

Hughes Springs High School

Campus Improvement Plan

2008-09

The mission of Hughes Springs High School is to prepare our children to live and work in the changing future. All students need to master the knowledge, skills, and competencies necessary to interact productively and successfully in a democratic society.

Hughes Springs High School Belief Statements

1 All students can learn and succeed, but not in the same way.

2 Success breeds success.

3 All students need role models.

4 All students need guidance.

5 All students need merits of praise.

6 All students can learn and succeed, but not in the same way.

7 Success breeds success.

8 All students need role models.

9 All students need guidance.

10 All students need merits of praise.

Vision Statement

Our students respect themselves and others. They have very strong academic, social and emotion skills allowing them to be happy and responsible citizens. These skills enable them to be productive and make a positive contribution to Hughes Springs.

Our students succeed because we care. We are a family where every person is important. Through open and honest communication, we unify the campus, classroom, and community to support students in their pursuit of success.

As positive role models we support learning through total participation in all areas of education. Our example leads to the success and achievement of this community.

Hughes Springs High School 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.

Campus Site Based Management Team

Terry Giddens, Principal

Michale Walker, Assistant Principal

Heather McGregor, Counselor

Alison Preuninger, Science Teacher

Steven Barnes, Social Studies Teacher

Katie Denevan, Science Teacher

Kathie Burney, English Teacher

Lesa Odgen, CTE Teacher

Brittney Thomasson, Math Teacher

Jean Wall, Math Teacher

Ether Blaylock, CTE Teacher

Martha Giddens, CTE Teacher

Jenny Vestal, PEIMS Clerk

Goal 1: The high school will work to encourage all students to participate actively and to excel academically in their school by offering an innovative and challenging curriculum.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
2) Student Potential	3) Dropout Prevention	4) Curriculum	5) Prepare Students
6) School Personnel	7) Student Performance	8) School Environment	9) Instructional Techniques
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	5) All Students will Graduate from High School		
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
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
E-Rate Goals			
2) Development Strategy for Training	4) Sufficient Budget for Implementation	5) Evaluation Process for Monitoring Progress	

Strategies

Goal 1 - Strategy 1 CTE Enrollment					
Leader(s): CTE Teachers, Counselors		Brief Description: Increase students readiness for career paths.		Evaluation Benchmark: 5% increase in CTE students	
Leader Progress Report Dates: Sept. 2008-2009					
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: CATE Salaries CATE-Supplies District Salaries General Bdgt.-Subs/Travel	Amount		
					\$231,294.00
					\$95,550.00
					\$3,350.00
					\$16,700.00
					\$346,894.00
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Make additional job placement opportunities available. (Title I, #10)	DECA Teacher	08/25/2008	to	05/29/2009	
Provide supplies for CTE classes.	CTE Teachers, Principal	08/25/2008	to	05/29/2009	
Present Family Consumer Science, Ag. Science, Marketing, and Business to 8th grade students. (Title I, #10)	Counselor, CTE Teachers	08/25/2008	to	05/29/2009	
Provide an opportunity for students to participate in competition through involvement in FFA, FFCLA, DECA, HOSA, UIL Business events (Title I, #2)	CTE Teachers	08/25/2008	to	05/29/2009	
Provide staff development for CTE and integrate CTE activities into the core curriculum.(Title I, #4)	CTE Teachers, Region 8, Curriculum Director	08/25/2008	to	05/29/2009	
Have students select appropriate technology/business courses to	CTE Teachers, Counselor	08/25/2008	to	05/29/2009	

Goal 1 - Strategy 1		CTE Enrollment		
Activity	Person(s) Responsible	Start Date	to	End Date
address future career plans through development of comprehensive 4-year plans (Title I, #2)				
CTE advisory committee will meet once each semester during the academic school year to determine future curriculum course opportunities.(Title I, #1)	CTE Teachers, Advisory Committee	08/25/2008	to	05/29/2009
Provide opportunity for Post Secondary credit in CTE while in High School	Principal, counselor	08/25/2008	to	05/29/2009

Goal 1 - Strategy 2		Special Programs			
Leader(s): Principal		Brief Description: Increase the number of special education students included in the regular classroom.		Evaluation Benchmark: % increased inclusion students.	
Leader Progress Report Dates: Sept. 2007-May 2008					
Resources Required: None	FTE's Required: Number of FTE's: 0.50 Fully Comp. Ed Funded Cost: \$21,855.00	Source of Funds: SPED Salaries Compensatory Ed. Budget District Salaries General Bdgt.-Subs/Travel General Budget-Supplies	Amount		
					\$36,988.00
					\$21,855.00
					\$73,266.00
					\$200.00
					\$900.00
					\$133,209.00
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Increase computer use for at-risk students. (Title I, #2)	Principal	08/25/2008	to	05/29/2009	
Provide training to faculty and staff to meet modifications of special education students.(Title I, #4)	Counselor, Principal	08/25/2008	to	05/29/2009	
Provide instructional aides in regular classroom settings.	Principal, Resource Teacher	08/25/2008	to	05/29/2009	
Assist special education students with course selections.(Title I, #9)	Counselor, Resource Teacher	08/25/2008	to	05/29/2009	
Provide classroom supplies for special education students. (Title I, #9)	SPED teacher, Resource Teacher,CIS	08/25/2008	to	05/29/2009	
Ensure special education students are gaining instruction and	SPED Teacher, Resource	08/25/2008	to	05/29/2009	

Goal 1 - Strategy 2		Special Programs			
Activity	Person(s) Responsible	Start Date	to	End Date	
succeeding in the Least Restrictive Environment. (Title I, #2)	Teacher				

Goal 1 - Strategy 3 Increase College Preparedness					
Leader(s): Principals, Superintendent		Brief Description: Continue to offer opportunities to increase college preparedness and academic acceleration.		Evaluation Benchmark: % increase of students taking accelerated classes and college entrance exams.	
Leader Progress Report Dates: August 2007-May 2008					
Resources Required:	FTE's Required:	Source of Funds:	Amount		
None	Number of FTE's: None	HS Allotment	\$62,041.00		
	None	Camp. Activity Fund Budget	\$2,300.00		
	Cost: None	District Salaries	\$17,891.00		
			<hr/>		
			\$82,232.00		
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
GT staff development. (Title 1, #4)	Principal	08/25/2008	to	05/28/2010	
Field trips for GT students. (Title 1, #2)	GT Teachers	08/25/2008	to	05/29/2009	
Continue to offer Dual Credit courses. (Title 1, #2)	Counselor, Principal	08/25/2008	to	05/29/2009	
Early graduation.	Counselor, Principal	08/25/2008	to	05/29/2009	
Credit by Examination.	Counselor	05/25/2008	to	05/29/2009	
Increase computer use for GT students. (Title 1, #2)	Curriculum & Technology Director, Principal	08/25/2008	to	05/29/2009	
Texas Grant Scholarships for Recommended and Distinguished program graduates.	Counselor	08/25/2008	to	05/29/2009	
Junior students who have high TAKS/THEA scores begin taking college courses their junior year to fulfill advanced measure	Counselor	08/25/2008	to	05/29/2009	

Goal 1 - Strategy 3		Increase College Preparedness		
Activity	Person(s) Responsible	Start Date	to	End Date
requirements. (Title 1, #2)				
Provide calculators for all Pre-AP and AP Math Students. (Title 1, #2)	Principal, Math Teachers	08/25/2007	to	05/29/2009
Help At-Risk students complete forms and meet deadlines. (Title 1, #9)	CIS Coordinator	05/25/2008	to	05/25/2009
Classroom visits to assist student with ACT/SAT information.	Counselor	08/25/2008	to	05/29/2009
Testing site for ACT/SAT.	Counselor	08/25/2008	to	05/29/2009
Encourage students to take PSAT test prior to junior year, where they compete for National Merit Scholarship Recognition. (Title 1, #2)	Counselor	08/25/2008	to	05/29/2009
Increase awareness of value in participating and preparing for standardized tests and benefits derived from testing. (Title 1, #2)	Counselor	08/25/2008	to	05/29/2009
Fund and administer PSAT to juniors in district and Plan test for Sophomores. (Title 1, #2)	Counselor	08/25/2008	to	05/29/2009
Parent Night presentation explaining college admission procedures and emphasizing the importance of the THEA exam. (Title 1, #6)	Counselor, CIS Coordinator	08/25/2008	to	05/29/2009
Encourage the use of study guides to prepare for THEA exams.	Counselor, CIS Coordinator	08/25/2008	to	05/29/2009

Goal 1 - Strategy 4 Dropout Prevention					
Leader(s): Principals		Brief Description: The high school dropout rate will not exceed state standards for exemplary rating.		Evaluation Benchmark: % of dropouts will not exceed state standard.	
Leader Progress Report Dates: Yearly					
Resources Required: None		FTE's Required: Number of FTE's: None None Cost: None		Source of Funds: District Salaries	
				Amount	
				\$139,459.00	
				\$139,459.00	
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Provide opportunities for employment for Special Education students. (Title 1, #10)	VAC Coordinator, CIS, DECA Teacher	08/25/2008	to	05/29/2009	
Make available PASS Program for potential drop-out or at-risk students. (Title 1, #9)	Principal, Counselor, All Faculty, CIS	08/25/2008	to	05/29/2009	
Mustang advisory groups.	Principal, Teachers	08/25/2008	to	05/29/2009	
Evaluation of students at risk entering their freshman year. (Title 1, #7)	Principal, Counselor	08/25/2008	to	05/29/2009	
Conduct home visits, telephone calls to help show parents the benefits of attending school. (Title 1, #6)	Principal, Counselor	08/25/2008	to	05/29/2009	
Career Counseling through CIS. (Title 1, #2)	CIS Coordinator	08/25/2008	to	05/29/2009	
NTCC College Day.	Counselor, NTCC Contact	08/25/2008	to	05/29/2009	
Host a Career and College Week annually.	Counselor	10/13/2008	to	10/17/2008	

Goal 1 - Strategy 5		Attendance			
Leader(s): Principal		Brief Description: Attendance percentage will increase.		Evaluation Benchmark: Increased attendance percentage.	
Leader Progress Report Dates: Each six weeks.					
Resources Required: None	FTE's Required: Number of FTE's: 0.10 None Cost: \$5,069.00	Source of Funds: Compensatory Ed. Budget District Salaries	Amount \$5,069.00 \$32,962.00 <hr/> \$38,031.00		
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Enforce mandated attendance requirements through proper procedures.	Principal, Assistant Principal	08/25/2008	to	05/29/2009	
Provide incentives for perfect attendance.	Attend Clerk, Principal, Assist Principal, Faculty	08/25/2008	to	05/29/2009	
Provide 2nd semester test exemptions for students with 4 or fewer absences for the year.	Principal	08/25/2008	to	05/29/2009	
Report updated attendance to site-based committee. (Title 1, #1)	Attendance Committee	08/25/2008	to	05/29/2009	
Proper authorities will be notified after excessive unexcused absences.	Assitant Principal	08/25/2008	to	05/29/2009	
Home visits and parent phone calls on absences. (Title 1, #6)	Attend. Clerk, Principal, Assistant Principal	08/25/2008	to	05/29/2009	

Goal 1 - Strategy 6 Highly Qualified Personnel					
Leader(s): Superintendent, Principal		Brief Description: Establish a recruitment policy for attracting and maintaining highly qualified school personnel.		Evaluation Benchmark: Maintain 100% highly qualified personnel.	
Leader Progress Report Dates: Yearly					
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: District Salaries	Amount		
			\$3,350.00		
			\$3,350.00		
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Identify, contact, interview, and hire highly qualified job applicants. (Title1, #5)	Superintendent, Principal	08/25/2008	to	05/29/2009	
Offer continual education by distance learning and school funded workshops and seminars. (Title 1, #4)	Superintendent, Principal, Curriculum Director	05/25/2008	to	05/29/2009	
Monetary compensations in critical areas. (Title 1, #5)	Superintendent	08/25/2008	to	05/29/2009	
Actively recruit minority teachers. (Title 1, #5)	Superintendent, Principal	08/25/2008	to	05/29/2009	

Goal 1 - Strategy 7		Technology			
Leader(s): Principal, Director of Technology		Brief Description: At least 10% of classroom time will utilize technology.		Evaluation Benchmark: Increased % time utilizing technology	
Leader Progress Report Dates: Yearly					
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: General Budget-Supplies District Salaries	Amount		
					\$2,000.00
					\$63,350.00
					<u>\$65,350.00</u>
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Continue to implement the use of graphing calculators; provide calculators for all junior level math students. (Title I, #2)	Teachers, Principal	08/25/2008	to	05/29/2009	
Strive to make distance learning available to students, faculty, and staff as the need arises.	Asst. Supt.	08/25/2008	to	05/29/2009	
Provide staff development for new teachers in attendance and gradebook system. (Title I, #4)	Asst. Supt.	08/18/2008	to	08/22/2008	
Provide specialized training for faculty/staff on developments and technology updates.(Title I, #4)	Asst. Supt.	08/18/2008	to	05/29/2009	
Improve, update, and maintain teacher websites.	Teachers	05/25/2008	to	05/29/2009	
Teachers will continue ongoing technology self-assessments by completing the STAR Chart. (Title I, #3)	Teachers, Asst. Supt.	05/25/2008	to	05/29/2009	
Use new Elmos and projectors in classrooms.	Teacher	09/16/2008	to	09/16/2008	

Goal 1 - Strategy 8		Academic Improvement			
Leader(s): Principal		Brief Description: Strive to achieve a 90% passing rate on the math, reading, writing, social studies, and science TAKS test by 2009-2010.		Evaluation Benchmark: 90% passing rate	
Leader Progress Report Dates: Spring					
Resources Required: None	FTE's Required: Number of FTE's: 1.30 None Cost: \$66,347.00	Source of Funds: District Salaries Library Budget Compensatory Ed. Budget	Amount \$152,445.00 \$11,471.00 \$66,347.00 <hr/> \$230,263.00		
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Provide staff development related to identification of learning and academic difficulties. (Title I, #4)	Principal	08/25/2008	to	05/29/2009	
Dissagregate TAKS data and identify students' strengths and weaknesses in TAKS tested areas in a timely manner.	Principal, Teachers	08/25/2008	to	05/29/2009	
Include tutorials during regular school day. (Title I, #9)	Principal, Teachers	08/25/2008	to	05/29/2009	
Provide supplies for ESL TAKS remediation. (Title I, #9)	Principal, ESL Teacher	08/25/2008	to	05/29/2009	
Continue schoolwide incentive program for TAKS.	Principal, Counselor	08/25/2008	to	05/29/2009	
SBDM shall approve professional development for all school staff to enable all children to meet the state's student academic and achievement standards. (Title I, #1)	Principal, SBDM	08/25/2008	to	05/29/2009	
Additional training and testing for paraprofessional staff to maintain HQ status. (Title I, #4)	Superintendent	08/25/2008	to	05/29/2009	

Goal 1 - Strategy 8		Academic Improvement		
Activity	Person(s) Responsible	Start Date	to	End Date
State Comp. Ed. money will be used to increase academic achievement in all areas. (Title I, #2)	Superintendent	08/25/2008	to	05/29/2009
Make library available for student use outside of class time.	Librarian, Principal	08/25/2008	to	05/29/2920
Use of FAKS Online Assessments and Kamico to facilitate student improvement in core curriculum classes. (Title I, #8)	Principal, Teachers	08/25/2008	to	05/29/2009
Use of benchmark performance indicators each six weeks.	Teachers	08/25/2008	to	05/29/2009
Continue to use TEKSing to TAKS program for math objectives.	Math Teachers	08/25/2008	to	05/29/2009
Continue to implement vertical teaming.	Teachers	08/25/2008	to	05/29/2009
Provide before and after-school tutorials in core subject areas.	Teachers	08/26/2008	to	05/29/2009
Provide accelerated TAKS review three weeks prior to Test.	Principal, Teachers, Counselor	04/01/2009	to	04/24/2009

Goal 1 - Strategy 9		ESL			
Leader(s): Principal, ESL Teacher		Brief Description: ESL students will show adequate yearly progress.		Evaluation Benchmark: % improvement on assessments	
Leader Progress Report Dates: Yearly					
Resources Required: None	FTE's Required: Number of FTE's: 0.33 None Cost: \$3,333.00	Source of Funds: ESL Supplies Compensatory Ed. Budget District Salaries	Amount		
					\$590.00
					\$3,333.00
					\$6,551.00
					\$10,474.00
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Continue to enhance ESL oral language development. (Title I, #2)	Teachers	08/25/2008	to	05/29/2009	
Conduct a reading styles inventory for students. (Title I, #2)	ESL Teacher	05/01/2009	to	05/29/2009	
Use of recorded books to increase reading comprehension. (Title I, #2)	ESL Teacher	08/25/2008	to	05/29/2009	
Use of reading manipulatives. (Title I, #2)	ESL Teacher	08/25/2008	to	05/29/2009	

Goal 1 - Strategy 10 Pregnancy Related Services					
Leader(s): Principal		Brief Description: Pregnancy-related services will be offered should the need arise.		Evaluation Benchmark: 100% services rendered as needed.	
Leader Progress Report Dates: Yearly					
Resources Required: None		FTE's Required: Number of FTE's: None None Cost: None		Source of Funds: District Salaries	
				Amount	
				\$15,026.00	
				\$15,026.00	
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Identification and intake documentation of pregnant students will be completed, verified, and filed by authorized school personnel.	Counselor	08/25/2008	to	05/29/2009	
CEHI counseling services will be offered to each student in the PRS Program.	Counselor, Homebound Teacher	08/25/2008	to	05/29/2009	
The certified teacher serving as the CEHI instructor will maintain a log of home instruction during the days or weeks the student received CEHI.	Homebound Teacher	05/25/2008	to	05/29/2009	
Documentation of each student's participation in the PRS program will be on file with the high school counselor. The documentation will include: verification of pregnancy, CEHI teacher's log including dates and times, copy of ARD and IEP, if applicable, PRS entry date, date of delivery, doctor's notes that require either prenatal confinement or extension of the six weeks postpartum period, and PRS exit date.	Counselor, Homebound Teacher	05/25/2008	to	05/29/2009	

Goal 2: Hughes Springs High School will increase community and parent involvement and awareness of student progress, available programs, and opportunities.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
5) Prepare Students	6) School Personnel	7) Student Performance	8) School Environment
9) Instructional Techniques			
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards			
Effective School Correlates			
7) Home-School Relations			
Title I - Schoolwide Programs			
1) Needs Assessment	6) Parental Involvement	7) Student Transition to Elementary Programs	

Strategies

Goal 2 - Strategy 1 Parental Involvement				
Leader(s): Principal		Brief Description: Increase parental involvement at school activities and in the classroom.		Evaluation Benchmark: 10% increase in parental involvement from previous year.
Leader Progress Report Dates: Each six weeks				
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: District Salaries	Amount \$137,420.00 <hr/> \$137,420.00	
Timeline				
Activity	Person(s) Responsible	Start Date	to	End Date
Regular SBDM committee meetings (Title I, #1)	Principal	08/25/2008	to	05/29/2009
Teacher/parent conferences to discuss what the school will do to help students, what the parents can do to help students, and additional assistance available for students. (Title I, #6)	Teachers	08/25/2008	to	08/29/2009
Encourage participation of parents through volunteering. (Title I, #6)	Principal, Teachers	08/25/2008	to	05/29/2009
Encourage parental attendance at assemblies and special events. (Title I, #6)	Principal, Teachers	08/25/2008	to	05/29/2009

Goal 2 - Strategy 2		Parental Notification			
Leader(s): Principal, Counselor		Brief Description: Information will be conveyed effectively to parents.		Evaluation Benchmark: 100% parental notification	
Leader Progress Report Dates: Each six weeks					
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: District Salaries General Budget-Supplies	Amount \$139,461.00 \$500.00 <hr/> \$139,961.00		
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Mustangs Camp for incoming freshman class. (Title I, #7)	Principal, Teachers	08/14/2008	to	08/14/2008	
Notification of Texas Grant Program.	Counselor	08/25/2008	to	05/29/2009	
Mail-outs informing parents of activities such as Freshman/Parent orientations and Fish Camp. (Title I, #6)	Principal, Counselor	07/21/2008	to	07/21/2009	
Honor rolls printed in the local newspaper at the end of each six weeks.	School Secretary	08/25/2008	to	05/29/2009	
Letters will be sent to parents of students with unsatisfactory attendance. (Title I, #6)	Assistant Principal	08/10/2008	to	05/29/2009	
Discipline infractions resulting in time out of class will be conveyed to parents within a 24-hour period. (Title I, #6)	Assistant Principal	08/25/2008	to	05/29/2009	
Develop a school/parent compact that is signed by the school and parents. (Title I, #6)	Principal	08/25/2008	to	08/29/2008	

Goal 2 - Strategy 2		Parental Notification		
Activity	Person(s) Responsible	Start Date	to	End Date
Increase the number of parents involved in the Junior/Senior Prom. (Title I, #6)	Principal, Jr. Class Sponsors	08/25/2008	to	05/29/2009
Begin Mustang Advisory Group (Title I, #6)	Teachers, Principal	08/25/2008	to	05/29/2009
Notification to parents of financial aid opportunities. (Title I, #6)	Counselor	08/25/2008	to	05/29/2009

Goal 3: The high school shall provide a safe and secure environment conducive to learning.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	5) Prepare Students
7) Student Performance	8) School Environment		
NCLB/ESEA Goals and Indicators			
4) Safe, Drug Free Learning Environments			
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success		
Title I - Schoolwide Programs			
4) Professional Development	10) Federal, State, and Local Programs		

Strategies

Goal 3 - Strategy 1 Discipline Referrals					
Leader(s): Principal, Assistant Principal		Brief Description: Discipline referrals will decrease in the 2007-2008 school year.		Evaluation Benchmark: % decrease in discipline referrals	
Leader Progress Report Dates: Semester					
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: District Salaries Juvenile Justice	Amount		
					\$134,070.00
					\$5,000.00
					<hr/> \$139,070.00
Timeline					
Activity	Person(s) Responsible	Start Date	to	End Date	
Provide incentives for positive behavior.	Principal, Teachers	05/25/2008	to	05/29/2009	
Inservice for teachers on classroom management and conflict resolution. (Title I, #4)	Principal, Teachers	08/25/2008	to	05/29/2009	
Discuss student code of conduct in classroom.	Teachers	08/25/2008	to	05/29/2009	
Provide AEP through D-LSISD.	Superintendent	08/25/2008	to	05/29/2009	
Provide after school detention with behavior improvement mentoring.		08/25/2008	to	05/29/2009	

Goal 3 - Strategy 2						Violence and Drug Abuse Prevention					
Leader(s): Principal		Brief Description: Prevent violence and drug use in the school system.				Evaluation Benchmark: 10% decrease in violence and drug-related incidents.					
Leader Progress Report Dates: Yearly											
Resources Required: None		FTE's Required: Number of FTE's: None None Cost: None		Source of Funds: General Budget-Drug Dogs District Salaries		Amount \$1,500.00 \$30,870.00 <hr/> \$32,370.00					
Timeline											
Activity		Person(s) Responsible		Start Date		to		End Date			
Visists by drug dog. (Title I, #10)		Superintendent, Principal		08/25/2008		to		05/29/2009			
Assemblies that pertain to violence and drug prevention. (Title I, #10)		Principal		08/25/2008		to		05/29/2009			
Provide conflict management counseling for students.(Title I, #10)		Counselor		08/25/2008		to		05/29/2009			
Provide programs for the prevention of unwanted physical and verbal aggression, sexual harassment, and bullying per HB 283. (Title I, #10)		Counselor		08/25/2008		to		05/29/2009			
Provide services by district police officer by curriculum, counseling, and law enforcement.		Principal, Police Officer		08/25/2008		to		05/29/2009			

APPENDIX I

SHARED DECISION MAKING COMMITTEE PLAN IMPLEMENTATION AND DEVELOPMENT LOG NEEDS ASSESSMENT SUMMATIVE EVALUATION

2008-09 Shared Decision Making Committee				
Position	Name	Subject/Grade	Contact Information	Signature

Campus Improvement Plan Plan Implementation and Development Log	
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Date	Purpose
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Needs Assessment

Summative Evaluation for 2007-08

The mission of Hughes Springs High School is to prepare our children to live and work in the changing future. All students need to master the knowledge, skills, and competencies necessary to interact productively and successfully in a democratic society.

Objective Accomplishments

TAKS Reading - Grade: 9

Analysis Group: All Students

Actual Performance for 2006-07	93%
Projected Annual Objective for 2007-08	93%
Actual Performance for 2007-08	89%
<i>Accomplished the Objectives</i>	

Explanation of Performance

A daily focus on TAKS and TEKS reading objectives were utilized.

Analysis Group: African American

Actual Performance for 2006-07	75%
Projected Annual Objective for 2007-08	78%
Actual Performance for 2007-08	81%
<i>Accomplished the Objectives</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07	94%
Projected Annual Objective for 2007-08	94%
Actual Performance for 2007-08	85%
<i>Failed to make Progress toward the Objective</i>	

Explanation of Performance

Assigning adult mentors to help in being successful. We plan to emphasis more comprehension with discussion on plot, character analysis, fact/opinion, etc.

Analysis Group: White

Actual Performance for 2006-07	96%
Projected Annual Objective for 2007-08	96%
Actual Performance for 2007-08	91%
<i>Failed to make Progress toward the Objective</i>	

Explanation of Performance

We need to target more individual objectives.

Analysis Group: Male

Actual Performance for 2006-07 92%
 Projected Annual Objective for 2007-08 92%
 Actual Performance for 2007-08 84%
Failed to make Progress toward the Objective

Explanation of Performance

Stories will be chosen that appeal to males to cover.

Analysis Group: Female

Actual Performance for 2006-07 93%
 Projected Annual Objective for 2007-08 93%
 Actual Performance for 2007-08 93%
Partial Progress toward the Objective

Explanation of Performance

TAKS English/Lang. Arts - Grade: 10

Analysis Group: All Students

Actual Performance for 2006-07 86%
 Projected Annual Objective for 2007-08 86.8%
 Actual Performance for 2007-08 96%
Accomplished the Objectives

Explanation of Performance

A heavy emphasis on vocabulary building and numerous essays were assigned. Also C-Scope and the use of hand written vs typed essays was utilized.

Analysis Group: African American

Actual Performance for 2006-07 38%
 Projected Annual Objective for 2007-08 48.4%
 Actual Performance for 2007-08 73%
Accomplished the Objectives

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07 70%
 Projected Annual Objective for 2007-08 74%
 Actual Performance for 2007-08 92%
Accomplished the Objectives

Explanation of Performance

Analysis Group: White

Actual Performance for 2006-07 94%
 Projected Annual Objective for 2007-08 94%
 Actual Performance for 2007-08 > 99%
Accomplished the Objectives

Explanation of Performance

Analysis Group: Male

Actual Performance for 2006-07 74%
 Projected Annual Objective for 2007-08 77.2%
 Actual Performance for 2007-08 93%
Accomplished the Objectives

Explanation of Performance

Analysis Group: Female

Actual Performance for 2006-07 97%
 Projected Annual Objective for 2007-08 97%
 Actual Performance for 2007-08 > 99%
Accomplished the Objectives

Explanation of Performance

TAKS English/Lang. Arts - Grade: 11

Analysis Group: All Students

Actual Performance for 2006-07 86%
 Projected Annual Objective for 2007-08 86.8%
 Actual Performance for 2007-08 90%
Accomplished the Objectives

Explanation of Performance

The vertical alignment between the ninth, tenth, and eleventh grade teachers contributed to this success.

Analysis Group: African American

Actual Performance for 2006-07 67%
 Projected Annual Objective for 2007-08 71.6%
 Actual Performance for 2007-08 > 99%
Accomplished the Objectives

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07 69%
 Projected Annual Objective for 2007-08 73.2%
 Actual Performance for 2007-08 89%
Accomplished the Objectives

Explanation of Performance

Analysis Group: White

Actual Performance for 2006-07 89%
 Projected Annual Objective for 2007-08 89.2%
 Actual Performance for 2007-08 89%
Partial Progress toward the Objective

Explanation of Performance

Analysis Group: Male

Actual Performance for 2006-07 85%
 Projected Annual Objective for 2007-08 86%
 Actual Performance for 2007-08 88%
Accomplished the Objectives

Explanation of Performance

Analysis Group: Female

Actual Performance for 2006-07 88%
 Projected Annual Objective for 2007-08 88.4%
 Actual Performance for 2007-08 91%
Accomplished the Objectives

Explanation of Performance

TAKS Math - Grade: 10

Analysis Group: All Students

Actual Performance for 2006-07 77%
 Projected Annual Objective for 2007-08 79.6%
 Actual Performance for 2007-08 65%
Failed to make Progress toward the Objective

Explanation of Performance

Daily taks spiral warm up, discus and model strategies for solving problems, and use more methods for reinforcing vocabulary.

Analysis Group: African American

Actual Performance for 2006-07 50%
 Projected Annual Objective for 2007-08 58%
 Actual Performance for 2007-08 70%
Accomplished the Objectives

Explanation of Performance

The improvement was contributed to the stress of vocabulary building and ethnically diverse literature used for discussion.

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07 84%
 Projected Annual Objective for 2007-08 85.2%
 Actual Performance for 2007-08 65%
Failed to make Progress toward the Objective

Explanation of Performance

Analysis Group: White

Actual Performance for 2006-07 82%
 Projected Annual Objective for 2007-08 83.6%
 Actual Performance for 2007-08 63%
Failed to make Progress toward the Objective

Explanation of Performance

Analysis Group: Male

Actual Performance for 2006-07 76%
 Projected Annual Objective for 2007-08 78.8%
 Actual Performance for 2007-08 74%
Failed to make Progress toward the Objective

Explanation of Performance

Analysis Group: Female

Actual Performance for 2006-07 78%
 Projected Annual Objective for 2007-08 80.4%
 Actual Performance for 2007-08 53%
Failed to make Progress toward the Objective

Explanation of Performance

TAKS Math - Grade: 11

Analysis Group: All Students

Actual Performance for 2006-07 80%
 Projected Annual Objective for 2007-08 82%
 Actual Performance for 2007-08 80%
Partial Progress toward the Objective

Explanation of Performance

Help students with organizational skills, increase vocabulary skills, increase abstract thinking, and use mentor teachers to increase motivation.

Analysis Group: African American

Actual Performance for 2006-07 71%
 Projected Annual Objective for 2007-08 74.8%
 Actual Performance for 2007-08 71%
Partial Progress toward the Objective

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07 75%
 Projected Annual Objective for 2007-08 78%
 Actual Performance for 2007-08 71%
Failed to make Progress toward the Objective

Explanation of Performance

Analysis Group: White

Actual Performance for 2006-07 81%
 Projected Annual Objective for 2007-08 82.8%
 Actual Performance for 2007-08 79%
Failed to make Progress toward the Objective

Explanation of Performance

Analysis Group: Male

Actual Performance for 2006-07 91%
 Projected Annual Objective for 2007-08 91%
 Actual Performance for 2007-08 88%
Failed to make Progress toward the Objective

Explanation of Performance

Analysis Group: Female

Actual Performance for 2006-07 68%
 Projected Annual Objective for 2007-08 72.4%
 Actual Performance for 2007-08 71%
Partial Progress toward the Objective

Explanation of Performance

TAKS Math - Grade: 9

Analysis Group: All Students

Actual Performance for 2006-07 60%
 Projected Annual Objective for 2007-08 66%
 Actual Performance for 2007-08 59%
Failed to make Progress toward the Objective

Explanation of Performance

Problems: poor abstract thinking, lack of motivation, and lack of vocabulary.
 Strategies: more work on vocabulary, mentor teachers, study and track individual TAKS data, pullout students for extra help, use more concrete - hands on activities, and use t

Analysis Group: African American

Actual Performance for 2006-07 45%
 Projected Annual Objective for 2007-08 54%
 Actual Performance for 2007-08 19%
Failed to make Progress toward the Objective

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07 60%
 Projected Annual Objective for 2007-08 66%
 Actual Performance for 2007-08 52%
Failed to make Progress toward the Objective

Explanation of Performance

Use daily TAKS spiral warm up, discuss and model strategies for solving problems, and use more strategies for increasing vocabulary.

Analysis Group: White

Actual Performance for 2006-07 64%
 Projected Annual Objective for 2007-08 69.2%
 Actual Performance for 2007-08 66%
Partial Progress toward the Objective

Explanation of Performance

Analysis Group: Male

Actual Performance for 2006-07 64%
 Projected Annual Objective for 2007-08 69.2%
 Actual Performance for 2007-08 57%
Failed to make Progress toward the Objective

Explanation of Performance

Analysis Group: Female

Actual Performance for 2006-07 55%
 Projected Annual Objective for 2007-08 62%
 Actual Performance for 2007-08 60%
Failed to make Progress toward the Objective

Explanation of Performance

TAKS Science - Grade: 10

Analysis Group: All Students

Actual Performance for 2006-07 61%
 Projected Annual Objective for 2007-08 66.8%
 Actual Performance for 2007-08 63%
Partial Progress toward the Objective

Explanation of Performance

TAKS released test questions at the beginning of each class period and a three week period intensive review prior to the test.

Analysis Group: African American

Actual Performance for 2006-07 38%
 Projected Annual Objective for 2007-08 48.4%
 Actual Performance for 2007-08 60%
Accomplished the Objectives

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07 60%
 Projected Annual Objective for 2007-08 66%
 Actual Performance for 2007-08 54%
Failed to make Progress toward the Objective

Explanation of Performance

Students with low scores will be pulled out for extra review.

Analysis Group: White

Actual Performance for 2006-07 66%
 Projected Annual Objective for 2007-08 70.8%
 Actual Performance for 2007-08 62%
Failed to make Progress toward the Objective

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2006-07 61%
 Projected Annual Objective for 2007-08 66.8%
 Actual Performance for 2007-08 61%
Partial Progress toward the Objective

Explanation of Performance

Analysis Group: Male

Actual Performance for 2006-07 64%
 Projected Annual Objective for 2007-08 69.2%
 Actual Performance for 2007-08 68%
Partial Progress toward the Objective

Explanation of Performance

Analysis Group: Female

Actual Performance for 2006-07 58%
 Projected Annual Objective for 2007-08 64.4%
 Actual Performance for 2007-08 56%
Failed to make Progress toward the Objective

Explanation of Performance

Teachers will try to use more ways to demonstrate that females will relate to more real world application.

TAKS Science - Grade: 11

Analysis Group: All Students

Actual Performance for 2006-07 83%
 Projected Annual Objective for 2007-08 84.4%
 Actual Performance for 2007-08 83%
Partial Progress toward the Objective

Explanation of Performance

Analysis Group: African American

Actual Performance for 2006-07 57%
 Projected Annual Objective for 2007-08 63.6%
 Actual Performance for 2007-08 63%
Accomplished the Objectives

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07 78%
 Projected Annual Objective for 2007-08 80.4%
 Actual Performance for 2007-08 86%
Accomplished the Objectives

Explanation of Performance

Analysis Group: Male

Actual Performance for 2006-07	85%
Projected Annual Objective for 2007-08	86%
Actual Performance for 2007-08	89%
<i>Accomplished the Objectives</i>	

Explanation of Performance

Analysis Group: Female

Actual Performance for 2006-07	81%
Projected Annual Objective for 2007-08	82.8%
Actual Performance for 2007-08	77%
<i>Failed to make Progress toward the Objective</i>	

Explanation of Performance

TAKS Social Studies - Grade: 10

Analysis Group: All Students

Actual Performance for 2006-07	90%
Projected Annual Objective for 2007-08	90%
Actual Performance for 2007-08	94%
<i>Accomplished the Objectives</i>	

Explanation of Performance

Three strategies were implemented: 1. Increased integration of technology. 2. Pre testing objectives early. 3. Targeting those objectives that students were low.

Analysis Group: African American

Actual Performance for 2006-07	75%
Projected Annual Objective for 2007-08	78%
Actual Performance for 2007-08	> 99%
<i>Accomplished the Objectives</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07	90%
Projected Annual Objective for 2007-08	90%
Actual Performance for 2007-08	92%
<i>Accomplished the Objectives</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2006-07	94%
Projected Annual Objective for 2007-08	94%
Actual Performance for 2007-08	93%
<i>Failed to make Progress toward the Objective</i>	

Explanation of Performance

Analysis Group: Male

Actual Performance for 2006-07	85%
Projected Annual Objective for 2007-08	86%
Actual Performance for 2007-08	95%
<i>Accomplished the Objectives</i>	

Explanation of Performance

Analysis Group: Female

Actual Performance for 2006-07	95%
Projected Annual Objective for 2007-08	95%
Actual Performance for 2007-08	94%
<i>Failed to make Progress toward the Objective</i>	

Explanation of Performance

TAKS Social Studies - Grade: 11

Analysis Group: All Students

Actual Performance for 2006-07	90%
Projected Annual Objective for 2007-08	90%
Actual Performance for 2007-08	96%
<i>Accomplished the Objectives</i>	

Explanation of Performance

Implementing strategies that target visual, auditory, and kinesthetic learners should raise all populations.

Analysis Group: African American

Actual Performance for 2006-07	86%
Projected Annual Objective for 2007-08	86.8%
Actual Performance for 2007-08	88%
<i>Accomplished the Objectives</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07	88%
Projected Annual Objective for 2007-08	88.4%
Actual Performance for 2007-08	> 99%
<i>Accomplished the Objectives</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2006-07	91%
Projected Annual Objective for 2007-08	91%
Actual Performance for 2007-08	96%
<i>Accomplished the Objectives</i>	

Explanation of Performance

Analysis Group: Male

Actual Performance for 2006-07	97%
Projected Annual Objective for 2007-08	97%
Actual Performance for 2007-08	94%
<i>Failed to make Progress toward the Objective</i>	

Explanation of Performance

Analysis Group: Female

Actual Performance for 2006-07	81%
Projected Annual Objective for 2007-08	82.8%
Actual Performance for 2007-08	97%
<i>Accomplished the Objectives</i>	

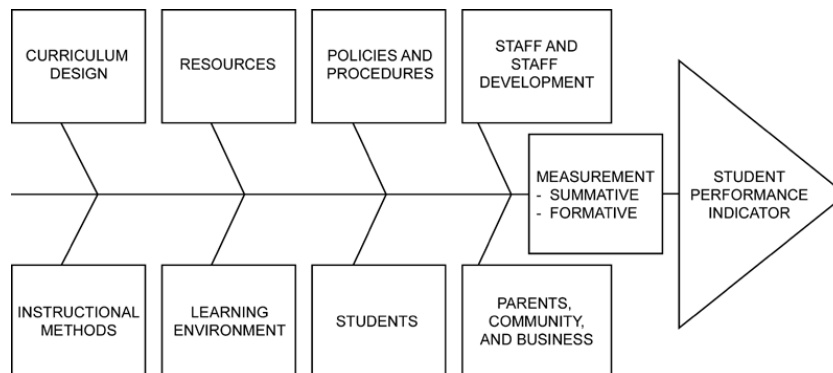
Explanation of Performance

Needs Assessment Focus

Indicators Rated		Priority Rating	Satisfaction Rating
1	(AEIS) Mean Scores of SAT/ACT	NR	NR
2	(AEIS) Percent of High School graduates scoring at or above state criteria on SAT/ACT	NR	NR
3	(AEIS) Percent of graduates scoring high enough on TAAS/TAKS-EXIT to predict success on TASP	NR	NR
4	(AEIS) Percent of high performing students and the Comparable Improvement quartile for reading	NR	NR
5	(AEIS) Percent of high performing students and the Comparable Improvement quartile for math	NR	NR
6	(AEIS) Percent of graduates completing RECOMMENDED HIGH SCHOOL PROGRAMS	NR	NR
7	(AEIS) Percent of 8th grade students passing TAAS/TAKS SOCIAL STUDIES	NR	NR
8	(AEIS) Percent of 8th grade students passing TAAS/TAKS SCIENCE	NR	NR
9	(AEIS) Percent of 5th grade students passing TAAS/TAKS READING (Spanish version)	NR	NR
10	(AEIS) Percent of 5th grade students passing TAAS/TAKS MATH (Spanish version)	NR	NR
11	(AEIS) Percent of 6th grade students passing TAAS/TAKS READING (Spanish version)	NR	NR
12	(AEIS) Percent of 6th grade students passing TAAS/TAKS MATH (Spanish version)	NR	NR
13	(AEIS) Percent of 4th grade students passing TAAS/TAKS WRITING (Spanish version)	NR	NR
14	(AEIS) Percent of High School students completing and receiving credit for at least one ADVANCED ACADEMIC COURSE	NR	NR
15	(AEIS) Percent of High School students enrolled in ADVANCED ACADEMIC COURSES	NR	NR
16	Percent of examinees scoring 3 or higher on ADVANCED PLACEMENT EXAMS	NR	NR
17	Percent of High School students taking ADVANCED PLACEMENT EXAMS	NR	NR
18	Percent of total ADVANCED PLACEMENT EXAMS with scores of 3 or higher	NR	NR
19	Percent of students passing ENGLISH II EOC Examination	NR	NR

20	Percent of students passing UNITED STATES HISTORY EOC Examination	NR	NR
21	Percent of students passing BIOLOGY EOC Examination	NR	NR
22	Percent of students passing ALGEBRA I EOC Examination	NR	NR
23	Percent of students MASTERING TAAS/TAKS READING	NR	NR
24	Percent of students MASTERING TAAS/TAKS MATH	NR	NR
25	Percent of students MASTERING TAAS/TAKS WRITING	NR	NR
26	Annual Student RETENTION RATES	NR	NR
27	Percent of students demonstrating master of selected TECHNOLOGICAL SKILLS	NR	NR
28	Percent of students demonstrating skills for creating and delivering a multi-media presentation	NR	NR
29	Percent of students able to validly respond in the world view of another culture given hypothetical situations	NR	NR
30	Percent passing REPORT CARD GRADES FOR MATH	NR	NR
31	Percent passing REPORT CARD GRADES FOR SCIENCE	NR	NR
32	Percent of students ENROLLED IN ADVANCED MATH AND SCIENCE	NR	NR
33	Percent of students ENROLLED IN CAREER AND TECHNOLOGY COURSES	NR	NR
34	DISCIPLINE REFERRAL RATES	NR	NR
35	Percent of students demonstrating good CITIZENSHIP SKILLS	NR	NR
36	Percent of students demonstrating ability to WORK PRODUCTIVELY IN A WORK TEAM	NR	NR
37	Percent of students demonstrating appropriate SELF-DISCIPLINE	NR	NR
38	Percent of students PARTICIPATING IN CAMPUS RECYCLING PROJECTS	NR	NR
39	Percent of students PARTICIPATING IN CO-CURRICULAR ACTIVITIES	NR	NR

Process Chart



Summative Evaluation for year 2008-09

The mission of Hughes Springs High School is to prepare our children to live and work in the changing future. All students need to master the knowledge, skills, and competencies necessary to interact productively and successfully in a democratic society.