

SPRING HILL ISD

District Improvement Plan 2008/2009

~~ Proud Past, Promising Future ~~

SPRING HILL ISD

Mission

~~ Providing education to address real world needs ~~

Nondiscrimination Notice

SPRING HILL ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

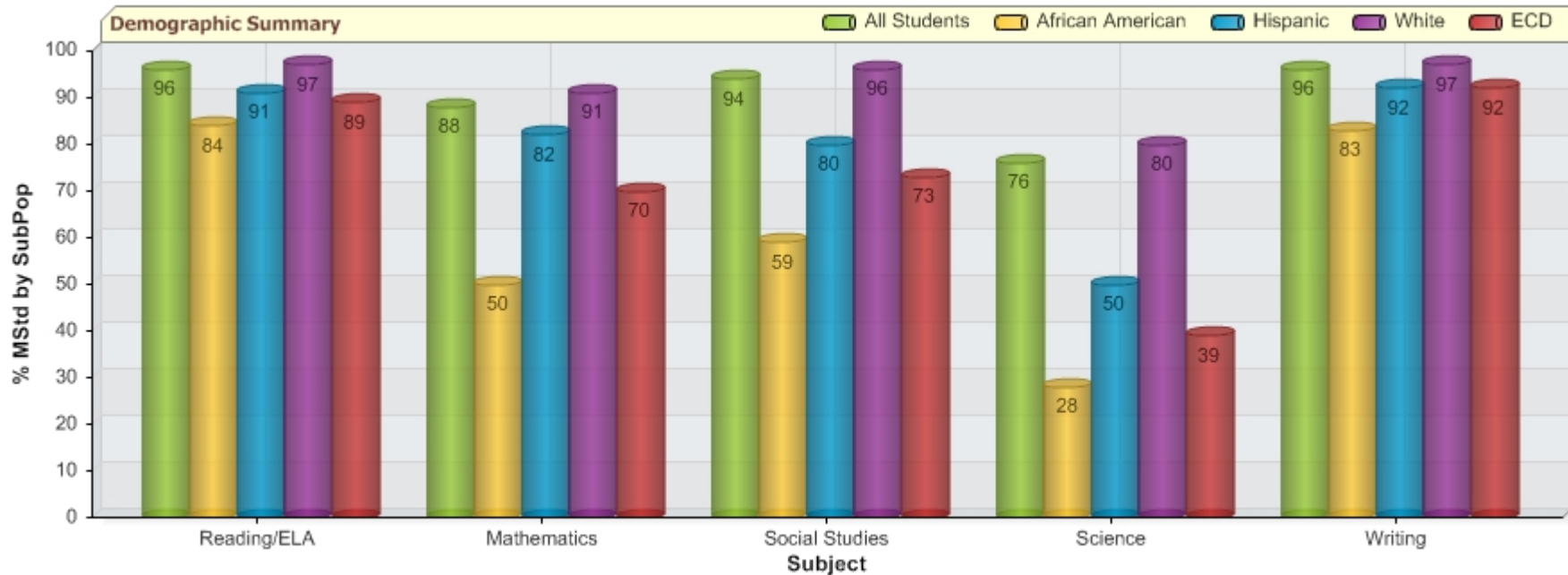


Demographic Summary

SPRING HILL ISD

Year: 2008
 Calculation Option: 2008 TAKS Base Indicators
 Grades: 03, 04, 05, 06, 07, 08, 09, 10, 11

SubPopulation	Reading/ELA			Mathematics			Social Studies			Science			Writing		
	Tested	MStd	MStd%	Tested	MStd	MStd%	Tested	MStd	MStd%	Tested	MStd	MStd%	Tested	MStd	MStd%
All Students	1131	1083	96	1117	987	88	368	346	94	500	382	76	228	218	96
African American	76	64	84	70	35	50	17	10	59	25	7	28	18	15	83
Hispanic	56	51	91	56	46	82	15	12	80	22	11	50	13	12	92
White	969	939	97	961	876	91	331	319	96	443	356	80	188	182	97
ECD	211	188	89	200	140	70	52	38	73	79	31	39	49	45	92



SPRING HILL ISD

Goal 1. All students and student groups will achieve a 90% and above passing rate on the Texas Assessment of Knowledge and Skills in Reading/English Language Arts, Math, Writing, Social Studies, and Science achieving an Exemplary rating in 2009.

Objective 1. All students and student groups will improve TAKS passing rates to 90-100%.

Goal 2. To insure academic achievement for all students, Spring Hill Independent School District will meet or exceed the state attendance standard.

Objective 1. The District attendance rate will be at least 97%, and the District will strive to attain 98% attendance.

Goal 3. To insure academic achievement by all students, the District will maintain a drop-out rate of less than 1%.

Objective 1. The District will maintain a drop-out rate below 1% striving to attain a 100% graduation rate.

Goal 4. To insure academic achievement by all students, the District will maintain a positive school climate.

Objective 1. The District will provide a safe, orderly environment with high expectations of success for all students.
The District will maintain student awareness of behavior expectations and consequences of misbehavior.

Goal 5. To insure academic achievement by all students, the District will promote school, parent, and community partnerships/communication fostering increased student success.

Objective 1. The District will promote a strong partnership between school and parent/community through effective communications and opportunities for parent/community involvement in school events.

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Objective 1. All students and student groups will improve TAKS passing rates to 90-100%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize Spring 2008 TAKS data to determine students' strengths and weaknesses in all core subjects (Target Group: All) (NCLB: 1,2,5)	Assistant Principal(s), Core Subject Teachers, Principal(s)	Fall 2008	(L)DMAC Reports, (S)Pearson TAKS Reports	Lesson Plans; TAKS Results
2. Use benchmark tests to assess student progress toward mastery of TEKS/TAKS objectives in core subject areas (Target Group: All) (NCLB: 1,2,5)	Assistant Principal(s), Core Subject Teachers, Principal(s)	Scheduled by principals; Fall/Spring	(F)Released TAKS Tests, (L)Benchmark Tests, (L)DMAC Reports, (L)TEKScore	Benchmark test results; Released TAKS test results; TAKS results
3. Provide supplemental instruction in core subject areas for students who are at risk of falling below grade level and/or at risk of failing TAKS (Target Group: ECD, LEP, AtRisk) (NCLB: 1,2,5)	Counselor(s), Principal(s), Teacher(s)	On-going implementation	(L)Supplemental Materials, (S)High School Student Allotment, (S)Local Funds, (S)State Compensatory, (S)TAKS Study Guides	Progress reports; Report Cards; Benchmark tests; Tutorial attendance; TAKS results
4. Insure high school students effectively review TAKS tested TEKS at each grade level for core subject areas (Target Group: All) (NCLB: 1,5)	Core Subject Teachers, Principal(s)	On-going	(F)Released TAKS Tests, (L)Benchmark Tests, (L)DMAC Reports, (S)TAKS Information Booklet, (S)TAKS Study Guides, (S)TEKS Clarifications	Benchmark test scores; TAKS test results
5. Begin implementation of CScope curriculum designed for core subject areas to insure vertical / horizontal alignment, research-based instructional strategies, aligned assessment to monitor student progress (Target Group: All) (NCLB: 1,5)	Assistant Principal(s), Core Subject Teachers, Curriculum Director, Principal(s), Superintendent	Begin Fall 2008	(S)High School Student Allotment, (S)Local Funds	Capacity Team trainings; Principal observations and PDAS documentation; Lesson plans; Benchmark test results; TAKS test results
6. Supplement regular classroom instruction to support all student groups and special populations through tutorials, computer-assisted instruction, TAKS enrichment classes (Target Group: AtRisk) (NCLB: 1,5)	Computer Lab Technicians, Content Mastery Teachers, Principal(s), Teacher(s)	On-going	(L)Diagnosticians, (S)Local Funds, (S)State Compensatory	TAKS results; TPRI results; Benchmark test results
7. Use TPRI test data in grades K-2 to assess student needs and progress in reading (Target Group: All) (NCLB: 1)	Principal(s), Teacher(s), Title I Teacher(s)	September, January, May TPRI administrations	(L)DMAC Reports, (L)TPRI Reports	TPRI test results; TAKS reading results

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Objective 1. All students and student groups will improve TAKS passing rates to 90-100%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. Provide accelerated reading program for K-5 students (Title I: 9,10)	Principal(s), Teacher(s), Title I Teacher(s)	On-going	(F)ARI/AMI Funds, (F)Title I	
9. Identify ESL students and monitor progress (Target Group: ESL, Migrant, LEP) (NCLB: 1,2,5)	Assistant Principal(s), Counselor(s), ESL Coordinator, LPAC Committee, Principal(s)	On-going	(F)Title III Bilingual / ESL, (S)Language survey	Benchmark test results; Student folders; Progress reports; Report card grades; TAKS test results
10. Inform community about availability of the migrant and ESL programs communicating in parents' native language including written notes and documents (Title I: 6,9,10) (Target Group: ESL, LEP) (NCLB: 2)	Assistant Principal(s), Counselor(s), LPAC Committee, Principal(s), Region VII, Spanish Teacher(s)	On-going	(F)Title III Bilingual / ESL, (S)ESL /Migrant brochures, (S)Local Funds, (S)Region VII	Student folders; Student participation; Parent participation on committees; Parental involvement; Report card grades; TAKS results
11. Provide professional development opportunities to increase the capacity of core academic teachers to prepare students for commended performance on TAKS tests (Title I: 1,3,4) (Target Group: All) (NCLB: 1,3,4)	Curriculum Director, Principal(s), Region VII, Teacher(s)	On-going	(F)Title I, (S)Local Funds, (S)Region VII	Staff development records; Principal observations and PDAS documents; TAKS results
12. Provide instruction for identified dyslexic students	Dyslexia Teacher, Principal(s)	On-going	(L)Dyslexia Materials, (S)Local Funds	Progress reports; Report card grades; TAKS test results
13. Continue using Student Support Teams (SST) to insure academic success for all students including students perceived to have learning difficulties (Title I: 10) (Target Group: SPED, AtRisk) (NCLB: 1,5)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	On-going; SST meetings scheduled by principal	(L)Gregg County Shared Services Arrangement, (L)Student Support Teams	SST meetings; Reduction in special education referrals; Progress reports; Report cards; TAKS test results
14. Provide training for teachers regarding the roles of the Student Support Team, differentiated instruction, and response to intervention (Title I: 1,2,10) (Target Group: SPED, AtRisk) (NCLB: 1)	Curriculum Director, Principal(s), Student Support Team(s), Teacher(s)	On-going	(L)Student Support Teams, (S)Region VII	Progress reports; Report cards; Reduction in special education referrals; TAKS test results
15. Provide training for teachers regarding instruction for students in poverty and culturally diverse groups (Title I: 2,4) (Target Group: ECD, AtRisk) (NCLB: 1,4,5)	Curriculum Director, Principal(s)	As scheduled by Region VII	(F)Title IIA Principal and Teacher Improvement, (S)Pearson TAKS Reports	Staff development documentation; Reduction in special education and discipline referrals; TAKS test results

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
16. Provide Gifted/Talented (G/T) students with a continuum of learning experiences leading to advanced products and/or performances (Target Group: GT)	G/T Coordinator, Principal(s), Teacher(s)	On-going	(L)G/T Funds, (S)Region VII	Student projects, presentations, and performances; Progress reports; Report cards; TAKS test results
17. Provide hands-on activities in science labs/classrooms and use technology to enhance the science curriculum (Target Group: All) (NCLB: 5)	Computer Lab Technicians, Principal(s), Teacher(s)	On-going	(L)Lab manuals, (L)Science equipment, (O)Internet sites, (O)Software simulations, (S)Region VII	Student products; Report card grades; Lesson plans; TAKS science results
18. Provide Career and Technology Education (CTE) classes and supplement CTE courses through tutorials and computer-assisted instruction (Target Group: All)	Assistant Principal(s), Counselor(s), CTE Teachers, Principal(s)	On-going	(F)CTE Funds, (S)Local Funds, (S)Region VII	Teacher observations; Progress reports; Report card grades; TAKS results
19. Identify students at risk of academic failure in order to facilitate academic success and graduation (Title I: 9) (Target Group: AtRisk) (NCLB: 1,5)	Counselor(s), Principal(s), Teacher(s)	On-going	(S)State Compensatory, (S)TAKS Information Booklet, (S)TAKS Study Guides, (S)TEKS Clarifications	At-risk student list; Report card grades; Drop-out rate; TAKS scores
20. Provide professional development opportunities building teacher capacity to improve the academic performance of at-risk students (Title I: 1,2,4) (Target Group: AtRisk) (NCLB: 1,4,5)	Curriculum Director, Principal(s)	Fall 2008 / Spring 2009	(F)Title IIA Principal and Teacher Improvement, (S)Region VII, (S)State Compensatory	Staff development documentation; Progress reports; Report card grades; Drop-out rate; TAKS results
21. Recruit and maintain highly qualified staff (Title I: 3,5) (NCLB: 3)	Principal(s), Superintendent	On-going	(L)Local newspapers, (O)TASB job site, (O)University job fairs	Teacher applications, certificates, contracts; Drop-out rate; TAKS scores
22. Insure all paraprofessionals are highly qualified (Title I: 3,4) (NCLB: 3)	Principal(s), Superintendent	On-going	(F)Title I, (S)Region VII	Paraprofessional applications, certificates, training documentation
23. Inform students of curriculum choices and availability of higher education financial aid and grant programs (Target Group: All)	Counselor(s), Principal(s)	As scheduled by counselors, students, parents	(O)Internet sites, (S)Local Funds	College applications and enrollment; Graduation rate; TAKS results

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Objective 1. All students and student groups will improve TAKS passing rates to 90-100%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
24. Identify special education students and provide related services as needed to insure academic success for all special education students (Target Group: SPED) (NCLB: 1,5)	Principal(s), Student Support Team(s), Teacher(s)	On-going	(L)Gregg County Shared Services Arrangement	Benchmark test results; Report card grades; TAKS results

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Goal 2. To insure academic achievement for all students, Spring Hill Independent School District will meet or exceed the state attendance standard.

Objective 1. The District attendance rate will be at least 97%, and the District will strive to attain 98% attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Identify students with excessive absences and/or a pattern of continual absences (Target Group: All)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	Weekly reports on attendance; On-going	(L)Law Officials, (L)PEIMS Reports	Attendance reports; Report card grades; Promotion/retention records; ADA report; TAKS scores
2. Communicate with parents regarding student absences (Target Group: All) (NCLB: 1,5)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	Weekly reports	(L)PEIMS Reports, (L)View Student Information (VSI)	Parent contact documentation; Report card grades; ADA report; Promotion/retention records; TAKS scores
3. Conference with students and parents regarding excessive student absences (Target Group: All) (NCLB: 1,5)	Assistant Principal(s), Counselor(s), Principal(s)	Weekly	(L)PEIMS Reports	Parent/student conference documentation; ADA report; Promotion/retention records; TAKS scores
4. Report excessive absences to appropriate authorities (Target Group: All) (NCLB: 1,5)	Assistant Principal(s), Principal(s)	Weekly attendance reports	(L)Law Officials	Attendance hearing reports/mandates; Attendance records; ADA report; Promotion/retention records; TAKS scores
5. Reward students with perfect attendance (Target Group: All) (NCLB: 1,5)	Assistant Principal(s), Principal(s)	Six week reporting periods	(L)PEIMS Reports, (S)Local Funds	Perfect attendance awards; ADA report; Promotion/retention records

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Goal 3. To insure academic achievement by all students, the District will maintain a drop-out rate of less than 1%.

Objective 1. The District will maintain a drop-out rate below 1% striving to attain a 100% graduation rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor attendance and academic performance of at-risk students (Target Group: All, AtRisk) (NCLB: 5)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	On-going	(L)PEIMS Reports, (L)Personal Graduation Plans	Attendance records; Progress reports; Report card grades; Retention records; Number of drop-outs; TAKS results
2. Examine retention rates of all students at each grade level (Title I: 9) (Target Group: All) (NCLB: 1,5)	Assistant Principal(s), Counselor(s), Principal(s)	August; May	(L)PEIMS Reports, (L)Personal Graduation Plans	Attendance reports; Progress reports; Report card grades; Retention records; Number of drop-outs
3. Schedule parent conferences for students at risk of failing (Title I: 6,9) (Target Group: All, AtRisk) (NCLB: 5)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	On-going	(L)PEIMS Reports, (L)Personal Graduation Plans	Parent/student conference documentation; Retention records; Number of drop-outs; TAKS results
4. Provide staff development to build teacher capacity to meet the needs of diverse populations and at-risk students (Title I: 3,4) (NCLB: 3,4,5)	Curriculum Director, Principal(s)	On-going	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds, (S)Region VII	Staff development documentation; Retention records; Number of drop-outs; TAKS results
5. Insure opportunities for at-risk students to attend tutorials (Title I: 9) (Target Group: AtRisk) (NCLB: 5)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	Daily; Weekly	(S)State Compensatory	Tutorial documentation; Progress reports; Report card grades; Number of drop-outs; TAKS results

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Goal 4. To insure academic achievement by all students, the District will maintain a positive school climate.

Objective 1. The District will provide a safe, orderly environment with high expectations of success for all students. The District will maintain student awareness of behavior expectations and consequences of misbehavior.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review and revise the Student Handbook and Student Code of Conduct (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal(s), Superintendent	Spring	(S)Student Code of Conduct, (S)Texas Association of School Boards	Discipline reports
2. Inform students of requirements in the Student Code of Conduct (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	August; On-going	(S)Student Code of Conduct, (S)Texas Association of School Boards	Discipline reports
3. Enforce the Student Code of Conduct (Target Group: All) (NCLB: 4)	Assistant Principal(s), Principal(s), Superintendent, Teacher(s)	On-going	(L)PEIMS Reports, (S)Local Funds	In-School Suspension reports; Alternative Campus reports; Discipline reports
4. Provide professional development to build teacher capacity in effective teaching techniques, classroom management strategies, and behavior intervention strategies (NCLB: 4)	Counselor(s), Curriculum Director, Principal(s)	On-going	(F)Title IIA Principal and Teacher Improvement, (L)Gregg County Shared Services Arrangement, (S)Region VII	Staff development documentation; Principal observations and PDAS reports; Discipline reports; TAKS results
5. Continue student groups to promote good citizenship, responsibility, and positive self-esteem (Target Group: All) (NCLB: 4,5)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	On-going	(S)Local Funds	Participation rate in co-curricular and extra-curricular activities; Report card grades; Discipline reports; TAKS results
6. Continue student activities to promote good citizenship and character (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor(s), Principal(s), Teacher(s)	On-going	(S)Local Funds	Student participation in Character Education Program, drug-free programs, service organizations and projects; Discipline reports; Number of projects completed

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Goal 5. To insure academic achievement by all students, the District will promote school, parent, and community partnerships/communication fostering increased student success.

Objective 1. The District will promote a strong partnership between school and parent/community through effective communications and opportunities for parent/community involvement in school events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Promote parent/community involvement in school activities/events (Title I: 6) (NCLB: 5)	Counselor(s), Curriculum Director, Principal(s), Superintendent, Teacher(s)	On-going	(S)Local Funds	Parent/community attendance and participation at events and activities;
2. Promote faculty/parent membership and participation in PTA (Title I: 6)	Principal(s), PTA	On-going	(S)Local Funds	Number of faculty/parent PTA members; Faculty/parent participation in PTA activities
3. Continue parent/teacher and parent/counselor conferences (Title I: 6) (Target Group: All) (NCLB: 1,5)	Counselor(s), Principal(s), Teacher(s)	Fall/Spring semesters; On-going	(S)Local Funds	Conference documentation; Report card grades; TAKS results; Number of students pursuing post-graduate education
4. Continue to inform parents of Student Success Initiative (SSI), TAKS, and graduation requirements (Title I: 6) (NCLB: 5)	Counselor(s), Principal(s), Teacher(s)	On-going	(S)Local Funds	Progress reports; Report card grades; Promotion/retention records; Graduation rate; TAKS test results
5. Promote district/teacher websites and View Student Information (VSI) computer program (Title I: 6) (NCLB: 5)	Director of Technology, Principal(s), Teacher(s)	On-going	(S)Local Funds	Notification to parent/community of available websites; Increase hits to websites and VSI
6. Work with SHISD's Education Foundation to secure campus/teacher grants to enhance instructional programs (Target Group: All)	Curriculum Director, Director of Technology, Principal(s), Superintendent, Teacher(s)	On-going	(L)Spring Hill Education Foundation Funds	Number of grant applications; Number of grants awarded; Number of completed campus/teacher projects

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2008/2009 school year.)

Goal 1. By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 2. All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Goal 3. By 2005-2006, all students will be taught by highly qualified teachers.

Goal 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Goal 5. All students will graduate from high school.

Federal, State, and Local Funding Sources

Program	Funding Source	Amount	FTE
ARI/AMI Funds	Federal	\$41,963	1
CTE Funds	Federal	\$445,152	6
Title I	Federal	\$226,502	7
Title IIA Principal and Teacher Improvement	Federal	\$56,000	.5
Title IID Technology	Federal	\$2,081	
Title III Bilingual/ESL	Federal	\$19,261	
Title IV Safe and Drug Free	Federal	\$4,430	
G/T Funds	Local	\$61,000	1
High School Student Allotment	State	\$135,523	2
State Compensatory	State	\$328,000	6

SPRING HILL ISD Site Base

Name	Position
Blevins, Rae	Parent
Bourdon, Mark	Junior High Teacher
Canter, Becky	Intermediate Teacher
Darby, Rachel	Junior High Teacher
Fleet, Penny	Curriculum Director
Irwin, Andrea	Counselor
Jones, Carrie	High School Teacher
Jones, Wes	Superintendent
Jordan, Laura	High School Teacher
Kincy, Charlotte	High School Teacher
Kiser, Randy	High School Teacher
Maloney, Linda	Middle School Teacher
Mayfield, Peggy	Primary Principal
McDowell, Carol	Middle School Teacher
Orren, Carmel	Business/Community Member
Perry, Josh	Junior High Teacher
Powell, Gail	ESL
Reed, David	Junior High Principal
Robertson, Dana	Intermediate Principal
Robinson, Judy	Primary Teacher
Stansell, Kelly	Middle School Principal
Stowe, Donya	Intermediate Teacher
Verner, Monica	Primary Teacher
Watkins, Bobby	High School Principal
White, Kathy	Title I / Dyslexia