

2009-2010
Campus Improvement Plan
Bandera Independent School District

Campus: Hill Country Elementary School



Campus Mission:

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc.	Signature
Regina Hillis	Teacher	
Niki Edwards	Teacher	
Laurie Davis	Teacher	
Brittany Timmons	Teacher	
Donna Lattimer	Teacher	
Sandy Bonnville	Teacher	
Justine Horvath	Teacher	
Renee Cadena Angela Pofahl	Administrator	
Robyn Langston	Non-teaching Professional	
Tamara Krahn Shannon Wilke	Parent	
Bessie Short	Community Member	
Cliff Hargrove	Community Member	
Debbie Breen Ray Davis	Business Member	

Campus Level committee composition: (elected) 2/3 classroom teachers, 1/3 other campus level staff and district professional staff + (selected) parents and community members and a business representative.

TAKS PROFILE

	2005	2006	2007	2008	2009
<u>Math</u>					
All Students	94	95	98	97	96
Hispanic Students	77	94	99	94	90
White Students	96	96	98	98	98
Economically Disadvantaged	89	94	99	94	92
Special Education					100
Other					
<u>Reading/ELA</u>					
All Students	95	97	97	92	94
Hispanic Students	90	97	93	86	95
White Students	96	97	97	98	96
Economically Disadvantaged	90	97	97	92	94

Other					
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TAKS PROFILE

	2005	2006	2007	2008	2009
<u>Science</u>					
All Students	87	83	91	96	90
Hispanic Students	99	92	82	89	88
White Students	84	81	92	98	90
Economically Disadvantaged	90	84	86	95	84
Special Education					100
Other					
<u>Social Studies</u>					
All Students					
Hispanic Students					
White Students					
Economically Disadvantaged					
Other					

TAKS PROFILE

<u>Writing</u>	2005	2006	2007	2008	2009
All Students	91	92	92	97	94
Hispanic Students	83	99	71	99	100
White Students	94	90	96	98	92
Economically Disadvantaged	93	90	95	93	95
Other					

Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted with the Campus Improvement Committee on May 12, 2009.

Participants in Attendance	Data Sources Examined
Debbie Breen	<input checked="" type="checkbox"/> AEIS
Laurie Davis	<input type="checkbox"/> Federal Accountability Data
Niki Edwards	<input checked="" type="checkbox"/> Disaggregated TAKS data
Cliff Hargrove	<input checked="" type="checkbox"/> District/Campus PEIMS reports
Regina Hillis	<input checked="" type="checkbox"/> PBMAS reports
Justine Horvath	<input checked="" type="checkbox"/> Student attendance data
Robyn Langston	<input type="checkbox"/> Truancy data
Donna Lattimer	<input checked="" type="checkbox"/> ADM Data
Angela Pofahl	<input checked="" type="checkbox"/> Referral percentages for students in SPED
Bessie Short	<input checked="" type="checkbox"/> Campus parent participation records
Brittany Timmons	<input checked="" type="checkbox"/> Failure Rates
Jennifer Burns	<input checked="" type="checkbox"/> INOVA data
Renee Cadena	<input checked="" type="checkbox"/> TELPAS data
	<input checked="" type="checkbox"/> Achievement Test Data
	<input checked="" type="checkbox"/> PA Series
	<input checked="" type="checkbox"/> Benchmark Assessments
	<input checked="" type="checkbox"/> TPRI
	<input checked="" type="checkbox"/> DRA or Other Reading Assessments
	<input type="checkbox"/> Carolina
	<input type="checkbox"/> Pre-AP/AP Scores
	<input type="checkbox"/> PSAT/SAT/ACT Scores
	<input type="checkbox"/> Completion Rate
	<input type="checkbox"/> Other

Summary of Findings

Prioritized Areas of Concern

Campus Areas of Concern	Data Source Used to Identify Concern
Special Education	Discipline reports
PPCD inclusion time	Staffing data
Science all subpops	TAKS
Attendance	PEIMS
Behavior	Data Collection
Math	TAKS/PASeries
Reading	TAKS/TPRI/ITBS

In this plan, the term “student groups” refers to students who are Hispanic, White, African American, ED, Migrant, LEP, G/T, At-Risk and Special Education Populations of student groups which account for less than 10 student will not be referenced due to the possibility of accidentally identifying said students.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in pre-kindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years.
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument.
5. Is pregnant or is a parent.
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Total SCE funds allotted to this Campus \$374,531.

Total FTEs (full time employees) funded through SCE at this Campus is 5.6 .

SCE funds are used to serve at risk students by providing extra teachers to decrease class size as well as supplies for at-risk students.

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with Grant, State and Local funds to meet the needs of all students.

Program/Funding Source	
Federal Programs	
<input checked="" type="checkbox"/>	Title I, Part A
<input type="checkbox"/>	Title I, Part C
<input checked="" type="checkbox"/>	Title II, Part A
<input checked="" type="checkbox"/>	Title II, Part D
<input checked="" type="checkbox"/>	Title III
<input checked="" type="checkbox"/>	Title IV
State Programs/Funding Sources	
<input checked="" type="checkbox"/>	Accelerated Reading/Math Instruction Funds
<input checked="" type="checkbox"/>	State Compensatory Education
<input checked="" type="checkbox"/>	Optional Extended Year Program
<input checked="" type="checkbox"/>	Gifted/Talent
<input type="checkbox"/>	Special Education
<input checked="" type="checkbox"/>	Bilingual/ESL Program
Other Funding Sources	
<input checked="" type="checkbox"/>	Local Funds
<input checked="" type="checkbox"/>	Activity Funds
<input checked="" type="checkbox"/>	Gifts/Donations
<input type="checkbox"/>	Other

Required NCLB Campus Plan Components

1. Comprehensive Needs Assessment of the entire school (including all program areas)
2. Reform strategies that address the needs of all children in the school, but particularly the needs of children of target populations of any program that is included in the school-wide program and that use effective methods and instructional strategies based on scientifically based research.
3. Instruction by highly qualified teachers (*Show appropriate staff development to meet the needs of students at-risk in the D/CIP*)
4. Professional development for teachers and aides, and where appropriate, pupil services, personnel, parents, principals, and other staff who work for the student improvement
5. Strategies to attract high-quality highly qualified teachers to high-need schools
6. Strategies to increase parental involvement
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs. (*Examples could include: provide parents and students with a kindergarten orientation session; teachers from pre-K/K meet to discuss instructional programs, kindergarten objectives, and needs of students, etc.*)
8. Steps to include teachers in the decisions regarding the use of assessments. (*In the formative evaluation column of the CIP show that teachers use benchmarks to analyze performance, use classroom observations and teacher-made tests to assess students*)
9. Activities to ensure that students who experience difficulty mastering any of the state standards during the school year will be provided with effective, timely additional assistance.
10. Coordination and integration of Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training

Campus Improvement Plan On Going Yearly Review - Verification

Campus Improvement Committee Meeting Date	Agenda Item Number Of Review	Principal / Chair Verification
September 9-8-09	I-V	
October 10-13-09	VI	
November 11-10-09	VII	
December 12-08-09	VIII	
January (Formative Review)01-12-10	XI	
February 2-09-10	XII	
March 3-09-10	X	
April 4-13-09	IX	
May 5-11-09	XIV	

2008 - 2009

**The Campus Improvement Action Plans
of Hill Country Elementary School**

BISD : Always on Target to be the Best

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ACTION PLAN I:
READING

CAMPUS READING/ELA GOALS FOR 2009-2010: Maintain and increase the number of students who are academically successful as measured by the TAKS reading tests and other grade appropriate reading measurements.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
<p>Objective #1 Staff development:</p> <ol style="list-style-type: none"> 1. Teachers will attend staff development relevant to their content areas.(NCLB 4) 2. Teachers will continue to attend training on the RTI process for their content area. (NCLB 3, 4, 9; GP 4) 3. Teachers will attend staff development for Gifted and talented certifications and re-certification. (NCLB 3,4; GP 4, CR) 4. Teachers will attend training that will continue to focus on progress monitoring students and gain the knowledge needed to determine the intervention changes that may need to occur. (NCLB 4, CR) 	<p>Local funds, state and federal funds</p>	<p>Administration, Interventionists, teachers</p>	<p>09/10 school year</p>	<p>Staff development registrations and attendance certificates.</p>
<p>Objective #2 Instruction:</p> <ol style="list-style-type: none"> 1. Teachers will focus on instruction that follows the scope and sequerence of C-scope (NCLB 2, GP 4) 2. Teachers will plan instruction together with their team. (NCLB 2, GP 4) 3. Teachers will progress monitor students and make instructional changes necessary when the student does not show a gain.(NCLB 2, 9; CR) 	<p>Local funds C-scope, Oncourse, Dibels</p>	<p>Teachers Interventionists</p>	<p>Weekly throughout the year, monthly meetings</p>	<p>Lesson planss, agendas and sign in sheets</p>
<p>Objective #3 Schedules</p> <ol style="list-style-type: none"> 1. Master schedule will reflect changes that will include a time for Tier II and III instruction. (NCLB 9, GP 4) 2. Teachers will create special schedules that will focus on accelerated instruction for the at risk, and instruction for the 	<p>Local, state, federal funds</p>	<p>Administration, Teachers, Interventionists</p>	<p>Beginning of the year, throughout the year</p>	<p>Master schedule and all data and schedules on the HCE FTP folder</p>

Summative Evaluation: The summative evaluation data will include data from TAKS, TPM, TELPAS, TPRI, Running Records, IRI, Formative Assessment, AR Star Testing and Benchmark Testing.

ACTION PLAN II: **WRITING**

CAMPUS WRITING GOALS FOR 2009-2010: Maintain and increase the number of students who are academically successful as measured by the TAKS writing tests and by other grade appropriate measurements.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
<p>Objective #1 Staff development: 1. Teachers will attend staff development relevant to their content areas. (NCLB 4) 2. Teachers will continue to attend training on the RTI process for their content area. (NCLB 3,4,9; GP 4) 3. Teachers will attend staff development for Gifted and Talented certification and re- certification.(NCLB 3,4,GP4, CR) 4. Teachers will attend training that will continue to focus on progress monitoring students and gain the knowledge needed to determine the intervention changes that may need to occur. (NCLB 4. CR)</p>	<p>Local funds, state and federal funds</p>	<p>Administration, Interventionists, teachers</p>	<p>09/10 school year</p>	<p>Staff development registrations and attendance certificates.</p>
<p>Objective #2 Instruction: 1. Teachers will focus on instruction that follows the scope and sequence of C-scope. (NCLB 2, GP 4) 2. Teachers will plan instruction together with their team. (NCLB 2, GP 4) 3. Teachers will progress monitor students and make instructional changes necessary when the student does not show a gain. (NCLB 2,9; CR)</p>	<p>Local funds C-scope, Oncourse, Dibels</p>	<p>Teachers Interventionists</p>	<p>Weekly throughout the year, monthly meetings</p>	<p>Lesson plans, agendas and sign in sheets</p>
<p>Objective #3 Schedules 1. Master schedule will reflect changes that will include a time for Tier II and III instruction. (NCLB 9, GP 4, CR) 2. Teachers will create special schedules</p>	<p>Local, state, federal funds</p>	<p>Administration, Teachers, Interventionists</p>	<p>Beginning of the year, throughout the year</p>	<p>Master schedule and all data and schedules on the HCE FTP folder</p>

<p>that will focus on accelerated instruction for the at risk, and instruction for the gifted and talented and ESL students in their grade level. (NCLB 2,9; CR)</p> <p>Objective #4 Student Demographics</p> <p>1. Teachers will identify the subpops of their students and update it throughout the year. (NCLB 8, GP 4, CR)</p> <p>2. Teachers will focus on accelerating the instruction for economically disadvantaged students.(NCLB 9, GP 4)</p>	<p>Local, state, federal funds</p>	<p>PEIMS clerk, administration, teachers</p>	<p>Beginning of the year and weekly</p>	<p>Lesson plans , special schedule s, turn in demographics data.</p>
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Summative Evaluation: The summative evaluation data will include data from TAKS, TPM, TPRI, TELPAS, benchmark and formative Assessments.

ACTION PLAN III:
MATH

CAMPUS MATHEMATICS GOAL/S FOR 2009-2010: Maintain and increase the number of students who are academically successful as measured by the TAKS math tests and other grade appropriate measurements especially targeting Hispanic and Economically Disadvantaged students.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
<p>Objective #1 Staff development:</p> <ol style="list-style-type: none"> 1. Teachers will attend staff development relevent to their content areas.(NCLB 4) 2. Teachers will continue to attend training on the RTI process for their content area. (NCLB 3,4,9; GP 4) 3. Teachers will attend staff development for Gifted and Talented certifications and re-certification. (NCLB 3,4,, GP 4; CR) 4. Teachers will attend training that will continue to focus on progress monitoring students and gain the knowledge needed to determine the intervention changes that may need to occur. (NCLB 4, CR) 	<p>Local funds, state and federal funds</p>	<p>Administration, Interventionists, teachers</p>	<p>09/10 school year</p>	<p>Staff development registrations and attendance certificates.</p>
<p>Objective #2 Instruction:</p> <ol style="list-style-type: none"> 1. Teachers will focus on instruction that follows the scope and sequernce of C-scope(NCLB 2, GP 4) 2. Teachers will plan instruction together with their team. (NCLB 2, GP 4) 3. Teachers will progress monitor students and make instructional changes necessary when the student does not show a gain.(NCLB 2, 9; CR) 	<p>Local funds C-scope, Oncourse, Dibels</p>	<p>Teachers Interventionists</p>	<p>Weekly throughout the year, monthly meetings</p>	<p>Lesson planss, agendas and sign in sheets</p>
<p>Objective #3 Schedules</p> <ol style="list-style-type: none"> 1. Master schedule will reflect changes that will include a time for Tier II and III instruction. (NCLB 9, GP 4) 2. Teachers will create special schedules 	<p>Local, state, federal funds</p>	<p>Administration, Teachers, Interventionists</p>	<p>Beginning of the year, throughout the year</p>	<p>Master schedule and all data and schedules on the HCE FTP folder</p>

<p>that will focus on accelerated instruction for the at risk, and instruction for the gifted and talented and ESL students in their grade level. (NCLB 2, 9; CR)</p> <p>Goal #4 Student Demographics</p> <p>1. Teachers will identify the subpops of their students and update it throughout the year. (NCLB 8, GP 4, CR)</p> <p>2. Teachers will focus on accelerating the instruction for economically disadvantaged students. (NCLB 9, GP 4)</p>	<p>Local, state, federal funds</p>	<p>PEIMS clerk, administration, teachers</p>	<p>Beginning of the year and weekly</p>	<p>Lesson plans , special schedule s, turn in demographics data.</p>
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Summative Evaluation: The summative evaluation data will include data from TAKS,TPM, EOC, PA series assessments, and formative/benchmark assessments.

ACTION PLAN IV:
SCIENCE

CAMPUS SCIENCE GOAL/S FOR 2009-2010: Maintain and increase the number of students who are academically successful as measured by the TAKS science tests and other grade appropriate measurements especially targeting Hispanic and Economically Disadvantaged students.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
<p>Objective #1 Staff development:</p> <ol style="list-style-type: none"> 1. Teachers will attend staff development relevent to their content areas. (NCLB 4) 2. Teachers will continue to attend training on the RTI process for their content area. (NCLB 3,4,9; GP 4) 3. Teachers will attend staff development for Gifted and talented certifications and re-certification. (NCLB 3,4; GP 4, CR) 4. Teachers will atend training that will continue to focus on progress monitoring students and gain the knowledge needed to determine the intervention changes that may need to occur. (NCLB 4, CR) <p>Objective #2 Instruction:</p> <ol style="list-style-type: none"> 1. Teachers will focus on instruction that follows the scope and sequernce of C-scope (NCLB 2, GP 4) 2. Teachers will plan instruction together with their team. (NCLB 2, GP 4) 3. Teachers will progress monitor students and make instructional changes necessary when the student does not show a gain. (NCLB 2, 9; CR) <p>Goal #3 Schedules</p> <ol style="list-style-type: none"> 1. Master schedule will reflect changes that will include a time for Tier II and III instruction. (NCLB 9, GP 4) 				

<p>2. Teachers will create special schedules that will focus on accelerated instruction for the at risk, and instruction for the gifted and talented and ESL students in their grade level. (NCLB 2, 9; CR)</p> <p>Goal #4 Student Demographics</p> <p>1. Teachers will identify the subpops of their students and update it throughout the year. (NCLB 8, GP 4, CR)</p> <p>2. Teachers will focus on accelerating the instruction for economically disadvantaged students. (NCLB 9, GP 4)</p>				
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Summative Evaluation: The summative evaluation data will include data from TAKS,EOC, Formative Assessment and Benchmark Assessments.

ACTION PLAN V:
SOCIAL STUDIES

CAMPUS SOCIAL STUDIES GOAL/S FOR 2009-2010: Maintain and increase the number of students who are academically successful as measured by the TAKS tests and other grade appropriate measurements especially targeting Hispanic and Economically Disadvantaged students.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
<p>Objective #1 Staff development: 1. Teachers will attend staff development relevant to their content areas. (NCLB 4) 2. Teachers will continue to attend training on the RTI process for their content area. (NCLB 3,4,9; GP 4) 3. Teachers will attend staff development for Gifted and Talented certifications and re-certification. (NCLB 3,4; GP 4; CR) 4. Teachers will attend training that will continue to focus on progress monitoring students and gain the knowledge needed to determine the intervention changes that may need to occur. (NCLB 4, CR)</p>	<p>Local funds, state and federal funds</p>	<p>Administration, Interventionists, teachers</p>	<p>09/10 school year</p>	<p>Staff development registrations and attendance certificates.</p>
<p>Objective #2 Instruction: 1. Teachers will focus on instruction that follows the scope and sequence of C-scope (NCLB 2, GP 4) 2. Teachers will plan instruction together with their team. (NCLB 2, GP 4) 3. Teachers will progress monitor students and make instructional changes necessary when the student does not show a gain.(NCLB 2, 9; CR)</p>	<p>Local funds C-scope, Oncourse, Dibels</p>	<p>Teachers Interventionists</p>	<p>Weekly throughout the year, monthly meetings</p>	<p>Lesson plans, agendas and sign in sheets</p>
<p>Objective #3 Schedules 1. Master schedule will reflect changes that</p>	<p>Local, state, federal funds</p>	<p>Administration, Teachers, Interventionists</p>	<p>Beginning of the year, throughout the year</p>	<p>Master schedule and all data and schedules on the HCE FTP folder</p>

<p>will include a time for Tier II and III instruction.(NCLB 9, GP 4)</p> <p>2. Teachers will create special schedules that will focus on accelerated instruction for the at risk, and instruction for the gifted and talented and ESL students in their grade level (NCLB 2,9; CR)</p> <p>Objective #4 Student Demographics</p> <p>1. Teachers will identify the subpops of their students and update it throughout the year. (NCLB 8, GP 4, CR)</p> <p>2. Teachers will focus on accelerating the instruction for economically disadvantaged studnents. (NCLB 9, GP 4)</p>	<p>Local, state, federal funds</p>	<p>PEIMS clerk, adminitration, teachers</p>	<p>Beginning of the year and weekly</p>	<p>Lesson plans , special schedule s, turn in demographics data.</p>
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Summative Evaluation: The summative evaluation data will include data from TAKS, EOC, Formative Assessment, and Benchmark Testing.

ACTION PLAN VI:
USE OF TECHNOLOGY IN CORE CONTENT AREAS

CAMPUS TECHNOLOGY GOAL/S FOR 2009-2010: Maintain and increase the number of students who are academically successful through the use of technology and technology assisted instruction especially targeting Hispanic and Economically Disadvantaged students.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
<p>Objective: Obtain equipment that will enhance the learning of the students (NCLB 2, 5; GP 4, CR) to include:</p> <ol style="list-style-type: none"> 1. Flat screen monitors in ALL classroom, computer labs & library- 2. Alpha Smart Boards, 3. All teachers have document cameras and projectors (mounted) 4. Interwrite pads for all teachers 5. Mobi sets 6. Newer palms for progress monitoring 	Federal funds	Administration, technology director special programs director	09/10 school year	requisitions on file , work orders

Summative Evaluation: The summative evaluation data will include data from STAR CHART; Title II, D Compliance Report, Formative Assessment, Student Products.

ACTION PLAN VII: AT-RISK
(DYSLEXIA, 504, ECONOMICALLY
DISADVANTAGED)

CAMPUS AT-RISK GOAL/S FOR 2009-2010: Maintain and increase the number of students who are academically successful as measured by the TAKS tests and other grade appropriate measurements especially targeting Hispanic and Economically Disadvantaged students.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
<p>Objective #1: Staff Development 1. Teachers will attend all training necessary for keeping informed on the identification and servicing of the at risk population. (NCLB 3, 9; GP 4) 2. Attend Dyslexia conference in Austin (NCLB 3, 9; GP 1, CR)</p> <p>Objective #2 Instruction 1. Teachers will be aware of their students that makeup these suppops. (NCLB 2) 2. Teachers will be informed of accommodations for these students. (NCLB 2, CR) 3. Teachers will focus on accelerated instruction for the economically disadvantaged group (NCLB 2, 9; GP 4, CR)</p>	<p>Local budgets, Title funds, see funds</p> <p>Local budgets</p>	<p>Teachers, administration</p> <p>Interventionist, teachersPEIMS clerk</p>	<p>09/10 school year</p> <p>August 2009 and throughout 09/10 year</p>	<p>staff development paperwork</p> <p>Grade level meetings and agendas</p>

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Summative Evaluation: The summative evaluation data will include data from TAKS, EOC, PSAT/SAT/ACT, Pre-AP/AP scores, TPRI, TELPAS, IRI, Formative Assessment, AR Star Testing, PA Series assessments, INNOVA data, and Benchmark Assessments.

ACTION PLAN VIII:
ENGLISH LANGUAGE LEARNERS

CAMPUS ELL GOALS FOR 2009-2010: Maintain and increase the number of ESL students who are academically successful as measured by the TAKS reading tests and other grade appropriate measurements like TELPAS.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
<p>Objective #1 Staff development:</p> <ol style="list-style-type: none"> 1. Teachers will attend staff development relevent to their content areas. (NCLB 4) 2. Teachers will continue to attend training on the RTI process for their content area. (NCLB 3,4,9; GP 4) 3. Teachers will attend staff development for Gifted and Talented certification and re-certification. (NCLB 3,4; GP 4; CR) 4. Teachers will attend training that will continue to focus on progress monitoring students and gain the knowledge needed to determine the intervention changes that may need to occur. (NCLB 4, CR) 	<p>Local funds, state and federal funds</p>	<p>Administration, Interventionists, teachers</p>	<p>09/10 school year</p>	<p>Staff development registrations and attendance certificates.</p>
<p>Objective #2 Instruction:</p> <ol style="list-style-type: none"> 1. Teachers will focus on instruction that follows the scope and sequernce of C-scope (NCLB 2, GP 4) 2. Teachers will plan instruction together with their team. (NCLB 2, GP 4) 3. Teachers will progress monitor students and make instructional changes necessary when the student does not show a gain. (NCLB 2, 9; CR) 	<p>Local funds C-scope, Oncourse, Dibels</p>	<p>Teachers Interventionists</p>	<p>Weekly throughout the year, monthly meetings</p>	<p>Lesson planss, agendas and sign in sheets</p>
<p>Objective #3 Schedules</p> <ol style="list-style-type: none"> 1. Master schedule will reflect changes that will include a time for Tier II and III instruction.(NCLB 9, GP 4) 2. Teachers will create special schedules 	<p>Local, state, federal funds</p>	<p>Administration, Teachers, Interventionists</p>	<p>Beginning of the year, throughout the year</p>	<p>Master schedule and all data and schedules on the HCE FTP folder</p>

<p>that will focus on accelerated instruction for the at risk, and instruction for the gifted and talented and ESL students in their grade level (NCLB 9, GP 4)</p> <p>Objective #4 Student Demographics</p> <ol style="list-style-type: none"> 1. Teachers will identify the subpops of their students and update it throughout the year. (NCLB 8, GP 4, CR) 2. Teachers will focus on accelerating the instruction for economically disadvantaged students. (NCLB 9, GP 4) 	<p>Local, state, federal funds</p>	<p>PEIMS clerk, administration, teachers</p>	<p>Beginning of the year and weekly</p>	<p>Lesson plans , special schedule s, turn in demographics data.</p>
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Summative Evaluation: The summative evaluation data will include data from TAKS, EOC, PSAT/SAT/ACT, Pre-AP/AP scores, TPRI, TELPAS, IRI, Formative Assessment, AR Star Testing, PA Series assessments, INNOVA data, and Benchmark Assessments.

CAMPUS ACTION PLAN IX:
DISCIPLINE MANAGEMENT

CAMPUS MANAGEMENT GOAL FOR 2009-20010: Maintain and increase the number of students who are behaviorally successful as measured by the PEIMS records and other grade appropriate disciplinary measurements.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
1. Character ed program- Character Counts (NCLB 2, GP 5) 2. At-Risk Program - Ripple Effects (NCLB 9, GP 3, CR) 3. PBS: Bee program (GP 5) 4. Implement Love and Logic curriculum (GP 5) <ul style="list-style-type: none"> a. attend TOT in Denver b. present parent training in L&L 	Local, federal	Administration, teachers, counselor, ISS support	09/10 school year	Staff development registration and discipline data

Summative Evaluation: The summative evaluation data will include INNOVA data, Discipline Referral data, AEP referral data, After School Tutorial data and Failure Rate data.

DISTRICT GOAL AREA X:
ATTENDANCE

CAMPUS ATTENDANCE GOAL/S FOR 2009-2010: Maintain and increase the number of students who are academically successfully promoted as measured by the individual and campus attendance rates and other appropriate measurements.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
1. Teachers and PEIMS clerk call on all absences (NCLB 6, GP 5) 2. Incentives for perfect attendance (NCLB 10, GP 5) 3. Meetings for attendance concerns (NCLB 6, GP 5) 4. Students will be taught health through PE classes and have weekly time scheduled for structured physical activity to help promote healthy living. (NCLB 10, GP 5)	Local funds Local Funds	PEIMS, Teachers, administration PE teacher	09/10 school year Every six weeks 09/10 school year	document calls, agenda item at grade level meetings Lesson plans

Summative Evaluation: The summative evaluation data will include data from TAKS, EOC, PSAT/SAT/ACT, Pre-AP/AP scores, TPRI, TELPAS, IRI, Formative Assessment, AR Star Testing, PA Series assessments, INNOVA data, Failure rate data, Attendance data, Discipline Management data and Benchmark Assessments.

CAMPUS ACTION PLAN XI:
DROPOUT PREVENTION/RECOVERY

CAMPUS DROPOUT PREVENTION/RECOVERY GOAL/S FOR 2009-2010:

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
<p>1. Our campus will make every effort to make the decision about retention of a student based off what is in the best interest of the student. We will look at the recommendation of the teacher, student grades, TAKS, ITBS, TPRI data and any other necessary academic information.(NCLB 8, 9; GP 4, CR)</p>	<p>local</p>	<p>Parent, Teacher, Counselor, Administration</p>	<p>End of the year/spring/ annual parent meeting conferences</p>	<p>staffing notes GPC meeting notes</p>

Summative Evaluation: The summative evaluation data will include data from TAKS, TPRI, TELPAS, IRI, Formative Assessment, Failure Rates, attendance rate, and discipline management data.

CAMPUS ACTION PLAN XII:
SPECIAL EDUCATION

CAMPUS SPECIAL EDUCATION GOAL/S FOR 2009-2010:

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
<p>Goal #: 1 Obj #: Address students ages 3-5 in the least restrictive environment</p> <ol style="list-style-type: none"> 1. Look at the students placements and have them reflect correct mainstreamed or inclusion placements. (NCLB 7) 2. Schedule speech sessions in the classroom setting if possible (NCLB 7) <p>Goal #: 2 Obj #: Decrease the number of special education referrals (NCLB 3, 9)</p> <ol style="list-style-type: none"> 1. Para professional aide for K-2 RTI interventions. (NCLB 2, 9) 2. Create a position for a math /science interventionist for k-2 students. (NCLB 2, 9) 3. Supplies reg ed, progress monitoring, and intervention programs for math -mclass/math, successmaker (NCLB 10, 9) 4. Contract services for RTI (NCLB 4, 9) <p>Goal #: 3 Obj #: Have tier II/II programs in place to keep from removing</p>	<ol style="list-style-type: none"> 1. Na 2. 6100 1. 6100 \$14,000 per year for 2 years=\$28000 2. 6100-reg ed 3. 6300-15% of the reg ed \$7500 4. 6200- \$14,000 each year for 2 years=\$280000 	<ol style="list-style-type: none"> 1. 09/10 beginning of the school year 2. 09/10 speech schedule 1. January 2010 2. 09/10 school year 3. 2009-2011 4. 2009-2011 	<ol style="list-style-type: none"> 1. Ard documenta-tion 2. Speech schedule 1. Hired a highly qualified para 2. Personnel records 3. Purchase orders 4. Purchase orders for services 	<ol style="list-style-type: none"> 1. Ard paperwork reflects placement. 2. Speech schedule 1. Personnel records 2. Personnel records 3. Business office records 4. Sign in sheets

<p>students from regular classrooms more than 21% of the time (NCLB 3,9)</p> <p>1. Staff development for special education teachers including travel & subsistence for mclass, Waterford, Teach like a Rock Star, Total Focus, Total Transformation, Behavior: Discipline with Love & Logic for Parents (NCLB 4)</p> <p>2. Supplies and programs for the special education teachers: Waterford licenses for reading / Math(6000), Rock Star materials(1000), M&A Companion PC's(7@\$400=\$2800), Fast Forward licenses(\$5000), Behavior: Parent books for Love&Logic and Focus(\$1000) (NCLB 2, 9)</p> <p>3. Regular & special education education teacher supplies: Memio boards, mobi sets, interwrite pads, document cameras (NCLB 2, 9)</p>	<p>1. Sped funds 6400 \$7,125 for each of the 2 years= \$14,250</p> <p>2. Spe ed funds 6300 \$7125 for each of the 2 years= \$14,250</p> <p>3. 15% Reg ed funds 6300-\$7500 Spec ed -\$500</p>			
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Summative Evaluation: The summative evaluation data will include data from TAKS, TAKS ACCOMODATED, TAKS M, TAKS ALT, TPRI, TELPAS, Formative Assessments, and failure rates.

CAMPUS ACTION PLAN XIII:

CAREER & TECHNICAL EDUCATION

CAMPUS CAREER & TECHNICAL EDUCATION GOAL/S FOR 2009-2010: Establish a program of career and technical awareness education.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
Objective #1 Provide all students with age appropriate career and technical education information. (NCLB 10, GP 3) 1. Provide information to all students on career guidance.(NCLB 10, GP 3) 2. Classroom demonstrations/presentations of common career choices. (NCLB 10, GP 3)	Community Contacts/professional organizations/parents	Counselor, classroom teacher	September 1, 2009 through May 15, 2010	Information, schedules of presentations, sign in sheets

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Summative Evaluation: The summative evaluation data will include data from TAKS, EOC, PSAT/SAT/ACT, Pre-AP/AP scores, TPRI, TELPAS, IRI, Formative Assessments, AR Star Testing, PA Series assessments, INNOVA data, Failure rate data, Attendance data, CTE data, Certificate Completion data, Discipline Management data and Benchmark Assessments.

CAMPUS ACTION PLAN XIV:
PARENT INVOLVEMENT

CAMPUS PARENT INVOLVEMENT GOAL/S FOR 2009-2010: Maintain and increase the number of students who are academically successful as measured by the TAKS tests and other grade appropriate measurements.

Activities/Strategies	Resources	Personnel Responsible	Timeline	Formative Evaluation Criteria
1.. Parents will be informed of information about the campus and district through various forms of communication: digital reader board installed, digital calendar, Volunteer program, Campus pamphlet, District pamphlet explaining the ESC II days, Discipline with Love & Logic	Federal funds	Adminitration, special programs coordinator	09/10 school year	requisitons, on line calendar, pamphlets in office

Parent Curriculum. (NCLB 6) 2. Administration will attend all PTO meetings and help plan the PTO involvement through out the year (NCLB 6)	Local & PTO funds	Administration	09/10 school year	Agendas and sign in sheets
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Summative Evaluation: The summative evaluation data will include data from INNOVA data, Failure rate data, Attendance data, PI attendance data, Discipline Management data and PI surveys.