

Huckabay ISD

Inspiring Others

District Improvement Plan/Campus Improvement Plan*

2025-2026



**In a district that has only one campus, the district- and campus-level committees may be one committee, and the district and campus plans may be one plan.
Texas Education Code 11.252(c)*

2025-26 Comprehensive Needs Assessment Summary

Demographics

Huckabay ISD is a rural one-campus district serving students in grades Pre-K-12. Huckabay School is a Title I campus. Student enrollment steadily increases each year; ten years ago, in 2014-15, enrollment was 189. Enrollment in 2024-25 was 325. The ethnicity of student enrollment has been consistent. Five-year averages for the ethnic distribution of Huckabay students are 80% White, 15% Hispanic, and 3% Two or More Races. Huckabay enrollment has become more diverse over time; we have one American Indian and one Pacific Islander in the student population. The percentage of students considered Economically Disadvantaged was 44.5% in 2013-14 and decreased each year, down to a low of 10.2% in 2024-25. The percentage of students meeting criteria as At-Risk fluctuated from year to year: 28.5% in 2012-13, 38.4% in 2013-14, and 31.7% in 2015-16, but since 2019-20, the percentage of students meeting criteria for at-risk has decreased over time to 11.7% in 2024-25. Huckabay ISD does not have many students identified as emergent bilinguals. The most EB students HISD has seen in one year is 6; last year, there were two. Two families require translation of communication into Spanish. Bilingual staff members, Google Translate, and a parent representative are some of the methods used to ensure effective communication with the parents and families. 9.2% of students receive special education services (coordinated by the Greater Erath County Special Education Shared Services Arrangement (SSA)). 9.8% of students are identified as Gifted and Talented. The administration has recently put processes in place to ensure all students' needs are identified and met.

Huckabay ISD employs 25 teachers, a dean of students, 3 instructional aides, and 12 auxiliary staff. The HISD student-to-teacher ratio last year was 13.2, well below the state ratio of 14.7. Despite growing enrollment, the district has kept class sizes small. There are two classes per grade level for K-5. A partnership with Tarleton State University provides resident teachers each year. The new year brings changes in leadership, as a new principal is taking on the role of instructional leader.

Huckabay ISD became a District of Innovation in 2018; class size was one of several approved exemptions. The district starts school with staff based on projections of student enrollment. When enrollment exceeds projections, this exemption allows students to remain in classes and affords the district time to evaluate the need and, if needed, hire the best possible candidate. Another DOI exemption permits the district to hire professionals with industry experience to teach CTE and/or STEM courses to better meet the needs of students. This exemption allows the district to recruit persons knowledgeable in a variety of fields and vocations with industry knowledge and real-world experiences, and promotes relationships with community colleges and universities by hiring instructors from those settings.

Student Achievement

2025 Accountability Rating – The overall rating was 94. Huckabay earned a Distinction Designation for Postsecondary Readiness.

Huckabay ISD has earned a reputation for outstanding academic success by earning more distinguishing marks than most schools in the State of Texas. Huckabay ISD has also earned national recognition for academic success from US News and World Report. The Texas Education Agency provides annual academic accountability ratings. The ratings are based on performance on state standardized tests, graduation rates, and college, career, and military readiness outcomes. The ratings examine student achievement, school progress, and whether districts and campuses are closing achievement gaps among various student groups.

Student Achievement measures whether students have met grade-level expectations as measured by the STAAR test and considers graduation rates and how prepared students are for life after high school (CCMR). The STAAR score is an average percentage of students scoring at Approaches, Meets, and Masters grade levels. Huckabay's STAAR score was 90. The College, Career, & Military Readiness Score is a percentage of students who have met one of the CCMR criteria, including earning minimum scores on college entrance exams, completing college-level classes in high school, or earning an industry certification, etc. Huckabay's score was 100. Graduation rate is calculated by comparing the number of students who receive a diploma vs the number of students who started 9th grade four years ago, and Huckabay's graduation rate is 100%. The Student Achievement score for Huckabay ISD was scaled at **96**. (STAAR – 90 (40% of the score); College, Career, and Military Readiness – 100 (40% of the score); and Graduation Rate – 100 (20% of the score).

School Progress measures how much better students performed on the STAAR test this year versus last year (Academic Growth) and looks at how much better students are doing academically at our school compared to similar schools (Relative Performance). The Academic Growth score indicates the percentage of students who made a year's worth of academic growth in reading and math (70). Relative performance indicates how much progress Huckabay ISD students are making relative to students at similar schools (82). Since the Academic Growth score was higher than the Relative Performance score, it was used to calculate the School Progress Score (82). The School Progress score for Huckabay ISD was scaled at **82**.

Closing the Gaps speaks to how well different groups of students are making progress toward interim and long-term targets for performance. For Huckabay, these groups are the all students group, Hispanic students, White students, and the High Focus group (economically disadvantaged students, EB students, current special education, and highly mobile students). The score is calculated based on four categories: Academic Achievement (STAAR performance at Meets grade level or above in reading and math); Growth or Graduation; Progress in achieving English Language Proficiency; and School Quality or Student Success (STAAR component for elementary and middle schools and CCMR performance for high schools or K-12). **Academic Achievement** – all student groups met interim targets in reading and math. **Academic Growth** – None of the student groups met targets in reading. Some student groups met the current and interim targets in math. s met the target. **Student Success** – all student groups met the interim targets. **School Quality** – the student groups met the interim targets, and the all students group met the long-term target. The Closing the Gap score for Huckabay ISD was scaled at **75**.

2024 Accountability Rating – The overall rating was 88.

2023 Accountability Rating – The overall rating was 85.

2022 Accountability Rating – The overall rating was 90.

Processes & Programs

Teachers are provided with access to the TEKS Resource System and TEKS-aligned resources to use with students as part of classroom instruction, intervention, acceleration, or additional practice. As we continue to recover from the disruption caused by the pandemic, teachers would benefit from support to improve their instructional practices and strengthen Tier 1 instruction. Instructional coaching would ensure that teachers understand the Texas Essential Knowledge and Skills (TEKS) and identify aligned resources to support instruction. As teachers learn how to unpack each standard and backward plan, their instruction fosters multiple connections among student expectations. When teachers work toward vertical alignment, their understanding of the student expectation may apply to multiple grades, such as the grade level above or below.

Implementation of classroom observation and feedback cycles would help teachers develop strategies to adjust instruction based on progress monitoring. New and/or inexperienced teachers need to receive frequent, ongoing support, but all teachers benefit from regular feedback related to thoughtful instructional design and delivery. Huckabay ISD continues to work on the implementation of Student Learning Objectives, or SLOs, which provide an effective process for improving instructional practices by encouraging thoughtful, deliberate, and evidence-based decisions that should ultimately result in improved student learning. SLOs encourage the adoption of a long-term vision for student learning and contribute to more meaningful discussions about vertical planning. SLOs drive both teacher practice and student learning by strengthening instruction. Teachers crafting SLOs report an improved understanding of how to use data to determine student needs and to measure progress toward goals.

To support the overall schoolwide program and promote student success, Huckabay ISD offers a full-day PreK program to provide students with foundational knowledge and skills. Title I, Part A funds are utilized to pay 50% of the PreK teacher's salary. The district currently partners with Weatherford College to provide students with dual credit opportunities. Students are provided opportunities to take assessments such as the SAT and TSI on campus.

Instructional technology is used to provide expanded opportunities for gathering, accessing, analyzing, and utilizing data for effective data-driven instruction. Programs such as Lead4ward provide teachers with student progress monitoring data to inform instruction and interventions. Instructional technology will continue to be updated over time as resources are available.

Student Council meets weekly during lunch. Students serve as morning helpers, assist school staff with students in the gym, lead the announcements/pledges invocation, serve as greeters at the main entrance of the elementary school, assist school staff with lunch duty, and lead and emcee awards ceremonies.

Implementation of weekly Administration meetings (Superintendent, Principal, Business Manager, Dean of Students) as part of the initiative to assign roles and responsibilities and implement processes and programs to improve student outcomes. The principal and dean of students will take over planning the master schedule and address staffing needs to ensure that the educational program meets the needs of all students.

Perceptions

The small town of Huckabay was founded in the late 1800s, and the school has always been the heart of the community. The school was first constructed with logs and then replaced by a three-room box house. As more students attended and outgrew the box house, a two-story, six-room building was constructed. A fire consumed the school in 1926, and the community replaced it with a brick building, but like its predecessor, this school was also destroyed by a fire in 1942. The current school that the students of Huckabay attend is a rock building off Highway 108. The school was a simple rock-walled, two-story Works Progress Administration Project building, dating back to 1938-1940. As the campus grew, a cafeteria was constructed in a barracks building, and economics classes were

conducted in the second story of the building until 1954, when a separate building was built. The need for an elementary building led to its completion in 1965 and consisted of a computer lab, library, workroom, and the school counselor's office. In 1983, an additional building was added for administrative offices and an Ag workshop; further construction projects included four classrooms built in 1993-1994.

The school has had many additions since it was first built, a testament to its growth, with more additions still to come. After the HISD Board of Trustees, Administration, and Staff evaluated the facilities and reviewed feedback provided by the citizens in 2018, a school bond election was proposed. Voters passed the bond in 2019 to support the construction, acquisition, renovation, and equipment of school buildings. As a result, an additional cafeteria facility was built, and the existing cafeteria was renovated. A multi-purpose center suitable for men and women JV and Varsity UIL tournaments and physical education was constructed, and science labs and more classrooms were built to connect with existing structures. Additionally, security enhancements throughout the district have promoted an environment conducive to teaching and learning. This continuous development shows the dedication of the school and its community to the success of its students.

Huckabay utilizes a monthly newsletter, the school website, Facebook, and a direct notification system to share information, list upcoming events, and celebrate students. Parents can view grades and classroom performance by utilizing the Parent Portal. Parents and community members serve on the DAC and SHAC committees. Parents and community members are involved and support the school via the Parent-Teacher Organization, Alumni Association, Athletic Booster Club, and the Huckabay Ag & Rodeo Backers. Huckabay students have many options for extra-curricular activities, which promote student engagement, as well as social and emotional development. Some of the options include Cross Country, Basketball, Baseball, Softball, Cheer, Golf, Tennis, Track and field, UIL Academics, One Act Play, Future Farmers of America (FFA), Rodeo Club, Student Council, National Honor Society, e-Sports, Drumline, Dance, and Yearbook.

While discipline is not an issue, there is a need for a school culture that attends to the social-emotional needs of students and staff. The district is on a mission to transform the Huckabay school culture, starting with improved staff-student connectedness (meaningful, productive relationships with every student and every colleague) and improving communication in all aspects of interaction with employees, students, parents, and community members. To build school culture, improve school conditions for student learning by implementing research-based processes, and more effectively meet students' social-emotional needs, all school staff are trained each summer. Training is customized for Huckabay staff to acquire socio-emotional learning techniques and classroom facilitation tools, and learn specific behaviors and processes required to build high-performing classrooms. When teachers and staff create a relational connection with students, performance goes way up, and behaviors greatly improve because kids want to be in school. When kids and teachers are connected, there is a significant positive transformational effect as evidenced by decreased discipline referrals, increased student achievement, increased attendance rates, increased graduation rates, and increased teacher satisfaction. Results from a growing number of studies suggest that greater health impact can be achieved by also enhancing protective factors that help children and adolescents avoid behaviors that place them at risk. School connectedness is a particularly promising protective factor. Students who feel more connected to school are more likely to have positive health and education outcomes. Studies concluded that both parent-family connectedness and perceived school connectedness were protective against health risk behaviors such as tobacco use, alcohol and drug use, violence, gang involvement, and early sexual initiation. Systemic transformation takes leadership, mentorship, accountability, and commitment. School leadership must model desired behaviors and hold staff accountable for living out transformational behaviors and processes.

Comprehensive Needs Assessment Data Sources:

Prior years' DIP/CIP, SBDM committee meeting data, & Stakeholder feedback
Texas Academic Performance Report (TAPR) data, Texas Performance Reporting System (TPRS) data
Accountability data (Student Achievement, Student Progress, & Closing the Gaps) & Distinction Designation data
Results Driven Accountability (RDA) data
State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions for 3-8 and EOC
Texas English Language Proficiency Assessment System (TELPAS) results
Postsecondary college, career or military-ready graduate data, Dual-Credit Course Completion data, and SAT, ACT, & TSI scores
MAPS Data – BOY, MOY, EOY
Student failure and/or retention rates
Prekindergarten & Kinder-Readiness Data
Race and ethnicity data, including the number of students, academic achievement, discipline, attendance, and rates of progress for each group
Special Programs data, including the number of students, academic achievement, discipline, attendance, and rates of progress for each group
Economically Disadvantaged/Non-economically disadvantaged performance, progress, and participation data
Male/Female performance, progress, and participation data
Special education population, including performance, discipline, progress, and participation data
Migrant population, including performance, progress, discipline, attendance, and mobility
At-Risk population, including performance, progress, discipline, attendance, and mobility
EL 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.
Section 504 data, Dyslexia Data
Response to Intervention (RtI) student achievement data
Attendance, Graduation & Dropout rates
Discipline data
School safety data
Staff meeting data
Staff certifications
Teacher: Student Ratios
Professional development needs assessment & attendance data
Evaluations of professional development implementation and impact
T-TESS
Parent feedback
Community feedback
Processes and procedures for teaching and learning, including program implementation
Capacity and resources data
Budgets/entitlements and expenditures data

Goal 1: Huckabay ISD will cultivate a culture of educational engagement and increase rigorous and relevant learning experiences that will prepare students for success in their academic careers.

Performance Objective 1: Implement a well-rounded program of instruction to meet the academic needs of all students and ensure that Huckabay graduates are College, Career, and/or Military-Ready.

Evaluation Data Source(s): The Student Achievement STAAR Performance scaled score will improve from 90 to 92 by August 2026, as measured by the Texas Accountability Rating System; HISD will earn the Distinction Designation for Postsecondary Readiness.

Performance Objective 2: Students will be encouraged and challenged to meet their full educational potential. Students will either make progress or maintain proficiency in both ELA/reading and mathematics from year to year, as measured by STAAR results.

Evaluation Data Source(s): The School Progress Academic Growth scaled score will improve from 70 to 72 by August 2026 as measured by the Texas Accountability Rating System.

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Teachers will utilize a curriculum aligned to the Texas Essential Knowledge and Skills (TEKS) across all subjects and grade levels. Training and support will be provided to increase teachers' knowledge base of the Texas Essential Knowledge and Skills (TEKS) and student expectations at each grade level so that instruction is appropriate to ensure students obtain grade-level skills and competencies.	Superintendent & Principal	Time and training costs; state and local funds	The principal will coordinate with staff to develop and implement a plan for staff development based upon identified needs; Increased student performance for all student groups; Increase in the number of students meeting grade-level expectations in all grades and content areas
Teachers will receive high-quality ongoing training to obtain subject matter knowledge and teaching skills to provide students with the opportunity to meet challenging state and local student academic standards; PD will include content-based training as well as research-based instructional practices	Principal	Region 11 fees; state and local funds	Implementation of a mentoring program and instructional coaching for new or inexperienced teachers. Low-income and minority students will not be taught at disproportionate rates by ineffective, inexperienced, and/or out-of-field teachers; improved T-TESS & P-PSS ratings
Teachers will continue efforts to improve vertical alignment and implement research-based instructional practices in reading and math to improve the quality of teaching and learning for all students by regularly meeting in PLCs.	Principal & Teachers	Staff time	Vertically aligned research-based math instruction in grades 3-8; balanced literacy implementation in grades PK-8; academic vocabulary will be taught across grades and content areas
Train the entire school staff to build school culture and more effectively meet students' social-emotional needs via the implementation of research-based processes; Staff will implement instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning, and reduce the overuse of discipline practices that remove students from the classroom.	Principal & Teachers	Capturing Kids Hearts training fees; time to train all staff	Experiential training, expert coaching, and personalized support will promote students' social-emotional well-being, a relationship-driven campus culture, and student connectedness, leading to improved student outcomes.

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Provide a full-day high-quality prekindergarten program that is developmentally appropriate, multi-sensory, and experiential; Conduct PreK/Kinder Registration each spring to enroll students.	Principal & Teachers	State and local funds; Title I funds for 50% of the teacher's salary	Students will obtain strong foundational knowledge and skills across 5 primary domains of development and will demonstrate Kinder readiness
Facilitate effective transitions for students from home to elementary school, from elementary to secondary, and for students new to Huckabay, students in foster care, and/or students experiencing homelessness.	Principal & Teachers	State and local funds	Students will successfully move from one school to another and maintain social and academic status, leading to improved student performance for all student groups.
Provide career counseling to identify student interests and skills; offer CTE classes that allow students to obtain certification or knowledge through experiential learning opportunities that promote skills attainment in technical areas that can be used for employment or post-secondary education.	Principal & Dean of Students	CTE allotment	Increase in the number of CTE completers and increase in the number of students who earn industry certifications
Coordinate with institutions of higher education to provide increased dual or concurrent enrollment opportunities for students; Facilitate effective transitions for students from high school to postsecondary education by coordinating with institutions of higher education, employers, and other local partners	Principal & Dean of Students	Ranger College partnership	Increase in the number of students earning college credits; increased postsecondary persistence and success, increase in the number of students meeting CCMR criteria
Provide opportunities outside the regular classroom setting (performances, cultural trips, STEM field trips) and offer enrichment classes and activities that enhance students' educational experiences and engagement; continue to emphasize student participation in extra-curricular activities	Principal & Teachers	State and local funds;	Increased opportunities for students to attend various performances and productions; be involved in extracurricular activities, and compete in contests at the district, state, and national levels
Purchase assessments (preLAS and LAS Links; Riverside Insights® for Reclassification) to complete necessary emergent bilingual (EB) student identification; students identified will receive instruction from a certified ESL classroom teacher	Principal & LPAC committee; ESL teacher	ESC Region 11 Title III SSA, BEA funds;	Students identified as Emerging bilinguals will attain English proficiency and develop high levels of academic achievement in English.
Identify GT students and provide hands-on, collaborative, and unique educational experiences designed to meet the needs of advanced learners	Principal & Teachers	GT allotment; Volunteers, UIL coaches	Students will demonstrate self-directed learning, thinking, research, and communication skills.
Provide students with dyslexia services of an interventionist trained in dyslexia and related disorders. Purchase an evidence-based reading program for students with dyslexia and related disorders that incorporates specific critical evidence-based components of instruction and instructional approaches and provides evidence-based, multisensory structured literacy instruction for students with dyslexia.	Principal; 504 or ARD committee	Dyslexia allotment	Students will receive support and services the student receives to meet his/her needs; and increase academic progress because of a continuum of tiered intervention and instruction

Goal 2: Huckabay ISD will close achievement gaps between students meeting the State's academic standards and those students who are not meeting the State's academic standards, improving student performance for all student groups.

Performance Objective 1: Staff will monitor student progress to identify students who may be at risk of academic failure and provide additional educational assistance to individual students needing help in meeting state standards.

Evaluation Data Source(s): The Closing the Gaps scaled score will improve from 90 to 92 by August 2026, as measured by the Texas Accountability Rating System

Performance Objective 2: Staff will utilize varied and effective instructional strategies to improve the academic achievement of all student groups, including all race/ethnicity groups, economically disadvantaged students, English Learners, special education students, continuously enrolled and non-continuously enrolled students, and at-risk students.

Evaluation Data Source(s): HISD will meet 100% of Closing the Gaps interim targets for evaluated indicators (academic achievement, graduation status, and school quality status for all student groups).

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Continue to implement a pyramid of intervention (RtI services) for identified students. Teachers will be provided with training to incorporate supplemental instructional supports and differentiated student instruction.	Principal & Teachers	Time for RtI meetings; Training fees; state and local funds	Student gains in literacy and math; increase in student performance
Staff will utilize multiple formative assessments to check for understanding. Staff will be provided with time to disaggregate data from all manner of student assessments, including but not limited to formative assessments, universal screeners, CBAs, benchmarks, and state assessments, using eduphoria and Lead4ward resources.	Principal & Teachers	State and local funds; eduphoria and lead4ward fees	Teachers will be able to identify students experiencing difficulty or not making progress and then plan targeted interventions; Improved student performance for all student groups
Differentiated instruction and targeted interventions will be provided to identified students in a timely manner, increasing academic achievement for all students. Teachers and staff will use evidence-based activities, strategies, and interventions that demonstrate a statistically significant effect on improving student outcomes.	Principal & Teachers	State comp ed funds;	Increase in student performance for all student groups; increase in the number of students meeting grade-level expectations in all grades and content areas.
Additional classroom assistance and supplemental support will be provided to improve student achievement and close instructional gaps. Instructional interventionists will serve students identified in grades PK-8 through pull-out instruction, intervention, and remediation using research-based methods and instructional strategies proven to improve student outcomes.	Principal & Teachers	State comp ed; Federal Funds (Title I, Title II, Title IV)	Student gains in literacy and math; increase in student performance

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Provide data-driven targeted reading, writing, and math interventions for identified students during after-school tutoring; Students will use their data folders to set goals and monitor self-progress.	Principal & Teachers	REAP funds; state comp ed funds	Increase in student performance for all student groups; increase in the number of students meeting grade-level expectations in all grades and content areas.
Design and implement appropriate compensatory, intensive, and/or accelerated instruction to ensure that students can perform at grade level at the conclusion of the next regular school term	Principal & Teachers	REAP funds; state comp ed funds	Increase in student performance for students identified as at-risk because of academic interventions (tutorials, credit recovery, summer school, etc.)
Implement effective identification and enrollment practices to improve educational outcomes for students experiencing homelessness, students in foster care, students who are highly mobile, and migrant students.	Principal & Secretary	State and local funds	Students will be provided with immediate enrollment, transportation, additional academic support, and counseling as appropriate.
Students with disabilities will be educated in the Least Restrictive Environment (such as inclusion support in the general ed classroom) and will be provided with instructional accommodations and support based on the student's IEP.	Special Education Staff, Principal & Teachers	IDEA-B funds; state and local funds	Timely evaluations and a continuum of services will lead to improved outcomes for students with disabilities.
Students eligible under 504 will receive instructional accommodations and support according to each student's 504 plan.	Principal & Teachers	State and local funds	Increase in student performance for students eligible for 504 in all grades and content areas.
Coordinate with local law enforcement as needed for alcohol, drug, and violence prevention programs, bullying and harassment prevention, and/or truancy issues to keep students in school; provide services such as counseling, school-based mental health programs, specialized instructional support services, and mentoring services, as needed, to students identified as at-risk	Superintendent & Principal	Area law enforcement, Pecan Valley Centers, STAR Council, State Comp Ed funds	Increase in student performance for students identified as at-risk; increase in student attendance
Develop, monitor, and update individual student graduation plans based on students' needs in meeting graduation requirements (IEPs, course completion, EOCs, Endorsement, etc.)	Dean of Students	State and local funds; Odysseyware, Edgenuity	100% Graduation rate & 0% Dropout rate; increase in course completion for students identified as at risk of dropping out

Goal 3: Huckabay ISD will partner with parents, family members, and the community to promote student academic achievement and improve student performance for all student groups.

Performance Objective 1: HISD will conduct outreach to all parents and family members and implement programs, activities, and procedures to promote the involvement of parents and family members for improved student academic achievement.

Evaluation Data Source(s): By May 2026, HISD will host two parent engagement events that focus on building parents' capacity to support student achievement.

Performance Objective 2: HISD will follow state and federal guidelines for planning and decision-making with a committee of professional staff, including at least one special education teacher and classroom teachers, as well as parents of students enrolled in the district, business representatives, and community members.

Evaluation Data Source(s): Annual review and revision of the DIP/CIP; annual Board approval of goals and objectives

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Implement current research-based strategies to promote effective parent and family engagement that supports student achievement and closes the achievement gap.	Principal, Teachers	State and local funds	Activities that are responsive to the needs of all families, including those that are ethnically, linguistically, and socioeconomically diverse will reach more parents and families.
Parent and family engagement opportunities will be offered throughout the year; parents will receive ongoing communication regarding student progress, school programs, and volunteer activities; opportunities to provide input; and information regarding resources and activities to support student learning at home.	Principal, Dean of Students, and teachers	State and local funds; staff, & school volunteers	Increased school-parent communication; increased parent attendance at school events; increase in the number of parent volunteers; increase in attendance at parent workshops
Provide informational sessions to emphasize the need for students to make informed curriculum choices to be prepared for success beyond high school; information related to higher education admissions and financial aid opportunities; and opportunities or career counseling to identify student interests and skills to parents of HS students	Principal, Dean of Students	State and local funds; staff time	Increased parent and family engagement at the High School; more effective family engagement that supports student achievement and post-secondary success
Offer opportunities and workshops to build parents' capacity to promote effective family engagement that supports student achievement and closes the achievement gap; Survey parents to identify needs	Principal, Teachers	Parents, Community & Business Representatives	Parents and families will be provided with information that will encourage engagement with children as a means to increase student achievement.

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Parents and families will be informed of their child's progress in the following ways: parent-teacher conferences (formal and informal,) report cards & progress reports, and phone calls and written communication. The school will offer flexible meeting times for parents.	Principal & Teachers	State and local funds; staff time	Parents will receive relevant data on attendance, behavior, and academic progress and performance of their child.
Conduct an annual Comprehensive Needs Assessment (with students, parents, and other members of the community) for the entire school as part of the continuous improvement planning process.	Principal & Committee	Parents, Community & Business Representatives	Improved student performance
Conduct program evaluations to determine the impact and effectiveness of programs and initiatives and process reviews to increase learning time and reduce duplication of services and resources.	Principal & Committee	Parents, Community & Business Representatives	Efficient allocation and use of financial resources while improving the quality of education provided to students.
Develop a comprehensive plan that includes a description of strategies used to address school needs, use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum.	Principal & Committee	Parents, Community & Business Representatives	Resource allocation is driven by programs and campus plan
The campus improvement plan will be regularly monitored and revised as necessary based on student needs to ensure all students are provided opportunities to meet the challenging state academic standards.	Principal & Committee	Parents, Community & Business Representatives	DIP/CIP will delineate instructional methods for addressing The needs of student groups not achieving their full potential as well as methods for addressing the needs of students for special programs.
Involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of parent and family engagement policies, school-parent compacts, and parent and family engagement plans and program evaluations. Parents will be offered flexible meeting times, such as meetings in the morning or evening.	Principal & Committee	Parents, Community & Business Representatives	The School-Parent Compact and the Parental Involvement Program will be reviewed annually with the input of parents. Parents will have access to the Student Handbook, Code of Conduct, Parent Involvement Policy, and School-Parent Compact.
Identify strategies to lower barriers to participation by parents in campus and district decision-making. Parents will have multiple avenues to give feedback through evaluations, communication with the principal, attendance, and feedback given at meetings.	Principal & Committee	Parents, Community & Business Representatives	Increase in parents willing to engage in continuous improvement process; increased survey participation; additional parent feedback regarding programs and planning.

Goal 4: Huckabay ISD will continue to develop and maintain a safe environment conducive to teaching and learning, promoting physical and mental health in all students, their families, and employees.

Strategy Description	Person(s) Responsible	Resources	Strategy's Expected Result/Impact
Conduct ongoing school safety audits to improve and update school security measures to provide a safe and secure learning environment for students and staff	Superintendent & Principal	State and local funds	Updated crisis management plan, emergency operation plan, and multi-hazard plan; maintain a safe and disciplined environment conducive to student learning
Research and adopt an anonymous bullying/harassment reporting system for students and parents; Provide age-appropriate instruction to prevent bullying; provide instruction in digital citizenship, including information regarding the potential criminal consequences of cyberbullying.	Superintendent & Principal	State and local funds	Students and parents will have access to an anonymous bullying-reporting system to report incidents; students will exhibit appropriate, responsible, and healthy online behavior, including the ability to access, analyze, evaluate, create, and act on all forms of digital communication
Implement a coordinated health program to ensure students are participating in moderate to vigorous physical activity for the mandatory number of minutes for physical activity for students.	Principal & Coaches	State and local funds	Implementation of the Health and Wellness Plan; provide a safe and healthy school environment, and promote student & employee wellness
Partner/coordinate with community organizations to provide access to services such as counseling, school-based mental health programs, and mentoring services, as needed, to students identified as at-risk	Superintendent & Principals	Pecan Valley Centers; STAR Council; State Comp Ed funds	Services will be provided to students (and families as appropriate); increased student performance and attendance
The multidisciplinary Safe and Supportive School Team (SSST) will be established and trained to conduct behavioral threat assessments (BTA) for students exhibiting prohibitive and concerning behaviors	Superintendent & Principals	Training provided by TxSSC or ESC Region 11	Provide a proactive, evidence-based approach for identifying individuals who may pose a threat and for providing interventions before a violent incident occurs.
Staff and students will receive training on social issues such as conflict resolution, violence prevention and intervention, suicide prevention and intervention, bullying, drug use, dropout reduction, discipline management, and internet safety.	Superintendent & Principals	Pecan Valley Centers; Star Council; state and local funds; Area law enforcement	Students will receive instruction regarding conflict resolution, violence prevention, social skills, and character ed; and learn strategies for addressing bullying and peer conflict; Safe and Supportive School Program
Instructional Technology will be updated (as funds allow, over time) to ensure all classrooms have working technology hardware to better integrate technology into the curriculum.	Superintendent	Federal funds; time to replace or update equipment	Staff will utilize technology to enhance instruction, personalize student learning, and develop problem-solving skills.

2025-2026 District Advisory Council

Committee Role	Name	Position
Campus Principal	Molly Purl	Principal
Non-classroom Professional staff	Yvette Thomason	Business Manager
Non-classroom Professional staff	Tabitha Bleeker	Dean of Students
Professional Staff	Barry Gill	Director of Athletics
District-level Professional staff	Wes Corzine	Superintendent
Classroom Teacher	Zoe Hartmeier	Teacher
Classroom Teacher	Kellye Johnson	Teacher
Classroom Teacher	Blake Johnson	Teacher
Classroom Teacher	Stacey Cervetto	Special Education Teacher
Paraprofessional	Trish Etzel	Paraprofessional
Parent	Lindsey Schouten	Parent
Parent	Mindy Ensminger	Parent
Parent/School Board Member	Brett Thetford	Parent/School Board Member
Community Representative	Robin Brown	Community Representative
Business Representative/Parent	Greg Hamilton	Business Representative

Site-based decision-making is a process for decentralizing decisions to improve the educational outcomes at every school campus through a collaborative effort by which principals, teachers, campus staff, district staff, parents, and community representatives assess the educational outcomes of all students, determine goals and strategies, and ensure that strategies are implemented and adjusted to improve student achievement. School districts are required to establish district- and campus-level planning and decision-making committees whose membership must include:

- Professional staff (at least one Special Education teacher and 2/3 are classroom teachers)
- Community members
- Parents of students enrolled in the district
- Business and industry representatives

Federal Allocations

2025-26 Every Student Succeeds Act (ESSA) Planning Amounts:

Title I, Part A – Improving Basic Programs - \$40,261

Title II, Part A – \$8,681

Title IV, Part A – \$10,000

HISD transfers Title II, Part A funds and Title IV, Part A funds to the Title I, Part A program as allowed via the Rural Education Achievement Program (REAP)

2025-26 Small, Rural School Achievement Program (SRSA)/Rural Education Achievement Program (REAP) - \$32,676

2025-26 funds novated to ESC Region 11(fiscal agent) of Perkins SSA & Title III (Bilingual/ESL) SSA:

Perkins V (CTE) – \$2,775

Title I, Part C (Migrant) – \$5,066

Title III, Part A (Bilingual/ESL) – \$175

2025-26 Federal Special Ed Funds novated to Morgan Mill ISD (fiscal agent) of Greater Erath County SSA:

IDEA-B – \$64,560

IDEA-B Preschool – \$643

Title I, Part A Plan

The Title I, Part A Plan for Huckabay ISD was developed in accordance with [Section 1112](#) to ensure that all children receive a high-quality education and to close the achievement gap between children meeting the challenging State academic standards (STAAR/EOC) and those children who are not meeting such standards. This plan was developed, reviewed, and revised with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, administrators, and parents of children in schools served under Title I, Part A. The plan was coordinated with other programs under the Every Student Succeeds Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act of 1973, the Carl D. Perkins Career and Technical Education Act of 2006, the Workforce Innovation and Opportunity Act, the Head Start Act, the McKinney-Vento Homeless Assistance Act, the Adult Education and Family Literacy Act, and other Acts as appropriate.

Statutory Required Descriptions	Formative Evaluation	Monitoring Timeline
The district has developed and implemented a well-rounded program of instruction to meet the academic needs of all students. (Refer to CNA Summary and Goal 1 strategies)	Student data	Grade Reporting Period
The district identifies students who may be at risk for academic failure (Refer to CNA summary and strategies under Goals 1 and 2)	PEIMS Data	Snapshot; Enrollment
The district provides additional educational assistance to individual students who need help meeting the challenging State academic standards. (Refer to CNA Summary and strategies under Goals 1 and 2)	RtI/MTSS Lists	Grade Reporting Period
The district identifies and implements strategies to strengthen academic programs and improve school conditions for student learning. (Refer to strategies under Goals 1 and 2)	Ongoing CNA	Quarterly
The district utilizes data to identify and address disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. (Refer to CNA Summary and strategies under Goal 1)	ESSA Talent Plan (if identified by TEA)	Annually
The district will carry out School Support and Improvement activities and responsibilities under Sec 1111(d)(1) & (2). N/A – the campus is not identified as for comprehensive support and improvement, targeted support and improvement, or additional targeted support.	N/A	N/A
The district utilizes the number of students eligible for free and/or reduced-price lunches under the National School Lunch Act as the data used to calculate the low-income percentage (poverty measure).	Free and/or Reduced-Price Lunch forms	Collected upon enrollment
The district does not provide services for children living in local institutions for neglected or delinquent children because there are no institutions for neglected or delinquent children in the attendance area.	N/A	N/A
The district provides services to homeless children and youths to support their enrollment, attendance, and success. (Refer to Goal 2 strategies)	Homeless Liaison data	Upon Enrollment, Needs-Based
The district implements effective parent and family engagement. (Refer to CNA Summary and Goal 3 strategies)	Calendar of Events	Quarterly

The district supports, coordinates, and integrates services with early childhood education programs for the transition of participants in such programs to local elementary school programs. (Refer to strategies under Goal 1)	Kindergarten Enrollment and Registration Event	Annually
The district facilitates effective transitions for students from elementary to secondary school. (Refer to strategies under Goal 1)	Calendar of Events	Annually
Huckabay ISD does not operate a Targeted Assistance program.	N/A	N/A
The district utilizes data to reduce the overuse of discipline practices that remove students from the classroom. (Refer to the CNA and strategies under Goal 1)	PEIMS 425	Grade Report Period
The district coordinates with institutions of higher education, employers, and other local partners to integrate CTE content and work-based learning opportunities to the extent feasible.	CCMR data, Perkins CLNA	Annually
Huckabay ISD does not have excess Title I, Part A funds to assist in identifying gifted and talented students or assist in developing an effective school library program.	N/A	N/A

State Eligibility Criteria for At-Risk Student Identification:

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

1. Was not advanced from one grade level to the next for one or more school years;
2. Is in grade 7-12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. Did not perform satisfactorily on a state assessment instrument, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. Is in pre-kindergarten, kindergarten or grade 1,2, or 3, and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. Is pregnant or is a parent;
6. Has been placed in a DAEP in accordance with §37.006 during the preceding or current school year;
7. Has been expelled in accordance with §37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is an emergent bilingual student (formerly LEP student), as defined by §29.052;
11. Is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless, as defined by 42 U.S.C. §11302, and its subsequent amendments;
13. Resided, in the preceding school year, or who resides, in the current school year, in a residential placement facility within the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home;
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code;
15. Is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under TEC 39.0548.
16. Chronically absent student (absent more than 10% of the school's required operation, school district, or open-enrollment charter school, that is designated as a dropout recovery school under TEC 39.0548. (student records; exit at the end of the year) and instructional time within a school year or an enrollment period that exceeds 30 instructional days.

This district has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

HISD has fewer than 500 students enrolled during the entire school year, allowing the fiscal transactions for regular education (for regular education campus settings) to be allocated between Program Intent Codes 11 and 24, based upon the percentage of students at risk of dropping out of school on each campus, to the total enrollment for each campus. **A calculation of supplemental FTEs or fiscal resources in reference to a documented standard for regular education is not required in school districts covered by this special provision.**

State Comp Ed(SCE) funds are used to fund the portion of any teacher's day spent providing accelerated instruction to each student enrolled in the district who has taken an EOC assessment instrument administered under the TEC, §39.023(c)5, and has not performed satisfactorily on the assessment instrument or who is at risk of dropping out of school.

Under the TEC, §48.104(I)(2), the SCE program may also supplement the local accelerated reading program and dyslexia program. State Comp Ed funds are also utilized for costs supplementary to the regular education program, such as instructional materials and equipment, and other supplies required for quality instruction of identified at-risk students; supplemental staff expenses; salary for teachers of at-risk students; and individualized instruction of identified at-risk students.

Supplemental costs may include:

- accelerated instruction for students who have taken an EOC assessment and not performed satisfactorily;
- instructional materials, equipment, and supplies that are both reasonable and necessary to implement a quality supplemental program;
- specialized staff development to train personnel in intervention who are working with the intended population
- individualized and small group instruction;
- accelerated instruction (reading, math, science, or social studies program);
- dyslexia or a related disorder program (TEC, §38.003);
- tutorials for the intended population defined in the authorizing statutes, the TEC, §29.081, and the TEC, §48.104; or
- STAAR remediation.

The process we use to identify students at risk is to use the state eligibility indicators and to annually review the criteria. Huckabay ISD also reviews new student records to confirm or qualify a student as at risk.

The comprehensive, intensive, accelerated instruction program at this district/campus includes documented interventions provided to students who are in the MTSS/RtI process. Six weeks meetings are conducted to review student progress and to determine if further interventions are necessary for student success.

Recommendations:

- Continue to use SCE funds for direct supplemental instruction of identified at-risk students
- Ensure that all SCE funds are dedicated to improving outcomes for at-risk students.
- Monitor at-risk student performance to ensure that at-risk students are receiving proper accelerated instruction.