

Hughes Springs Elementary

Campus Improvement Plan

2008-09

Our mission is to build a solid foundation of knowledge for continuous improved student performance.

Hughes Springs Elementary will combine our State Compensatory Education funds and our Title I funds into a school wide program as defined in the following campus improvement plan.

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

Correlates with:

District Goals			
1) Learning			
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	4) Curriculum	6) School Personnel
8) School Environment	9) Instructional Techniques		
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress
7) Home-School Relations			
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	7) Student Transition to Elementary Programs	8) Include Teachers in Decisions
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		

Indicator: TAKS Reading

Grade: 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	99%	2008	≥ 99%	2013-14	≥ 99%	2009
African American	> 99%	2008	≥ 99%	2013-14	≥ 99%	2009
Economically Disadvantaged	> 99%	2008	≥ 99%	2013-14	≥ 99%	2009
Hispanic	> 99%	2008	≥ 99%	2013-14	≥ 99%	2009
White	> 99%	2008	≥ 99%	2013-14	≥ 99%	2009
Special Ed.	> 99%	2008	≥ 99%	2013-14	≥ 99%	2009
Male	> 99%	2008	≥ 99%	2013-14	≥ 99%	2009
Female	> 99%	2008	≥ 99%	2013-14	≥ 99%	2009

Indicator: TAKS Reading

Grade: 4

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	82%	2008	≥ 90%	2013-14	≥ 83.6%	2009
African American	36%	2008	≥ 90%	2013-14	≥ 46.8%	2009
Economically Disadvantaged	72%	2008	≥ 90%	2013-14	≥ 75.6%	2009
White	91%	2008	≥ 91%	2013-14	≥ 91%	2009
Male	83%	2008	≥ 90%	2013-14	≥ 84.4%	2009
Female	82%	2008	≥ 90%	2013-14	≥ 83.6%	2009

Indicator: TAKS Reading

Grade: 5

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	99%	2008	≥ 99%	2013-14	≥ 99%	2009
African American	93%	2008	≥ 93%	2013-14	≥ 93%	2009
Economically Disadvantaged	98%	2008	≥ 98%	2013-14	≥ 98%	2009
White	> 99%	2008	≥ 99%	2013-14	≥ 99%	2009
Male	97%	2008	≥ 97%	2013-14	≥ 97%	2009
Female	> 99%	2008	≥ 99%	2013-14	≥ 99%	2009

Indicator: TAKS Math

Grade: 3

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	76%	2008	≥ 90%	2013-14	≥ 78.8%	2009
African American	56%	2008	≥ 90%	2013-14	≥ 62.8%	2009
Economically Disadvantaged	80%	2008	≥ 90%	2013-14	≥ 82%	2009
Hispanic	> 99%	2008	≥ 99%	2013-14	≥ 99%	2009
White	80%	2008	≥ 90%	2013-14	≥ 82%	2009
Special Ed.	50%	2008	≥ 90%	2013-14	≥ 58%	2009
Male	82%	2008	≥ 90%	2013-14	≥ 83.6%	2009
Female	73%	2008	≥ 90%	2013-14	≥ 76.4%	2009

Indicator: TAKS Math

Grade: 4

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	85%	2008	≥ 90%	2013-14	≥ 86%	2009
African American	45%	2008	≥ 90%	2013-14	≥ 54%	2009
Economically Disadvantaged	72%	2008	≥ 90%	2013-14	≥ 75.6%	2009
White	91%	2008	≥ 91%	2013-14	≥ 91%	2009
Male	85%	2008	≥ 90%	2013-14	≥ 86%	2009
Female	85%	2008	≥ 90%	2013-14	≥ 86%	2009

Indicator: TAKS Writing

Grade: 4

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	91 %	2008	≥ 91 %	2013-14	≥ 91 %	2009
African American	73 %	2008	≥ 90 %	2013-14	≥ 76.4 %	2009
Economically Disadvantaged	89 %	2008	≥ 90 %	2013-14	≥ 89.2 %	2009
White	93 %	2008	≥ 93 %	2013-14	≥ 93 %	2009
Male	88 %	2008	≥ 90 %	2013-14	≥ 88.4 %	2009
Female	94 %	2008	≥ 94 %	2013-14	≥ 94 %	2009

Indicator: TAKS Science

Grade: 5

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	94 %	2008	≥ 94 %	2013-14	≥ 94 %	2009
African American	79 %	2008	≥ 90 %	2013-14	≥ 81.2 %	2009
Economically Disadvantaged	90 %	2008	≥ 90 %	2013-14	≥ 90 %	2009
White	98 %	2008	≥ 98 %	2013-14	≥ 98 %	2009
Male	97 %	2008	≥ 97 %	2013-14	≥ 97 %	2009
Female	92 %	2008	≥ 92 %	2013-14	≥ 92 %	2009

Strategies

Goal 1 - Strategy 1		Parental Involvement															
Leader(s): Principal		Brief Description: Increase parental involvement in and understanding of the educational programs at Hughes Springs Elementary.					Evaluation Benchmark: 10% increased parental involvement at Open House and TAKS/TAKS-M info. meetings.										
Leader Progress Report Dates: Yearly																	
Resources Required:		FTE's Required:			Source of Funds:					Amount							
Transportation Dept.		Number of FTE's: None			District Budget-Salaries					\$141,320.00							
Teachers		Not Specified			District Bud.-Field Trips					\$900.00							
Supplies		Cost: None			General Revenue					\$200.00							
Staff					travel					\$1,600.00							
Refreshments										\$144,020.00							
PTO																	
Parent Support																	
field trips																	
District Staff																	
Campus Admin. Staff																	
Timeline																	
Activity		Person(s) Responsible				A	S	O	N	D	J	F	M	A	M	J	J
						u	e	c	o	e	a	e	a	r	a	u	u
						g	p	t	v	c	n	b	r	r	y	n	i
Reading Strategies for Parents - K-1st grade. (Title 1, Component 6)		Office Staff/PTO President					X				X						
Conduct Parent Conferences and strengthen communication links in order to better inform parents of their children's progress and to explain their TAKS and Reading Assessment results.		K-5th grade teachers,ESL teacher					X								X		

Goal 1 - Strategy 1 Parental Involvement		A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
Activity		g	p	t	v	c	n	b	r	r	y	n	l
(Title 1, Component 6)													
Provide PTO planning sessions and scheduled PTO meetings. Room parents for classroom parties, Christmas store, Teacher Appreciation Week. (Title 1, Component 6)	principal, PTO President, campus secretary		X		X			X		X			
Campus grade level activities, such as field day, and field trips, and individual class newsletters. (Title 1, Component 6)	Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Parent Report Card Night (Title 1, Component 6)	teachers, principal		X										
TAKS Parent Information Night 3-5 grade (Title 1, Component 6)	principal					X							
Library book fair with parental activities. (Title 1 Component 6)				X					X				

Goal 1 - Strategy 2		Tests and Assessments											
Leader(s): Principal, Teachers Leader Progress Report Dates: Yearly		Brief Description: Students will perform at the highest level of which they are capable on all tests and assessments given.				Evaluation Benchmark: Students will achieve 10% or higher than the previous year's scores.							
Resources Required:		FTE's Required:		Source of Funds:						Amount			
Teachers		Number of FTE's: 1.00		District Budget-Salaries						\$92,000.00			
Supplies		Fully Comp. Ed Funded		General Budget						\$1,000.00			
Staff		Cost: \$47,510.00		NOGA Reading First						\$4,500.00			
Region 8				Read. 1st Salaries						\$32,939.00			
Paper and Ink				Title I						\$23,010.00			
Computers										<hr/> \$153,449.00			
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Benchmark assessments each six weeks in a TAKS format. (Title 1, Component 8)	Teachers		X		X		X	X		X	X		
Disaggregate TAKS data to identify students' individual needs by objectives. (Title 1, Component 8)	Teachers		X		X	X		X		X	X		
Use KAMICO computer based program to target specific TAKS strategies. (Title 1, Component 8)	teachers, technologist		X		X	X		X		X	X		
Use ACCESS computer program to target specific TAKS objectives.	teachers		X		X	X		X		X	X		

Goal 1 - Strategy 2 Tests and Assessments		A	S	O	N	D	J	F	M	A	M	J	J
Activity	Person(s) Responsible	u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
(Title 1, Component 8)													
Use TPRI to assess/target specific TAKS reading objectives. (Title 1, Component 8)	teachers.RF coordinator/coach			X			X				X		
Use ITBS testing to assess and target specific TAKS objectives. (Title 1, Component 8)	teachers											X	
Provide TAKS assistance for identified students during school day - response to intervention (RTI). (Title 1, Component 8)	interventionists, Title 1 teacher	X	X	X	X	X	X	X	X	X	X	X	

Goal 1 - Strategy 3		ESL													
Leader(s): ESL Teacher Leader Progress Report Dates: Yearly		Brief Description: Students will be placed and served in the appropriate program that meets their language and learning needs.				Evaluation Benchmark: 100% of the students needing special placement will have appropriate services provided to them.									
Resources Required: Teachers Supplies Computers		FTE's Required: Number of FTE's: 0.71 Fully Comp. Ed Funded Cost: \$9,885.00		Source of Funds: District Budget-Salaries ESL Supplies State ESL Compensatory Ed. Budget				Amount \$22,292.00 \$1,175.00 \$6,490.00 \$16,465.00 <hr/> \$46,422.00							
Timeline															
Activity		Person(s) Responsible		A	S	O	N	D	J	F	M	A	M	J	J
Continue ESL program that emerses students in the English language by use of materials and experiences both orally and written. (Title 1, Component 1)		ESL teacher,certified classroom teachers		X	X	X	X	X	X	X	X	X	X	X	
LPAC committee will determine qualifications and make ESL referrals.		LPAC Committee		X	X	X	X	X	X	X	X	X	X	X	
Students indicating a language other than English on the Home Language Survey will be tested on an Oral Language Proficiency Test to determine whether the student is Limited English Proficient.		ESL teacher, certified classroom teachers		X	X	X	X	X	X	X	X	X	X	X	
LEP students will be placed in an ESL program instructed by a		ESL teacher		X	X	X	X	X	X	X	X	X	X	X	

Goal 1 - Strategy 3		ESL											
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
certified teacher. (Title 1, Component 5)		u	e	c	o	e	a	e	a	r	a	u	u
Students placed in the ESL program will be monitored and data reviewed to consider continuation in the ESL program or exiting from the program.	ESL teacher	X	X	X	X	X	X	X	X	X	X	X	
Students identified as LEP will receive multiple instructional strategies in the regular classroom such as one-on-one assistance and small group instruction. (Title 1, Component 9)	ESL teacher	X	X	X	X	X	X	X	X	X	X	X	

Goal 1 - Strategy 4		Dyslexic Students											
Leader(s): Dyslexic Teachers Leader Progress Report Dates: Yearly	Brief Description: Dyslexic students will be assessed and served.	Evaluation Benchmark: 100% of students will successfully complete program.											
Resources Required: Teachers Computers	FTE's Required: Number of FTE's: 0.65 Fully Comp. Ed Funded Cost: \$28,096.00	Source of Funds: Compensatory Ed. Budget State ESL	Amount \$19,650.00 \$5,781.00 <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> \$25,431.00										
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Herman Reading program and Scottish Rite program will be provided for students. (Title 1, Component 9)	dyslexia teachers	g	e	c	o	e	a	e	a	r	a	u	u
Students will participate in TIER 2 intervention groups based on their reading level. (Title 1, Component 9)	teachers	X	X	X	X	X	X	X	X	X	X		

Goal 1 - Strategy 5		Student Achievement															
Leader(s): Principal		Brief Description: Students will be given a variety of opportunities to stay on grade and be successful in their educational experiences.					Evaluation Benchmark: 100% will be on grade level										
Leader Progress Report Dates: Yearly																	
Resources Required:		FTE's Required:			Source of Funds:					Amount							
Teaching Aids		Number of FTE's: 1.25			Read. 1st Salaries					\$32,939.00							
Teachers		Fully Comp. Ed Funded			Compensatory Ed. Budget					\$60,197.00							
Supplies		Cost: \$26,169.00			General Budget					\$1,100.00							
Computers					Special Education Funds					\$22,184.00							
Campus Admin. Staff					District Budget-Salaries					\$33,223.00							
											\$149,643.00						
Timeline																	
Activity		Person(s) Responsible				A	S	O	N	D	J	F	M	A	M	J	J
						u	e	c	o	e	a	e	a	p	a	u	u
						g	p	t	v	c	n	b	r	r	y	n	i
Inclusion of all special education students.(Title 1, component 9)		special ed. teachers, reg. ed teachers				X	X	X	X	X	X	X	X	X	X	X	X
GT program will be provided for identified students to meet their specific area of giftedness. (Title 1, Component 9)		Teachers				X	X	X	X	X	X	X	X	X	X	X	X
Transitioning services will be made available for early childhood students to successfully transition to the elementary school, for example Pre-K and Kindergarten Roundup. (Title 1, Component 7)		Kindergarten/Pre-K Teachers. Principal				X											
Collaboration with the Head Start Program to include more																	

Goal 1 - Strategy 5		Student Achievement											
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
children in the Pre-K program.													

Goal 1 - Strategy 6		Technology																
Leader(s): Principal, Assistant Principal		Brief Description: Hughes Springs Elementary will integrate technology into all areas of the organization.				Evaluation Benchmark: 100% of students will have access to technology												
Leader Progress Report Dates: Yearly																		
Resources Required:		FTE's Required:				Source of Funds:				Amount								
Teachers		Number of FTE's: None				District Budget-Salaries				\$10,000.00								
Supplies		Not Specified				ESC Tech Fees Coop				\$2,263.00								
Region 8		Cost: None				State Technology				\$9,394.00								
Computers						RF funds				\$4,500.00								
Campus Admin. Staff						District Budget				\$5,000.00								
										\$31,157.00								
Timeline																		
Activity		Person(s) Responsible				A	S	O	N	D	J	F	M	A	M	J	J	
Campus web page will be accessible by parents and students with curriculum-based resource links. (Title 1, Component 6)		technology teachers				X	X	X	X	X	X	X	X	X	X	X		
Interactive software programs that support reading, language arts, and math will be taught in the regular classroom and computer lab. (Title 1, Component 9)		Lead Teachers, principal				X	X	X	X	X	X	X	X	X	X			
Technology training, as needed by individual teachers, will be provided by campus technology contact. (Title 1, Component 5)		technologist				X	X	X	X	X	X	X	X	X	X			
Complete a needs assessment on equipment for the computer lab.(Title 1, Component 2)		Lead Teachers,principal, lab aide								X								

Goal 1 - Strategy 6 Technology		A	S	O	N	D	J	F	M	A	M	J	J
Activity		u	e	c	o	e	a	e	a	p	a	u	u
Person(s) Responsible		g	p	t	v	c	n	b	r	r	y	n	i
Computer lab will be furnished with necessary equipment based on findings of needs assessment. (Title 1, Component 2)	Lead Teachers,principal, lab aide				X	X	X	X	X	X	X		
Students will rotate into the computer lab for grade level activities. (Title 1, Component 2)	Teachers, principal	X	X	X	X	X	X	X	X	X	X		
Train new teachers and interventionists to implement use of palm pilots to decrease assessment and progress monitoring time. (Title 1, Component 2)	RF coordinator/coach, principal			X	X								
Teachers will continue ongoing technology self-assessment by completing the Star Chart. (Title 1, component 3)	Principal, teachers			X									
Teachers will create and update a website for their classroom in order to communicate more effectively with parents.	Teachers, technology coordinator, principal		X	X	X	X	X	X	X	X	X		

Goal 1 - Strategy 7		Science TAKS											
Leader(s): Principal, Assistant Principal		Brief Description: Increase student performance on the science portion of the TAKS test.											
Leader Progress Report Dates: Yearly		Evaluation Benchmark: 100% of students will increase scores from previous years.											
Resources Required:		FTE's Required:											
Teachers	Number of FTE's: None	Source of Funds:											
Supplies	Fully Comp. Ed Funded	ESC Fees	Amount										
Campus Admin. Staff	Cost: None	Compensatory Ed. Budget	\$663.00										
		General Budget	\$15,188.00										
			<u>\$1,500.00</u>										
			\$17,351.00										
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Grades K-5 will utilize the science lab on a rotating basis using activities aligned to grade level TEKS. (Title 1, Component 2)	Science teachers, Principal, lab aide	X	X	X	X	X	X	X	X	X	X		
Fifth grade teachers will use supplemental materials such as Forde-Ferrier to increase level of performance. (Title 1 Component 2)	Teachers, Principal		X	X	X	X	X	X	X	X	X		
Teachers will be a part of the science collaboration at Region 8 for professional development.	Teachers, Principal		X	X				X					

Goal 1 - Strategy 8		Reading TAKS															
Leader(s): Principal		Brief Description: Increase student performance on the reading portion of the TAKS test, with special emphasis on closing the gap between African American students and other populations.					Evaluation Benchmark: 100% of students will increase scores from previous years.										
Leader Progress Report Dates: Yearly																	
Resources Required:		FTE's Required:			Source of Funds:							Amount					
Computers		Number of FTE's: 3.51			Title I							\$93,640.00					
Central Office		Fully Comp. Ed Funded			Compensatory Ed. Budget							\$64,202.00					
Campus Admin. Staff		Cost: \$138,628.00			Special Education Funds							\$131,926.00					
Title Teachers					ARI/AMI Funding							\$9,050.00					
Supplies					District Budget-Salaries							\$373,857.00					
Staff					Library Budget							\$3,200.00					
School Library					Read. 1st Salaries							\$79,039.00					
Reading Recovery Teacher					RF funds							\$24,228.00					
Counselor												<u>\$779,142.00</u>					
Timeline																	
Activity		Person(s) Responsible				A	S	O	N	D	J	F	M	A	M	J	J
Reading specialists will assist At-Risk or underachieving students in small groups on specific skills using 3 tier reading model. (Title 1, Component 9)		interventionists, R F coordinator				X	X	X	X	X	X	X	X	X	X	X	X
Harcourt Trophies Reading program will be used to increase levels of performance for all students. (Title 1, Component 2)		Teachers,interventionist,				X	X	X	X	X	X	X	X	X	X	X	X
PPCD will generate learning experiences for students with		PPCD teacher/aide				X	X	X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 8 Reading TAKS		A	S	O	N	D	J	F	M	A	M	J	J
Activity	Person(s) Responsible	u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
special needs. (Title 1, Component 9)													
Grades 3-5 will incorporate strategies to strengthen TAKS performance in areas of inferences, generalization, summarization, context clues/vocabulary skills. (Title 1, Component 9)	AllTeachers,principal, Rfcoordinator	X	X	X	X	X	X	X	X	X	X	X	
Administer released practice test for reading evaluation.	counselor				X				X				
Reading encouragement programs for students and parents will continue: Book Fair and Accelerated Reader, grade K-2 will continue Reading Running Records with regular, Special Ed., and ESL students. (Title 1, Component 6)	K-5 Teachers	X	X	X	X	X	X	X	X	X	X	X	
Continue to update and support AR Reading program.	principal, library aide, teachers	X	X	X	X	X	X	X	X	X	X	X	
Voyager Passports Reading Program will be used to increase levels of performance for grades 4-5. (Title 1, Component 2)	teachers,interventionists	X	X	X	X	X	X	X	X	X	X	X	
Grades 3-5 reading instruction will focus on 5 component of research- based reading strategies. (Title 1, component 2)	teachers, principal, RF coach, interventionists												
Students in Special Education and GT programs, as well as At-Risk students and students diagnosed with dyslexia or other reading disorders, will be provided instruction specific to individual needs. (Title 1, Component 9)	Special Ed teachers, dyslexia teachers												

Goal 1 - Strategy 9		Writing TAKS															
Leader(s): Principal Leader Progress Report Dates: Yearly		Brief Description: Increased student performance on writing portion of TAKS, with special emphasis on closing the gap between African American students and other populations.						Evaluation Benchmark: 100% of students will increase scores from previous year.									
Resources Required: Teachers Supplies Staff Outside Consultant Computers Campus Admin. Staff		FTE's Required: Number of FTE's: 0.13 Fully Comp. Ed Funded Cost: \$6,933.00				Source of Funds: OEY Program Funds District Budget-Salaries				Amount \$2,636.00 \$234,156.00 \$236,792.00							
Timeline																	
Activity		Person(s) Responsible				A	S	O	N	D	J	F	M	A	M	J	J
Grades K-5 will use interactive writing, journal writing and educational experiences to encourage students to become proficient writers.		all teachers, principal						X	X	X	X	X	X	X	X		
Teachers will use horizontal planning to develop a scope and sequence of skills for writing instruction for grades K-5 that address targeted objectives in sentence structure, word usage, punctuation, capitalization, and spelling. (Title 1, Component 2)		all teachers, principal							X	X	X						
The TAKS writing formats and scoring guides will be taught to representatives from grades 1-5. (Title 1, component 2)		all teachers							X								
Provide small group assistance and inclusion services for		teachers				X	X	X	X	X	X	X	X	X	X		

Goal 1 - Strategy 9 Writing TAKS		A	S	O	N	D	J	F	M	A	M	J	J
Activity	Person(s) Responsible	u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
students not mastering sections of TAKS. (Title 1, component 9)													
Summer school will be provided for those students not passing core subjects and/or TAKS. (Title 1, component 9)	Supt., Assist. Supt., Principal, campus secretary											X	
Use of TAKS writing prompts to strengthen students' ability to identify and respond appropriately.	teachers			X			X						

Goal 1 - Strategy 10		Math TAKS											
Leader(s): Principal		Brief Description: Increase student performance on math portion of TAKS, with special emphasis on closing the gap between African American and other populations.											
Leader Progress Report Dates: Yearly		Evaluation Benchmark: 100% of students will increase test scores from previous year.											
Resources Required:	FTE's Required:	Source of Funds:	Amount										
Teachers	Number of FTE's: 0.13	campus general budget	\$13,481.00										
Supplies	Fully Comp. Ed Funded	District Budget-Salaries	\$2,802.00										
Region 8	Cost: \$6,933.00	ESC Fees	\$663.00										
Campus Admin. Staff		ARI/AMI Funding	\$9,050.00										
		Compensatory Ed. Budget	\$1,868.00										
			\$27,864.00										
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Task analysis strategies will be discussed, agreed upon, and recorded in vertical alignment meeting. (Title 1, Component 3)	principal, teachers	X	X	X	X	X		X	X	X	X		
Sharon Wells Mathematics Program will be used as a resource for teaching regular and inclusive students with special needs. (Title 1, Component 2)	principal, Teachers	X	X	X	X	X	X	X	X	X	X		
Teachers will identify students' specific needs using KAMICO. Students will receive focused instruction. (Title 1, Component 8)	principal, teachers				X								
Summer School will be utilized to target specific student needs. (Title 1, component 2)	Principal, teachers											X	

Goal 1 - Strategy 10 Math TAKS		A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
Activity		g	p	t	v	c	n	b	r	r	y	n	l
tutorials will be utilized to target specific student needs (Title 1, Component 9)	Principal, teachers			X	X	X	X	X	X	X			
Pearlized Math will be used as a resource for teaching regular and inclusive students with special needs in grade 1.	Teachers, Principal			X	X	X	X	X	X	X	X		

Goal 1 - Strategy 11													
Highly Qualified Teachers													
Leader(s): Principal			Brief Description: Hughes Springs Elementary will strive to provide highly qualified teachers and staff.				Evaluation Benchmark: 100% of teachers and staff are highly qualified.						
Leader Progress Report Dates: Yearly													
Resources Required:			FTE's Required:				Source of Funds:				Amount		
Computers			Number of FTE's: None				District Budget				\$2,000.00		
Central Office			Not Specified				Title II-TPTR				\$37,230.00		
			Cost: None								<u>\$39,230.00</u>		
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Actively seek , hire and retain highly qualified teachers and staff by posting job openings on website, Region 8 website, and on all campuses. (Title 1, Component 5)	principal	X	X	X	X	X	X	X	X	X	X	X	
Provide paraprofessional with training from Region 8 staff to be able to demonstrate academic proficiency. (Title 1, Component 4) (Title, 1, Component 3)	Curriculum Director, principal		X										
Recruit and retain highly qualified teachers by offering a quality work environment and administrative support.	Curriculum Director, principal			X			X		X				
Mentor first-year teachers through grade-level teams and Reading Coach.	Principal	X	X	X	X	X	X	X		X	X		

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

Correlates with:

District Goals			
2) Communication			
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
6) School Personnel			
Effective School Correlates			
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations	
Title I - Schoolwide Programs			
2) Student Opportunities		6) Parental Involvement	

Strategies

Goal 2 - Strategy 1 Communicate with parents and community

<p>Leader(s): Principal</p> <p>Leader Progress Report Dates: Weekly</p>	<p>Brief Description: Hughes Springs Elementary will effectively communicate with parents and the community.</p>	<p>Evaluation Benchmark: Increased communication via home newsletters, website, telephone</p>
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<p>Resources Required: Teachers PTO Parent Support Campus Admin. Staff</p>	<p>FTE's Required: Number of FTE's: None Fully Comp. Ed Funded Cost: None</p>	<p>Source of Funds: General Budget</p>	<p>Amount \$1,500.00 <hr/>\$1,500.00</p>
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Timeline

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
Provide PTO planning sessions and scheduled PTO meetings. (Title 1, Component 6)	Principal, campus secretary, PTO president			X	X	X	X	X	X	X	X		
Schedule and conduct regular SBDM committee meetings.	principal, assist. Principal		X	X	X	X	X	X	X	X	X		
Meet the teacher night. (Title 1, Component 6)	principal, Teachers	X											
Conduct Parent Conferences and strengthen communication links in order to better inform parents of their children's progress. (Title 1, Component 6)	Teachers	X	X	X	X	X	X	X	X	X	X		
Actively seek participants for pre-kindergarten program through distribution of letters, pamphlets, and news articles. (Title 1, Component 7)	principal, pre-k teacher	X										X	X

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

Correlates with:

District Goals			
3) Climate			
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
7) Student Performance			
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	7) Home-School Relations	
Title I - Schoolwide Programs			
2) Student Opportunities			

Strategies

Goal 3 - Strategy 1		Discipline													
Leader(s): Assistant Principal Leader Progress Report Dates: Weekly		Brief Description: Hughes Springs Elementary will maintain firm discipline.						Evaluation Benchmark: Discipline referrals will decrease by 10%.							
Resources Required: Teachers Supplies Staff Computers Campus Admin. Staff		FTE's Required: Number of FTE's: None Not Specified Cost: None				Source of Funds: District Budget-Salaries Title I				Amount \$23,259.00 \$47,903.00 <hr/> \$71,162.00					
Timeline															
Activity		Person(s) Responsible		A	S	O	N	D	J	F	M	A	M	J	J
Enforce Code of Conduct consistently and fairly.		principal, assistant principal		X	X	X	X	X	X	X	X	X	X	X	X
Counselor Intervention Programs. (Title 1, component 10)		counselor		X	X	X	X	X	X	X	X	X	X	X	X
Positive Behavior Reinforcement Incentives directly related to school behavior, for example, PTO incentives.		Teachers, PTO, counselor, assistant principal		X	X	X	X	X		X	X	X	X	X	
"Caught You Being Good" program sponsored by McDonald's.		Teachers			X	X	X	X	X	X	X	X	X	X	
Model Mustang Program (Title One, Component 10)		assistant principal		X	X	X	X	X		X	X	X	X	X	

Goal 3 - Strategy 1		Discipline											
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Violence restraint and crisis intervention training (Title 1, Component 10)	principal, Cass County Co-op	X		X									

Goal 3 - Strategy 2		Attendance											
Leader(s): Principal		Brief Description: Hughes Springs Elementary School will encourage all students to attend school regularly.					Evaluation Benchmark: Increased attendance						
Leader Progress Report Dates: Daily													
Resources Required:		FTE's Required:			Source of Funds:				Amount				
Teachers		Number of FTE's: None			Camp. Activity Fund Budget				\$837.00				
Supplies		Not Specified			District Budget				\$750.00				
Staff		Cost: None			District Budget-Salaries				\$43,898.00				
PTO									<hr/>				
Campus Admin. Staff									\$45,485.00				
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
Grade-level incentives for highest attendance percentage	Teachers, Office Staff, PTO		X		X		X	X		X	X		
Contact parents on absences. (Title 1, component 6)	Peims Clerk, Principal, assistant principal	X	X	X	X	X	X	X	X	X	X		
Contract services of juvenile probation office for truancy issues. Strictly enforce truancy laws.	Law Enforcement, principal, Peims Clerk	X	X	X	X	X	X	X	X	X	X		
Home visits and parent phone calls to emphasize the importance of regular attendance. (Title 1, Component 6)	principal, nurse, counselor	X	X	X	X	X	X	X	X	X	X		

Goal 3 - Strategy 2		Attendance											
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	r	a	u	u
		g	p	t	v	c	n	b	r	p	y	n	l
Monetary incentives for best attendance per six weeks per grade level.	principal, peims clerk			X	X	X		X		X	X		

Goal 3 - Strategy 3		Non-threatening, Safe and Orderly Environment															
Leader(s): Principal		Brief Description: Hughes Springs Elementary School will develop a variety of programs that promote student achievement within a positive school climate.				Evaluation Benchmark: Decrease in number of unsafe or threatening situations, increased use of after school programs											
Leader Progress Report Dates: Yearly																	
Resources Required:		FTE's Required:				Source of Funds:				Amount							
PTO		Number of FTE's: None				ESC Fees				\$916.00							
Parent Support		Not Specified				District Budget-Salaries				\$10,000.00							
Outside Consultant		Cost: None				campus general budget				\$1,055.00							
Guest Speaker										<hr/>							
Campus Admin. Staff										\$11,971.00							
Timeline																	
Activity		Person(s) Responsible				A	S	O	N	D	J	F	M	A	M	J	J
						u	e	c	o	e	a	e	a	r	a	u	u
						g	p	t	v	c	n	b	r	p	y	n	i
Drug Awareness Week.		nurse, counselor						X									
D.A.R.E. Program. (Title 1, Component 10)		DARE Officer,principal, 5th Grade Teachers						X									
Consistently enforce campus discipline policies. (Title 1, Component 10)		principal, assistant principal				X	X	X	X	X	X	X	X	X	X		
Enforce school safety policies and crisis intervention plan. (Title 1, Component 10)		principal, assistant principal				X	X	X	X	X	X	X	X	X	X		
Model Mustang Program (Title 1, Component 10)		Counselor						X	X	X	X	X	X	X	X		
Will provide training on the prevention of unwanted verbal and		counselor, principal,						X			X			X			

Goal 3 - Strategy 3		Non-threatening, Safe and Orderly Environment											
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
sexual harassment, bullying and violence per house bill 238. (Title 1, component 10)	assistant principal												

Goal 3 - Strategy 4		Positive School Climate															
Leader(s): Principal		Brief Description: Hughes Springs Elementary School will develop a variety of programs that promote student achievement within positive school climate.					Evaluation Benchmark: 10% increase in programs										
Leader Progress Report Dates: Yearly																	
Resources Required:		FTE's Required:			Source of Funds:					Amount							
Teaching Aids		Number of FTE's: None			UIL Budget					\$4,675.00							
Teachers		Fully Comp. Ed Funded			Camp. Activity Fund Budget					\$837.00							
Supplies		Cost: None								\$5,512.00							
Staff																	
PTO																	
Computers																	
Community Donations																	
Campus Admin. Staff																	
Timeline																	
Activity		Person(s) Responsible				A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	n	b	r	a	r	y	u	n	i	
Hughes Springs Elementary students will participate in U.I.L. academic competitions. (Title 1, Component 2)		UIL coordinator										X					
Students will participate in the End of Year Awards Ceremony.		principal,counselor, assistant principal, cns													X		
Students will participate in the St. Jude's Children's Hospital Math-a-thon.		principal						X									

Goal 3 - Strategy 4		Positive School Climate											
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	r	a	u	u
		g	p	t	v	c	n	b	r	p	y	n	l
Students who qualify will receive Honor Roll Awards each six weeks, such as Honor Cards and ribbons.	principal, teachers		X		X		X	X		X	X		
character education program	counselor		X	X	X	X	X	X	X	X	X		