SPRING HILL ISD
District Improvement Plan
2018/2019

~~ Proud Past, Promising Future ~~

Date Reviewed: 09/26/18

Date Approved: 10/15/18

SPRING HILL ISD

Mission

As the center of our community, Spring Hill ISD is committed to the fulfillment of each learner's intellectual, creative and physical potential through the collaborative efforts of exceptional educators, dedicated parents and integrated, rigorous instruction provided in a safe environment.

Vision

Our vision is to be a premier school district focused on engaged learning and student success.

Spring Hill Independent School District
Comprehensive Needs Assessment

2018-19

Located in Longview, Texas, Spring Hill ISD provides a learning community based on traditional values and progressive education. Spring Hill ISD was established in 1887 and currently serves about 2000 students on four campuses. The High School campus serves grades 9-12, Junior High serves grades 6-8, Intermediate serves grades 3-5, and Primary serves grades PreK through 2. The Primary and Intermediate are Title I School-wide campuses. Spring Hill ISD benefits from strong community support, an active PTA, and a well-established Education Foundation. The Spring Hill ISD vision is to be a premier school district focused on engaged learning and student success.

Under the new 2018 A-F Accountability System Spring Hill ISD achieved an "A" rating. SHISD is extremely proud of the academic commitment and dedication of the teaching staff, students, and administration who worked together to achieve this goal. Each of the four campuses received a rating of "Met Standard". Campuses will be assigned an A-F rating under the new accountability system in 2018-19.

Districts and campuses received a grade or rating based on performance in three domains:

- **Student achievement** measures students' knowledge of grade level/course content and skill application at the end of the school year. The domain includes results from state assessment across all subjects for all students, on both general and alternate assessments, College, Career, and Military Readiness (CCMR) indicators such as AP results, ACT/SAT results, and graduation rates.
- **School Progress** measures how much better students are doing on the STAAR test this year versus last year, and how much better students are doing academically relative to schools with similar percentages of economically disadvantaged students.
- **Closing the Gaps** looks at performance among student groups, including various racial/ethnic groups, socioeconomic backgrounds and other factors.
- Seventy percent of the accountability rating is based on the better score of Student Achievement or Student Progress (the best score of the two domains is the only performance measure counted in the calculations). The remaining 30 percent is based on performance in the Closing the Gaps area.

Student Achievement focuses all three student performance levels – Approaches Grade Level, Meets Grade Level, and Masters Grade Level. SHISD data talks emphasize the importance of all students

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achieving Meets and/or Masters Grade Level as well as all students showing academic growth annually. The new accountability system challenges students to grow beyond the Approaches Grade Level minimal passing standard and to perform at Meets Grade Level or above. The new system is designed to award performance on grade level or higher as well as awarding academic growth by all students.

District information for the comprehensive needs assessment process:

District student demographics (TAPR 2017)

- White: 65.9%
- Asian: 1.6%
- Hispanic: 15.5%
- African American: 12.5%
- Economically Disadv: 40.0%

The average daily attendance rate for students is 96.8% (2015-16)

District teacher demographics (TAPR 2017)

- White: 93.3%
- Hispanic: 1.5%
- African American: 2.2%
- American Indian: 1.5%
- Two or more races: 1.5%
- Asian   0.0%
- Male: 18.8%
- Female: 81.2%
- Average years' experience of teachers: 12.6 years

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Number of students served in Special Programs (TAPR 2017)

- ESL: 117   6.1%
- Career & Technical   444   23.1%
- G/T: 91   4.7%
- Special Education: 141   7.3%

The CNA committee reviewed the most current documents available at meeting dates with the following data:

➢ TEA District/Campus Accountability Summary Documents
➢ Texas Academic Performance Report (TAPR)
➢ PBMAS Report
➢ DMAC Solutions state assessment

The CNA committee determined strengths and needs from the data review:

Academic Review

Strengths:
District and Campuses Met Standard on all Domains:
➢ Student Achievement
➢ School Progress
➢ Closing the Gaps
Campuses received Distinction Designations as follows:
➢ Academic Achievement in Reading/ELA
  o High School
  o Junior High

➢ Academic Achievement in Mathematics
  o High School
  o Junior High
➢ Academic Achievement in Science
  o High School

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- ➢ Academic Achievement in Social Studies
  - o High School
- ➢ Top 25 Percent: Comparative Academic Growth (AG)
  - o Junior High
- ➢ Top 25 Percent: Comparative Closing the Gaps (CTG)
  - o Junior High
- ➢ Postsecondary Readiness
  - o Junior High

Needs/Priorities:
State accountability groups show achievement concerns in the following subjects (percent for STAAR Approaches Grade Level [met minimum passing standard] Accountability 2018 reports):
- ➢ Reading (AA 71%; ECD 77%; EL 65%; SpEd 39%)
- ➢ Mathematics (SpEd 67%)
- ➢ Soc. Studies (AA 39%; His 67%; White 76%; 2 or more races 54%; ECD 58%; EL 43%; SpEd 24%)
- ➢ Science (AA 58%; His 72%; ECD 67%; EL 62%; SpEd 31%)
- ➢ Writing (AA 60%; His 57%; ECD 62%; EL 40%; SpEd 43%)

Strategies to address needs:
- ➢ Supplemental research-based reading instruction and reading in content areas including science and social studies
- ➢ Supplemental research-based math instruction
- ➢ Increase lab activities in science instruction
- ➢ Tutorials
- ➢ Small-group instruction
- ➢ Computer-aided instruction
- ➢ Differentiated instruction
- ➢ Inclusion of special education students in regular education academic settings
- ➢ Professional development in ELA/Writing to strengthen teacher instructional strategies in writing
- ➢ Review writing curriculum/resources and instructional strategies; make adjustments to strengthen writing program
- ➢ Professional development in understanding/teaching at-risk students and students from poverty
- ➢ Continue implementation of Fundamental 5 and Professional Learning Communities to strengthen instructional practices

- Addition of Academic Interventionist position for Intermediate campus to strengthen the literacy program by supporting/guiding ELA teachers in reading/writing instruction; modeling literacy instruction in classrooms; and working with students in the classroom setting
- Addition of academic consultant for Primary campus to strengthen the literacy program by supporting/guiding ELA teachers in planning/delivering reading/writing instruction; collaborating in PLCs; and observing/modeling literacy instruction in the classroom setting
- Addition of RTI position for Junior High campus to strengthen RTI processes and provide additional literacy instruction for at-risk students
- Addition of RTI position for High School campus to strengthen RTI processes and provide academic support for at-risk students
- Addition of Edgenuity digital learning program to provide targeted instruction based on student need and to provide enrichment for students working above grade level in reading and math

Staff Review

Strengths:
- Average years of experience per teacher: 12.6 yrs
- Campus Professional Learning Communities

Needs/Priorities:
- Continue professional development on state standards – Texas Essential Knowledge and Skills
- Continue professional development on The Fundamental 5: The Formula for Quality Instruction
- Continue professional development on teaching techniques for diverse student groups and differentiated instruction
- Increase integration of technology in classroom instruction
- Additional professional development for integration of technology in classroom instruction
- Continue professional development and implementation of Professional Learning Communities
- Continue professional development in ELA/Writing to strengthen teacher instructional strategies
- Continue professional development in special education inclusion model of instruction
- Academic Interventionist/consultant collaborate with campus leadership and staff to strengthen literacy instruction
- Additional professional development for teachers and paraprofessionals in the special education inclusion model and instructional strategies

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Parental Involvement Review

Strengths:
- Parent/school communication
- District communication including SHISD website, Facebook, Twitter, SHISD App, Superintendent's Mid-Week Message
- Detailed student academic records monitoring student progress
- Numerous opportunities to be involved in school activities
- Consistent parent/teacher conferences
- Parent Teacher Association
- Education Foundation

Needs/Priorities:
- Continue parent meetings for input opportunities
- Continue parent information meetings involving school tips for parents including reading, math, writing skills, etc.
- Continue parent communication regarding state assessment program
- Continue parent information meetings involving secondary topics including student scheduling, high school graduation requirements, college requirements/applications, etc.
- Provide parent and student communication in a variety of electronic formats and programs readily available to parents, students, and community
- Increase parent and community following of all digital communications available
- Continue parent conversations/information regarding positive digital citizenship for students
- Investigate strengthening the parent Volunteer Program including a district/campus coordinator

Strategic Priorities

Priority 1. Recruit, support, and retain teachers and principals

Priority 2. Build a foundation of reading and math

Priority 3. Connect high school to career and college

Priority 4. Improving low-performing schools

SPRING HILL ISD

Goal 1. All students and student groups will achieve a 90% and above passing rate on the State of Texas Assessments of Academic Readiness in Reading/English Language Arts, Math, Writing, Science, and Social Studies.

> **Objective 1.** All students and student groups will attain STAAR/EOC passing rates of 90-100%, and all students and student groups will strive to attain expected or accelerated growth on the student progress measure on STAAR.

Goal 2. To insure academic achievement for all students, Spring Hill Independent School District will meet or exceed the state attendance standard.

> **Objective 1.** The District attendance rate will be at least 97%, and the District will strive to attain 98% attendance.

Goal 3. To insure academic achievement by all students, the District will maintain a drop-out rate of less than 1%.

> **Objective 1.** The District will maintain a drop-out rate below 1% striving to attain a 100% graduation rate.

Goal 4. To insure academic achievement by all students, the District will maintain a positive school climate.

> **Objective 1.** The District will provide a safe, orderly environment with high expectations of success for all students. The District will maintain student awareness of behavior expectations and consequences of misbehavior.

Goal 5. To insure academic achievement by all students, the District will promote school, parent, and community partnerships/communication fostering increased student success.

> **Objective 1.** The District will promote a strong partnership between school and parent/community through effective communications and opportunities for parent/community involvement in school events.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Recruit, support, and retain highly effective staff (Title I SW: 1,2,3,5) (Strategic Priorities: 1) (CSFs: 1,3,7)	Principal(s), Superintendent	Summer/Fall/Spring; As required by hiring schedule	(F)Title IIA Principal and Teacher Improvement, (L)Local newspapers, (O)TASB job site, (O)University job fairs, (S)Region VII, (S)Texas Education Service Centers	Teacher applications, certificates, contracts; Graduation rate; Drop-out rate; STAAR/EOC test results
2. Insure all paraprofessionals are highly qualified (Title I SW: 3,4,5) (Strategic Priorities: 4) (CSFs: 1)	Principal(s), Superintendent	Summer/Fall; Region VII schedule	(F)Title IIA Principal and Teacher Improvement, (S)Region VII	Paraprofessional applications, certificates, training documentation
3. Continue implementation of Professional Learning Communities district-wide as a change strategy providing a process with educators working collaboratively in recurring cycles of collective inquiry and action research to improve student learning (Title I SW: 1,2,3,4,8,9,10) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,2,3,6,7)	Curriculum Director, Principal(s), Teacher(s)	August through May as scheduled by administrators	(L)PLC "Learning By Doing", (L)PLC Building a Professional Learning Community , (L)PLC Staff Development , (L)Solution Tree Training/Materials, (S)Region VII, (S)Texas Education Service Centers	PLC meeting documentation; Lesson plans; Common assessment data; STAAR/EOC test results
4. Continue implementation of "The Fundamental 5: The Formula for Quality Instruction" in all classrooms district-wide (Title I SW: 2,3,4,8) (Target Group: All, AtRisk) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3,6,7)	Assistant Principal(s), Curriculum Director, Principal(s), Superintendent, Teacher(s)	August through May; Professional learning schedule	(L)Lead Your School Training/Materials, (L)The Fundamental 5 Formula for Quality Instruction	Staff development documentation; Principal observations and T-TESS documentation; Principal walk-throughs; Lesson plans; Instructional Leadership meetings; PLC meetings; STAAR/EOC results
5. Provide professional learning opportunities to increase the capacity of core academic teachers to prepare students for Advanced Academic Performance on STAAR including training on implementation of the STAAR testing program (Title I SW: 3,4) (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,3,6,7)	Curriculum Director, Principal(s), Region VII, Teacher(s), Texas Education Service Centers	Summer/Fall/Spring; Professional Learning schedule	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds, (S)Region VII, (S)Texas Education Service Centers	Professional Learning records; Principal observations and T-TESS documents; STAAR/EOC results

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Provide professional learning in ELA/Writing for teachers to build vertical and horizontal alignment in district/campus writing program (Title I SW: 1,3,4,5,8,9,10) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,7)	Academic Interventionist(s), Curriculum Director, Principal(s), Superintendent, Teacher(s)	Fall/Spring/Summer; Professional learning schedule	(L)Academic Interventionist(s), (S)Local Funds, (S)Region VII, (S)Texas Education Service Centers	Lesson plans; Common assessment data; Student writing products; STAAR/EOC results
7. Provide staff development in integrating writing across the core content areas (Title I SW: 1,3,4,5,8,9,10) (Target Group: All, AtRisk) (Strategic Priorities: 1,3,4) (CSFs: 1,7)	Academic Interventionist(s), Curriculum Director, Principal(s), Teacher(s)	Summer/Fall/Spring; Professional learning schedule	(L)Academic Interventionist(s), (L)ELA/Writing Teachers, (S)Local Funds, (S)Region VII, (S)Texas Education Service Centers	Lesson plans; Common assessment data; Student writing products; STAAR/EOC results
8. Provide professional development opportunities building teacher capacity to improve the academic performance of at-risk students (Title I SW: 1,2,3,4,5,10) (Target Group: AtRisk) (Strategic Priorities: 3,4) (CSFs: 1,7)	Curriculum Director, Principal(s)	Summer/Fall/Spring; Professional learning schedule	(F)Title IIA Principal and Teacher Improvement, (S)Region VII, (S)State Compensatory, (S)Texas Education Service Centers	Staff development documentation; Progress reports; Report card grades; Graduation rate; Drop-out rate; STAAR/EOC test results
9. Utilize integrated, innovative technology in academic instruction engaging students in interactive lessons (Title I SW: 1,3,4,9,10) (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1)	Curriculum Director, Director of Technology, Instructional Technologist, Principal(s), Superintendent, Teacher(s)	August through May	(L)Google Accounts Gr. 8-12, (L)Technology staff development, (S)Interactive whiteboards, (S)Region VII, (S)Technology equipment/software, (S)Texas Education Service Centers	Principal observations and T-TESS documentation; Principal walk-throughs; Lesson plans; Instructional Leadership meetings; PLC meetings; STAAR/EOC results
10. Continue support of innovative technology use in classroom instruction through staffing 1 instructional technologist focusing on Primary and Intermediate campuses and 1 instructional technologist focusing on Junior High and High School campuses. (Title I SW: 1,3,4,9,10) (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 1,7)	Curriculum Director, Instructional Technologist, Principal(s), Superintendent, Teacher(s)	August through May; I.T. Campus Schedules	(L)Technology staff development, (S)Technology equipment/software	Technology staff development documentation; Principal observations and T-TESS documentation; Principal walk-throughs; Lesson plans; Increase in teacher use of innovative, instructional technology

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
11. Provide students with effective writing instruction with a variety of opportunities to write across the curriculum and monitor student writing progress (Title I SW: 1,3,8,9) (Target Group: All, H, AtRisk) (Strategic Priorities: 3,4) (CSFs: 1,2,4)	Academic Interventionist(s), Principal(s), Teacher(s)	Fall/Spring; As scheduled in lesson plans	(L)Academic Interventionist(s), (S)Local Funds, (S)TEKS Resource System	Principal observations and T-TESS; Student writing products; Common assessment results; STAAR/EOC Writing results
12. Continue implementation of the TEKS Resource System designed for core subject areas to insure vertical / horizontal alignment, research-based instructional strategies, aligned assessment to monitor student progress (Title I SW: 2,3,4,8,10) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,3,7)	Assistant Principal(s), Core Subject Teachers, Curriculum Director, Principal(s), Superintendent	Fall/Spring; Year-At-A-Glance schedules	(L)Curriculum Management Plan, (S)High School Allotment, (S)Local Funds, (S)TEKS Resource System	TEKS Resource System training sessions; Principal observations and T-TESS documentation; Lesson plans; Common assessment results; Benchmark results; STAAR/EOC results; Instructional Leadership Meetings; PLC meetings
13. Provide hands-on activities in science labs/classrooms and use technology to enhance the science curriculum (Title I SW: 3) (Target Group: All) (Strategic Priorities: 3,4) (CSFs: 1)	Principal(s), Teacher(s)	Fall/Spring; Science lab/Computer lab schedule	(L)Lab manuals, (L)Science equipment, (O)Internet sites, (O)Software simulations, (S)Region VII, (S)Texas Education Service Centers	Student products; Report card grades; Lesson plans; STAAR/EOC science test results
14. Implement requirements for House Bill 5 including graduation endorsements: STEM, Business and Industry, Arts and Humanities, Public Services, Multi-Disciplinary Studies (Title I SW: 3,9,10) (Target Group: All) (Strategic Priorities: 3) (CSFs: 1)	Counselor(s), Curriculum Director, Principal(s), Superintendent, Teacher(s)	Fall/Spring/Summer	(S)CTE Funds, (S)High School Allotment, (S)Local Funds	Personal graduation plans; Graduation rate; Texas Academic Performance Report
15. Provide Career and Technology Education (CTE) classes for all interested students encouraging all students to also try non-traditional CTE courses and support CTE students through tutorials and computer-assisted instruction (Target Group: All) (Strategic Priorities: 3) (CSFs: 1,6)	Assistant Principal(s), Counselor(s), CTE Teachers, Principal(s), Teacher(s)	Fall/Spring; CTE class schedule	(F)Perkins CTE Funds, (S)CTE Funds, (S)Local Funds, (S)Region VII, (S)Texas Education Service Centers	Teacher observations; Progress reports; Report card grades; STAAR/EOC test results

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
16. Review elective course offerings at the Jr. High/High School and investigate possible additions to course offerings if district resources allow increase (Target Group: All) (Strategic Priorities: 3) (CSFs: 6)	Assistant Principal(s), Curriculum Director, Principal(s), Superintendent	Spring/Summer	(S)CTE Funds, (S)Local Funds	New elective course offerings at the Jr. High/High School
17. Inform students of curriculum choices and availability of higher education financial aid and grant programs (Target Group: All) (Strategic Priorities: 3) (CSFs: 1)	Counselor(s), Principal(s)	As scheduled by counselors, students, parents	(O)Internet sites, (S)Local Funds	College applications and enrollment; Graduation rate; STAAR/EOC test results
18. Utilize STAAR/EOC, benchmark test, and common assessment data to determine students' strengths and weaknesses in all core subjects (Title I SW: 1,2,3,4,5,8,9,10) (Target Group: All, SPED) (Strategic Priorities: 2,4) (CSFs: 1,2)	Assistant Principal(s), Core Subject Teachers, Counselor(s), Principal(s), Special Ed Teachers, Title I Teacher(s)	Fall/Spring; Instructional Leadership Mtg Schedule	(L)DMAC Reports, (S)State Assessment Reports	Lesson plans; Common assessments; Benchmark test results; STAAR/EOC results
19. Use common assessments and benchmark tests to assess student progress toward mastery of TEKS/STAAR/EOC objectives in core subject areas (Title I SW: 1,2,3,4,5,8,9,10) (Target Group: All, SPED) (Strategic Priorities: 2,4) (CSFs: 1,2)	Assistant Principal(s), Core Subject Teachers, Counselor(s), Curriculum Director, Principal(s), Special Ed Teachers, Title I Teacher(s)	Fall/Spring; District Common Assessment Calendar	(L)Benchmark Tests, (L)DMAC Reports, (L)TEKScore, (S)Released STAAR/EOC Tests, (S)TEA STAAR Questions	Common asssessment results; Benchmark test results; STAAR/EOC results
20. Use Istation test data in grades K-2 to assess student needs and progress in reading (Title I SW: 3,5,8,9,10) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2)	Principal(s), Special Ed Teachers, Teacher(s), Title I Teacher(s)	September, January, May Istation administrations	(L)DMAC Reports, (S)Istation	Istation test results; STAR Literacy; STAAR reading results
21. Provide support to Junior High and High School instructional programs with the addition of RTI Coordinator positions to ensure at-risk students receive timely intervention and stay on track to graduate on time (Target Group: AtRisk) (Strategic Priorities: 2,3) (CSFs: 1,2,4)	Curriculum Director, Principal(s), Superintendent	August through May	(S)Local Funds	Summative - Common assessments; Report cards; STAAR/EOC results; Graduation rate

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22. Continue Response to Intervention (RTI) implementation using Response to Intervention (RTI) Teams to insure academic success for all students including students perceived to have learning difficulties (Title I SW: 1,2,3,4,5,6,7,8,9,10) (Target Group: SPED, AtRisk) (Strategic Priorities: 2,4) (CSFs: 1,2)	Assistant Principal(s), Counselor(s), Principal(s), RTI Coordinator, Special Ed Teachers, Teacher(s), Title I Teacher(s)	Fall/Spring; RTI Meetings scheduled by principal	(F)Title I, (L)Gregg County Shared Services Arrangement, (L)Response to Intervention (RTI) Teams, (L)RTI Coordinator	Response to Intervention (RTI) meetings; Reduction in special education referrals; Progress reports; Report cards; STAAR/EOC results
23. Continue training opportunities for teachers regarding Response to Intervention and differentiated instruction (Title I SW: 2,3,4) (Target Group: SPED, AtRisk) (Strategic Priorities: 1,4) (CSFs: 1,2)	Curriculum Director, Principal(s), RTI Coordinator, Special Ed Teachers, Student Support Team(s), Teacher(s), Title I Teacher(s)	Fall/Spring; Professional Learning schedule	(L)Gregg County Shared Services Arrangement, (L)Response to Intervention (RTI) Teams, (L)RTI Coordinator, (S)Region VII, (S)Texas Education Service Centers	Progress reports; Report cards; Reduction in special education referrals; STAAR/EOC test results
24. Provide support to Primary and Intermediate literacy programs with the addition of Academic Interventionist(s) to support/guide ELA teachers in planning/delivering reading/writing instruction; collaborating in PLCs; modeling literacy instruction in classrooms; and working with students in the classroom setting (Title I SW: 1,3,4,9,10) (Target Group: All, AtRisk) (Strategic Priorities: 2) (CSFs: 1,2,4,7)	Curriculum Director, Principal(s), Superintendent	August through May	(S)Local Funds	Summative - Lesson plans; Common assessment data; STAAR results
25. Identify students at risk of academic failure in order to facilitate academic success and graduation (Title I SW: 1,3,5,6,8,9,10) (Target Group: AtRisk) (Strategic Priorities: 3) (CSFs: 1)	Counselor(s), Principal(s), Teacher(s)	Fall/Spring; Grade reporting schedule	(F)Title I, (L)Student Support Teams, (S)State Compensatory	At-risk student list; Report card grades; Graduation rate; Drop-out rate; STAAR/EOC test results
26. Provide supplemental instruction in core subject areas for students who are at risk of falling below grade level and/or at risk of failing STAAR/EOC (Title I SW: 2,3,4,5,9,10) (Target Group: ECD, LEP, AtRisk) (Strategic Priorities: 3) (CSFs: 1,2)	Counselor(s), Principal(s), Teacher(s), Title I Teacher(s)	Fall/Spring; RTI schedule determined by principal	(F)Title I, (L)STAAR/EOC study materials, (L)Supplemental Materials, (S)Local Funds, (S)State Compensatory	Progress reports; Report cards; Common assessments; Benchmark tests; Tutorial attendance; STAAR/EOC results

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
27. Provide accelerated instruction as needed/required to insure student success on all STAAR/EOC tests (Title I SW: 3,9,10) (Target Group: All, AtRisk) (Strategic Priorities: 2,3) (CSFs: 1,2)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	Fall/Spring/Summer; Remediation/Tutorial schedule	(L)Benchmark Tests, (L)DMAC Reports, (L)STAAR/EOC study materials, (S)Released STAAR/EOC Tests, (S)State Assessment Reports, (S)State Compensatory, (S)TEA STAAR Questions, (S)TEKS Clarifications	Common assessment results; Benchmark test scores; STAAR/EOC test results
28. Provide effective reading and math instruction for special education students and monitor special education students' progress (Target Group: SPED) (Strategic Priorities: 2,4) (CSFs: 1,2)	Counselor(s), Principal(s), Special Ed Teachers, Teacher(s)	Fall/Spring; Assessment schedule	(S)Local Funds, (S)Special Education Funds, (S)TEKS Resource System	Principal observation and T-TESS; Lesson plans; Common assessments; STAAR/EOC results
29. Supplement regular classroom instruction to support all student groups and special populations through tutorials, small group instruction, computer-assisted instruction (Title I SW: 10) (Target Group: LEP, SPED, AtRisk) (Strategic Priorities: 2,3) (CSFs: 1,2)	Computer Lab Technicians, Content Mastery Teachers, Principal(s), Special Ed Teachers, Teacher(s)	Fall/Spring; Remediation/tutorial/lab schedules	(F)IDEA Special Education, (L)Diagnosticians, (S)Edgenuity Courseware, (S)Istation, (S)Local Funds, (S)State Compensatory	Istation results; Common assessments data; Benchmark results; STAAR/EOC results
30. Continue implementation of academic instructional strategies and classroom support for at-risk students and students of poverty (Title I SW: 2,3,4) (Target Group: ECD, AtRisk) (Strategic Priorities: 2,3) (CSFs: 1)	Assistant Principal(s), Counselor(s), Curriculum Director, Principal(s), Teacher(s)	Fall/Spring	(L)Poverty book "See Poverty... Be the Difference", (S)Local Funds	Professional Learning documentation; Student attendance; Report card grades; Decrease in discipline referrals; Drop-out rate; Graduation rate; STAAR/EOC results
31. Identify special education students and provide related services as needed in the least restrictive educational environment to insure academic success for all special education students (Target Group: SPED) (Strategic Priorities: 2,3) (CSFs: 1)	Diagnostician(s), Principal(s), Special Ed Teachers, Special Education Director Gregg County SSA, Student Support Team(s), Teacher(s)	Fall/Spring; Schedules as determined by ARD	(L)Gregg County Shared Services Arrangement, (S)Special Education Funds	Common assessment data; Benchmark test results; Report card grades; STAAR/EOC test results

SPRING HILL ISD

Goal 1. All students and student groups will achieve a 90% and above passing rate on the State of Texas Assessments of Academic Readiness in Reading/English Language Arts, Math, Writing, Science, and Social Studies.

Objective 1. All students and student groups will attain STAAR/EOC passing rates of 90-100%, and all students and student groups will strive to attain expected or accelerated growth on the student progress measure on STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
32. Identify, serve, and monitor progress of ESL students (Title I SW: 3,8,9,10) (Target Group: ESL, Migrant, LEP) (Strategic Priorities: 2) (CSFs: 1,2)	Assistant Principal(s), Counselor(s), ESL Coordinator, ESL Teacher, LPAC Committee, Principal(s), Teacher(s)	August; Fall/Spring; Assessment schedule	(F)Title I, (F)Title III Bilingual / ESL, (S)Language survey	Common assessment data; Benchmark results; Student folders; Progress reports; Report card grades;TELPAS results; STAAR/EOC results
33. Inform community about availability of the migrant and ESL programs through communication in parents' native language including written notes and documents (Title I SW: 6,9,10) (Target Group: ESL, Migrant, LEP) (CSFs: 1)	Assistant Principal(s), Counselor(s), ESL Coordinator, ESL Teacher, LPAC Committee, Principal(s), Region VII	August; Fall/Spring	(F)Title III Bilingual / ESL, (S)ESL /Migrant brochures, (S)Local Funds, (S)Region VII	Student folders; Student participation; Parent participation on committees; Parental involvement; Report card grades; TELPAS results; STAAR/EOC results
34. Provide instruction for identified dyslexic students (Title I SW: 9,10) (Target Group: Dys) (Strategic Priorities: 2) (CSFs: 1)	Dyslexia Coordinator, Dyslexia Teacher, Principal(s)	Fall/Spring; Dyslexia class schedule	(L)Dyslexia Materials, (S)Local Funds	MTA reports; Progress reports; Report card grades; STAAR results
35. Provide Gifted/Talented (G/T) students with a continuum of learning experiences leading to advanced products and/or performances (Target Group: GT) (Strategic Priorities: 2,3) (CSFs: 1)	G/T Coordinator, G/T Teacher, Principal(s), Teacher(s)	Fall/Spring; G/T schedule	(L)G/T Funds, (S)Region VII, (S)Texas Education Service Centers	Student projects, presentations, and performances; Progress reports; Report cards; STAAR results
36. Continue implementation of Curriculum Management Plan including study of roles and responsibilities for curriculum management for superintendent, curriculum director, finance director, principals, and teachers (Title I SW: 1,2,3,4,8) (Target Group: All) (Strategic Priorities: 1,2,3) (CSFs: 1,2,3,6,7)	Assistant Principal(s), Business Manager, Curriculum Director, Principal(s), Superintendent, Teacher(s)	Fall/Spring	(L)Curriculum Management Plan, (S)Local Funds	Superintendent evaluations of administrators (T-PESS for principals); Principals' observations and walk-throughs (T-TESS for teachers); Instructional Leadership meetings; PLC meetings
37. Implement Edgenuity Digital Learning Program grades K-8 to provide targeted, accelerated instruction based on student need and to provide enrichment for students working above grade level in reading and math (Title I SW: 1,9,10) (Target Group: All, ECD, SPED, GT, AtRisk) (Strategic Priorities: 2) (CSFs: 1,2,4)	Curriculum Director, Instructional Technologist, Principal(s), Teacher(s)	September through May	(S)Local Funds, (S)State Compensatory	Formative - Edgenuity student progress reports

SPRING HILL ISD

Goal 2. To insure academic achievement for all students, Spring Hill Independent School District will meet or exceed the state attendance standard.

Objective 1. The District attendance rate will be at least 97%, and the District will strive to attain 98% attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Reward students with perfect attendance (Target Group: All) (Strategic Priorities: 3) (CSFs: 1,4)	Assistant Principal(s), Principal(s)	Three week/six week reporting periods	(L)Attendance reports, (L)PEIMS Reports, (S)Local Funds	Perfect attendance awards; ADA report; Promotion/retention records
2. Campus-level attendance competitions and/or incentives (Target Group: All) (Strategic Priorities: 3,4) (CSFs: 1,4)	Assistant Principal(s), Principal(s)	Six weeks	(L)Attendance awards, (L)Attendance reports, (L)PEIMS Reports	ADA report; Promotion/retention records; Increase in campus/district attendance percentages
3. Identify students with excessive absences and/or a pattern of continual absences (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,4)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	Weekly reports on attendance; On-going	(L)Attendance reports, (L)PEIMS Reports, (L)School Resource Officer	Attendance reports; Report card grades; Promotion/retention records; ADA report; STAAR/EOC results
4. Communicate with parents regarding student absences (Title I SW: 6) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,4,5)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	Weekly reports	(L)Attendance reports, (L)PEIMS Reports, (L)Skyward Program	Parent contact documentation; Report card grades; ADA report; Promotion/retention records; STAAR/EOC results
5. Conference with students and parents regarding excessive student absences (Title I SW: 6) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,4,5)	Assistant Principal(s), Counselor(s), Principal(s)	Weekly	(L)Attendance reports, (L)PEIMS Reports	Parent/student conference documentation; ADA report; Promotion/retention records; STAAR/EOC results
6. Report excessive absences to appropriate authorities (Title I SW: 6) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,4,5)	Assistant Principal(s), Principal(s)	Weekly attendance reports	(L)Attendance reports, (L)PEIMS Reports, (L)School Resource Officer	Attendance hearing reports/mandates; Attendance records; ADA report; Promotion/retention records; STAAR/EOC results

SPRING HILL ISD

Goal 3. To insure academic achievement by all students, the District will maintain a drop-out rate of less than 1%.

Objective 1. The District will maintain a drop-out rate below 1% striving to attain a 100% graduation rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide professional learning to build teacher capacity to meet the needs of diverse populations and at-risk students (Title I SW: 3,4,5) (Target Group: All, ECD, LEP, SPED, AtRisk) (Strategic Priorities: 1,2,3) (CSFs: 1,3,7)	Curriculum Director, Principal(s)	Fall/Spring; Region VII training schedule	(F)Title IIA Principal and Teacher Improvement, (L)Gregg County Shared Services Arrangement, (S)Local Funds, (S)Region VII	Professional Learning documentation; Retention records; Number of drop-outs; STAAR/EOC test results
2. Insure opportunities for at-risk students to attend tutorials (Title I SW: 3,9,10) (Target Group: AtRisk) (Strategic Priorities: 2,3) (CSFs: 1,4)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	Daily; Weekly	(F)Title I, (S)State Compensatory	Tutorial documentation; Progress reports; Report card grades; Number of drop-outs; Common assessment results; Benchmark results; STAAR/EOC test results
3. Schedule parent conferences for students at risk of failing (Title I SW: 6,9) (Target Group: All, AtRisk) (Strategic Priorities: 2,3) (CSFs: 1,5)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	Six/Nine Weeks; Fall/Spring	(L)DMAC Reports, (L)PEIMS Reports, (L)Personal Graduation Plans	Parent/student conference documentation; Retention records; Number of drop-outs; Common assessment results; Benchmark results; STAAR/EOC results
4. Monitor attendance and academic performance of at-risk students (Target Group: All, AtRisk) (Strategic Priorities: 2,3) (CSFs: 1,4)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	Fall/Spring; Six/Nine Weeks	(L)DMAC Reports, (L)PEIMS Reports, (L)Personal Graduation Plans	Attendance records; Progress reports; Report card grades; Retention records; Number of drop-outs; STAAR/EOC results
5. Examine retention rates of all students at each grade level (Title I SW: 6) (Target Group: All, AtRisk) (Strategic Priorities: 4) (CSFs: 2)	Assistant Principal(s), Counselor(s), Principal(s)	August; May	(L)PEIMS Reports, (L)Personal Graduation Plans, (L)Response to Intervention (RTI) Teams	Attendance reports; Progress reports; Report card grades; Retention records; Number of drop-outs

SPRING HILL ISD

Goal 4. To insure academic achievement by all students, the District will maintain a positive school climate.

Objective 1. The District will provide a safe, orderly environment with high expectations of success for all students. The District will maintain student awareness of behavior expectations and consequences of misbehavior.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide professional learning opportunities to build teacher capacity in effective teaching techniques, classroom management strategies, and behavior intervention strategies (Title I SW: 4) (Target Group: All, AtRisk) (Strategic Priorities: 1,4) (CSFs: 1,3,4,6,7)	Counselor(s), Curriculum Director, Principal(s)	Summer/Fall/Spring; Professional Learning schedule	(F)Title IIA Principal and Teacher Improvement, (L)Gregg County Shared Services Arrangement, (S)Region VII, (S)Texas Education Service Centers	Professional Learning documentation; Principal observations and T-TESS reports; Discipline reports; STAAR/EOC test results
2. Provide professional learning for teachers in the areas of suicide prevention, conflict resolution, bully prevention, dating violence prevention, and sexual abuse and other maltreatment of children prevention to give teachers the tools needed to ensure a positive, healthy learning environment for students (Title I SW: 4) (Target Group: All, AtRisk) (Strategic Priorities: 1) (CSFs: 1,3,6,7)	Counselor(s), Curriculum Director, Principal(s), Superintendent, Teacher(s)	Summer/Fall; SafeSchools and Campus PL schedules	(L)SafeSchools Training Program, (S)Local Funds, (S)Region VII	Professional Learning documentation; SafeSchools reports; Principal observations; Discipline reports; STAAR/EOC test results
3. Provide student programs/activities/information in the areas of suicide prevention, conflict resolution, bully prevention, dating violence prevention, and sexual abuse and other maltreatment of children prevention to give students the tools needed to ensure a positive, healthy school experience (Target Group: All, AtRisk) (Strategic Priorities: 3) (CSFs: 6)	Club Sponsors, Counselor(s), Curriculum Director, Principal(s), Superintendent, Teacher(s)	Summer/Fall; As scheduled by campus administration	(S)Local Funds	Formative - Student attendance; Student program participation; Principal observations; Discipline reports; STAAR/EOC test results
4. Continue student groups to promote good citizenship, responsibility, and positive self-esteem (Target Group: All, AtRisk) (Strategic Priorities: 3) (CSFs: 3,6)	Assistant Principal(s), Club Sponsors, Counselor(s), Principal(s), Teacher(s)	Fall/Spring; Activities schedules	(S)Local Funds	Participation rate in co-curricular and extra-curricular activities; Report card grades; Discipline reports; STAAR/EOC test results
5. Continue student activities to promote good citizenship and character (Target Group: All, AtRisk) (CSFs: 3,6)	Assistant Principal(s), Club Sponsors, Counselor(s), Principal(s), Teacher(s)	Fall/Spring; Activities schedules	(S)Local Funds	Student participation in Character Education Program, drug-free programs, service organizations and projects; Discipline reports; Number of projects completed

SPRING HILL ISD

Goal 4. To insure academic achievement by all students, the District will maintain a positive school climate.

Objective 1. The District will provide a safe, orderly environment with high expectations of success for all students. The District will maintain student awareness of behavior expectations and consequences of misbehavior.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Continue the Olweus Bullying Prevention Program (Title I SW: 1,9,10) (Target Group: All, AtRisk) (Strategic Priorities: 3) (CSFs: 6)	Assistant Principal(s), Counselor(s), Curriculum Director, Principal(s), Superintendent, Teacher(s)	Fall/Spring; Activities scheduled by principal	(S)Local Funds	Discipline reports
7. Review and revise the Student Handbook and Student Code of Conduct (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,6)	Assistant Principal(s), Principal(s), Superintendent	Spring/Summer	(S)Student Code of Conduct, (S)Texas Association of School Boards	Discipline reports
8. Inform students of requirements in the Student Code of Conduct (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,6)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	August; Fall/Spring	(L)District Website, (S)Student Code of Conduct, (S)Texas Association of School Boards	Discipline reports
9. Enforce the Student Code of Conduct (Target Group: All) (CSFs: 1,6)	Assistant Principal(s), Principal(s), Superintendent, Teacher(s)	Fall/Spring; On-going	(L)PEIMS Reports, (S)Local Funds, (S)State Compensatory	In-School Suspension reports; Alternative Campus reports; Discipline reports
10. Continue employment of School Resource Officer to help insure a safe, orderly learning environment (Target Group: All) (Strategic Priorities: 1) (CSFs: 6)	Superintendent	Fall/Spring	(L)PEIMS Reports, (S)Local Funds, (S)State Compensatory	Discipline reports; Attendance reports
11. Provide all students with an application for free/reduced lunch to insure all families have the opportunity to apply for lunch program assistance (Title I SW: 10) (Target Group: All, ECD) (CSFs: 5,6)	Campus Secretaries, Principal(s), Teacher(s)	August; Fall/Spring	(F)Child Nutrition Program	Free/reduced lunch form included in all student registration packets; completed free/reduced lunch forms
12. Provide student programs/activities/information in the areas of physical, mental, and social/emotional health to give students the tools needed to ensure a safe, healthy school experience (Title I SW: 1,9,10) (Target Group: All, ECD, AtRisk) (Strategic Priorities: 3) (CSFs: 1,4,6)	Counselor(s), Principal(s), Teacher(s)	Fall/Spring As scheduled	(F)Child Nutrition Program, (F)Next Step Mental Health Counseling Services, (F)Title IV, Pt A Student Support/Academic Enrichment, (L)Back Pack Nutrition Program, (L)School Resource Officer, (S)Local Funds	Formative - Student attendance; Student program participation; Principal observations; Discipline reports; STAAR/EOC test results

SPRING HILL ISD

Goal 5. To insure academic achievement by all students, the District will promote school, parent, and community partnerships/communication fostering increased student success.

Objective 1. The District will promote a strong partnership between school and parent/community through effective communications and opportunities for parent/community involvement in school events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Promote district communication through digital/social media tools including SHISD Facebook, Twitter, and Mobile App (Title I SW: 6) (Target Group: All) (CSFs: 5,6)	Communications Administrative Assistant, Director of Technology, Superintendent	Fall/Spring; Schedule of promotional events	(L)District Facebook, (L)District Twitter, (L)SHISD Mobile App, (S)Local Funds	Number of Facebook followers; Number of Twitter followers; Number of Mobile App downloads
2. Continue to promote effective communication with staff, students, and parent/community through a variety of techniques and tools to insure important district/campus information reaches all stakeholders in a timely manner (Title I SW: 6) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,3,5,6)	Club Sponsors, Principal(s), Superintendent, Teacher(s)	Fall/Spring; Event calendar as scheduled by admin	(L)Booster Clubs, (L)ClassDojo Mobile App, (L)District Facebook, (L)District Twitter, (L)District Website, (L)Online student registration, (L)Principals' Messages/Updates, (L)Remind 101, (L)SHISD Mobile App, (L)Student Programs/Open House, (L)Superintendent's Mid-Week Message	Number of visits to media sites; Parent/community attendance at school events; Parent/community attendance at Booster Club events
3. Promote district/teacher websites and Skyward computer program (Title I SW: 6) (Target Group: All) (CSFs: 5,6)	Director of Technology, Principal(s), Teacher(s)	Fall/Spring; On-going	(S)Local Funds	Notification to parent/community of available websites; Increase hits to websites and Skyward computer program
4. Continue to encourage parent/community involvement in district-wide activities promoting a positive connection with school/community and unified school spirit (Title I SW: 6) (Target Group: All) (CSFs: 5,6)	Club Sponsors, Counselor(s), Curriculum Director, Principal(s), Superintendent, Teacher(s)	Fall/Spring; Activities schedule provided by admin	(L)Booster Clubs, (L)Co-curricular activities, (L)Extra-curricular activities, (L)Fabulous Friday, (L)Fine arts programs, (L)Panther Night Out	Parent/community attendance at all district-wide events
5. Promote parent/community involvement in school activities/events (Title I SW: 6) (Target Group: All) (CSFs: 5,6)	Counselor(s), Curriculum Director, Principal(s), Superintendent, Teacher(s)	Fall/Spring; As scheduled by administrators	(L)ClassDojo Mobile App, (L)Remind 101, (L)SHISD Mobile App, (L)Skyward Program, (S)Local Funds	Parent/community attendance and participation at events and activities
6. Continue parent/teacher and parent/counselor conferences (Title I SW: 6) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,5,6)	Counselor(s), Principal(s), Teacher(s)	Fall/Spring; Conference schedules	(S)Local Funds	Conference documentation; Report card grades; Number of students pursuing post-graduate education; STAAR/EOC test results

SPRING HILL ISD

Goal 5. To insure academic achievement by all students, the District will promote school, parent, and community partnerships/communication fostering increased student success.

Objective 1. The District will promote a strong partnership between school and parent/community through effective communications and opportunities for parent/community involvement in school events.

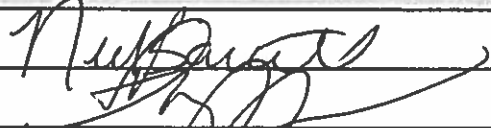| Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
7. Inform parents of STAAR testing program requirements and graduation requirements (Title I SW: 6) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,5)	Counselor(s), Principal(s), Teacher(s)	Fall/Spring; As scheduled by counselors/principals	(S)Local Funds	Progress reports; Report card grades; Promotion/retention records; Graduation rate; STAAR/EOC test results
8. Promote faculty/parent membership and participation in PTA (Title I SW: 6) (Target Group: All) (CSFs: 5,6)	Principal(s), PTA	Fall/Spring; Membership drive scheduled by PTA	(S)Local Funds	Number of faculty/parent PTA members; Faculty/parent participation in PTA activities
9. Work with SHISD's Education Foundation to secure campus/teacher grants to enhance instructional programs (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,6,7)	Curriculum Director, Director of Technology, Principal(s), Superintendent, Teacher(s)	Fall/Spring; Grant schedule set by Ed Foundation	(L)Spring Hill Education Foundation Funds	Number of grant applications; Number of grants awarded; Number of completed campus/teacher projects
10. Work with SHISD's PTA to secure campus/teacher grants to enhance instructional programs (Title I SW: 6) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,5,6,7)	Principal(s), PTA, Teacher(s)	Fall/Spring; Grant schedule set by PTA	(L)PTA	Number of grant applications; Number of grants awarded; Number of completed campus/teacher projects

SPRING HILL ISD Site Base
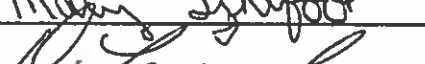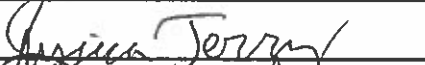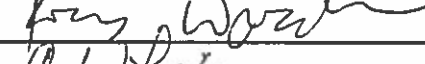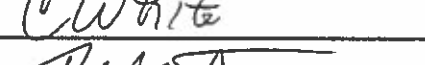
Name	Position
Allen, Polly	Parent
Bartell, Neely	Intermediate Teacher
Blalock, Amy	High School Teacher
Bodenheimer, Nicole	Parent
Cameron, Autumn	Primary Teacher
Dees, Breann	High School Teacher
Diggins, Julie	Parent
Doron, Amy	Primary Counselor
Fleet, Penny	Curriculum Director
Florczykowski, Angela	Parent
Haney, Melissa	Junior High Teacher
Hargis, Teri	Parent
Jameson, Mandy	Junior High Counselor
Jones, Jami	Primary Teacher
Kylberg, Lauren	Junior High Teacher - Fine Arts
Ladd, Jonathan	High School Teacher
Lightfoot, Mary	Junior High Teacher
Lipsey, Vicki	Community Member/Parent
Lynch, David	Junior High Principal
Ramo, Susan	Intermediate Teacher
Robertson, Dana	Intermediate Principal
Robinett, Rusty	High School Principal
Robinson, Lindsay	Community Member/Parent
Robinson, Sarah	Parent
Smith, Rachel	Intermediate Teacher - Fine Arts
Snell, Steven	Superintendent
Terry, Jessica	Intermediate Teacher
Turner, Deanna	Primary Principal
Vaca, Amber	Dyslexia/ESL Teacher - District Level

SPRING HILL ISD Site Base

Name	Position
Von Allmen, Darlene	Junior High Teacher
Wardlaw, Kris	Intermediate Teacher - Special Education
White, Connie	High School Teacher - CTE
White, Tony	Transportation/Technology - District Level

Spring Hill ISD

Title of Inservice:	Title I - District Site-Base Committee Meeting		
Location:	Jr High Library	Conducted By:	
Date:	September 26, 2018	Time:	4:15 p.m.

EMPLOYEE	CAMPUS	SIGNATURE
Bartell, Neely	Intermediate	
Blalock, Amy	High School	
Cameron, Autumn	Primary	
Dees, BreAnn	High School	
Doron, Amy	Primary	
Fleet, Penny	Curriculum Director	
Haney, Melissa	Junior High	
Jameson, Mandy	Junior High	
Jones, Jami	Primary	
Kylberg, Lauren	Junior High	
Ladd, Jonathan	High School	
Lightfoot, Mary	Junior High	
Lynch, David	Junior High	
Ramo, Susan	Intermediate	
Robertson, Dana	Intermediate	
Robinett, Rusty	High School	
Smith, Rachel	Intermediate	
Snell, Steven	Superintendent	
Terry, Jessica	Intermediate	
Turner, Deanna	Primary	
Vaca, Amber	ESL/Dyslexia	
Von Allmen, Darlene	Junior High	
Wardlaw, Kris	Intermediate – Special Ed	
White, Connie	High School	
White, Tony	Transportation Dir / Instructional Technology	

Spring Hill ISD

Title of Inservice:	Title I - District Site-Based Parent / Community Representatives		
Location:	Jr High Library	Conducted By:	
Date:	September 26, 2018	Time:	4:15 p.m.

NAME (please print)	Email	PHONE
Angela Florzykowski	afloski@yahoo.com	903-235-5351
Lindsay Robinson	htrl@cablelynx.com	903·1093-1932
Sarah E. Robinson	sej903@gmail.com	903-315-6887
Tfei Hargis	jthargis2008@hotmail.com	972-955-4859
Julie M. Diggins	jujudiggins@gmail.com	979-595-3595
Nicole Bodenhem	nicolebidir7201com	903 806-08u
Vicki Lipsey (absent)		
Polly Allen (absent)		

Resources

Resource	Source
Child Nutrition Program	Federal
IDEA Special Education	Federal
Perkins CTE Funds	Federal
Title I	Federal
Title IIA Principal and Teacher Improvement	Federal
Title III Bilingual / ESL	Federal
A-Z Reading Program	Local
Academic Interventionist(s)	Local
Activity Funds	Local
All In Learning	Local
Attendance awards	Local
Attendance reports	Local
Booster Clubs	Local
ClassDojo Mobile App	Local
Co-curricular activities	Local
Common Assessments	Local
Curriculum Management Plan	Local
Diagnosticians	Local
District Facebook	Local
District Twitter	Local
District Website	Local
DMAC Reports	Local
Dyslexia Materials	Local
Education software	Local
ELA/Writing Teachers	Local
Extra-curricular activities	Local
Fabulous Friday	Local
Fine arts programs	Local
G/T Funds	Local

Resources

Resource	Source
Google Accounts Gr. 8-12	Local
Google Calendar	Local
Google classroom	Local
Google Drive	Local
Gregg County Shared Services Arrangement	Local
Junior Achievement	Local
Kagan Structures	Local
Lab manuals	Local
Law Officials	Local
Lead Your School Training/Materials	Local
Leveled readers	Local
Literacy library	Local
Local Agencies/Resources	Local
Local newspapers	Local
Mentoring Minds	Local
MTA reports	Local
Online student registration	Local
Panther Night Out	Local
PEIMS Reports	Local
Personal Graduation Plans	Local
PLC Staff Development	Local
Principals' Messages/Updates	Local
PTA	Local
Remind 101	Local
Response to Intervention (RTI) Teams	Local
RTI Coordinator	Local
SafeSchools Training Program	Local

Resources

Resource	Source
School Resource Officer	Local
Science equipment	Local
SHISD Mobile App	Local
Skyward Parent Portal	Local
Skyward Program	Local
Spring Hill Education Foundation Funds	Local
STAAR/EOC study materials	Local
Student Academic Records	Local
Student Programs/Open House	Local
Student Support Teams	Local
Superintendent's Mid-Week Message	Local
Supplemental Materials	Local
Teacher Newsletters	Local
Technology staff development	Local
TEKScore	Local
The Fundamental 5 Formula for Quality Instruction	Local
TV Stations	Local
Designated Funds	Other
Donations	Other
Fund Raisers	Other
Internet sites	Other
Local Budget Data	Other
University job fairs	Other
CTE Funds	State
Edgenuity	State
Edgenuity Courseware	State
ESL /Migrant brochures	State

Resources

Resource	Source
ETS STAAR/EOC Reports	State
High School Student Allotment	State
Interactive whiteboards	State
Istation	State
Language survey	State
Local Funds	State
Region VII	State
Released STAAR/EOC Tests	State
Special Education Funds	State
State Assessment Reports	State
State Compensatory	State
Student Code of Conduct	State
TEA STAAR Questions	State
Technology equipment/software	State
TEKS Clarifications	State
TEKS Resource System	State
Texas Association of School Boards	State
Texas Education Service Centers	State

Funding Source Documents for 2018-19 will be added to the District Improvement Improvement Plan when available.

Texas Education Agency
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2018 Accountability Ratings Overall Summary
SPRING HILL ISD (092907)

	Component Score	Scaled Score	Rating
Overall		92	A
Student Achievement		90	A
STAAR Performance	55	86	
College, Career and Military Readiness	65	91	
Graduation Rate	98.1	95	
School Progress		86	B
Academic Growth	69	79	C
Relative Performance (Eco Dis: 41.5%)	60	86	B
Closing the Gaps	94	95	A

Distinction Designations

Postsecondary Readiness	Not Earned

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2018 Accountability Ratings Overall Summary
SPRING HILL H S (092907001) - SPRING HILL ISD

	Component Score	Scaled Score	Rating
Overall		88	Met Standard
Student Achievement		91	Met Standard
STAAR Performance	61	90	
College, Career and Military Readiness	65	91	
Graduation Rate	98.1	95	
School Progress		80	Met Standard
Academic Growth	61	68	Met Standard
Relative Performance (Eco Dis: 27.9%)	63	80	Met Standard
Closing the Gaps	73	81	Met Standard

Distinction Designations

ELA/Reading	Earned
Mathematics	Earned
Science	Earned
Social Studies	Earned
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

Texas Education Agency **CONFIDENTIAL**
2018 Accountability Ratings Overall Summary
SPRING HILL INT (092907101) - SPRING HILL ISD

	Component Score	Scaled Score	Rating
Overall		79	Met Standard
Student Achievement		79	Met Standard
STAAR Performance	52	79	
College, Career and Military Readiness			
Graduation Rate			
School Progress		76	Met Standard
Academic Growth	70	72	Met Standard
Relative Performance (Eco Dis: 45.2%)	52	76	Met Standard
Closing the Gaps	80	78	Met Standard

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

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2018 Accountability Ratings Overall Summary
SPRING HILL J H (092907042) - SPRING HILL ISD

	Component Score	Scaled Score	Rating
Overall		86	Met Standard
Student Achievement		85	Met Standard
STAAR Performance	55	85	
College, Career and Military Readiness			
Graduation Rate			
School Progress		82	Met Standard
Academic Growth	71	79	Met Standard
Relative Performance (Eco Dis: 41.9%)	55	82	Met Standard
Closing the Gaps	85	87	Met Standard

Distinction Designations

ELA/Reading	Earned
Mathematics	Earned
Science	Not Earned
Social Studies	Not Earned
Comparative Academic Growth	Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned

Strategy 1: Professional Development   Districts will participate in effective professional development activities in order to accurately and effectively identify and recruit migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Meet federal requirements for annual Identfication and Recruitment (ID&R) training	Participate in training	Migrant Contact	Before TEA deadline	State ID&R training, ID&R manual	Certificate
ID&R training for any new ESC or district Migrant staff and other non-migrant staff	Participate in training	Migrant Contact	As requested	State ID&R training, ID&R manual	Certificate
Updates from TEA and Education Service Center (ESC)	Receive updated information	ESC Migrant Specialist	As updates become available	Emails	Copies of updates
Migrant Education Program Advisory Council	Required activity to develop: Needs Assessment Plan, Priority for Service Action Plans, Review Statewide Delivery Plan, ID&R Planning and quality control plan	LEA and ESC Migrant Contacts	September, 2018 and April, 2019	District data, plan	Certificate, Needs Assessment Plan, PFS Action Plan, ID&R Plan
Migrant Education Program Advisory Council will develop Priority for Service Action Plan Template, ID&R Action Plan Template and Needs Assessment Plan.	ESC 7 MEP Advisory Council Workshop	LEA and ESC Migrant Contacts	September, 2018 and April, 2019	Action Plan Templates, PowerPoint	Certificate, Needs Assessment Plan, PFS Action Plan Template and ID&R Action Plan Template

Created: 04/01/2015

Reviewed: 01/05/2018

Revised: 01/05/2018

**Identification and Recruitment
Action Plan 2018-2019**

Strategy 2: Identification and Recruitment Process   ESC 7 and districts will actively, accurately and effectively identify and recruit   migrant students and out of school youths.

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation
Actively and safely recruit Out of School Youth (OSY)	Meeting community members, churches, Chambers of Commerce, businesses	ESC OSY Recruiter, ESC Migrant Specialist, ESC Migrant Recruiter	Ongoing	Flyers, Newspapers	Agendas, flyers, newspaper
	Employers surveyed	ESC OSY Recruiter	Ongoing	Employer survey	Completed surveys
	ESC Recruiters follow ESC7 Safety Procedures	ESC Recruiters	Ongoing	ESC7 Procedures	Procedures reviewed with Recruiters
	Contact potentially eligible migrant families by conducting family surveys during school registration and throughout the year.	LEA and ESC	Year round	Family survey	NGS district reports, completed surveys
Identification of children and youth who are under the age of 22, moved across school district lines alone or with parents in order to obtain temporary or seasonal agricultural employment due to economic necessity.	Screening family surveys	LEA and ESC	Upon enrollment or identfication	Family survey	NGS district reports, completed surveys
	Use New Generation System and Migrant Student Interstate Exchange (NGS and MSIX) to verify previously eligible Migrant students	Project districts and ESC	Upon enrollment or identfication	Family survey	NGS district reports, completed surveys
	Tracking late enrollment, early withdrawal	LEA and ESC	Upon enrollment and withdrawal	Family surveys and withdrawals	NGS district reports, completed surveys
Required Activity	**Method**	**Responsible Staff**	**Estimated Time Frame**	**Materials**	**Method of Evaluation**

Created: 04/01/2015

Revised: 01/05/2018

Complete Certificate of Eligibility (COE)	Recruiter completes COE and Supplemental Documentation Form (SDF) during family interview. Submit completed COE and SDF to designated reviewer for review	ESC Recruiters	Within 5 days of parent signatures	COEs	Completed COE
Review COEs	Reviewer reviews COE and SDF, returns COE and SDF to recruiter if additonal information is needed, then submits to New Generation System (NGS) Terminal Site for entry into to NGS.	Recruiter, Reviewer, NGS data entry personnel	Within 7 days of parent signature.	COEs	Completed COE with 2 signatures and NGS report.
Conduct Residency Verification	Verify continued residency for all currently eligible migrant children who have not made a new qualifying move during the curent reporting period. Recruiter will request school record to verify enrollment and/or obtain parent signature for unenrolled youth.	District Migrant Contact, ESC Migrant Department	September 1, 2018- November 1, 2018. For 2 yr old turning 3, on or after 3rd birthday	COEs, School records	Updated COE, parent signature, NGS residency verification report
Notify the school district when students qualify for the Migrant Education Program	Letter and a copy of the COE is sent to District Migrant Contact and to PEIMS Coordinator	ESC7 Migrant Department	Within 7 days of entry into NGS.	COE, letter	District's receipt of letter

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation

Created: 04/01/2015

Reviewed: 01/05/2018

Revised: 01/05/2018

**Identification and Recruitment
Action Plan 2018-2019**

Maintain a strong system of Quality Control	Eligibilty Review-Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual. Project Districts send a copy of COEs to ESC.	Recruiters, Reviewers, MEP administrators, ESC MEP contact	Ongoing	Documentation forms, re-interview documentation	Completed documentation forms, Re-interview documentation
	Work with the ESC to provide training support to MEP recruiters, designated reviewers and other MEP staff as specific needs are observed throughout the year.	All MEP staff	Ongoing	Manual, Documentation forms	Certificate
Annual Evaluation of ID&R Program	Analyze data	ESC and districts	May, 2019	NGS forms	Completed NGS forms
Maintain up-to-date records on file	Maintain updated active and inactive records. Retain records for seven (7) years.	ESC and districts	Ongoing	COEs	COE records
Coordinate with ESC for annual eligibility validation	Validate eligibility through re-interview process according to instructions set forth by TEA	ESC, MEP staff, previously identified children selected by State MEP	January - June, 2019	COEs, TEA guidance	TEA report

Required Activity	Method	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation

Maps, intraregional networking and interagency coordination	Recruiter is in contact with growers regarding hiring practices, crops and growing seasons.	OSY Recruiter	Ongoing	Data	Data
	Develop maps for recruiters	All MEP staff	Ongoing	Map	Map
	Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	MEP staff	Ongoing	List of entities	Calendars, agendas, data

Strategy 3: Family and Community Relations and Coordination   Region 7 Project and SSA districts will actively, accurately and effectively work with families and community members.

Required Activities	Activity	Responsible Staff	Estimated Time Frame	Materials	Method of Evaluation

Created: 04/01/2015

Revised: 01/05/2018

Parent Advisory Committee (PAC)	Parent questionaire	ESC and Districts	September - October 2018	Questionaire and listserv	Completed questionaire
	Gather data	ESC and Districts	November, 2018	Documentation	Completed documentation
	Provide appropriate meeting based on data	ESC and Districts	Fall Semester and Spring Semester	Data, determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Business Relations and Coordination	Meet with Chambers of Commerce, churches, community members and businesses	ESC Migrant staff	Ongoing	Determined by needs, invitations, announcements	Documentation of meeting, time accounting
	Invite Community and Businesses to PAC	ESC and Districts	Fall Semester and Spring Semester	Determined by needs, invitations, announcements	Agenda, sign in sheets, invitations
Services	Provide school supplies and Summer Education Program materials as determined by needs assessment to Migrant Students.	ESC Migrant staff	Ongoing	NGS enrollment report, supplies, books	Signature on Delivery form

Created: 04/01/2015   Reviewed: 01/05/2018   Revised: 01/05/2018

Spring Hill ISD

2018-2019 Priority for Service (PFS) Action Plan
for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	- Who have made a qualifying move within the previous 1-year period; AND - Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	- Who have made a qualifying move within the previous 1-year period; AND - Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; or - For students in grades K-2, who have been retained, or are over age for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

School District: Spring Hill ISD	**Priority for Service (PFS) Action Plan**	Filled Out By: Penny Fleet
Region: 7	School Year: 2018 - 2019	Date: September 13, 2018

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., bilingual, ESL, economically disadvantage).

Goal(s):	Objective(s):
100% of eligible migratory, Priority For Service Students will be entered in to the NGS data system by the NGS data technician. These students will be monitored and needs will be assessed and addressed throughout the school year and in the summer school program. Currently, Spring Hill ISD has no migrant students.	To ensure 100% of the PFS students are prepared to transition to the next grade level through supports offered at the campus level. Currently, Spring Hill ISD has no migrant students.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	Before the end of each month, August 2018- July 2019	NGS Specialist	PFS tracking report
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Before 1st Day of School	MEP contact	PFS report
Additional Activities			
▪			

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	ongoing	district migrant contact, principal, teacher or district assigned personnel	PFS reports/ completed student reviews
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.	end of each grading period	district staff	emails, posts, flyers, parent meeting sign-ins, report cards, state assessment letters
▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	ongoing	MEP staff	calendars, meeting notes
Additional Activities			

▪			
Provide services to PFS migrant students.			
▪ The district's Title I, Part C Migrant Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	ongoing as student enrolls in school	MEP staff	Bright Beginning documentation, class rosters
▪ The district's Title I, Part C Migrant Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	ongoing	MEP staff	PFS student review forms, attendance reports, appointment documentation
▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	ongoing	MEP staff	PFS student review forms
Additional Activities			
▪			

_____*Penny Fleet*_____   _____**9-13-18**_____

LEA Signature   **Date Completed**