets, 9%masters
English II Reading EOC = 79% approaches, 55% meets, 8% masters
Biology EOC = 93% approaches, 65% meets, 17% masters
U.S. History EOC = 95% approaches, 71% meets, 44% masters

Includes all sub pops on STAAR

Student Achievement Strengths

Our strengths are in Index 1 - Student Achievement

Index 3 - Closing Performance Gaps

Index 4 - Postsecondary Readiness

Hughes Springs Elementary earned Distinction Designations for Comparative Academic Growth and Comparative Closing the Gaps

Hughes Springs High School earned Distinction Designations for ELA/Reading and Comparative Closing the Gaps

Student Achievement Needs

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

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

Our Junior High earned a rating of F in Academic Growth in Domain 2 and Closing the Gaps Domain 3 which put them in Improvement Required-Comprehensive only. We are working with our DCSI, PSP and CLT to close the gaps and move students forward from just approaches grade level to meets and masters grade level.

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

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

District Culture and Climate

District Culture and Climate Summary

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

From surveys conducted by campuses/district, parents and staff describe our district as a welcoming place where students are treated with respect and feel safe for the most part.

District Culture and Climate Strengths

Staff indicated that overall they were very satisfied with their school leadership and overall climate, as well as with the district level leadership. We have been gun free for the last several years. However, despite our best efforts, continued school shootings have left our students and staff feeling vulnerable. Certainly we need to be educating our students about anger management and conflict resolution and we have security in place that students, staff, and the public "see" such as fences, door security, drivers' license scanning at elementary as well as our own District Police Force with two full-time policeman on campuses who patrol our district to discourage "would be" offenders. But, we need counselors on campuses that do not have any duties except for counseling students to address any mental health challenges. Attendance is at 95.70% as compared with 96.1% (2015-16 TAPR) rate. Our staff works closely with children in need and provides counseling, supplies, and donations of food and clothing when needed. The majority of our upper grades students are in extracurricular activities, a reflection of their satisfaction of the school culture and climate. Overall, the community, students, and staff are proud stakeholders in our district where Mustang Pride runs deep.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

During recent years we have had a high retention rate - 84% for 2018-19 and very little staff turnover. We believe we have one of the best staffs in the state of Texas. Several teachers with probationary certification are enrolled in alternative certification programs and are working on their full certification. Teachers overall score in the proficient range on their appraisals but are provided assistance with any areas needing improvement as well as feedback and coaching from campus principals. The staff attends high quality professional development at Region 8 and other places including conferences to build their skills, knowledge, and capacity for responding to the needs of our stakeholders. New teachers are with a grade level team or department for mentoring and to regularly meet and plan together.

Staff Quality, Recruitment, and Retention Strengths

Our good overall district climate helps contribute to the high retention rate of 84% at the beginning of the 2018-19 school year. Teachers with 10+ years of experience is at 50.6%. We believe the high retention rate and level of experience has also helped contribute to the rise in test scores and student achievement that we have seen in the past few years. Staff and administrators were surveyed on PD needs, and this, along with our student achievement scores, drives our professional development. Sharon Wells math, Pearlized Math, Scottish Rite, GT, ESL, EOC, subject area vertical alignment, discipline, safety, technology, etc are all part of our annual staff development training. Our new teachers are attending the New Teacher Institute @ Region 8 at various times throughout the school year for mentoring and first year support. New writing and reading teachers attended the Writing and Reading Academies in Kemah. We have implemented the Public School Works online PD platform for all employees.

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. The district uses DMAC to disaggregate and analyze benchmark and local assessments to form data-driven instruction and to provide information to form intervention groups and meet student needs. We have 3 part-time, 2 full time reading interventionist, and 3 Certified Academic Language Therapist at the elementary to work in small groups to accelerate struggling readers, and these tutors are evaluated annually for effectiveness. Throughout the year, benchmarks inform instruction and differentiation strategies. The monitoring process for the curriculum includes vertical and grade level meetings by campus. Assessments are developed by the teams of subject area teachers using STAAR released tests and results are disaggregated and analyzed so as to drive instruction. Benchmark assessments have been good indicators as to state testing performance. Student performance data is reviewed and critical areas of weakness are determined. All accelerated classes are designed around data-driven identified student needs. State testing results and local benchmark scores show the need for additional instructional time and more one-on-one intervention. At-risk students are the highest need group for this type of intervention. We use the 3 Tier model of intervention where K-2 grade students receive 90 minutes of uninterrupted instruction for math and reading. Grades 3-5 receive additional periods for math and reading to reach their 90 minute goal. Tier 2 consists of students needing accelerated instruction for an extra 30- 40 minutes of instruction based on needs identified through TPRI, classroom grades, DIBELS, and STAAR results. Our district school day has been extended by 30 minutes to provide extra time for a tutorial/flex period. Tier 3 includes students who are identified with a learning disability and instruction is given according to their IEPs. Assessments are reviewed, internally and externally, for relevancy and appropriateness and are clearly linked to in-depth understanding of the TEKS. Students also use Imagination Math for grades 2-Alg I and IStation grades K-8 for acceleration in math and reading and teachers can use reports to monitor growth.

Curriculum, Instruction, and Assessment Strengths

Teachers are provided with ample opportunity for professional development through Region 8 and conferences. Science teachers grade 3-5 attended CAST last fall, and the JH science teachers attended science training at NASA in Houston. Teachers are open to incorporating new instructional technology and instructional methods into their classroom to keep assessment scores steadily rising. Math teachers grades 3-Algebra I received training in the Faye Whitlow Way, aligning teaching strategies and manipulatives from grade 3 and up, with new teachers being trained in the summer. Kindergarten -1st grade uses Pearl Math which feeds directly into the Sharon Wells math used in grades 2-5. Pearl and Sharon Wells renew the curriculum yearly to reflect the changes and updates to TEKS and state testing with teachers receiving updates each six weeks. Our new teachers are attending the New Teacher Institute @ Region 8 at various times throughout the school year for mentoring and first year support. New writing and reading teachers attended the Writing and Reading Academies in Kemah. We have implemented the Public School Works online PD platform for all employees to keep us in compliance with required state PD. Our dyslexia teachers attended the State Dyslexia Conference this summer. Our staff has completed an average of 1185 hours of professional development from 8/24/2017-8/8/2018 @ Reg 8 with 377 participants and 177 sessions.

Parent and Community Engagement

Parent and Community Engagement 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. Each teacher is required to have two parent-teacher conferences per year. On all campuses, parents and community members serve on decision-making committees that drive change at the campuses. Most of our community parents attend the Meet the Teacher Night in the fall and Open House in the Spring. Veterans Day programs are well-attended by local veterans and family member of performing students. We have a School Health Advisory Committee (SHAC) for parents to participate and plan programs for students and community. Local businesses provide donations for district activities and scholarships for our Senior class. The online gradebook keeps parents informed of their child's grades and attendance and promotes their involvement in their child's academics. The parent notification System, school website and school Facebook page are also avenues for parents to receive needed information about school events. Our surveys from parents indicate that they feel a connection to the school and appreciate the work being done there for their children. As Hughes Springs ISD continues to grow and flourish, we will continue to make efforts to ensure that *every* parent feels welcome and connected to our schools.

Parent and Community Engagement Strengths

Hughes Springs ISD keeps its website & social media accounts current to facilitate better communication and interaction with parents and community members. We also have Skyward Family Access available to our parents so they will have real-time, electronic access to their child's grades and attendance. We also implemented the Skylert message system to keep our parents informed in the event of emergencies. We continue to have Open House and Meet the teacher night each school year, so that parents can visit their child's school and talk with teachers and other staff. In the summer of 2010, we also added a school Facebook page, which helps us reach parents on a daily basis. In 2016, we added active Twitter & Instagram accounts. Our annual Meet the Teacher nights at all three campuses are heavily attended where parents get report cards and schedule parent conference meetings. Report Card pickup/hot dog supper is well attended by the community and looks forward to Open House in the spring. Our district supports Veterans with a program each Veteran's Day, along with various other holiday programs. Each campus hosts an award ceremony at the end of the year for parents, as well as kindergarten, 8th grade and high school graduation ceremonies. The elementary hosts Constitution Day where the local American Legion is involved and many parents/community members attend. Parents serve on our district and campus Site Base committees, as well as SHAC and elementary PTO.

Technology

Technology Summary

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

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

Hughes Springs ISD has jumped head first into the world of these "Digital Natives". We have invested a lot of time, money and energy into creating 21st Century classrooms for our students. We have classrooms using ipods, smart boards and a variety of other instructional technologies to enhance student learning. We have added a district Technology Integrationist to aid teachers in the classrooms with software/hardware decisions and provide staff development and technical expertise in the planning and implementation of effective instructional technology.

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

Technology Strengths

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

We have approximately 1000 computers in our district and each classroom is equipped with a document camera, smart board and digital projector. We have upgraded each computer lab in our district multiple times. We also have portable laptop labs on each campus including 3 at the elementary, 5 at the junior high and 14 at the high school with plans to increase the number at the elementary to five carts over the next three years. Many of our teachers' classroom are also equipped with student computers, e-Instruction units, ipods, video cameras, smart boards and an array of other instructional technologies.

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Gifted and talented data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Hughes Springs ISD will provide a well-rounded instructional program to increase student achievement by providing instruction that is appropriate for the learning needs of each student.

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

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

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Increase student achievement through school-wide reforms such as increasing rigor in core academic programs by aligning curriculum to the TEKS through the use of the TEKS Resource System.	2.4, 2.6	Superintendent, Curriculum Director, Principals	Increased Student Achievement and Test Scores; documentation of students who received additional assistance				
	Funding Sources: Local - 0.00						
Critical Success Factors CSF 1 CSF 2 2) Disaggregate STAAR/EOC data and other assessment data to locate area in the curriculum that need improvement and develop intervention strategies.		Principals	Increased Student Achievement and Test Scores				
	Funding Sources: Local - 0.00						
Critical Success Factors CSF 1 CSF 4 3) To provide additional educational assistance to students, paraprofessionals (under the direction of the teacher) will offer small group or one-on-one instruction in classroom settings and, where needed, supply personal care for students.	2.4	Superintendent, Principals	Increased Student Achievement and Test Scores				
	Funding Sources: Local - 0.00, Comp Ed - 149017.00						

Critical Success Factors CSF 1 CSF 5 4) Provide parent training for at-risk students		Principals, Counselors, Social Worker	Increased Student Achievement and Test Scores; participation and attendance logs				
	Funding Sources: Local - 0.00, Comp Ed - 17250.00						
Critical Success Factors CSF 1 5) Implement researched based programs and strategies to help all students reach proficiency or better in math and reading.		Superintendent, Curriculum Director, Principals, Teachers	Increased Student Achievement and Test Scores				
	Funding Sources: Local - 0.00						
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 - 0.00						
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 - 0.00, Comp Ed - 17250.00						
Critical Success Factors CSF 1 8) Provide Reading and math Interventionists at the Elementary and Junior High Campus	2.6	Principal	Reading and math Assessment Scores				
	Funding Sources: Title - 46000.00, Comp Ed - 22718.00, Local - 0.00						
9) Create Accelerated Lab at the High School for credit recovery	2.6	Principal, Counselor, Teacher	reduce drop out rate				
	Funding Sources: Comp Ed - 17250.00						
10) Implement Practical Writing Class at the High School for EOC acceleration for students who have not passed the English I or 11 and for 9th graders who didn't pass last year.		Principal, teachers	Increased passing rates for English I and II EOCs				
	Funding Sources: Comp Ed - 7911.50						
Critical Success Factors CSF 1 11) A comprehensive needs assessment will be conducted by the District Site-Based Committee (which includes parents, business representatives, community members, and school staff) to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology.	2.6	Superintendent, Director of Curriculum	A true picture of current student performance to determine what needs to be done to increase student performance				
	Funding Sources: Local - 0.00						

12) To strengthen the core academic program and provide opportunities for all children to meet the challenging State academic standards, aligned curriculum and instruction will be utilized in all core subjects with resources from TEKS Resource Cooperative, Region 8 ESC training, and supplemental workbooks and textbooks.	2.6	Campus Principal, Director of Instruction	Lesson plans and STAAR mastery improvement				
	Funding Sources: Local - 0.00						
Critical Success Factors CSF 1 13) To provide each eighth grade student with an effective transition to high school, all eighth graders will attend an informational meeting for help in course selection and the high school "Mustang Camp" and be provided with a guided tour of the campus.		Principal, Counselor	Eighth Graders' schedules				
Critical Success Factors CSF 1 CSF 2 14) Students who may be at risk for academic failure will be identified as early as possible in the year, and targeted, specific interventions will be put in place for them.	2.4	Principal, Director of Curriculum	Class rosters, STAAR results, report card grades				
Funding Sources: Local - 0.00, Title - 0.00							
Critical Success Factors CSF 1 15) To provide a well-rounded program of instruction to met the academic needs of all students multiple opportunities to participate in fine arts programs offered during the school day and in extra-curricular activities will be afforded to all students. A music teacher in elementary, high school, and JH, an art teacher in elementary, High School and JH, band directors in High School and JH, a theater arts teacher in High School and JH, and a floral design teacher in high school only will be supplied by the district.		Principal, Director of Curriculum, Superintendent	Student enrollment in Fine Arts classes and student achievement				
Funding Sources: Local - 0.00							
Critical Success Factors CSF 6 16) To provide a well-rounded program of instruction, a health and wellness program including opportunities for physical activity, counseling, and nutrition services for Prek -12th grades will be maintained.	2.5	Principal, Counselor, Social Worker, Nurses, Director of Curriculum					
Funding Sources: Local - 0.00							

Goal 1: Hughes Springs ISD will provide a well-rounded instructional program to increase student achievement by providing instruction that is appropriate for the learning needs of each student.

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Provide campus-specific tutorials for all students, including at risk students, who perform below district expectations during FLEX period at the high School and JH and activity period at the elementary		Principals	Increased Student Achievement and Test Scores; documentation of all students who received additional assistance				
	Funding Sources: Local - 0.00						
Critical Success Factors CSF 1 2) Implement strategies to help improve achievement: smaller class sizes, tutoring, Title I services, literacy groups, content mastery and other strategies		Superintendent, Principals	Increased Student Achievement and Test Scores				
	Funding Sources: Local - 0.00, Title - 0.00						
3) Provide an after school program, which includes a tutoring component, through the Boys/Girls Club Program		Principals, Boys/Girls Club Site Coordinator	Increased Student Achievement and Test Scores				
	Funding Sources: Local - 0.00						
4) Offer Practical Writing Class at the High School for EOC acceleration for students who have not passed the English I or 11 and for 9th graders who didn't pass last year.		Principal, Counselor, English teachers	Increased passing rate for English I and II EOCs STAAR test				
	Funding Sources: Comp Ed - 7911.50						
Critical Success Factors CSF 1 CSF 4 5) To increase blended learning and fluency in math and reading, IStation, Renaissance Accelerated Reader, Social Studies Weekly, Flocabulary, Imagination Math and Math Facts, and Facts for All will be utilized to assess and provide individualized instruction.	2.4, 2.5	Principal, Director of Curriculum	Program Reports; student benchmark results				
	Funding Sources: Local - 0.00, Title - 18095.00						



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress




= Discontinue

Goal 1: Hughes Springs ISD will provide a well-rounded instructional program to increase student achievement by providing instruction that is appropriate for the learning needs of each student.

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

Evaluation Data Source(s) 3: Student Achievement

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement vertical and horizontal alignment strategies by using the TEKS Resource System and staff development provided through Region 8		Superintendent, Curriculum Director, Principals	Increased Student Achievement and Test Scores				
Funding Sources: Local - 0.00							
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 - 0.00							
Critical Success Factors CSF 1 CSF 2		Principals, Teachers	Increased Student Achievement and Test Scores; assessment materials designed/purchased				
3) Use appropriate academic assessments in classrooms, including benchmarking	Funding Sources: Local - 0.00						
Critical Success Factors CSF 1	2.5	Campus Principal, Director of Curriculum	enrollment and number of CTE classes, PBMAS, CTE Perkins Performance Review				
4) To facilitate effective transitions for students from high school to post-secondary education, the Career and Technical program (CTE) will be maintained and expanded when possible, and offerings in CTE will include at least four offerings of higher level technology courses.	Funding Sources: Local - 0.00						
5) To facilitate effective transitions for students from high school to post-secondary education, the district will coordinate with institutions of higher education to provide students with dual enrollment opportunities to earn college credit while in high school.	2.5	Campus Principal, Counselor	Dual credit course enrollment and number of offerings, successful course completion				
							

Goal 1: Hughes Springs ISD will provide a well-rounded instructional program to increase student achievement by providing instruction that is appropriate for the learning needs of each student.


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

Evaluation Data Source(s) 4: Student Achievement

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Identify students, through campus committees, who need additional services - GT, Special Education, ESL, etc - in a timely manner		Principals, Counselors, Social Worker, Teachers	Placement of Students in Appropriate Programs; modifications/accommodations plans				
	Funding Sources: Local - 0.00						
Critical Success Factors CSF 1 2) Monitor and assess students identified for Special Education according to their IEPs		Principal, Teachers	Academic Achievement of These Students				
	Funding Sources: Local - 0.00						
PBMAS 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 - 0.00						
PBMAS 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 - 0.00						
PBMAS 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 - 0.00						

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 - 0.00						
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 - 0.00						
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. To incorporate experiential learning opportunities (such as nursing and business) and promote skills attainment important to in-demand occupations and industries in the state, field based learning opportunities with area businesses that provide students in-depth interaction with industry professionals will be offered for academic credit.	2.5	Principals, Teachers	Academic Achievement of These Students, enrollment and number of CTE class offerings, student certifications earned in work-based courses				
	Funding Sources: Local - 0.00						
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 - 0.00						
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 - 0.00, Title - 0.00						
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 - 0.00						
12) Offer Odyssey program, as well as other credit recovery options, as an alternative to the regular high school setting		HS Principal and Counselor	Decrease in Annual Dropout Rate				
	Funding Sources: Local - 0.00, Comp Ed - 9400.00						
13) Offer Accelerated Lab during the day for credit recovery at the High School		HS principal and Counselor	Decrease in annual dropout rate; higher graduation rate				
	Funding Sources: Comp Ed - 9400.00						

<p align="center">Critical Success Factors CSF 1</p> <p>14) Administrators and teachers will meet quarterly to evaluate student progress, discuss student needs, determine an appropriate academic assessment schedule (such as benchmarking) and collaborate in regards to instructional strategies that will enable all student to meet the challenging State academic standards.</p>	2.4	Campus principals, teachers	Benchmark results, STAAR results, report card grades				
Funding Sources: Local - 0.00							
<p align="center">Critical Success Factors CSF 2</p> <p>15) To extend learning time, STAAR classes/Flex period/Activity period with enriched, accelerated curriculum will be provided during the school day to better meet the needs of our students at risk of not meeting the challenging State academic standards. Interventionists in reading and math will provide small group instruction at the JH & Elem.</p>	2.5	Campus principals	Teacher-generated tests, benchmarks, and mastery of STAAR				
Funding Sources: Title - 46000.00, Comp Ed - 22718.00							
<p align="center">Critical Success Factors CSF 1</p> <p>16) To provide additional educational assistance to students, paraprofessionals (under the direction of the teacher) will offer small group or one-on-one instruction in classroom settings and, where needed, supply personal care for students.</p>	2.4	Campus Principal, superintendent	Paraprofessional schedules, STAAR and other assessment results				
Funding Sources: Comp Ed - 117827.00, Local - 0.00							
							

Goal 1: Hughes Springs ISD will provide a well-rounded instructional program to increase student achievement by providing instruction that is appropriate for the learning needs of each student.

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

Evaluation Data Source(s) 5: Professional Development Records

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Provide access to staff development on instructional strategies in reading, math, science and writing, such as CAST & CAMT and Writing and Reading Academy.</p>		Curriculum Director	Professional Development Records				
Funding Sources: Local - 0.00							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Provide staff with training/information on the causal factors of dropouts, and procedures for prevention and recovery.</p>		Curriculum Director, Principals, counselors	Agendas/Sign-In Sheets; Student data analyzed				
Funding Sources: Local - 0.00							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Provide staff with training/information on procedures of discipline management plan, Student Code of Conduct, crisis management, homework/reteaching policies, grading policies.</p>		Curriculum Director, Principals	Agendas/Sign-In Sheets				
Funding Sources: Local - 0.00							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>4) Provide staff with yearly professional development on: technology, conflict resolution, classroom management, curriculum alignment, instructional strategies and STAAR/EOC, such as TCEA.</p>		Curriculum Director, Principals	Agendas/Sign-In Sheets				
Funding Sources: Local - 0.00							
<p>5) Provide teachers with CPR training and/or refresher courses in basic first aide training.</p>		Curriculum Director, Nurse	Agendas/Sign-In Sheets				
Funding Sources: Local - 0.00							


Critical Success Factors CSF 7 6) Evaluate teachers using T-TESS and ensure appropriate training is provided to address teacher's area(s) of need.		Principals	Agendas/Sign-In Sheets, PDAS Evaluations, Eduphoria				
	Funding Sources: Local - 0.00						
Critical Success Factors CSF 1 CSF 7 7) Provide teachers and administrators with professional development that will assist them in staying current with the state assessment and accountability process		Superintendent, Curriculum Director, Principals	Agendas/Sign-In Sheets				
	Funding Sources: Local - 0.00						
Critical Success Factors CSF 1 CSF 7 8) Provide staff with training/information on GT, dyslexia, 504 and SPED as needed		Curriculum Director, Principals	Agendas/Sign-In Sheets; schedule where teachers have common planning period to collaborate				
	Funding Sources: Local - 0.00						
Critical Success Factors CSF 1 CSF 7 9) Provide teachers of ESL students with training on TELPAS		Curriculum Director, Campus Testing Coordinators	Agendas/Sign-In Sheets				
	Funding Sources: Local - 0.00						
Critical Success Factors CSF 1 CSF 7 10) All Staff members will be given opportunities to improve their instruction and broaden their knowledge of the diverse needs of their students, especially Economical Disadvantaged student and African American students, through staff development attendance in all academic areas. Services are contracted through Region VIII Service Center.	2.6	Principal, Director of Curriculum	Staff Professional Development Records				
	Funding Sources: Title - 0.00						

Goal 1: Hughes Springs ISD will provide a well-rounded instructional program to increase student achievement by providing instruction that is appropriate for the learning needs of each student.

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

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

Summative Evaluation 6:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Reward students, each semester, for perfect attendance.		Principals, PEIMS Clerks	Attendance Rate				
	Funding Sources: Local - 0.00						
2) Treat truancy as a legal issue by employing the services of and working closely with appropriate Cass County authorities.		Principals and Asst. Principals	Attendance Rate				
	Funding Sources: Local - 0.00						
Critical Success Factors CSF 1 CSF 5 3) The district will provide homeless children and youths with counseling services, housing information, personal toiletry items, and tutoring services, as needed, to support their enrollment, attendance, and success.	2.4, 2.6	Principal, counselor	Homeless students enrollment, attendance, academic indicators (STAAR scores, school grades, etc.)				
	Funding Sources: Title - 0.00, Local - 0.00						
							

Goal 1: Hughes Springs ISD will provide a well-rounded instructional program to increase student achievement by providing instruction that is appropriate for the learning needs of each student.

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

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

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Train staff new to the district on gradebook, DMAC, email and other technology systems.		Technology Director, Technology Staff	Successful use of programs				
	Funding Sources: Local - 0.00						
2) Provide all teachers with technical assistance, as needed, in a timely manner.		Technology Director, Technology Staff	Increased use of technology				
	Funding Sources: Local - 0.00						
3) Ensure that all students are technology literate. Teachers will integrate technology into the curriculum on a regular basis.		Technology Director, Principals, Teachers	Increased use of technology				
	Funding Sources: Local - 0.00						
Critical Success Factors CSF 1 CSF 2		Curriculum Director, Principals, Teachers	Increased Student Achievement and Test Scores				
	4) Use DMAC to disaggregate assessment data in a timely manner. Funding Sources: Local - 0.00						
5) Continue E-Rating our own internet service through SuperNet 2 consortium to increase the reliability and availability of internet connectivity.		Tech Director, Technology Staff	Increased availability/reliability of internet connectivity				
	Funding Sources: Local - 0.00						
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 - 0.00						
							


Goal 1: Hughes Springs ISD will provide a well-rounded instructional program to increase student achievement by providing instruction that is appropriate for the learning needs of each student.

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

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

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Review the guidelines/procedures for the Campus Intervention Teams on an annual basis		Principals, Counselors, Social Worker, Diagnostician	Agendas/Sign In Sheets				
Funding Sources: Comp Ed - 8624.97, Local - 0.00, Title - 0.00							
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 - 0.00, Comp Ed - 8624.97, Title - 0.00							
Critical Success Factors CSF 1 3) Provide information/training to staff in the use of state mandated tests for special education students.		Curriculum Director, Principals, Counselors, Social Worker, Diagnostician	Agendas/Sign In Sheets				
Funding Sources: Local - 0.00, Comp Ed - 8624.97, Title - 0.00							
Critical Success Factors CSF 1 4) Monitor the use of supplementary aids in the classroom to ensure all students' needs are met in the Least Restrictive Environment		Principal, Counselors, Social Worker, Diagnostician, Teachers	Student Achievement				
Funding Sources: Local - 0.00, Comp Ed - 8624.97, Title - 0.00							
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 - 0.00, Title - 0.00							

6) Monitor transitions services for SPED students.	Principals, Counselors, Social Worker, Diagnostician	Student Achievement; document needs met				
	Funding Sources: Local - 0.00, Comp Ed - 8624.97					
7) Continue to monitor patterns of service for SPED students (per PBMAS)	Principals, Counselors, Social Worker, Diagnostician	Student Achievement				
	Funding Sources: Local - 0.00, Comp Ed - 8624.97, Title - 0.00					
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 - 0.00, Comp Ed - 8624.97, Title - 0.00					
9) 9) implement teaching strategies for Special Education students to take the STAAR test to meet limits on Alternative assessments. (per PBMAS)	Principals, Teachers, Diagnostician	IEPs, Annual PBMAS report, TEA accountability rating System Safeguards				
	Funding Sources: Local - 0.00					
						

Goal 1: Hughes Springs ISD will provide a well-rounded instructional program to increase student achievement by providing instruction that is appropriate for the learning needs of each student.

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

Evaluation Data Source(s) 9: Annual TAPR report

Summative Evaluation 9:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Assist students in making informed curriculum choices to prepare them for success beyond high school through group and one-on-one meetings.		Principals, Counselors, Social Worker	Agendas/Sign In Sheets; school counseling				
	Funding Sources: Comp Ed - 8624.97, Local - 0.00						
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: Comp Ed - 8624.97, Local - 0.00						
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: Comp Ed - 8624.97, Local - 0.00						
4) Conduct classroom visits to provide information/assist students with SAT/ACT preparation		HS Counselor	Counselor's Records				
	Funding Sources: Comp Ed - 8624.97, Local - 0.00						
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 - 0.00, Comp Ed - 8624.97						
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 - 0.00, Comp Ed - 8624.97						
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 - 0.00, Comp Ed - 8624.97						


8) Offer The College Academy at the high school for dual credit courses through NTCC.	HS principal and counselor	Increased number of college hours students have earned at HS graduation.				
	Funding Sources: Comp Ed - 8624.97, Local - 0.00					
9) Offer Advanced ELA in grades 8-12 and advanced Science in grades 9-12	Principals, counselor, social worker, teachers	Student schedules; higher ACT/SAT scores; college prep				
	Funding Sources: Comp Ed - 8624.97, Local - 0.00					

Goal 1: Hughes Springs ISD will provide a well-rounded instructional program to increase student achievement by providing instruction that is appropriate for the learning needs of each student.

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

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

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide a Pre-K program for students who are economically disadvantaged or language delayed; partner with Head Start in an effort to reach more students.		Superintendent, Elem Principal	PK enrollment and student success				
	Funding Sources: Local - 0.00, Comp Ed - 42276.00						
2) Provide After School Tutorials	2.5	Principals	Tutorial Logs, Increased Student Achievement				
	Funding Sources: Local - 0.00						
3) Offer a summer accelerated program to meet the needs of students.		Principals	Summer School Records				
	Funding Sources: Local - 0.00						
4) Provide an alternative education program for students having chronic discipline problems.		Superintendent, Principals, Assistant Principals	Decreased discipline referrals				
	Funding Sources: Comp Ed - 0.00						
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 - 0.00						
6) Offer lunch detention as alternative discipline measure to keep students in the classroom.		Principals, Assistant Principals	Decreased discipline referrals				
	Funding Sources: Local - 0.00						
7) Offer after-school program through Boys/Girls Club program		Superintendent, Curriculum Director	Student Participation in Boys/Girls Club Program				
							

Goal 1: Hughes Springs ISD will provide a well-rounded instructional program to increase student achievement by providing instruction that is appropriate for the learning needs of each student.

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

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

Summative Evaluation 11:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Strive to maintain 100% HQ status in classes in the core academic areas and provide teachers with high quality training in curriculum, teaching methods and technology through Region 8.		Superintendent, Curriculum Director, Principals	Annual HQ Report, Professional Development Records				
	Funding Sources: Local - 0.00						
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.		Superintendent, Curriculum Director, Principals	Annual HQ Report, Staff Development Records				
	Funding Sources: Local - 0.00						
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.		Superintendent, Curriculum Director, Principals	100% of staff with have HQ status or a deficiency plan to help them reach HQ status				
	Funding Sources: Local - 0.00						
4) Adequately train all paraprofessionals at Region 8 and they will be able to demonstrate academic proficiency and meet the HQ requirements		Superintendent, Curriculum Director, Principals	100% HQ status for all paraprofessionals				
	Funding Sources: Local - 0.00						
5) Provide mentoring for first-year teachers through Region 8's New Teacher Orientation Program		Principals	Teacher Retention Rate				
	Funding Sources: Local - 0.00						
6) Ensure equitable distribution of inexperienced teachers across grade levels and teaching assignments for each campus when possible.		Principals	Master Schedules				
	Funding Sources: Local - 0.00						

Goal 1: Hughes Springs ISD will provide a well-rounded instructional program to increase student achievement by providing instruction that is appropriate for the learning needs of each student.

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

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

Summative Evaluation 12:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Documentation of each student's participation in the PRS program will be complete, verified and on file in the counselor's office. This includes: verification of pregnancy, CEHI teacher's logs, copy of ARD/IEP if applicable, PRS entry date, date of delivery, doctor's notes, and PRS exit date.		Principals, Counselors, Social Worker	PRS files				
	Funding Sources: Pregnancy Allotment - 0.00, Comp Ed - 8624.97						
							

Goal 2: Hughes Springs ISD will strive to increase partnerships with the community, foster effective parent and family engagement, and communicate its goals and expectations to all invested partners in education.

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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 - 0.00, Comp Ed - 8624.97							
Critical Success Factors CSF 5 2) Inform parents/community members of school events and activities through newsletters, newspaper, PTO meetings, email, phone, marquee, website, Facebook and other social media	3.2	Superintendent, Curriculum Director, Principals, PTO Chairperson, Technology Dept.	Increase attendance at events, sign in sheets, copies of correspondence, copies of webposting and Facebook.				
Funding Sources: Local - 0.00							
Critical Success Factors CSF 5 3) Publicize school/student achievements in the local newspaper(s) and social media.		Superintendent, Curriculum Director, Principals, Teachers	newspaper articles				
Funding Sources: Local - 0.00							
4) Maintain and improve the district webpage and online communications - such as Facebook, and Twitter		Technology Dept.	Webpage, Facebook, Skyward Family Access, other online communications				
Funding Sources: Local - 0.00							
Critical Success Factors CSF 5 5) Conduct required Title I meetings, Meet the Teacher, Colt Camp, Open Houses and Report Card Pick-Up Nights	3.2	Superintendent, Curriculum Director, Principals, Teachers	Sign In Sheets From Events				
Funding Sources: Local - 0.00							
							

Goal 2: Hughes Springs ISD will strive to increase partnerships with the community, foster effective parent and family engagement, and communicate its goals and expectations to all invested partners in education.

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 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.	3.2	Superintendent, Curriculum Director, Principals	Agendas, sign-in sheets				
	Funding Sources: Local - 0.00						
2) Update the district plan for all special programs based on state guidelines and board approval.		Superintendent, Curriculum Director	DIP				
	Funding Sources: Local - 0.00						
3) Work with campus ITBT (Instructional Technology Brain Trust) committees to reevaluate and assess technology needs.		Superintendent, Curriculum Director, technology director	Agendas, Sign-In sheets				
	Funding Sources: Local - 0.00						







Goal 2: Hughes Springs ISD will strive to increase partnerships with the community, foster effective parent and family engagement, and communicate its goals and expectations to all invested partners in education.

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Encourage parents to participate in the educational process by volunteering, attending assemblies, helping with classroom activities and attending extracurricular activities</p>	3.2	Principals	Sign In Sheets, Increased number of parents at events				
Funding Sources: Local - 0.00							
<p>Critical Success Factors CSF 5</p> <p>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</p>		Principals	Progress Reports, decreased failure rates				
Funding Sources: Local - 0.00							
<p>Critical Success Factors CSF 5</p> <p>3) Offer parent/teacher conferences at least twice yearly</p>	3.2	Superintendent, Principals	Sign In Sheets				
Funding Sources: Local - 0.00							
<p>4) Active PTO at the Elementary</p>		Principal, Assistant Principal, teachers, parents	Increased parent participation				

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>5) Understanding that the current research on parental involvement indicates that predictors of student achievement in school include a home environment that encourages learning with expectations for the child to do well and parents who become involved in the child's education at school, the district has incorporated strategies to lower barriers to parent participation in the school's planning and the child's learning experiences. Parents are encouraged to contact teachers and principals and are welcomed at the school.</p>	3.2	Campus Principals, Counselors, Director of Curriculum	Sign-in sheets for parents for programs, activities, and committee meetings; parent involvement reports and surveys				
<p>Funding Sources: Local - 0.00, Comp Ed - 8624.97, Title - 0.00</p>							
<p align="center">Critical Success Factors CSF 5</p> <p>6) The following activities will be scheduled in the upper grades: Veterans Day Program, 8th/12th grade awards and graduation, 7-11th grades awards, pep rallies, book fairs, Prom, Report Card Pickup (1st six weeks), freshman orientation (Mustang Camp)</p>		Campus Principals, Counselors	Programs scheduled on calendar; activity sign in sheets; parent participation				
<p>Funding Sources: Local - 0.00, Comp Ed - 8624.97</p>							
<p align="center">Critical Success Factors CSF 5</p> <p>7) The following activities will be scheduled in the elementary campus: all gr level EOY awards, Veteran's Day program, Christmas Music Program, Thanksgiving lunches, Grandparent Lunches, Book Fairs, Open House (spring), Report card pickup (1st six weeks), 2nd grade Thanksgiving play, Dyslexia information night, Family Science night, Literacy Night, Meet the Teacher Night</p>		Campus Principal, Counselor	Programs scheduled on calendar; activity sign in sheets; parent participation				
<p>Funding Sources: Local - 0.00, Title - 0.00</p>							
<p align="center">Critical Success Factors CSF 5</p> <p>8) Presentations on scheduling options and graduation plans to prepare students for success beyond high school will be given information will be posted on the school website HSISD Facebook page for students, parents, and staff to include information on higher education financial aid opportunities and admission requirements.</p>		Campus Principal, Counselor	Parent Participation Sign in sheet, college enrollment and scholarships				
<p>Funding Sources: Local - 0.00, Comp Ed - 8624.97</p>							
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Hughes Springs ISD will strengthen its curricula and instruction by broadening the integration of technology into teaching and learning.

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

Evaluation Data Source(s) 1: Increased technology use

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide support for electronic gradebooks and attendance modules		Curriculum Director, Technology Staff, PEIMS Clerks	Increased usage				
Funding Sources: Local - 0.00							
Critical Success Factors CSF 7		Curriculum Director, Technology Staff	Increased use of instructional technologies				
2) Provide support to teachers on the integration of new technologies in their classrooms	Funding Sources: Local - 0.00						
3) Diagnose, repair, reconfigure and manage campus-based technology problems in an expedient manner		Technology Director and Staff	Help Desk				
Funding Sources: Local - 0.00							
4) Add district Technology Integrationist to aid teachers with soft/hardware and provide staff development & technical expertise in the planning & implementation of effective instructional technology.		Superintendent, Curriculum Director	Increased use of instructional technologies				
Funding Sources: Local - 0.00							

Goal 3: Hughes Springs ISD will strengthen its curricula and instruction by broadening the integration of technology into teaching and learning.

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to annually update teacher workstations		Curriculum Director, Technology Staff	15-25 new teacher workstations per year				
Funding Sources: Local - 0.00							
Critical Success Factors CSF 7		Curriculum Director	Training Agendas/Sign In Sheets				
2) Provide local trainings on the use of instructional technologies to help teachers maintain SBEC technology standards	Funding Sources: Local - 0.00						
Critical Success Factors CSF 7		Curriculum Director, Principals	Professional Development Records				
3) Provide opportunities for teachers to attend regional and state trainings on instructional technologies	Funding Sources: Local - 0.00						
							

Goal 4: Hughes Springs ISD will promote a safe and secure environment for all students and staff.

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

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

Summative Evaluation 1:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 6 1) Provide ISS (in-school suspension) and DAEP (discipline alternative education placement) for demonstrating inappropriate behavior.	2.6	Campus Principals, assistant principals	Decrease in discipline referrals and ISS/DAEP placements				
Funding Sources: Comp Ed - 62205.00							

Goal 4: Hughes Springs ISD will promote a safe and secure environment for all students and staff.

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

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

Summative Evaluation 2:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Employ a drug dog for random searches throughout the school year.	2.6	Principals	Documentation of Drug Dog searches				
	Funding Sources: Local - 0.00						
Critical Success Factors CSF 6 2) Raise student/employee awareness of drugs and other forms of substance abuse by continuing district drug prevention programs.	2.6	Principals, Counselors, Social Worker, Nurse, Police Officer	Program participation				
	Funding Sources: Local - 0.00, Comp Ed - 8624.97, Title - 0.00						
3) Utilize safe and drug free activities, supplies and incentives provided through Region 8 SDSF Co-op	2.6	Principals, Counselors, Social Worker, Nurse, Police Officer	SDFS Assemblies, Red Ribbon Week				
	Funding Sources: Local - 0.00, Comp Ed - 8624.97, Title - 0.00						
4) Provide counseling and character education to students for violence intervention and prevention.		Counselors, Social Worker, Teachers	Counselors, Social Worker Records				
	Funding Sources: Local - 0.00, Comp Ed - 8624.97, Title - 0.00						
5) Annually drug test all students (7-12) who participate in extra & co-curricular activities and /or drive on campus and randomly drug-testing each six weeks.		Superintendent	No positive tests				
	Funding Sources: Local - 0.00						
6) Promote Red Ribbon Week across district.		Campus Principals, counselors	Make students aware of dangers of drugs				
	Funding Sources: Local - 0.00, Comp Ed - 8624.97, Title - 0.00						
7) HSHS will partner with NEXT STEP, a drug & alcohol awareness program.		Principals, Counselor	Educated students on dangers of drugs and alcohol				
	Funding Sources: Local - 0.00, Comp Ed - 8624.97, Title - 0.00						

Critical Success Factors CSF 6 8) To reduce the overuse of discipline practices that remove students from the classroom, teachers will utilize prevention-based interventions such as rewards for good behavior and redirection and de-escalation techniques.	2.6	Campus Principal, Counselor	Walk-throughs by principals, fewer number of discipline referrals				
	Funding Sources: Local - 0.00, Comp Ed - 8624.97						
Critical Success Factors CSF 6 9) Klondike Character Education and Model Mustangs will be used in grades PK-5 for Character Education along with classroom sessions with counselor.	2.6	Campus Principal, Counselor	Fewer number of discipline referrals; Character Program scheduling				
	Funding Sources: Local - 0.00, Title - 0.00						

Goal 4: Hughes Springs ISD will promote a safe and secure environment for all students and staff.

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







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

Summative Evaluation 3:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Update Emergency Operations Plan to include such crises as fire, bad weather, bomb threats and intruders		Superintendent	Emergency Operations Plan				
Funding Sources: Local - 0.00							
2) Provide information to access copy of the Student Code of Conduct on the district website and provide a hard copy to each student/parent who requests one		Superintendent, Director of Curriculum, Principals	Posting of SCC on website, parent/student SCC acknowledgement forms				
Funding Sources: Local - 0.00							
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 - 0.00, Comp Ed - 8624.97							
Critical Success Factors CSF 7		Principals	Training agendas/sign in sheets				
4) Train/inform staff about classroom management, district discipline plan, student code of conduct, harassment, and discrimination	Funding Sources: Local - 0.00						
5) Have an active School Health Advisory Committee in conjunction with Daingerfield-Lone Start ISD and Pewitt ISD		Superintendent, Director of Curriculum, Nurses	SHAC meeting agendas/sign in sheets				
Funding Sources: Local - 0.00							
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 - 0.00, Comp Ed - 8624.97, Title - 0.00							
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, Director of Curriculum, Principals	Flip Charts present in classrooms				
Funding Sources: Local - 0.00							

8) Employ 2 district police officers to ensure a safe learning environment for all students and staff		Superintendent	Employment records				
Funding Sources: Local - 0.00							
9) Conduct a school safety audit every three years to report results to school board as deemed by SB 11.		Superintendent, Director of Curriculum, Maintenance Director, Principals	Copy of audit				
Funding Sources: Local - 0.00							
<p align="center">Critical Success Factors CSF 6</p> <p>10) Develop a system for students to report dating violence, bullying, sexual harassment and sexual violence through the anonymous online reporting system. (Dating violence is defined as intentional use of physical, sexual, verbal or emotional abuse by a person to harm, threaten, intimidate or control another person in a dating relationship as defined by Section 71.0021 of the Texas Family Code. Bullying is defined as written or oral expression or physical conduct that a school district's board designee determines. Sexual Harassment is defined as conduct that is severe, pervasive and objectively offensive in such a manner that can be said to deprive the victim or student access to the educational opportunities provided by the school. Sexual violence is defined as sexual assault, sexual abuse, or sexual stalking of a minor child or teenager).</p>		Principals, Assistant Principals, Counselors, Social Worker	Dating Violence Policy, Sexual Abuse Policy, Sexual Harassment Policy, and Bullying Policy				
Funding Sources: Local - 0.00, Comp Ed - 8624.97, Title - 0.00							
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.		Principals, Assistant Principals, Counselors, Social Worker	HSISD website, meeting agendas/sign in sheets				
Funding Sources: Local - 0.00, Comp Ed - 8624.97, Title - 0.00							
12) Collect Allergy information on students at the beginning of the year and develop an Allergy Emergency Action Plan for students who have serious allergies.		Nurses	Emergency Action Plans				
Funding Sources: Local - 0.00							

<p align="center">Critical Success Factors CSF 6</p> <p>13) District policy addresses reporting requirements and consequences of sexual abuse by student or educator, including dating violence or other maltreatment of students. Counselors will be the "first responders" in providing services to help in the victim's recovery, and the steps in assistance recovery will be part of the counseling plan.</p>		Principal, Counselor, Superintendent	Dating Violence Policy, Sexual Abuse Policy, and counselor reports				
<p>Funding Sources: Local - 0.00, Title - 0.00, Comp Ed - 8624.97</p>							
<p align="center">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: Hughes Springs ISD will promote a safe and secure environment for all students and staff.

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

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

Summative Evaluation 4:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide orientation services for students moving from one campus to another campus. To provide each Sixth and eighth grade student with an effective transition to Jr high school and high school, all sixth graders will attend Colt Camp before start of 6th grade and eighth graders will attend an informational meeting for help in course selection and the high school "Mustang Camp" and be provided with a guided tour of each campus.		Principals, Counselors, Social Worker	Sign in Sheets for Colt Camp and Mustang Camp				
	Funding Sources: Local - 0.00, Comp Ed - 8624.97						
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 - 0.00						
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 - 0.00						

Goal 4: Hughes Springs ISD will promote a safe and secure environment for all students and staff.

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

Evaluation Data Source(s) 5: Needs Assessment

Summative Evaluation 5:

TEA Priorities: 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Conduct a comprehensive needs assessment in the areas of student achievement, parent/community involvement and safe and orderly environment.		Principals	Copies of Needs Assessments				
Funding Sources: Local - 0.00							

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	\$242,255.00
199-31-6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$17,250.00
199-11-6121	6121 Extra Duty Pay/Overtime - Support Personnel	\$9,900.00
199-11-6129	6129 Salaries or Wages for Support Personnel	\$149,017.00
199-11-6141	6141 Social Security/Medicare	\$5,160.00
199-31-6141	6141 Social Security/Medicare	\$250.00
199-11-6142	6142 Group Health and Life Insurance	\$6,602.00
199-31-6142	6142 Group Health and Life Insurance	\$74.00
199-11-6143	6143 Workers' Compensation	\$1,606.00
199-31-6143	6143 Workers' Compensation	\$74.00
199-11-6144	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$26,800.00
199-31-6144	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$0.00
199-11-6146	6146 Teacher Retirement/TRS Care	\$13,704.00
199-31-6146	6146 Teacher Retirement/TRS Care	\$3,326.00
6100 Subtotal:		\$476,018.00
6200 Professional and Contracted Services		
199-11-6299	6299 Miscellaneous Contracted Services	\$7,500.00
6200 Subtotal:		\$7,500.00
6300 Supplies and Services		

199-11-6399	6399 General Supplies	\$10,000.00
6300 Subtotal:		\$10,000.00

Personnel for District Improvement Plan:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Klomps	Paraprofessional	Elementary	.88
Ashley Barnes	Teacher	Junior High	.125
Ashley Dennis	Teacher	Junior High	.125
Carolina Nava	Paraprofessional	Elementary	.88
Caryn Watson	Teacher	Junior High	.125
Daniel Thompson	Teacher	High School	.25
Deborah Romain	Teacher	Junior High	.125
Deidra Moore	Teacher	Junior High	.125
Frankie Biles	Paraprofessional	Elementary	.96
James Reagan	Teacher	DAEP	1
Jana Scharnberg	Counselor	High School	.125
Julie Page	Paraprofessional	Elementary	.96
Kelli Holden	paraprofessional	Elementary	.88
Mariah McKinney	Paraprofessional	Elementary	.88
Marilyn Hawkins	Paraprofessional	Elementary	.88
Mary McKinney	Teacher	Elementary	1
Matthew Nichols	Paraprofessional	Special Education	1
Melinda Bidy	Teacher	Junior High	.125
Pamela Nelson	Teacher	Junior High	.125
Shannon Jenkins	Teacher	Elementary	1
Sherry Mathis	Paraprofessional	elementary	.88
Tammy Caver	Teacher	Junior High	.125
Vicki Mathis	Paraprofessional	Elementary	.96

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Courtney Edwards	Certified Academic Language Therapist	Elementary	1
Elizabeth Byrd	Teacher	Elementary	1
Jennifer Bean	Certified Academic Language Therapist	Elementary	1
Ken Miller	Counselor	Elementary	1
Margie Ake	Teacher	Elementary	1

Site-Based Decision Making Committee

Committee Role	Name	Position
Parent	John Crane	
Community Representative	Danny Lancaster	
Parent	Lakesia Bolden	
Parent	Sherry Brabham	
Community Representative	Caroline Everett	
Community Representative	Jesse Campbell	
Business Representative	LaKeena Cox	
Community Representative	Julie Page	
Community Representative	Andy Thomas	
Administrator	Sarah Dildine	
Administrator	Theresa Jennings	
District-level Professional	Ken Miller	
District-level Professional	Jana Scharnberg	
Administrator	Scott Hanes	
Administrator	Brian Nation	
Administrator	Rusty Duke	
Administrator	Brenda Fincher	
Classroom Teacher	Kathrine Brown	
Classroom Teacher	Jennifer Pearson	
Classroom Teacher	Jennie Miller	
Classroom Teacher	Mandy Zamarripa	
Classroom Teacher	Laura Hill	
Classroom Teacher	Ginnifer Lindsey	
Paraprofessional	Jamie Strawn	
Classroom Teacher	Gloria Nation	

Classroom Teacher	Deidi Moore	
Classroom Teacher	Becky Craig	
Classroom Teacher	Pam Golden	
Classroom Teacher	Wendy Pilgrim	
Classroom Teacher	Sandra Willis	
Paraprofessional	Annette Burson	
Student	Chandler Priddy	
Student	Preslee Richardson	