

# **Hughes Springs Elementary**

## **Campus Improvement Plan**

**2009-10**

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

## Hughes Springs Elementary Belief Statements

- 1 We believe in challenging students to be life-long learners.
- 2 We believe parents and staff lead by example and should continue to learn.
- 3 We believe that all students are unique and deserve the opportunity to achieve their potential.
- 4 We believe staff, parents, students and community members are responsible for the learning and success of each student.
- 5 We believe parental and community involvement are vital to student success.

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:**

<b>District Goals</b>			
1) Learning			
<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	
<b>State Objectives</b>			
1) Partnering Parents with Educators	2) Student Potential	4) Curriculum	6) School Personnel
8) School Environment	9) Instructional Techniques		
<b>Effective School Correlates</b>			
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			
<b>Title I - Schoolwide Programs</b>			
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%	2009	≥ 99%	2014-15	≥ 99%	2010
African American	> 99%	2009	≥ 99%	2014-15	≥ 99%	2010
Economically Disadvantaged	> 99%	2009	≥ 99%	2014-15	≥ 99%	2010
Hispanic	> 99%	2009	≥ 99%	2014-15	≥ 99%	2010
White	> 99%	2009	≥ 99%	2014-15	≥ 99%	2010
Special Ed.	> 99%	2009	≥ 99%	2014-15	≥ 99%	2010
Male	> 99%	2009	≥ 99%	2014-15	≥ 99%	2010
Female	> 99%	2009	≥ 99%	2014-15	≥ 99%	2010
At Risk	> 99%	2009	≥ 100%	2014-15	≥ 99.2%	2010
GT	> 99%	2009	≥ 100%	2014-15	≥ 99.2%	2010
Title I	> 99%	2009	≥ 100%	2014-15	≥ 99.2%	2010

**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	88%	2009	≥ 90%	2014-15	≥ 88.4%	2010
African American	75%	2009	≥ 90%	2014-15	≥ 78%	2010
Economically Disadvantaged	83%	2009	≥ 90%	2014-15	≥ 84.4%	2010
Hispanic	60%	2009	≥ 90%	2014-15	≥ 66%	2010
White	94%	2009	≥ 94%	2014-15	≥ 94%	2010
Special Ed.	60%	2009	≥ 90%	2014-15	≥ 66%	2010
Male	83%	2009	≥ 90%	2014-15	≥ 84.4%	2010
Female	91%	2009	≥ 91%	2014-15	≥ 91%	2010
At Risk	71%	2009	≥ 90%	2014-15	≥ 74.8%	2010
GT	> 99%	2009	≥ 100%	2014-15	≥ 99.2%	2010
Title I	88%	2009	≥ 90%	2014-15	≥ 88.4%	2010

**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	95%	2009	≥ 95%	2014-15	≥ 95%	2010
African American	79%	2009	≥ 90%	2014-15	≥ 81.2%	2010
Economically Disadvantaged	93%	2009	≥ 93%	2014-15	≥ 93%	2010
Hispanic	> 99%	2009	≥ 90%	2014-15	≥ 99%	2010
White	98%	2009	≥ 98%	2014-15	≥ 98%	2010
Male	98%	2009	≥ 98%	2014-15	≥ 98%	2010
Female	92%	2009	≥ 92%	2014-15	≥ 92%	2010
At Risk	92%	2009	≥ 100%	2014-15	≥ 93.6%	2010
GT	> 99%	2009	≥ 90%	2014-15	≥ 99%	2010
Title I	95%	2009	≥ 100%	2014-15	≥ 96%	2010

**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	75%	2009	≥ 90%	2014-15	≥ 78%	2010
African American	50%	2009	≥ 90%	2014-15	≥ 58%	2010
Economically Disadvantaged	80%	2009	≥ 90%	2014-15	≥ 82%	2010
Hispanic	88%	2009	≥ 90%	2014-15	≥ 88.4%	2010
White	80%	2009	≥ 90%	2014-15	≥ 82%	2010
Special Ed.	50%	2009	≥ 90%	2014-15	≥ 58%	2010
Male	75%	2009	≥ 90%	2014-15	≥ 78%	2010
Female	76%	2009	≥ 90%	2014-15	≥ 78.8%	2010
At Risk	67%	2009	≥ 90%	2014-15	≥ 71.6%	2010
GT	> 99%	2009	≥ 90%	2014-15	≥ 99%	2010
Title I	76%	2009	≥ 90%	2014-15	≥ 78.8%	2010

**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	89%	2009	≥ 90%	2014-15	≥ 89.2%	2010
African American	69%	2009	≥ 90%	2014-15	≥ 73.2%	2010
Economically Disadvantaged	87%	2009	≥ 90%	2014-15	≥ 87.6%	2010
Hispanic	80%	2009	≥ 100%	2014-15	≥ 84%	2010
White	95%	2009	≥ 95%	2014-15	≥ 95%	2010
Special Ed.	60%	2009	≥ 90%	2014-15	≥ 66%	2010
Male	93%	2009	≥ 93%	2014-15	≥ 93%	2010
Female	87%	2009	≥ 90%	2014-15	≥ 87.6%	2010
At Risk	62%	2009	≥ 90%	2014-15	≥ 67.6%	2010
GT	> 99%	2009	≥ 100%	2014-15	≥ 99.2%	2010
Title I	89%	2009	≥ 90%	2014-15	≥ 89.2%	2010

**Indicator:** TAKS Math

**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%	2009	≥ 100%	2014-15	≥ 95.2%	2010
African American	64%	2009	≥ 100%	2014-15	≥ 71.2%	2010
Economically Disadvantaged	89%	2009	≥ 100%	2014-15	≥ 91.2%	2010
Hispanic	> 99%	2009	≥ 90%	2014-15	≥ 99%	2010
White	99%	2009	≥ 100%	2014-15	≥ 99.2%	2010
Male	96%	2009	≥ 100%	2014-15	≥ 96.8%	2010
Female	92%	2009	≥ 100%	2014-15	≥ 93.6%	2010
At Risk	89%	2009	≥ 90%	2014-15	≥ 89.2%	2010
GT	> 99%	2009	≥ 90%	2014-15	≥ 99%	2010
Title I	95%	2009	≥ 100%	2014-15	≥ 96%	2010

**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	94%	2009	≥ 94%	2014-15	≥ 94%	2010
African American	88%	2009	≥ 90%	2014-15	≥ 88.4%	2010
Economically Disadvantaged	92%	2009	≥ 92%	2014-15	≥ 92%	2010
Hispanic	> 99%	2009	≥ 99%	2014-15	≥ 99%	2010
White	95%	2009	≥ 95%	2014-15	≥ 95%	2010
Special Ed.	> 99%	2009	≥ 99%	2014-15	≥ 99%	2010
Male	90%	2009	≥ 90%	2014-15	≥ 90%	2010
Female	96%	2009	≥ 96%	2014-15	≥ 96%	2010
At Risk	90%	2009	≥ 90%	2014-15	≥ 90%	2010
GT	> 99%	2009	≥ 100%	2014-15	≥ 99.2%	2010
Title I	94%	2009	≥ 100%	2014-15	≥ 95.2%	2010

**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	96%	2009	≥ 96%	2014-15	≥ 96%	2010
African American	79%	2009	≥ 90%	2014-15	≥ 81.2%	2010
Economically Disadvantaged	93%	2009	≥ 93%	2014-15	≥ 93%	2010
Hispanic	> 99%	2009	≥ 90%	2014-15	≥ 99%	2010
White	> 99%	2009	≥ 99%	2014-15	≥ 99%	2010
Male	> 99%	2009	≥ 99%	2014-15	≥ 99%	2010
Female	92%	2009	≥ 92%	2014-15	≥ 92%	2010
At Risk	92%	2009	≥ 92%	2014-15	≥ 92%	2010
GT	> 99%	2009	≥ 100%	2014-15	≥ 99.2%	2010
Title I	96%	2009	≥ 96%	2014-15	≥ 96%	2010

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**Strategies**

**Goal 1 - Strategy 1**      Parental Involvement

<p><b>Leader(s):</b> Principal</p> <p><b>Leader Progress Report Dates:</b> Yearly</p>	<p><b>Brief Description:</b> Increase parental involvement in and understanding of the educational programs at Hughes Springs Elementary.</p>	<p><b>Evaluation Benchmark:</b> 10% increased parental involvement at Open House and TAKS/TAKS-M info. meetings.</p>
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<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>
Transportation Dept.	Number of FTE's: None	Camp. Activity Fund Budget	\$500.00
Teachers	Not Specified		\$500.00
Supplies	Cost: None		
Staff			
Refreshments			
PTO			
Parent Support			
field trips			
District Staff			
Campus Admin. Staff			

**Timeline**

<b>Activity</b>	<b>Person(s) Responsible</b>	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
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		

<b>Goal 1 - Strategy 1 Parental Involvement</b>		A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
<b>Activity</b>		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				

<b>Goal 1 - Strategy 2</b>		<b>Tests and Assessments</b>											
<b>Leader(s):</b> Principal, Teachers  <b>Leader Progress Report Dates:</b> Yearly		<b>Brief Description:</b> Students will perform at the highest level of which they are capable on all tests and assessments given.				<b>Evaluation Benchmark:</b> Students will achieve 10% or higher than the previous year's scores.							
<b>Resources Required:</b>		<b>FTE's Required:</b>		<b>Source of Funds:</b>						<b>Amount</b>			
Teachers		Number of FTE's: 2.00		Compensatory Ed. Budget						\$58,953.00			
Supplies		Fully Comp. Ed Funded		District Budget						\$3,000.00			
Staff		Cost: \$58,953.00		Read. 1st Salaries						\$41,216.00			
Region 8				Title I						\$130,992.00			
Paper and Ink				RF funds						\$4,500.00			
Computers										<hr/> \$238,661.00			
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
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		

<b>Goal 1 - Strategy 2 Tests and Assessments</b>		A	S	O	N	D	J	F	M	A	M	J	J
<b>Activity</b>	<b>Person(s) Responsible</b>	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	
Coordinated School Health Program	P. E. teacher, principal												
All students will be enrolled in a class that ensures moderate to vigorous physical activity on a regular basis	Principal												

<b>Goal 1 - Strategy 3</b>		<b>ESL</b>											
<b>Leader(s):</b> ESL Teacher		<b>Brief Description:</b> Students will be placed and served in the appropriate program that meets their language and learning needs.					<b>Evaluation Benchmark:</b> 100% of the students needing special placement will have appropriate services provided to them.						
<b>Leader Progress Report Dates:</b> Yearly													
<b>Resources Required:</b>		<b>FTE's Required:</b>			<b>Source of Funds:</b>					<b>Amount</b>			
Teachers		Number of FTE's: 0.66			Reg. 8 Title III, A Co-op					\$910.00			
Supplies		Fully Comp. Ed Funded			Compensatory Ed. Budget					\$3,642.00			
Computers		Cost: \$3,642.00								<u>\$4,552.00</u>			
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
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	X
LPAC committee will determine qualifications and make ESL referrals.	LPAC Committee	X	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	X
LEP students will be placed in an ESL program instructed by a certified teacher. (Title 1, Component 5)	ESL teacher	X	X	X	X	X	X	X	X	X	X	X	X
Students placed in the ESL program will be monitored and data	ESL teacher	X	X	X	X	X	X	X	X	X	X	X	X

<b>Goal 1 - Strategy 3</b>		<b>ESL</b>											
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>
reviewed to consider continuation in the ESL program or exiting from the program.													
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	

<b>Goal 1 - Strategy 4</b>		<b>Dyslexic Students</b>											
<b>Leader(s):</b> Dyslexic Teachers  <b>Leader Progress Report Dates:</b> Yearly	<b>Brief Description:</b> Dyslexic students will be assessed and served.	<b>Evaluation Benchmark:</b> 100% of students will successfully complete program.											
<b>Resources Required:</b> Teachers Computers	<b>FTE's Required:</b> Number of FTE's: 1.00 Fully Comp. Ed Funded Cost: \$47,526.00	<b>Source of Funds:</b> Compensatory Ed. Budget	<b>Amount</b> \$47,526.00 <hr/> \$47,526.00										
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	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	p	t	v	c	n	b	r	r	y	n	l
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		

<b>Goal 1 - Strategy 5</b>		<b>Student Achievement</b>															
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Students will be given a variety of opportunities to stay on grade and be successful in their educational experiences.					<b>Evaluation Benchmark:</b> 100% will be on grade level										
<b>Leader Progress Report Dates:</b> Yearly																	
<b>Resources Required:</b>		<b>FTE's Required:</b>			<b>Source of Funds:</b>					<b>Amount</b>							
Teaching Aids		Number of FTE's: 3.50			GT Budget					\$1,000.00							
Teachers		Fully Comp. Ed Funded			Compensatory Ed. Budget					\$46,049.00							
Supplies		Cost: \$46,046.00			District Budget-Salaries					\$41,916.00							
Computers					PKES Grant					\$15,000.00							
Campus Admin. Staff					IDEA Stimulus					\$28,500.00							
										\$132,465.00							
<b>Timeline</b>																	
<b>Activity</b>		<b>Person(s) Responsible</b>				<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
						<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>
						<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>
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																	

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

<b>Goal 1 - Strategy 6</b>		<b>Technology</b>											
<b>Leader(s):</b> Principal, Assistant Principal		<b>Brief Description:</b> Hughes Springs Elementary will integrate technology into all areas of the organization.				<b>Evaluation Benchmark:</b> 100% of students will have access to technology							
<b>Leader Progress Report Dates:</b> Yearly													
<b>Resources Required:</b>		<b>FTE's Required:</b>		<b>Source of Funds:</b>						<b>Amount</b>			
Teachers		Number of FTE's: 1.00		SFSF Grant						\$28,250.00			
Supplies		Not Specified		Title II, Part D						\$1,693.00			
Region 8		Cost: \$15,579.00		IDEA Stimulus						\$13,500.00			
Computers				District Budget						\$9,000.00			
Campus Admin. Staff				Compensatory Ed. Budget						\$15,579.00			
										<hr/>			
										\$68,022.00			
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
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	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	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	X	X
Complete a needs assessment on equipment for the computer lab.(Title 1, Component 2)	Lead Teachers,principal, lab aide					X							

<b>Goal 1 - Strategy 6      Technology</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>
<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>	<b>l</b>	
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		

<b>Goal 1 - Strategy 7</b>		<b>Science TAKS</b>															
<b>Leader(s):</b> Principal, Assistant Principal		<b>Brief Description:</b> Increase student performance on the science portion of the TAKS test.				<b>Evaluation Benchmark:</b> 100% of students will increase scores from previous years.											
<b>Leader Progress Report Dates:</b> Yearly																	
<b>Resources Required:</b>		<b>FTE's Required:</b>				<b>Source of Funds:</b>				<b>Amount</b>							
Teachers		Number of FTE's: 1.50				Title II A				\$1,505.00							
Supplies		Fully Comp. Ed Funded				SFSF Grant				\$3,500.00							
Campus Admin. Staff		Cost: \$15,036.00				IDEA Stimulus				\$3,833.00							
						Compensatory Ed. Budget				\$15,036.00							
						District Budget-Salaries				\$230,758.00							
										<hr/>							
										\$254,632.00							
<b>Timeline</b>																	
<b>Activity</b>		<b>Person(s) Responsible</b>				<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
						<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>
						<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>i</b>
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	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					

<b>Goal 1 - Strategy 8</b>		<b>Reading TAKS</b>															
<b>Leader(s):</b> Principal <b>Leader Progress Report Dates:</b> Yearly		<b>Brief Description:</b> 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.					<b>Evaluation Benchmark:</b> 100%of students will increase scores from previous years.										
<b>Resources Required:</b> Title Teachers Supplies Staff School Library Reading Recovery Teacher Counselor Computers Central Office Campus Admin. Staff		<b>FTE's Required:</b> Number of FTE's: 3.00 Fully Comp. Ed Funded Cost: \$36,605.00			<b>Source of Funds:</b> Compensatory Ed. Budget District Budget-Salaries IDEA Stimulus Read. 1st Salaries Title II A				<b>Amount</b> \$31,605.00 \$230,758.00 \$12,983.00 \$50,000.00 \$2,504.00 <hr/> \$327,850.00								
<b>Timeline</b>																	
<b>Activity</b>		<b>Person(s) Responsible</b>			<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>	
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		
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		
PPCD will generate learning experiences for students with		PPCD teacher/aide			X	X	X	X	X	X	X	X	X	X	X		

<b>Goal 1 - Strategy 8      Reading TAKS</b>		A	S	O	N	D	J	F	M	A	M	J	J
<b>Activity</b>		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
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	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	X
Continue to update and support AR Reading program.	principal, library aide, teachers	X	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	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												

<b>Goal 1 - Strategy 9</b>		<b>Writing TAKS</b>													
<b>Leader(s):</b> Principal  <b>Leader Progress Report Dates:</b> Yearly		<b>Brief Description:</b> Increased student performance on writing portion of TAKS, with special emphasis on closing the gap between African American students and other populations.				<b>Evaluation Benchmark:</b> 100% of students will increase scores from previous year.									
<b>Resources Required:</b> Teachers Supplies Staff Outside Consultant Computers Campus Admin. Staff		<b>FTE's Required:</b> Number of FTE's: 1.00 Fully Comp. Ed Funded Cost: \$13,568.00		<b>Source of Funds:</b> Compensatory Ed. Budget District Budget-Salaries Title II A				<b>Amount</b> \$13,568.00 \$230,758.00 \$2,504.00 <hr/> \$246,830.00							
<b>Timeline</b>															
<b>Activity</b>		<b>Person(s) Responsible</b>		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	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		

<b>Goal 1 - Strategy 9 Writing TAKS</b>		A	S	O	N	D	J	F	M	A	M	J	J
<b>Activity</b>	<b>Person(s) Responsible</b>	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						

<b>Goal 1 - Strategy 10</b>		<b>Math TAKS</b>											
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Increase student performance on math portion of TAKS, with special emphasis on closing the gap between African American and other populations.											
<b>Leader Progress Report Dates:</b> Yearly		<b>Evaluation Benchmark:</b> 100% of students will increase test scores from previous year.											
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>										
Teachers	Number of FTE's: 1.50	Title II A	\$1,505.00										
Supplies	Fully Comp. Ed Funded	Compensatory Ed. Budget	\$21,143.00										
Region 8	Cost: \$21,143.00	District Budget-Salaries	\$230,758.00										
Campus Admin. Staff		IDEA Stimulus	\$28,114.00										
			\$281,520.00										
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
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	
tutorials will be utilized to target specific student needs	Principal, teachers			X	X	X	X	X	X	X			

<b>Goal 1 - Strategy 10      Math TAKS</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
(Title 1, Component 9)		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>u</b>	<b>u</b>
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>l</b>
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		

<b>Goal 1 - Strategy 11</b>		<b>Highly Qualified Teachers</b>											
<b>Leader(s):</b> Principal	<b>Brief Description:</b> Hughes Springs Elementary will strive to provide highly qualified teachers and staff.	<b>Evaluation Benchmark:</b> 100% of teachers and staff are highly qualified.											
<b>Leader Progress Report Dates:</b> Yearly													
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>	<b>Amount</b>										
Computers	Number of FTE's: None	Title II-TPTR	\$29,641.00										
Central Office	Not Specified	SFSF Grant	\$12,000.00										
	Cost: None	District Budget	\$500.00										
			\$42,141.00										
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
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		
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:**

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

**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%	2009	≥ 99%	2014-15	≥ 99%	2010
African American	> 99%	2009	≥ 99%	2014-15	≥ 99%	2010
Economically Disadvantaged	> 99%	2009	≥ 99%	2014-15	≥ 99%	2010
Hispanic	> 99%	2009	≥ 99%	2014-15	≥ 99%	2010
White	> 99%	2009	≥ 99%	2014-15	≥ 99%	2010
Special Ed.	> 99%	2009	≥ 99%	2014-15	≥ 99%	2010
Male	> 99%	2009	≥ 99%	2014-15	≥ 99%	2010
Female	> 99%	2009	≥ 99%	2014-15	≥ 99%	2010
At Risk	> 99%	2009	≥ 100%	2014-15	≥ 99.2%	2010
GT	> 99%	2009	≥ 100%	2014-15	≥ 99.2%	2010
Title I	> 99%	2009	≥ 100%	2014-15	≥ 99.2%	2010

**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	88%	2009	≥ 90%	2014-15	≥ 88.4%	2010
African American	75%	2009	≥ 90%	2014-15	≥ 78%	2010
Economically Disadvantaged	83%	2009	≥ 90%	2014-15	≥ 84.4%	2010
Hispanic	60%	2009	≥ 90%	2014-15	≥ 66%	2010
White	94%	2009	≥ 94%	2014-15	≥ 94%	2010
Special Ed.	60%	2009	≥ 90%	2014-15	≥ 66%	2010
Male	83%	2009	≥ 90%	2014-15	≥ 84.4%	2010
Female	91%	2009	≥ 91%	2014-15	≥ 91%	2010
At Risk	71%	2009	≥ 90%	2014-15	≥ 74.8%	2010
GT	> 99%	2009	≥ 100%	2014-15	≥ 99.2%	2010
Title I	88%	2009	≥ 90%	2014-15	≥ 88.4%	2010

**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	95%	2009	≥ 95%	2014-15	≥ 95%	2010
African American	79%	2009	≥ 90%	2014-15	≥ 81.2%	2010
Economically Disadvantaged	93%	2009	≥ 93%	2014-15	≥ 93%	2010
Hispanic	> 99%	2009	≥ 90%	2014-15	≥ 99%	2010
White	98%	2009	≥ 98%	2014-15	≥ 98%	2010
Male	98%	2009	≥ 98%	2014-15	≥ 98%	2010
Female	92%	2009	≥ 92%	2014-15	≥ 92%	2010
At Risk	92%	2009	≥ 100%	2014-15	≥ 93.6%	2010
GT	> 99%	2009	≥ 90%	2014-15	≥ 99%	2010
Title I	95%	2009	≥ 100%	2014-15	≥ 96%	2010

**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	75%	2009	≥ 90%	2014-15	≥ 78%	2010
African American	50%	2009	≥ 90%	2014-15	≥ 58%	2010
Economically Disadvantaged	80%	2009	≥ 90%	2014-15	≥ 82%	2010
Hispanic	88%	2009	≥ 90%	2014-15	≥ 88.4%	2010
White	80%	2009	≥ 90%	2014-15	≥ 82%	2010
Special Ed.	50%	2009	≥ 90%	2014-15	≥ 58%	2010
Male	75%	2009	≥ 90%	2014-15	≥ 78%	2010
Female	76%	2009	≥ 90%	2014-15	≥ 78.8%	2010
At Risk	67%	2009	≥ 90%	2014-15	≥ 71.6%	2010
GT	> 99%	2009	≥ 90%	2014-15	≥ 99%	2010
Title I	76%	2009	≥ 90%	2014-15	≥ 78.8%	2010

**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	89%	2009	≥ 90%	2014-15	≥ 89.2%	2010
African American	69%	2009	≥ 90%	2014-15	≥ 73.2%	2010
Economically Disadvantaged	87%	2009	≥ 90%	2014-15	≥ 87.6%	2010
Hispanic	80%	2009	≥ 100%	2014-15	≥ 84%	2010
White	95%	2009	≥ 95%	2014-15	≥ 95%	2010
Special Ed.	60%	2009	≥ 90%	2014-15	≥ 66%	2010
Male	93%	2009	≥ 93%	2014-15	≥ 93%	2010
Female	87%	2009	≥ 90%	2014-15	≥ 87.6%	2010
At Risk	62%	2009	≥ 90%	2014-15	≥ 67.6%	2010
GT	> 99%	2009	≥ 100%	2014-15	≥ 99.2%	2010
Title I	89%	2009	≥ 90%	2014-15	≥ 89.2%	2010

**Indicator:** TAKS Math

**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%	2009	≥ 100%	2014-15	≥ 95.2%	2010
African American	64%	2009	≥ 100%	2014-15	≥ 71.2%	2010
Economically Disadvantaged	89%	2009	≥ 100%	2014-15	≥ 91.2%	2010
Hispanic	> 99%	2009	≥ 90%	2014-15	≥ 99%	2010
White	99%	2009	≥ 100%	2014-15	≥ 99.2%	2010
Male	96%	2009	≥ 100%	2014-15	≥ 96.8%	2010
Female	92%	2009	≥ 100%	2014-15	≥ 93.6%	2010
At Risk	89%	2009	≥ 90%	2014-15	≥ 89.2%	2010
GT	> 99%	2009	≥ 90%	2014-15	≥ 99%	2010
Title I	95%	2009	≥ 100%	2014-15	≥ 96%	2010

**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	94%	2009	≥ 94%	2014-15	≥ 94%	2010
African American	88%	2009	≥ 90%	2014-15	≥ 88.4%	2010
Economically Disadvantaged	92%	2009	≥ 92%	2014-15	≥ 92%	2010
Hispanic	> 99%	2009	≥ 99%	2014-15	≥ 99%	2010
White	95%	2009	≥ 95%	2014-15	≥ 95%	2010
Special Ed.	> 99%	2009	≥ 99%	2014-15	≥ 99%	2010
Male	90%	2009	≥ 90%	2014-15	≥ 90%	2010
Female	96%	2009	≥ 96%	2014-15	≥ 96%	2010
At Risk	90%	2009	≥ 90%	2014-15	≥ 90%	2010
GT	> 99%	2009	≥ 100%	2014-15	≥ 99.2%	2010
Title I	94%	2009	≥ 100%	2014-15	≥ 95.2%	2010

**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	96%	2009	≥ 96%	2014-15	≥ 96%	2010
African American	79%	2009	≥ 90%	2014-15	≥ 81.2%	2010
Economically Disadvantaged	93%	2009	≥ 93%	2014-15	≥ 93%	2010
Hispanic	> 99%	2009	≥ 90%	2014-15	≥ 99%	2010
White	> 99%	2009	≥ 99%	2014-15	≥ 99%	2010
Male	> 99%	2009	≥ 99%	2014-15	≥ 99%	2010
Female	92%	2009	≥ 92%	2014-15	≥ 92%	2010
At Risk	92%	2009	≥ 92%	2014-15	≥ 92%	2010
GT	> 99%	2009	≥ 100%	2014-15	≥ 99.2%	2010
Title I	96%	2009	≥ 96%	2014-15	≥ 96%	2010

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**Strategies**

<b>Goal 2 - Strategy 1</b>		<b>Communicate with parents and community</b>													
<b>Leader(s):</b> Principal  <b>Leader Progress Report Dates:</b> Weekly		<b>Brief Description:</b> Hughes Springs Elementary will effectively communicate with parents and the community.				<b>Evaluation Benchmark:</b> Increased communication via home newsletters, website, telephone									
<b>Resources Required:</b> Teachers PTO Parent Support Campus Admin. Staff		<b>FTE's Required:</b> Number of FTE's: None Fully Comp. Ed Funded Cost: None		<b>Source of Funds:</b> None				<b>Amount</b> \$0.00 \$0.00							
<b>Timeline</b>															
<b>Activity</b>		<b>Person(s) Responsible</b>		A	S	O	N	D	J	F	M	A	M	J	J
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:**

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

**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%	2009	≥ 99%	2014-15	≥ 99%	2010
African American	> 99%	2009	≥ 99%	2014-15	≥ 99%	2010
Economically Disadvantaged	> 99%	2009	≥ 99%	2014-15	≥ 99%	2010
Hispanic	> 99%	2009	≥ 99%	2014-15	≥ 99%	2010
White	> 99%	2009	≥ 99%	2014-15	≥ 99%	2010
Special Ed.	> 99%	2009	≥ 99%	2014-15	≥ 99%	2010
Male	> 99%	2009	≥ 99%	2014-15	≥ 99%	2010
Female	> 99%	2009	≥ 99%	2014-15	≥ 99%	2010
At Risk	> 99%	2009	≥ 100%	2014-15	≥ 99.2%	2010
GT	> 99%	2009	≥ 100%	2014-15	≥ 99.2%	2010
Title I	> 99%	2009	≥ 100%	2014-15	≥ 99.2%	2010

**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	88%	2009	≥ 90%	2014-15	≥ 88.4%	2010
African American	75%	2009	≥ 90%	2014-15	≥ 78%	2010
Economically Disadvantaged	83%	2009	≥ 90%	2014-15	≥ 84.4%	2010
Hispanic	60%	2009	≥ 90%	2014-15	≥ 66%	2010
White	94%	2009	≥ 94%	2014-15	≥ 94%	2010
Special Ed.	60%	2009	≥ 90%	2014-15	≥ 66%	2010
Male	83%	2009	≥ 90%	2014-15	≥ 84.4%	2010
Female	91%	2009	≥ 91%	2014-15	≥ 91%	2010
At Risk	71%	2009	≥ 90%	2014-15	≥ 74.8%	2010
GT	> 99%	2009	≥ 100%	2014-15	≥ 99.2%	2010
Title I	88%	2009	≥ 90%	2014-15	≥ 88.4%	2010

**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	95%	2009	≥ 95%	2014-15	≥ 95%	2010
African American	79%	2009	≥ 90%	2014-15	≥ 81.2%	2010
Economically Disadvantaged	93%	2009	≥ 93%	2014-15	≥ 93%	2010
Hispanic	> 99%	2009	≥ 90%	2014-15	≥ 99%	2010
White	98%	2009	≥ 98%	2014-15	≥ 98%	2010
Male	98%	2009	≥ 98%	2014-15	≥ 98%	2010
Female	92%	2009	≥ 92%	2014-15	≥ 92%	2010
At Risk	92%	2009	≥ 100%	2014-15	≥ 93.6%	2010
GT	> 99%	2009	≥ 90%	2014-15	≥ 99%	2010
Title I	95%	2009	≥ 100%	2014-15	≥ 96%	2010

**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	75%	2009	≥ 90%	2014-15	≥ 78%	2010
African American	50%	2009	≥ 90%	2014-15	≥ 58%	2010
Economically Disadvantaged	80%	2009	≥ 90%	2014-15	≥ 82%	2010
Hispanic	88%	2009	≥ 90%	2014-15	≥ 88.4%	2010
White	80%	2009	≥ 90%	2014-15	≥ 82%	2010
Special Ed.	50%	2009	≥ 90%	2014-15	≥ 58%	2010
Male	75%	2009	≥ 90%	2014-15	≥ 78%	2010
Female	76%	2009	≥ 90%	2014-15	≥ 78.8%	2010
At Risk	67%	2009	≥ 90%	2014-15	≥ 71.6%	2010
GT	> 99%	2009	≥ 90%	2014-15	≥ 99%	2010
Title I	76%	2009	≥ 90%	2014-15	≥ 78.8%	2010

**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	89%	2009	≥ 90%	2014-15	≥ 89.2%	2010
African American	69%	2009	≥ 90%	2014-15	≥ 73.2%	2010
Economically Disadvantaged	87%	2009	≥ 90%	2014-15	≥ 87.6%	2010
Hispanic	80%	2009	≥ 100%	2014-15	≥ 84%	2010
White	95%	2009	≥ 95%	2014-15	≥ 95%	2010
Special Ed.	60%	2009	≥ 90%	2014-15	≥ 66%	2010
Male	93%	2009	≥ 93%	2014-15	≥ 93%	2010
Female	87%	2009	≥ 90%	2014-15	≥ 87.6%	2010
At Risk	62%	2009	≥ 90%	2014-15	≥ 67.6%	2010
GT	> 99%	2009	≥ 100%	2014-15	≥ 99.2%	2010
Title I	89%	2009	≥ 90%	2014-15	≥ 89.2%	2010

**Indicator:** TAKS Math

**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%	2009	≥ 100%	2014-15	≥ 95.2%	2010
African American	64%	2009	≥ 100%	2014-15	≥ 71.2%	2010
Economically Disadvantaged	89%	2009	≥ 100%	2014-15	≥ 91.2%	2010
Hispanic	> 99%	2009	≥ 90%	2014-15	≥ 99%	2010
White	99%	2009	≥ 100%	2014-15	≥ 99.2%	2010
Male	96%	2009	≥ 100%	2014-15	≥ 96.8%	2010
Female	92%	2009	≥ 100%	2014-15	≥ 93.6%	2010
At Risk	89%	2009	≥ 90%	2014-15	≥ 89.2%	2010
GT	> 99%	2009	≥ 90%	2014-15	≥ 99%	2010
Title I	95%	2009	≥ 100%	2014-15	≥ 96%	2010

**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	94%	2009	≥ 94%	2014-15	≥ 94%	2010
African American	88%	2009	≥ 90%	2014-15	≥ 88.4%	2010
Economically Disadvantaged	92%	2009	≥ 92%	2014-15	≥ 92%	2010
Hispanic	> 99%	2009	≥ 99%	2014-15	≥ 99%	2010
White	95%	2009	≥ 95%	2014-15	≥ 95%	2010
Special Ed.	> 99%	2009	≥ 99%	2014-15	≥ 99%	2010
Male	90%	2009	≥ 90%	2014-15	≥ 90%	2010
Female	96%	2009	≥ 96%	2014-15	≥ 96%	2010
At Risk	90%	2009	≥ 90%	2014-15	≥ 90%	2010
GT	> 99%	2009	≥ 100%	2014-15	≥ 99.2%	2010
Title I	94%	2009	≥ 100%	2014-15	≥ 95.2%	2010

**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	96%	2009	≥ 96%	2014-15	≥ 96%	2010
African American	79%	2009	≥ 90%	2014-15	≥ 81.2%	2010
Economically Disadvantaged	93%	2009	≥ 93%	2014-15	≥ 93%	2010
Hispanic	> 99%	2009	≥ 90%	2014-15	≥ 99%	2010
White	> 99%	2009	≥ 99%	2014-15	≥ 99%	2010
Male	> 99%	2009	≥ 99%	2014-15	≥ 99%	2010
Female	92%	2009	≥ 92%	2014-15	≥ 92%	2010
At Risk	92%	2009	≥ 92%	2014-15	≥ 92%	2010
GT	> 99%	2009	≥ 100%	2014-15	≥ 99.2%	2010
Title I	96%	2009	≥ 96%	2014-15	≥ 96%	2010

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**Strategies**

Goal 3 - Strategy 1		Discipline													
<b>Leader(s):</b> Assistant Principal <b>Leader Progress Report Dates:</b> Weekly		<b>Brief Description:</b> Hughes Springs Elementary will maintain firm discipline.						<b>Evaluation Benchmark:</b> Discipline referrals will decrease by 10%.							
<b>Resources Required:</b> Teachers Supplies Staff Computers Campus Admin. Staff		<b>FTE's Required:</b> Number of FTE's: 0.50 Not Specified Cost: \$7,563.00			<b>Source of Funds:</b> Title I District Budget-Salaries Compensatory Ed. Budget				<b>Amount</b> \$50,225.00 \$46,892.00 \$7,563.00 <hr/> \$104,680.00						
<b>Timeline</b>															
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	

<b>Goal 3 - Strategy 1      Discipline</b>		A	S	O	N	D	J	F	M	A	M	J	J
<b>Activity</b>	<b>Person(s) Responsible</b>	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									

<b>Goal 3 - Strategy 2</b>		<b>Attendance</b>											
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Hughes Springs Elementary School will encourage all students to attend school regularly.						<b>Evaluation Benchmark:</b> Increased attendance					
<b>Leader Progress Report Dates:</b> Daily													
<b>Resources Required:</b>		<b>FTE's Required:</b>				<b>Source of Funds:</b>				<b>Amount</b>			
Teachers		Number of FTE's: None				None				\$0.00			
Supplies		Not Specified								\$0.00			
Staff		Cost: None											
PTO													
Campus Admin. Staff													
<b>Timeline</b>													
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>
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		

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

<b>Goal 3 - Strategy 3      Non-threatening, Safe and Orderly Environment</b>															
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Hughes Springs Elementary School will develop a variety of programs that promote student achievement within a positive school climate.				<b>Evaluation Benchmark:</b> Decrease in number of unsafe or threatening situations, increased use of after school programs									
<b>Leader Progress Report Dates:</b> Yearly															
<b>Resources Required:</b>		<b>FTE's Required:</b>		<b>Source of Funds:</b>				<b>Amount</b>							
PTO		Number of FTE's: None		ESC Fees				\$958.00							
Parent Support		Not Specified						\$958.00							
Outside Consultant		Cost: None													
Guest Speaker															
Campus Admin. Staff															
<b>Timeline</b>															
<b>Activity</b>		<b>Person(s) Responsible</b>		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
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	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	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			

<b>Goal 3 - Strategy 3</b>		<b>Non-threatening, Safe and Orderly Environment</b>											
<b>Activity</b>	<b>Person(s) Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J
		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												

<b>Goal 3 - Strategy 4</b>		<b>Positive School Climate</b>															
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Hughes Springs Elementary School will develop a variety of programs that promote student achievement within positive school climate.					<b>Evaluation Benchmark:</b> 10% increase in programs										
<b>Leader Progress Report Dates:</b> Yearly																	
<b>Resources Required:</b>		<b>FTE's Required:</b>			<b>Source of Funds:</b>				<b>Amount</b>								
Teaching Aids		Number of FTE's: None			None				\$0.00								
Teachers		Fully Comp. Ed Funded							\$0.00								
Supplies		Cost: None															
Staff																	
PTO																	
Computers																	
Community Donations																	
Campus Admin. Staff																	
<b>Timeline</b>																	
<b>Activity</b>		<b>Person(s) Responsible</b>				<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
						<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>p</b>	<b>a</b>	<b>u</b>	<b>u</b>
						<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>y</b>	<b>n</b>	<b>i</b>
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									

<b>Goal 3 - Strategy 4</b>		<b>Positive School Climate</b>											
<b>Activity</b>	<b>Person(s) Responsible</b>	<b>A</b>	<b>S</b>	<b>O</b>	<b>N</b>	<b>D</b>	<b>J</b>	<b>F</b>	<b>M</b>	<b>A</b>	<b>M</b>	<b>J</b>	<b>J</b>
		<b>u</b>	<b>e</b>	<b>c</b>	<b>o</b>	<b>e</b>	<b>a</b>	<b>e</b>	<b>a</b>	<b>r</b>	<b>a</b>	<b>u</b>	<b>u</b>
		<b>g</b>	<b>p</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>p</b>	<b>y</b>	<b>n</b>	<b>l</b>
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		