



# Board Report HISD



Regular Meeting of the Board of Trustees December 12, 2005

**“Celebrate What’s Right With Hallsville I.S.D.”  
We Wish Everyone a Merry Christmas  
And  
Happy New Year!**



## **Recognitions: Bobcat Pride Award**

**Charles Reid:** Mr. Wright presented the award to Charlie Reid who has worked in the Maintenance Department at H.I.S.D. since 2001. Charlie is a craftsman and a very talented and experienced carpenter. Many of our employees have benefited from his outstanding work. Mr. Wright told the Board that Charlie Reid is a perfect example of why we “Celebrate What’s Right With Hallsville I.S.D.”

## **Consent Items:**

Minutes from the November 14, 2005, Board meeting and November, 2005 Financial Report, Quarterly Investment Report and Budget Amendments were approved.

**Vehicle Bids:** Bids were approved to purchase three vehicles for district use and a cargo van that will be used by the Bobcat Band.

**Bids for Sale of Personal Property-Track Hurdles:** Bids were approved for the sale of track hurdles that were no longer being used.

**Annual Audit Report:** The annual audit report was given by Mike Hallum and Bob Duvall of the audit firm of Knuckols, Duvall, Hallum and Co. P.C. The auditors issued an unqualified opinion or a clean audit report for the district. It was reported that the financial records for the district were in good condition with the district having net assets of more than \$22 million. Before a transfer to the Cafeteria Fund, the district’s \$25.9 million in expenditures were about forty- six thousand dollars more than revenue. The final audited fund balance at August 31, 2005, was \$5.8 million.

**Consider Engagement for the Education of Non-Resident Students (Chapter 41, Option 4, WADA Purchase for Joshua I.S.D.):** The Board approved the Engagement Agreement with Joshua ISD for the 2005-2006 school year. The purpose of the agreement is to enable the district to reduce its wealth per weighted resident student to a level that is no longer greater than the equalized wealth level determined by the Texas Commissioner of Education. Hallsville ISD will be sending its Chapter 41 recapture payment to Joshua ISD rather than the Texas Education Agency and will receive an efficiency credit due to this agreement. Option number four of Chapter 41 was approved by the voters of the district in May 2003.

**Exemplary Plan Focus:** Carla McAvoy presented the Exemplary Plan to the Board for the Intermediate Campus.

### **THIRD GRADE**

- Transition to third grade:
- Move to new building.
- TAKS Area.
- First time to see test.
  
- Evaluation of Students:
- Developmental Reading Assessment (DRA) Level.
- Placement Reading Test.
- Dibels Fluency/Comprehension Test.
- Placement Math Test.
  
- Based on data:
- Student placed in SAIL math and extended day.
- Student placed in SAIL reading and extended day.
  
- Student Intervention Team process after each Benchmark/grading period:
- Assign to SAIL if possible.
- Develop behavior/motivation strategies.
  
- Monday subject level meetings with teachers, co-principal and Principal:
- Make decisions relating to instructional strategies.
- Assign students to tutorials.
- Determine instructional strategies for tutorials.
  
- ELL Students:
- Assigned to SAIL reading if they do not score advanced high on assessment.
- Inclusion with ELL teacher in classroom.
  
- Special Education Students:
- Voyager Reading Program.
- Emphasis is to design instructional strategies that will accelerate instruction.
- Emphasize students in Life Skill class to take SDAA.
  
- Analyze previous year TAKS objectives and student expectations:
- Different cohort each year.
- Look for common threads to improve instructional strategies.

## FOURTH GRADE

Evaluate TAKS scores of each student by objective and student expectation.

Any student expectation below 80 percent:

- Check previous year scores.
- Develop instructional strategies for whole group.
- Analyze specific student expectation and make sure that instructional strategies used within curriculum is aligned with student need.

Students that did not pass 3rd grade math TAKS test or had to take 3rd administration of TAKS reading:

- Identify specific weaknesses in student expectations.
- Provide SAIL and extended day.

Monday subject level meetings with teachers, co-principal and Principal:

- Make decisions relating to instructional strategies.
- Assign students to tutorials.
- Determine instructional strategies for tutorials.

Student Intervention Team process after each Benchmark/grading period:

- Assign to SAIL if possible.
- Develop behavior/motivation strategies.

ELL Students:

- If they pass TAKS reading and math, monitor for writing.
- If they don't pass both or either test, SAIL classes provided.
- Inclusion of ELL teacher classroom.

Special Education Students:

- Inclusion in General Education.
- Design specific writing tools.
- Emphasize students in Life Skills class to take SDAA.

**Sale of 7, 500 Square Feet of Real Property:** The Board approved a resolution authorizing the Superintendent to negotiate a contract for the sale of a 50' X 150' narrow tract of land on Galilee Road.

**High School Master Schedule:** Dr. Brian Morris communicated to the Board future changes in the master schedule. A temporary change will begin with the 2006-2007 school year. The proposed change would create a 45 minute period in addition to the four 90 minute blocks.

The 45 minute period will:

1. Provide additional TAKS help for all students.
2. Provide a time for UIL Academic teams to practice during the day.
3. Use this time for HYPE.
4. Be able to arrange our Pep-Rally and assembly schedule with this time, so that academic time is not lost.
5. Offer electives or specialized classes to those students not needing TAKS help and not involved in UIL Academics.
6. Enable students to take advantage of TAKS tutorials without losing an elective credit.

A permanent change in the master schedule will begin with the 2007-2008 school year. This new master schedule will be created with input from the High School staff, SVIT members, and parents. The High School staff will be surveyed on what they believe will be the best option for our students. The new schedule will lower student to teacher ratios, provide TAKS tutorial classes for students who need them, provide UIL Academic classes for students who compete, and provide a more flexible schedule to meet the needs of students.

The new master schedule will have to be decided by December 2006, in order to plan appropriately. The new master schedule will provide flexibility to provide better opportunities to meet the needs of the High School students and campus.

**Merry Christmas!**

**Happy New Year!**

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