

# **Hughes Springs Junior High School**

## **Campus Improvement Plan**

**2009-10**

**The mission of Hughes Springs Junior High is to provide a safe, nurturing learning environment so that each student meets high goals for academic performance and receives the best education possible.**

## Hughes Springs Junior High School Belief Statements

- 1 We believe that a safe, supportive, and positive environment enhances student learning.
- 2 We believe that student learning is a responsibility shared by students, parents, school, and community.
- 3 We believe each student is a valued person with exceptional abilities and needs.
- 4 We believe that all students can learn and student learning should be the primary focus of the school.
- 5 We believe that communication is a shared responsibility in a learning community.

## Vision Statement

At Hughes Springs Junior High we have the vision of a partnership between our schools, our parents, and our community by working together to provide a quality experience for our students that will emphasize achievement, a positive self-esteem, which produces responsible and respectful citizens.

### Hughes Springs Junior High Campus Site Based Team

Brian Nation, Principal  
Michael Walker, Assistant Principal  
Lisa Baxter, Eighth Grade Science  
Nancy Benson, Sixth Grade Science  
Kara Mathis, Seventh Grade Science  
Judy Mitchell, Sixth Grade Reading/English  
Brandon Green, Junior High Physical Education  
Amy Blackwell, Junior High Physical Education/Health  
Kera Stewart, Eighth Grade Math  
Taffy Baird, Seventh Grade Math  
Becky Yeager, Seventh Grade Social Studies  
Roger Reece, Eighth Grade Social Studies  
Gloria Nation, Junior High Special Education

Hughes Springs Junior 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.

**Goal 1:** All students will show continuous academic improvement in all subject areas.

**Correlates with:**

<b>District Goals</b>			
1) Learning	2) Communication		
<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
2) Student Potential	4) Curriculum	6) School Personnel	8) School Environment
9) Instructional Techniques			
<b>Title I - Schoolwide Programs</b>			
2) Student Opportunities	3) Instructional	4) Professional Development	5) Professional Staff
8) Include Teachers in Decisions	9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs	

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**Indicators, Performance Data, and Performance Objectives**

**Indicator:** TAKS Reading

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	91 %	2009	≥ 91 %	2014-15	≥ 91 %	2010
African American	79 %	2009	≥ 90 %	2014-15	≥ 81.2 %	2010
Economically Disadvantaged	88 %	2009	≥ 90 %	2014-15	≥ 88.4 %	2010
Hispanic	87 %	2009	≥ 90 %	2014-15	≥ 87.6 %	2010
White	93 %	2009	≥ 93 %	2014-15	≥ 93 %	2010

**Indicator:** TAKS Math

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	85 %	2009	≥ 90 %	2014-15	≥ 86 %	2010
African American	69 %	2009	≥ 90 %	2014-15	≥ 73.2 %	2010
Economically Disadvantaged	78 %	2009	≥ 90 %	2014-15	≥ 80.4 %	2010
Hispanic	80 %	2009	≥ 90 %	2014-15	≥ 82 %	2010
White	88 %	2009	≥ 90 %	2014-15	≥ 88.4 %	2010

**Indicator:** TAKS Writing

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	93 %	2009	≥ 93 %	2014-15	≥ 93 %	2010
African American	92 %	2009	≥ 92 %	2014-15	≥ 92 %	2010
Economically Disadvantaged	89 %	2009	≥ 90 %	2014-15	≥ 89.2 %	2010
Hispanic	80 %	2009	≥ 90 %	2014-15	≥ 82 %	2010
White	94 %	2009	≥ 94 %	2014-15	≥ 94 %	2010

**Indicator:** TAKS Science

**Grade:** All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	70 %	2009	≥ 90 %	2014-15	≥ 74 %	2010
African American	33 %	2009	≥ 90 %	2014-15	≥ 44.4 %	2010
Economically Disadvantaged	66 %	2009	≥ 90 %	2014-15	≥ 70.8 %	2010
Hispanic	99 %	2009	≥ 99 %	2014-15	≥ 99 %	2010
White	74 %	2009	≥ 90 %	2014-15	≥ 77.2 %	2010

**Indicator:** TAKS Social Studies

**Grade:** All

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

## Strategies

<b>Goal 1 - Strategy 1</b>		<b>Increased performance in Math</b>											
<b>Leader(s):</b> Math Teachers	<b>Brief Description:</b> Increase the level of student performance in Math as measured by TAKS.	<b>Evaluation Benchmark:</b> 90% passing rate											
<b>Leader Progress Report Dates:</b> Each Test Date													
<b>NEW INITIATIVE</b>													
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>	
Time	Number of FTE's: 3.00	Title Budget										\$1,505.00	
Teaching Aids	Partially Comp. Ed Funded	District Budget										\$101,495.00	
Teachers	Cost: \$14,041.00	Compensatory Ed. Budget										\$14,041.00	
Supplies												<hr/> \$117,041.00	
Substitute Teachers													
Outside Consultant													
Computers													
Audio Visual Equipment													
AEIS IT Program													
<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>
TAKS data will be disaggregated and studied by each teacher to identify student difficulties in a timely manner. (Title I, Component 8)	Math Teachers	X	X	X	X	X	X						
Tutorial period, pullouts during conference periods, and TAKS	All Math Teachers	X	X	X	X	X	X	X	X	X	X	X	X

<b>Goal 1 - Strategy 1</b>		<b>Increased performance in Math</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>
Enrichment classes worked into daily schedule for extra work in math. (Title I, Component 9)													
Teachers will attend workshops related to TAKS math as provided by Region VIII. (Title I, Component 4)	Math Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Teacher-made tests and practice material will be designed to resemble the TAKS test format.	Math Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Teachers will promote students hands on activities using manipulatives, real-life data, calculators, and computers in problem solving.	Math Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Students will be provided opportunities to use graphs, charts, tables, etc.	Math Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Before or after-school tutorials. (Title I, Component 9)	Math teachers	X	X	X	X	X	X	X	X	X	X	X	X
Support will be provided daily in a classroom setting for all students who need extra help through cooperative learning, peer tutoring, or teacher assistants. (Title I, Component 9)	Math Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Teachers will give students a "problem of the day", based on objective master % that falls below 75% on previous year's TAKS.	Math Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Use Study Island to reinforce TAKS objectives.	Teachers			X	X	X		X	X	X	X		
Vertical teaming. (Title I, Component 3)	Teachers			X									
TAKS Blitz. (Title I, Component 2)	Math Teachers									X			
A tutorial period will be given to students through a pull out of one of the student's electives. (Title I, Component 2)	Principal, Assistant Principal, Math Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Math Teachers will tutor students in need during elective periods. (Title I, Component 9)	Math Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Benchmark test will be administered at the end of the first	Principal, Math Teachers	X	X	X	X	X	X	X	X	X	X	X	X

<b>Goal 1 - Strategy 1</b>		<b>Increased performance in Math</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>
semester. (Title I, Component 8)		<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>
UIL participation will be emphasized.	Principal, All Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Math and Science Teams	UIL Coordinator	X	X	X	X	X	X	X	X	X	X	X	X
Student progress will be tracked by disaggregating TAKS Benchmark information with Kamico Software. (Title I, Component 8)	Math Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Incorporate advanced math program for all grade levels, sixth through eighth grade	Counselor, Math teachers	X	X	X	X	X	X	X	X	X	X	X	X
Sixth, Seventh, and Eighth grade students who fail or score under 2200 on the TAKS test from the previous year or those students that are failing will be put in a TAKS Enrichment class. (Title I, Component 2)	Principal, Counselor, Math Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Utilize C-Scope at the seventh grade level	Math Teacher	X	X	X	X	X	X	X	X	X	X	X	X

<b>Goal 1 - Strategy 2</b>		<b>Increased performance in Writing and Reading TAKS</b>											
<b>Leader(s):</b> English Teachers	<b>Brief Description:</b> Increase or maintain the level of student performance in Writing and Reading, as measured by TAKS.	<b>Evaluation Benchmark:</b> 100% passing rate											
<b>Leader Progress Report Dates:</b> Weekly													
<b>NEW INITIATIVE</b>													
<b>Resources Required:</b>	<b>FTE's Required:</b>	<b>Source of Funds:</b>										<b>Amount</b>	
Time	Number of FTE's: 5.00	Title Budget										\$2,504.00	
Teachers	Partially Comp. Ed Funded	STIMULUS										\$1,900.00	
District Staff	Cost: \$9,957.00	District Budget										\$184,792.00	
Computers		Compensatory Ed. Budget										\$9,957.00	
Campus Admin. Staff												<hr/>	
AEIS IT Program												\$199,153.00	
<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>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>i</b>
TAKS data will be disaggregated and studied by English and Reading teachers to identify student difficulties in a timely manner. (Title I, Component 8)	English/Reading Teachers	X	X	X	X	X	X						
English/Reading teachers will align curriculum to TAKS and discuss and evaluate teaching strategies. (Title I, Component 3)	English/Reading Teachers	X	X	X	X	X	X	X	X	X	X	X	X
TAKS Enrichment class, tutorials before or after school, and pullouts, worked into daily schedule for extra work in Reading and Writing skills. (Title I, Component 9)	All Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Students will be provided with a daily language activity for proof-	English/Reading Teachers	X	X	X	X	X	X	X	X	X	X	X	X

<b>Goal 1 - Strategy 2</b>		<b>Increased performance in Writing and Reading 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>
		<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>
reading skills.													
Students will be graded in punctuation, capitalization, and spelling.	English/Reading Teachers	X	X	X	X	X	X	X	X	X	X	X	X
English teachers will provide students with the opportunity to write on all types of TAKS papers throughout the year.	English Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Students needing extra help will be given individualized instruction in weekly tutorials. (Title I, Component 9)	English/Reading Teachers	X	X	X	X	X	X	X	X	X	X	X	X
TAKS writing will be practiced at each grade level.	English Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Student work will be displayed in the classrooms and in the halls.	English/Reading Teachers	X	X	X	X	X	X	X	X	X	X	X	X
70% of tests will be given in the TAKS format.	English/Reading Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Students will utilize standard or electronic resources to obtain information.	English/Reading Teachers	X	X	X	X	X	X	X	X	X	X	X	X
TAKS Enrichment classes, tutorials, and pullouts will be worked into a weekly schedule. (Title I, Component 9)	Principal, Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Vertical teaming. (Title I, Component 3)	Teachers			X									
Students will use AR as an enrichment, in order to improve independent reading skills.	English/Reading Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Students will be provided weekly vocabulary words to strengthen their working vocabulary.	English/Reading Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Purchase of scan pens to help struggling readers	Principal, ELAR Teachers		X	X	X	X	X	X	X	X	X	X	X

<b>Goal 1 - Strategy 3</b>		<b>Increased performance in Science TAKS</b>															
<b>Leader(s):</b> Science Teachers		<b>Brief Description:</b> Increase or maintain the level of student performance in Science as measured by TAKS.					<b>Evaluation Benchmark:</b> 80% passing rate										
<b>Leader Progress Report Dates:</b> Yearly																	
<b>NEW INITIATIVE</b>																	
<b>Resources Required:</b>		<b>FTE's Required:</b>			<b>Source of Funds:</b>					<b>Amount</b>							
Time		Number of FTE's: 3.00			Compensatory Ed. Budget					\$12,013.00							
Teachers		Partially Comp. Ed Funded			District Budget					\$83,504.00							
Supplies		Cost: \$12,013.00			STIMULUS					\$13,000.00							
Substitute Teachers					Title Budget					\$1,505.00							
Staff										<hr/>							
District Staff										\$110,022.00							
Computers																	
Campus Admin. Staff																	
Audio Visual Equipment																	
AEIS IT Program																	
<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>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>
TAKS data will be disaggregated and studied by each science teacher to identify student difficulties in a timely manner. (Title I, Component 8)		Science Teachers				X	X									X	
Science teachers will meet once per semester to coordinate curriculum, align TAKS, and evaluate teaching strategies. (Title		Science Teachers				X					X						

<b>Goal 1 - Strategy 3</b>		<b>Increased performance in Science 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>
		<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>
I, Component 3)													
Students will demonstrate their ability to solve problems using the scientific method.	Science Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Students will be graded based on mastery of skills and content of subject matter.	Science Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Teachers will provide students with the opportunity to answer science questions in the TAKS format.	Science Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Science teachers will inventory lab equipment and supplies. Teachers will update materials as needed to comply with TAKS requirements. (Title I, Component 3)	Science Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Vertical teaming. (Title I, Component 3)	Teachers			X									
Teachers will attend TAKS Science Collaborative workshop provided by the Region VIII Educational Service Center. (Title I, Component 4)	Science Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Tutorials will be implemented during the Spring Semester for 8th grade students taking the Science TAKS test. (Title I, Component 9)	Principal, Science Teacher							X	X	X			
Cross curriculum alignment with Health, Math, Reading, and English.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Purchase of equipment to modernize science labs/classrooms	Principal	X											
Increased professional development activities for science teachers	Principal	X											

<b>Goal 1 - Strategy 4</b>		<b>Increased performance in Social Studies TAKS</b>															
<b>Leader(s):</b> Social Studies Teachers		<b>Brief Description:</b> Increase or maintain the level of student performance in Social Studies as measured by TAKS.					<b>Evaluation Benchmark:</b> 90% passing rate										
<b>Leader Progress Report Dates:</b> Yearly																	
<b>NEW INITIATIVE</b>																	
<b>Resources Required:</b>		<b>FTE's Required:</b>			<b>Source of Funds:</b>					<b>Amount</b>							
Time		Number of FTE's: 3.00			Title Budget					\$1,338.00							
Teachers		Partially Comp. Ed Funded			Compensatory Ed. Budget					\$12,006.00							
Supplies		Cost: \$12,006.00			District Budget					\$120,141.00							
Substitute Teachers										<hr/>							
Outside Consultant										\$133,485.00							
Newspapers																	
District Staff																	
Computers																	
Channel One																	
Audio Visual Equipment																	
AEIS IT Program																	
<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>
TAKS data will be disaggregated and studied by each history teacher at the end of the 1st 6 weeks to identify student difficulty in a timely manner. (Title I, Component 8)		History Teachers				X	X		X	X		X		X			
Weekly opportunities will be provided for all students to work		History Teachers				X	X	X	X	X	X	X	X	X	X		

<b>Goal 1 - Strategy 4</b>		<b>Increased performance in Social Studies 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>
		<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>
cooperatively to reinforce TAKS skills.													
Current events will be used daily to enhance understanding of civic values and rights/responsibilities of citizenship.	History Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Students will use study guides or notes daily to reinforce key concepts or words related to objectives being taught.	History Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Each six weeks, students will research and report on cultures and ethnic groups to develop an appreciation for diversity.	History Teachers.		X		X		X		X		X		
Once per semester, students will complete two or more history projects.	History Teachers						X					X	
Students will utilize maps, charts, and graphs to analyze information on a weekly basis.	History Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Students will create and interpret political cartoons once per six weeks.	History Teachers		X		X		X		X		X		
Teachers will meet with their vertical teams at least once per semester. (Title I, Component 3)	History Teachers	X					X					X	
Vertical teaming. (Title I, Component 3)	Teachers	X										X	

<b>Goal 1 - Strategy 5</b>		<b>Special Programs</b>																
<b>Leader(s):</b> Principal, Assistant Principal		<b>Brief Description:</b> 85% of special needs students will be included in the regular classroom, and special programs personnel and instructional aides will support all students and teachers in the regular classroom.					<b>Evaluation Benchmark:</b> 85% inclusion											
<b>Leader Progress Report Dates:</b> Daily																		
<b>NEW INITIATIVE</b>																		
<b>Resources Required:</b>		<b>FTE's Required:</b>			<b>Source of Funds:</b>				<b>Amount</b>									
Time		Number of FTE's: 5.12			STIMULUS				\$35,831.00									
Teachers' Aides		Partially Comp. Ed Funded			Title Budget				\$910.00									
Teachers		Cost: \$20,170.00			Compensatory Ed. Budget				\$20,170.00									
Supplies					District Budget				\$61,816.00									
Staff					State ESL				\$1,600.00									
District Staff					GT Budget				\$1,000.00									
Campus Admin. Staff									<hr/> \$121,327.00									
<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>g</b>	<b>e</b>	<b>t</b>	<b>v</b>	<b>c</b>	<b>n</b>	<b>b</b>	<b>r</b>	<b>r</b>	<b>a</b>	<b>y</b>	<b>n</b>	<b>i</b>				
Special Education teacher will be available to meet daily with academic teams to assist teachers with modifications. (Title I, Component 3 & 9)		Special Education teacher				X	X	X	X	X	X	X	X	X	X	X	X	X
Special Education, regular teachers, and Principal will collaborate with the counselor in designing behavior plans for students with special needs. (Title I, Component 9)		Principal, Counselor/SW, Sp. Ed Teacher, Teachers				X	X	X	X	X	X	X	X	X	X	X	X	X
ESL oral language development. (Title I, Component 2)		ESL Teacher					X	X			X		X	X				
Gifted students will have daily enrichment with peers. (Title I,		Principal, G/T Teachers				X	X	X	X	X	X	X	X	X	X	X	X	X

<b>Goal 1 - Strategy 5 Special Programs</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	i
Component 2)													
Gifted students will have enrichment activities through language arts. (Title I, Component 2)	Principal, G/T Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Provide dyslexia services for identified students. (Title I, Component 2)	ESL Teacher	X	X	X	X	X	X	X	X	X	X	X	
Criteria established to actively identify FT students. (Title I, Component 2)	Counselor/Social Worker	X	X	X	X	X	X	X	X	X	X	X	
Addition of new Special Education Aide	Principal		X	X	X	X	X	X	X	X	X	X	
Training of campus inclusion specialist	Special Education Teacher		X			X							
Professional development for teachers on autism.	Principal		X										
Train adaptive PE evaluator and purchase equipment	PE Teacher		X	X	X	X	X	X	X	X	X	X	
RTI training for campus staff	Principal		X										
Purchase of minilaptops for Special Education classrooms	Tech Director						X						
Purchase of speech and assistive technology software to help students	Tech Director		X				X						

<b>Goal 1 - Strategy 6</b>		<b>Technology</b>											
<b>Leader(s):</b> Assistant Superintendent, Principal		<b>Brief Description:</b> Staff and students will develop and use a variety of technological skills.					<b>Evaluation Benchmark:</b> 100% of staff and students will use a variety of technological skills.						
<b>Leader Progress Report Dates:</b> Daily													
<b>NEW INITIATIVE</b>													
<b>Resources Required:</b>		<b>FTE's Required:</b>			<b>Source of Funds:</b>					<b>Amount</b>			
Teachers		Number of FTE's: None			STIMULUS					\$28,250.00			
Supplies		Not Specified			ESC Services					\$1,693.00			
Staff		Cost: None			State Technology					\$9,400.00			
School Library					District Budget					\$15,000.00			
District Staff										<hr/>			
District Admin. Staff										\$54,343.00			
Computers													
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>
Students and staff will communicate daily with other district sites through electronic mail.	Curriculum Director, Tech Coordinator	X	X	X	X	X	X	X	X	X	X		
Students and staff will use the Internet daily to conduct research.	Curr. Dir., Tech Coord., Teachers	X	X	X	X	X	X	X	X	X	X		
Students will use computers in library to facilitate Accelerated Reader Program.	Reading Teachers, Librarian	X	X	X	X	X	X	X	X	X	X		
Essential knowledge and skills of computer literacy will be taught	Curr. Dir., Tech Coord.,	X	X	X	X	X	X	X	X	X	X		

<b>Goal 1 - Strategy 6 Technology</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
across the curriculum.	Teachers												
The campus technology coordinator will be available daily to assist staff members and students in use of technology.	Tech Coordinator	X	X	X	X	X	X	X	X	X	X		
Teachers will use computers for continuous monitoring of students' academic progress and reporting to students and parents.	Principal, Tech Coord., Teachers	X	X	X	X	X	X	X	X	X	X		
All teachers will meet SBEC standards and develop a portfolio by the year 2006. (Title I, Component 2)	Supt., Curr. Dir., Principal	X	X	X	X	X	X	X	X	X	X		
Students will be technology literate by the 8th grade by 2006.	Supt., Curr. Dir., Principal	X	X	X	X	X	X	X	X	X	X		
Teachers will fully integrate technology to improve student performance in core curriculum areas by 2006. (Title I, Component 3)	Supt., Curr. Dir., Principal	X	X	X	X	X	X	X	X	X	X		
Teachers will continue ongoing technology self-assessment by completing the Star Chart. (Title I, Component 4)	Curr. Dir., Principal, All Teachers	X	X	X	X	X	X	X	X	X	X		
Purchase of mini-laptops mobile labs to expand access for students and teachers	Tech Director						X						

<b>Goal 1 - Strategy 7</b>		<b>Instruction by highly qualified teachers.</b>											
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Hughes Springs Junior High School will see that instruction is provided by highly qualified teachers and will continue to attract high-quality teachers to the district.					<b>Evaluation Benchmark:</b> 100% highly qualified staff						
<b>Leader Progress Report Dates:</b> Yearly													
<b>NEW INITIATIVE</b>													
<b>Resources Required:</b>		<b>FTE's Required:</b>			<b>Source of Funds:</b>						<b>Amount</b>		
District Staff		Number of FTE's: None			None						\$0.00		
District Admin. Staff		Not Specified									\$0.00		
Central Office		Cost: None											
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>
Identify, contact, interview, and hire highly qualified job applicants. (Title I, Component 5)	Principal, Campus Site Base Comm.	X	X	X	X	X	X	X	X	X	X	X	X
Offer continual education by distance learning and school funded workshops and seminars. (Title I, Component 4)	Supt., Curr. Dir., Principal	X	X	X	X	X	X	X	X	X	X	X	X
Monetary compensations in critical areas. (Title I, Component 5)	Superintendent	X	X	X	X	X	X	X	X	X	X	X	X
Additional training and testing for paraprofessional staff. (Title I, Component 4)	Superintendent, Curr. Dir.	X	X	X	X		X	X	X	X			

**Goal 2:** Hughes Springs Junior High will provide an educational program designed to enable all children in the school to meet the state's student academic and achievement standards through on-going staff development.

**Correlates with:**

<b>District Goals</b>			
1) Learning			
<b>State Goals</b>			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
<b>State Objectives</b>			
2) Student Potential	4) Curriculum	5) Prepare Students	6) School Personnel
7) Student Performance	8) School Environment	9) Instructional Techniques	
<b>Effective School Correlates</b>			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	6) Frequent Monitoring of Student Progress
<b>Title I - Schoolwide Programs</b>			
1) Needs Assessment	4) Professional Development	10) Federal, State, and Local Programs	

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**Indicators, Performance Data, and Performance Objectives**

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## Strategies

Goal 2 - Strategy 1		Staff Development													
<b>Leader(s):</b> Principal  <b>Leader Progress Report Dates:</b> Weekly		<b>Brief Description:</b> All staff members will be given the opportunities to broaden their knowledge of the diverse needs of Junior High students through on-going staff development.						<b>Evaluation Benchmark:</b> 100% of students's self-esteem will improve as demonstrated by their positive attitude toward classroom work,							
<b>Resources Required:</b> Time Teachers' Aides Teachers Substitute Teachers School Library Outside Consultant		<b>FTE's Required:</b> Number of FTE's: None  Not Specified  Cost: None		<b>Source of Funds:</b> Local Teacher Training  ESC Services				<b>Amount</b> \$1,050.00 \$958.00 <hr/> \$2,008.00							
<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>
The SBDM committee must approve all staff development activities. (Title I, Component 1)		Principal		X								X	X		
Basic first aid safety procedures and CPR will be offered for the Junior High. (Title I, Component 4)		Principal, Nurse		X											
Teachers will have the opportunity to attend G/T training as available at Region VIII. (Title I, Component 4)		Teachers		X	X	X	X	X	X	X	X	X	X		

<b>Goal 2 - Strategy 1 Staff Development</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>Activity</b>	<b>Person(s) Responsible</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>
Hughes Springs Junior High will participate in training on academic teaming as available at Region VIII. (Title I, Component 4)	Principal, Teachers, Teacher Aides	X	X	X	X	X	X	X	X	X	X		
Staff development for teachers related to identification of learning and academic difficulties. (Title I, Component 4)	Principal	X	X	X	X	X	X	X	X	X	X		
Staff development for all school staff to enable all children in the school to meet the state's student academic and achievement standards. (Title I, Component 4)	Curr. Dir., Principal	X	X	X	X	X	X	X	X	X	X		
Violence restraint and crisis intervention training. (Title I, Component 10)	Curr. Dir., Principal, Cass County Coop	X											
Staff development regarding classroom management, district discipline policies, and student code of conduct. (Title I, Component 4)	Principal	X	X	X	X	X	X	X	X	X	X		
Staff will give direction into the Campus Improvement plan.	Site Base Comm.											X	X

**Goal 3:** Hughes Springs Junior High will provide a safe, orderly and inclusive setting by using all available resources to present students the opportunity to learn.

**Correlates with:**

<b>District Goals</b>			
2) Communication	3) Climate		
<b>State Objectives</b>			
2) Student Potential	3) Dropout Prevention	5) Prepare Students	6) School Personnel
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>			
4) Professional Development	6) Parental Involvement	7) Student Transition to Elementary Programs	9) Identify and Assist with Student Difficulties
10) Federal, State, and Local Programs			

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**Indicators, Performance Data, and Performance Objectives**

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## Strategies

<b>Goal 3 - Strategy 1</b>		<b>Violence prevention</b>															
<b>Leader(s):</b> Principal, Assistant Principal		<b>Brief Description:</b> Provide a safe and nurturing environment.					<b>Evaluation Benchmark:</b> Crisis management team in place 100% of time.										
<b>Leader Progress Report Dates:</b> As needed.																	
<b>Resources Required:</b>		<b>FTE's Required:</b>			<b>Source of Funds:</b>							<b>Amount</b>					
Teachers' Aides		Number of FTE's: None			ESC Services							\$958.00					
Teachers		Fully Comp. Ed Funded										\$958.00					
Police Department		Cost: None															
District Staff																	
Central Office																	
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>
A crisis management team will be utilized to deal with any crisis that may arise.		Curr. Dir., Principal, Assist. Principal				X	X	X	X	X	X	X	X	X	X		
Suicide prevention counseling for targeted students.		Counselor/Social Worker				X	X	X	X	X	X	X	X	X	X		
Conflict resolution and restraint training. (Title I, Components 4 & 10)		Principal, Cass County Coop, Teachers				X											
Gang awareness staff development. (Title I, Components 4 & 10)		Principal				X											

<b>Goal 3 - Strategy 1</b>		<b>Violence prevention</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>r</b>	<b>y</b>	<b>n</b>	<b>l</b>
10)													
District Wide Mock Disaster Evacuation	All Administrators, All Staff					X			X				
Provide training on the prevention of unwanted sexual and verbal harassment and bullying. (Title I, Component 10)	Principal, Counselor/Social Worker, A. Principal	X	X	X	X	X	X	X	X	X	X	X	X

<b>Goal 3 - Strategy 2</b>		<b>Social, emotional, physical, psychological</b>														
<b>Leader(s):</b> Principal  <b>Leader Progress Report Dates:</b> Daily		<b>Brief Description:</b> The entire staff will focus on the social, emotional, physical, intellectual, psychological, and ethical development of all its students.				<b>Evaluation Benchmark:</b> 100% of students' self-esteem will improve and will be demonstrated by their positive attitude toward classroom work.										
<b>Resources Required:</b> Teachers' Aides Teachers Supplies Child Nutrition Dept. Campus Admin. Staff		<b>FTE's Required:</b> Number of FTE's: None Not Specified Cost: None				<b>Source of Funds:</b> Camp. Activity Fund Budget				<b>Amount</b> \$1,000.00 \$1,000.00						
<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	r	r	y	u	u
Sponsors of school organization will emphasize leadership and community service.		Teachers, sponsors					X									
TAKS period will be used to accelerate low-performing students. (Title I, Component 9)		Principal, Teachers		X	X	X	X	X	X	X	X	X	X			
Breakfast snacks will be provided for students on TAKS days. (Title I, Component 10)		Principal, Cafeteria Staff								X		X				
Colt Camp Orientation. (Title I, Component 7)		Principal		X												
All students will participate in the state PE evaluation (Fitnessgram)		Principal, PE Teacher													X	
All students will be enrolled in a class where they regularly		Principal			X	X	X	X	X	X	X	X	X	X		

<b>Goal 3 - Strategy 2</b>		<b>Social, emotional, physical, psychological</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>r</b>	<b>y</b>	<b>n</b>	<b>l</b>
participate in moderate to vigorous physical activity.													

<b>Goal 3 - Strategy 3</b>		<b>Attendance</b>												
<b>Leader(s):</b> Principal  <b>Leader Progress Report Dates:</b> Daily	<b>Brief Description:</b> Average attendance will improve to 97% and be maintained at that level.	<b>Evaluation Benchmark:</b> Average daily attendance will remain at 97%.												
<b>Resources Required:</b> Staff Parent Support Campus Admin. Staff	<b>FTE's Required:</b> Number of FTE's: 1.80 Not Specified Cost: None	<b>Source of Funds:</b> Truancy Services										<b>Amount</b> \$750.00 <hr/> \$750.00		
<b>Timeline</b>														
<b>Activity</b>	<b>Person(s) Responsible</b>	A	S	O	N	D	J	F	M	A	M	J	J	
Parents will be telephoned when students are absent. (Title I, Component 6)	Principal, Assistant Principal, Office Staff	u	e	c	o	e	a	e	a	p	a	u	u	
Students will be rewarded each six weeks for no absences.	Principal	g	p	t	v	c	n	b	r	r	y	n	l	
Proper authorities will be notified after 3 unexcused absences.	Principal, Assistant Principal, Probation Office	X	X	X	X	X	X	X	X	X	X	X	X	

<b>Goal 3 - Strategy 4</b>		<b>Decrease class disruptions</b>											
<b>Leader(s):</b> Principal  <b>Leader Progress Report Dates:</b> Daily	<b>Brief Description:</b> Provide an educational setting with no class disruptions.	<b>Evaluation Benchmark:</b> Overall student achievement will increase 10% due to a positive educational atmosphere.											
<b>Resources Required:</b> Teachers District Staff Campus Admin. Staff	<b>FTE's Required:</b> Number of FTE's: 2.00 Not Specified Cost: None	<b>Source of Funds:</b> None	<b>Amount</b> \$0.00 <hr/> \$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
Students who disturb the educational process will be disciplined.	Principal, Assistant Principal, Resource Officer	u	e	c	o	e	a	e	a	p	a	u	u
Students who harass other students will be punished. (Title I, Component 10)	Principal, Assistant Principal, Resource Officer	g	p	t	v	c	n	b	r	r	y	n	l
		X	X	X	X	X	X	X	X	X	X	X	X
		X	X	X	X	X	X	X	X	X	X	X	X

<b>Goal 3 - Strategy 5</b>		<b>Violence prevention</b>															
<b>Leader(s):</b> Principal, Assistant Principal		<b>Brief Description:</b> Hughes Springs Junior High will provide an safe, clean, and friendly atmosphere that is conducive to learning for all students.						<b>Evaluation Benchmark:</b> 10% decrease in violent acts.									
<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				Compensatory Ed. Budget				\$10,000.00							
Police Department		Not Specified				Title Budget				\$958.00							
Parent Support		Cost: None								<hr/>							
Guest Speaker										\$10,958.00							
Central Office																	
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>
Students who commit violent acts will be addressed in on of these forms: sent to Student Alternative Center, suspended from school, Alternative Educational Placement, corporal punishment, or placed under arrest. (Title I, Component 10)		Principal, Assistant Principal, Resource Officer				X	X	X	X	X	X	X	X	X	X	X	X
Visits by drug dogs. (Title I, Component 10)		Resource Officer				X	X	X	X	X	X	X	X	X	X	X	X

<b>Goal 3 - Strategy 6</b>		<b>Community Involvement</b>															
<b>Leader(s):</b> Principal		<b>Brief Description:</b> Parental and community involvement will emphasize parental and community involvement.					<b>Evaluation Benchmark:</b> 10% increase in parental response to end of year survey will indicate that parental involvement has increased understanding of the educational programs at Hughes Springs Junior High.										
<b>Leader Progress Report Dates:</b> End of Year																	
<b>Resources Required:</b>		<b>FTE's Required:</b>			<b>Source of Funds:</b>							<b>Amount</b>					
Parent Support		Number of FTE's: None			None							\$0.00					
Newspapers		Not Specified										\$0.00					
Local Bus. Leader		Cost: None															
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>	
Inform parents and community of school events and activities. (Title I, Component 6)		Principal, Sponsors			X	X	X	X	X	X	X	X	X	X	X		
Open House/Colt Camp. (Title I, Components 6 & 7)		Principal			X												
Prepare calendar of events at first of each month for web page. (Title I, Component 6)		Principal, Office Staff			X	X	X	X	X	X	X	X	X	X	X		
Teacher/parent conferences to discuss what the school will do to help students meet standards, what the parent can do to help student performance, and additional assistance available to students. (Title I, Component 6)		Teachers			X	X	X	X	X	X	X	X	X	X	X		
School/parent compact that is signed by the school and parents. (Title I, Component 6)		Teachers			X												



## **APPENDIX I**

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

<b>2009-10 Shared Decision Making Committee</b>				
<b>Position</b>	<b>Name</b>	<b>Subject/Grade</b>	<b>Contact Information</b>	<b>Signature</b>
Principal	Mr. Brian Nation		HSJH	
Assistant Principal	Mr. Michael Walker		HSJH	
District Level Professional	Mrs. Kim Stovall		HSJH	
Classroom Teacher	Mrs. Taffy Baird	Math/Seventh Grade	HSJH	
Classroom Teacher	Mrs. Nancy Benson	Science/Sixth Grade	HSJH	
Classroom Teacher	Mrs. Tammy Caver	English/Seventh Grade	HSJH	
Classroom Teacher	Pam Golden	English/Eighth Grade	HSJH	
Classroom Teacher	Gloria Nation	Special Education/All JH	HSJH	
Paraprofessional	Mrs. Debra Hatten		HSJH	
Paraprofessional	Ms. Ashley Latham		HSJH	
Community Representative	Ms. LaTresa Hatten		HSJH	
Business Representative	Mrs. Amy Nelson		HSJH	
Parent	Mrs. Tina Moore		HSJH	
Non-Classroom Professional Staff	Uriah Kemp		HSJH	

<b>Campus Improvement Plan Plan Implementation and Development Log</b>	
<b>Date</b>	<b>Purpose</b>

## Needs Assessment

### Summative Evaluation for 2008-09

Because of TAKS scores the Hughes Springs Junior High was evaluated as "Acceptable" for the 2008-2009 school year.

### Objective Accomplishments

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#### TAKS Reading - Grade: All Grades

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##### Analysis Group: All Students

Actual Performance for 2007-08	93%
Projected Annual Objective for 2008-09	93%
Actual Performance for 2008-09	91%

*Failed to make Progress toward the Objective*

##### Explanation of Performance

Our students did score over 90%, but were lower than the projected score. We will be improving this with TAKS enrichment classes, before/after school tutorials, and pullouts. Teachers will be using the STUDY ISLAND program on the computers as well.

##### Analysis Group: African American

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	79%

*Failed to make Progress toward the Objective*

##### Explanation of Performance

We failed to show progress in this area. Our staff will be working with this group by using TAKS enrichment classes, before and after school tutorials, and pullouts.

##### Analysis Group: Economically Disadvantaged

Actual Performance for 2007-08	88%
Projected Annual Objective for 2008-09	88.4%
Actual Performance for 2008-09	88%

*Partial Progress toward the Objective*

##### Explanation of Performance

Our students are performing at an 88% level. The students were just a little under the projected score. Our staff will be using different methods to get this score to exemplary.

##### Analysis Group: Hispanic

Actual Performance for 2007-08	88%
Projected Annual Objective for 2008-09	88.4%
Actual Performance for 2008-09	87%

*Failed to make Progress toward the Objective*

##### Explanation of Performance

Our students did reach the projected score. Our staff will be helping the students with TAKS enrichment, before/after school tutorials, and pullouts. Computer program STUDY ISLAND.

**Analysis Group: White**

Actual Performance for 2007-08	93%
Projected Annual Objective for 2008-09	93%
Actual Performance for 2008-09	93%
<i>Accomplished the Objectives</i>	

**Explanation of Performance**

Our students are performing at the percentage level.

**TAKS Math - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2007-08	90%
Projected Annual Objective for 2008-09	90%
Actual Performance for 2008-09	85%
<i>Failed to make Progress toward the Objective</i>	

**Explanation of Performance**

Our students did not make the projected score. We are doing the same as the previous scores in trying to improve.

**Analysis Group: African American**

Actual Performance for 2007-08	95%
Projected Annual Objective for 2008-09	95%
Actual Performance for 2008-09	69%
<i>Failed to make Progress toward the Objective</i>	

**Explanation of Performance**

Our students did not make the projected score. Our staff is helping the students with TAKS enrichment, before/after school tutorials, and pullouts. Our math teachers have been going to extra workshops to get new ideas in helping to increase our scores.

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08	85%
Projected Annual Objective for 2008-09	86%
Actual Performance for 2008-09	78%
<i>Failed to make Progress toward the Objective</i>	

**Explanation of Performance**

Same as previous.

**Analysis Group: Hispanic**

Actual Performance for 2007-08	76%
Projected Annual Objective for 2008-09	78.8%
Actual Performance for 2008-09	80%
<i>Accomplished the Objectives</i>	

**Explanation of Performance**

We did make higher than the projected score.

**Analysis Group: White**

Actual Performance for 2007-08	91%
Projected Annual Objective for 2008-09	91%
Actual Performance for 2008-09	88%
<i>Failed to make Progress toward the Objective</i>	

**Explanation of Performance**

We did not make the projected score. Our staff will be doing the same in this area as the others.

**TAKS Writing - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2007-08	97%
Projected Annual Objective for 2008-09	97%
Actual Performance for 2008-09	93%
<i>Failed to make Progress toward the Objective</i>	

**Explanation of Performance**

Our students did not accomplish the projected score, but still score over 90%.

**Analysis Group: African American**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	92%
<i>Failed to make Progress toward the Objective</i>	

**Explanation of Performance**

Our students did not accomplish the projected score, but was still over 90%.

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08	94%
Projected Annual Objective for 2008-09	94%
Actual Performance for 2008-09	89%
<i>Failed to make Progress toward the Objective</i>	

**Explanation of Performance**

Our students did not accomplish the projected score. Our staff will be helping the students with TAKS enrichment, before/after school tutorials, and pullouts.

**Analysis Group: Hispanic**

Actual Performance for 2007-08	99%
Projected Annual Objective for 2008-09	99%
Actual Performance for 2008-09	80%
<i>Failed to make Progress toward the Objective</i>	

**Explanation of Performance**

Our students did not accomplish the projected goal. Our staff will be doing the same as the other areas in helping students.

**Analysis Group: White**

Actual Performance for 2007-08	96%
Projected Annual Objective for 2008-09	96%
Actual Performance for 2008-09	94%
<i>Failed to make Progress toward the Objective</i>	

**Explanation of Performance**

Our students did not accomplish the projected score. Our students still scored over 90%.

**TAKS Science - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2007-08 79%  
 Projected Annual Objective for 2008-09 81.2%  
 Actual Performance for 2008-09 70%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

Our students did not accomplish the goal. Our staff will be doing the same things in this area to improve our students scores.

**Analysis Group: African American**

Actual Performance for 2007-08 TBD  
 Projected Annual Objective for 2008-09 TBD  
 Actual Performance for 2008-09 33%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

Our students did not accomplish the goal. Our science teachers have been going to workshops and getting ideas from other schools in improving in this area.

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08 70%  
 Projected Annual Objective for 2008-09 74%  
 Actual Performance for 2008-09 66%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

We did not accomplish the projected goal.

**Analysis Group: Hispanic**

Actual Performance for 2007-08 60%  
 Projected Annual Objective for 2008-09 66%  
 Actual Performance for 2008-09 99%  
*Accomplished the Objectives*

**Explanation of Performance**

We did accomplish the projected goal. Every student in this area passed the test.

**Analysis Group: White**

Actual Performance for 2007-08 81%  
 Projected Annual Objective for 2008-09 82.8%  
 Actual Performance for 2008-09 74%  
*Failed to make Progress toward the Objective*

**Explanation of Performance**

We did not accomplish the projected goal.

**TAKS Social Studies - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2007-08 92%  
 Projected Annual Objective for 2008-09 92%  
 Actual Performance for 2008-09 99%  
*Accomplished the Objectives*

**Explanation of Performance**

Our students did accomplish the goal.

**Analysis Group: African American**

Actual Performance for 2007-08	TBD
Projected Annual Objective for 2008-09	TBD
Actual Performance for 2008-09	99%

*Accomplished the Objectives*

**Explanation of Performance**

We did accomplish the goal.

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2007-08	83%
Projected Annual Objective for 2008-09	84.4%
Actual Performance for 2008-09	99%

*Accomplished the Objectives*

**Explanation of Performance**

Our students did accomplish the goal.

**Analysis Group: Hispanic**

Actual Performance for 2007-08	80%
Projected Annual Objective for 2008-09	82%
Actual Performance for 2008-09	99%

*Accomplished the Objectives*

**Explanation of Performance**

Our students did accomplish the goal.

**Analysis Group: White**

Actual Performance for 2007-08	93%
Projected Annual Objective for 2008-09	93%
Actual Performance for 2008-09	99%

*Accomplished the Objectives*

**Explanation of Performance**

Our students did accomplish the goal.

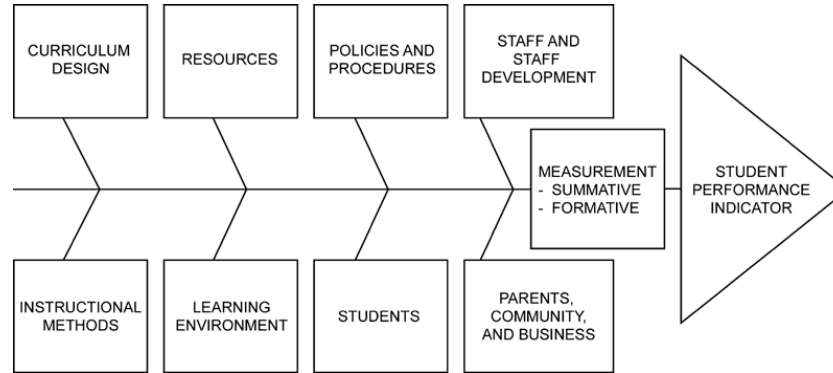
## Needs Assessment Focus

### 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 2009-10

Because of TAKS scores the Hughes Springs Junior High was evaluated as "Acceptable" for the 2008-2009 school year.

### Objective Accomplishments

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#### TAKS Reading - Grade: All Grades

---

##### Analysis Group: All Students

Actual Performance for 2008-09	91%
Projected Annual Objective for 2009-10	91%
Actual Performance for 2009-10	91%

*Accomplished the Objectives*

##### Explanation of Performance

##### Analysis Group: African American

Actual Performance for 2008-09	79%
Projected Annual Objective for 2009-10	81.2%
Actual Performance for 2009-10	79%

*No Progress Rating Selected*

##### Explanation of Performance

##### Analysis Group: Economically Disadvantaged

Actual Performance for 2008-09	88%
Projected Annual Objective for 2009-10	88.4%
Actual Performance for 2009-10	88%

*No Progress Rating Selected*

##### Explanation of Performance

##### Analysis Group: Hispanic

Actual Performance for 2008-09	87%
Projected Annual Objective for 2009-10	87.6%
Actual Performance for 2009-10	NA

*No Progress Rating Selected*

##### Explanation of Performance

##### Analysis Group: White

Actual Performance for 2008-09	93%
Projected Annual Objective for 2009-10	93%
Actual Performance for 2009-10	NA

*No Progress Rating Selected*

##### Explanation of Performance

**TAKS Math - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2008-09	85%
Projected Annual Objective for 2009-10	86%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2008-09	69%
Projected Annual Objective for 2009-10	73.2%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2008-09	78%
Projected Annual Objective for 2009-10	80.4%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2008-09	80%
Projected Annual Objective for 2009-10	82%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2008-09	88%
Projected Annual Objective for 2009-10	88.4%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**TAKS Writing - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2008-09 93%  
 Projected Annual Objective for 2009-10 93%  
 Actual Performance for 2009-10 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2008-09 92%  
 Projected Annual Objective for 2009-10 92%  
 Actual Performance for 2009-10 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2008-09 89%  
 Projected Annual Objective for 2009-10 89.2%  
 Actual Performance for 2009-10 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2008-09 80%  
 Projected Annual Objective for 2009-10 82%  
 Actual Performance for 2009-10 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2008-09 94%  
 Projected Annual Objective for 2009-10 94%  
 Actual Performance for 2009-10 NA  
 No Progress Rating Selected

**Explanation of Performance**

**TAKS Science - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2008-09 70%  
 Projected Annual Objective for 2009-10 74%  
 Actual Performance for 2009-10 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2008-09 33%  
 Projected Annual Objective for 2009-10 44.4%  
 Actual Performance for 2009-10 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2008-09 66%  
 Projected Annual Objective for 2009-10 70.8%  
 Actual Performance for 2009-10 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2008-09 99%  
 Projected Annual Objective for 2009-10 99%  
 Actual Performance for 2009-10 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2008-09 74%  
 Projected Annual Objective for 2009-10 77.2%  
 Actual Performance for 2009-10 NA  
 No Progress Rating Selected

**Explanation of Performance**

**TAKS Social Studies - Grade: All Grades**

**Analysis Group: All Students**

Actual Performance for 2008-09 99%  
 Projected Annual Objective for 2009-10 99%  
 Actual Performance for 2009-10 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: African American**

Actual Performance for 2008-09 99%  
 Projected Annual Objective for 2009-10 99%  
 Actual Performance for 2009-10 NA  
 No Progress Rating Selected

**Explanation of Performance**

**Analysis Group: Economically Disadvantaged**

Actual Performance for 2008-09	99%
Projected Annual Objective for 2009-10	99%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: Hispanic**

Actual Performance for 2008-09	99%
Projected Annual Objective for 2009-10	99%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**

**Analysis Group: White**

Actual Performance for 2008-09	99%
Projected Annual Objective for 2009-10	99%
Actual Performance for 2009-10	NA
<i>No Progress Rating Selected</i>	

**Explanation of Performance**