

2009-2010 District Educational Improvement Plan

LONG RANGE GOAL 1: Improve academic performance.			
Performance Objective	1a. All students shall increase their academic performance in ELA/Reading as measured by percentages indicated below on state and/or district approved assessments.		
	Grade	2009-2010 Standard	
	PK	Circle – D	Rigby Level 1
	Kinder E	TPRI – D	Rigby Level 4
	Kinder Sp	TEJAS LEE – D	Rigby Level 4
	1 E	TPRI – D	Rigby Level 16
	1 Sp	TEJAS LEE – D	Rigby Level 16
	2 E	TPRI – D	Rigby Level 22
	2 Sp	TEJAS LEE – D	Rigby Level 22
	Grade	2008-2009 Reading/ELA % Met Standard	2009-2010 Reading/ELA Projected % Met Standard
	3 E	90*	95
	3 SP	90*	95
	4 E	80	84
	4 SP	81	85
	5 E	85*	90
	5 SP	85*	90
	6	95	98
	7	81	85
	8	95	98
	9	77	80
	10	80	84
* average English and Spanish first and second administration	11	82	86

Programs, Strategies/Activities	Resources *existing funding **new funds	Personnel Responsible	Time Line	Formative Evaluation	Summative Evaluation
Provide Reading Academy Training of Balanced Literacy for all Kindergarten through 3 rd grade teachers who have not attended this professional development	Title II, Part A \$500 for Reading Academy Notebooks	Elementary Curriculum Coordinator	August 2009 through June 2010	Monitoring reports by ECC Sign-in sheets from Training Agendas	Increased scores on reading TAKS, TPRI/Tejas Lee, and Rigby Reading levels
Continue to promote and support implementation of balanced literacy in all elementary classrooms	Title I funding by campuses \$500.00 per campus*	Elementary Curriculum Coordinator	August 2009 through May 2010	Monitoring reports from ECC	Improved reading scores on TAKS and district benchmarks
Continue to promote and support implementation through training of Literature Circles.	Title II, Part A funding \$500.00	Elementary Curriculum Coordinator	August 2009 through June 2010	Documentation of Literature Circle Training sessions Monitoring reports from ECC	Improved reading scores on TAKS and district benchmarks
Continue to promote, support, and monitor the use of reading "triplets" in grades 7-11	Title I funding by campuses \$500 per campus*	Department Chairs Secondary Curriculum Coordinator	August 2009- May 2010	Monthly Monitoring Report from SCC	Increased TAKS, TAKS-Acc, TAKS- M, and TAKS Alt, ACT/SAT scores
Campuses will take six week <u>Unit Assessments</u> to measure the student's academic performance on TEKS objectives	Title I \$65,000 cost for Scantron Achievement Series*	Campus Principals Elementary Curriculum Coordinator/S econdary Curriculum Coordinator District Testing Coordinator	End of each Six Week Period – according to developed Time Line	Assessment Schedules or tests administered in Scantron	Assessment report analyzed and communicated with campuses

Programs, Strategies/Activities	Resources *existing funding **new funds	Personnel Responsible	Time Line	Formative Evaluation	Summative Evaluation
All campuses will take full-length released TAKS Test as a District Benchmark in (released TAKS tests)	No funding	Campus Principals Elementary Curriculum Coordinator/S econdary Curriculum Coordinator District Testing Coordinator	January-February 2010	Assessment schedule and benchmark tests administered in Scantron	Assessment report and results documented
District benchmark assessments shall be disaggregated by campus, grade level, and discipline and assessment objective.	Scantron Achievement Series	District Testing Coordinator	As indicated on developed Time Line	Disaggregated data reports shared with campuses	Assessment report distributed and disaggregated
Based on disaggregated data, district/campus staff development activities shall be planned and presented to stakeholders	Title II funding * ARRA Title I funding Campus Budget		Staff Development Days for 2009-2010	Staff Development Sign-in sheets Monitoring reports of classroom observations indicating that staff development strategies are implemented in the classroom	Increased TAKS, TAKS-Acc, TAKS-M, and TAKS Alt, ACT/SAT scores

Programs, Strategies/Activities	Resources *existing funding **new funds	Personnel Responsible	Time Line	Formative Evaluation	Summative Evaluation
Based on disaggregated data, each campus will implement targeted instruction for areas of concern	None	District Testing Coordinator Curriculum Coordinators Campus Administrators	August 09 through May 2010	Evaluator walk through records Monitoring Reports from Curriculum Coordinators	Increased TAKS, TAKS-Acc, TAKS-M, and TAKS Alt, ACT/SAT scores
Tutorials will be offered for at-risk students and struggling students needing assistance in mastering objectives after school	Title I, Campus Budget AMI/ARI funding \$100,000* Campus Budgets SCE Funds	Teachers Campus Administrators	August 09 through May 2010	Sign-in sheets and classroom observation Monitoring Reports from Curriculum Coordinators	Increased TAKS, TAKS-Acc, TAKS-M, and TAKS Alt, ACT/SAT scores
Campuses missing AYP or in Stage I-IV will be involved in targeted training for specific objectives.	Title I, School Improvement Grant funding **	Asst Supt C&I Elementary Curriculum Coordinator/Secondary Curriculum Coordinator Campus Administrators	August 2009	Identification of campuses in SIP Monitoring Reports from Curriculum Coordinators	Training agendas and sign-in sheets
Breakfast will be provided for all students taking TAKS in April.	Federal Reimbursement	Director Nutrition Services	April 2010	Count of students in attendance	Report sent to state

LONG RANGE GOAL 1: Improve academic performance.			
	1b. Math scores will improve as measured by percentages indicated below on state and/or district approved assessments.		
	Grade	2008-2009 Math % Met Standard	2009-2010 Math Projected % Met Standard
		2007-08	2009-2010
	3 E	78*	82
	3 Sp	65*	68
	4 E	84	88
	4 Sp	88	92
	5	76*	80
	5 Sp	<1%	55
	6	88	92
	6Sp	>99%	99
	7	71	75
	8	66	69
	9	49	55
	10	47	55
* average English and Spanish first and second administration	11	68	72

Programs, Strategies/Activities	Resources *existing funding **new funds	Personnel Responsible	Time Line	Formative Evaluation	Summative Evaluation
Provide staff development for new math teachers on EnVision Math Program in elementary grades	Title I, \$500 Title III, \$500	Math Coaches Campus principals	August 09 – May 2010	Sign in sheets Meeting agendas	Increased TAKS results
Ensure that the M. Kilgo sequence is aligned in the concept-based curriculum.	None	Math Coaches Teachers	August 2009- December 2009	Sign in sheets of alignment meetings	Increased math TAKS scores
Provide Math Academies each six weeks for each grade level: [K, 1, 2] [3, 4, 5] [6, 7, 8] [9, 10]	Title I, \$500	Math Coaches	Per Timeline during the week before the first week of each six weeks	Sign-in sheets Improved teacher understanding of TEKS	Increased TAKS results
Model appropriate math instruction to teachers as needed and monitor classroom implementation of math program	None	Math Coaches Campus Principals	Monthly	Weekly Campus Observations forms Reports to Asst Supt for Admin and C&I	Increased TAKS results
Continue to support and monitor CBC Math integrated curriculum.	None	Asst Supt C&I Math Coaches	Monthly summaries of observations	Reports to Asst Supt for Admin and C&I Monthly monitoring reports	Increased TAKS results
All campuses will take full-length released TAKS Test as a District Benchmark in Jan/Feb (released TAKS tests)	None	Campus Principals Elementary Curriculum Coordinator/Seco ndary Curriculum Coordinator District Testing Coordinator	January- February 2010	Assessment schedule and benchmark tests administered in Scantron	Assessment report and results documented
Campuses will take six week <u>Unit Assessments</u> to measure the student's academic performance on TEKS objectives	None	Asst Supt C&I District Testing Coordinator Math Coaches	August 09 – May 2010	Assessment schedules or benchmark tests administered	Assessment report analyzed and communicated with campuses

Programs, Strategies/Activities	Resources *existing funding **new funds	Personnel Responsible	Time Line	Formative Evaluation	Summative Evaluation
Share and Discuss <u>Unit Assessment</u> in the core areas with campus administrators/teachers	None	District Testing Coordinator Math Coaches	September 09-May 2010	Disaggregated data and meeting notes	Assessment report analyzed and communicated with campuses Increased TAKS results
Based on disaggregated data, district/campus staff development activities shall be planned and presented to stakeholders.	Title I and Title II Campus Budgets \$500 ARRA Title I funding	Math Coaches Campus Administrators Teachers	Nov 09 December 09 February 2010	Sign-in sheets and classroom observation that staff development strategies are implemented in the classroom	Increased TAKS, TAKS-Accom, TAKS-Mod, TAKS-Alt, ACT/SAT scores for district students
Based on disaggregated data, each campus will implement targeted instruction for areas of concern.	None	Teachers Campus Administrators	August 09 through May 2010	Evaluator walk through records	Increased TAKS, TAKS-Accom, TAKS-Mod, TAKS-Alt, ACT/SAT scores for district students
Tutorials will be offered for at-risk students and struggling students needing assistance in mastering objectives after school	Title I, AMI/ARI funding \$100,000* Campus Budget SCE	Teachers Campus Administrators	August 09 through May 2010	Sign-in sheets and classroom observation	Increased TAKS, TAKS-Accom, TAKS-Mod, TAKS-Alt, ACT/SAT scores for district students

Programs, Strategies/Activities	Resources *existing funding **new funds	Personnel Responsible	Time Line	Formative Evaluation	Summative Evaluation
Campuses in AYP status will be involved in targeted training for specific objectives.	School Improvement Grant	Asst Supt C&I Math Coach Federal Programs Coordinator	September 09 – May 2010	Identification of campuses as SIP	Training agendas Sign-in sheets
Provide grade-level Math coaching/tutoring strategies to parents to assist their students at home	Title I Part A \$500**	Parent Liaison Math Coaches	August 09 through May 2010	Parent Survey	Sign in sheets Meeting Agendas
Hire 7 math specialists for grades K-6 the purpose of working with students at-risk of failing math	Title I, Part A ARRA funding \$826,000 for two years Title I, Part A District funding \$200,000 for two years	Campus Administrators Math Coaches	August 2009 – June 2010	Improved math scores on 6 week unit assessments	Increased TAKS, TAKS-Accom, TAKS-Mod, ACT/SAT scores for district students
Hire 3 Math Specialists at the secondary level for grades 7-11. Math Specialists will work with teachers for the purpose of modeling research-based instructional lessons, creating classroom lessons, collecting and analyzing data, and examining student data from district and state level testing in order to determine appropriate sequence of curriculum.	Same funding as above	Campus Administrators Math Coaches	August 2009 – June 2010	Improved math scores on 6 week unit assessments	Increased TAKS, TAKS-Accom, TAKS-Mod, ACT/SAT scores for district students

LONG RANGE GOAL 1:		Improve academic performance.	
	1c. All students shall increase their academic performance in Science as measured by percentages indicated below on state and/or district approved assessments.		
	Grade	Science % Met Standard 2008-2009	Proposed Science % Met Standard (75%) 2009-2010
	Kinder		90
	1st		90
	2nd		90
	3rd		90
	4th		90
	5th	64%	75
	5th Spanish	<1%	50
	6th		
	7th		
	8th	57%	65
	9th		
	10th	54%	61
	11th	73%	77

Programs, Strategies/Activities	Resources *existing funding **new funds	Personnel Responsible	Time Line	Formative Evaluation	Summative Evaluation
Create a Science Committee to develop a district science mission and focus	None	Elementary and Secondary Curriculum Coordinators	August 2009-December 2010	Flyer of Science Program to promote collaboration	Increased TAKS score for Science and district benchmarks and end of year assessments
Ensure the scope and sequence of the district's science curriculum follows the M. Kilgo structure	None	Elementary and Secondary Curriculum Coordinators Teachers Campus Administrators	August 2009-December 2009	Sign in sheets of alignment meetings	Increase Science TAKS scores
Provide professional development opportunities for teachers who teach Science.	Title II funding \$1000*	Department chairs Elementary and Secondary Curriculum Coordinators	August 2009 – May 2010	Sign-in sheet Principal walk through documents Monitoring Reports from ELEMENTARY CURRICULUM COORDINATOR/SECONDARY CURRICULUM COORDINATOR	Improved science scores on benchmarks and state testing
Elementary Science specialist will work with team leaders and teachers to create lesson plans and learning experiences that follow the district curriculum. Science specialists will model research-based instructional strategies in classroom, and collect/analyze/discuss student data at the district and state level.	Title I Part A Districtwide Funding \$50,000	Elementary Curriculum Coordinator Campus Administrators	Monthly monitoring reports	Lesson plans Incorporated Science Projects into Curriculum documents Monitoring Reports from ECC	Completed lesson plans Increased test scores on district benchmarks and state testing

Programs, Strategies/Activities	Resources *existing funding **new funds	Personnel Responsible	Time Line	Formative Evaluation	Summative Evaluation
Secondary science specialists will work with department chairs and teachers to create lesson plans and learning experiences that follow the district curriculum. Science specialists will model research-based instructional strategies in classroom.	Title I, Part A Districtwide Funding, \$100,000	Secondary Curriculum Coordinator Campus Principal	Monthly monitoring reports	Monitoring Reports from SCC	Completed lesson plans Increased test scores on district benchmarks and state testing
Develop, equip and support instruction for all PK-12 campus science labs.	Title I funding \$2500 Campus Budgets	Elementary Curriculum Coordinator and Secondary Curriculum Coordinator Campus Principals	August 2009	Purchase orders for science lab materials	Increased TAKS scores for Science and K-9 district benchmark tests and end of year assessments
Provide multiple opportunities for all students to utilize science lab and equipment. K-1-2 will utilize the lab equipment twice a month at a minimum 3-4 will utilize the lab equipment once a week/three times a month at a minimum 5-6 will utilize the lab equipment twice a week at a minimum	Title I funding \$10,000* Campus Budgets	Science Teachers Elementary Curriculum Coordinator Science Specialist Campus Principals	August 09 - May 2010	Classroom inventory Documents showing percentage of time students are in lab	Increased Science TAKS scores and district end of year assessments for grades K-10

Programs, Strategies/Activities	Resources *existing funding **new funds	Personnel Responsible	Time Line	Formative Evaluation	Summative Evaluation
All campuses will take full-length released TAKS Test as a District Benchmark in Jan/Feb (released	None	Campus Principals Elementary Curriculum Coordinator/Seco ndary Curriculum Coordinator District Testing Coordinator	January- February 2010	Assessment schedule and benchmark tests administered in Scantron	Assessment report and results documented
District benchmark assessments shall be disaggregated according to campus, grade level, and discipline and assessment objective and provided to campus administrators	None	District Testing Coordinator Science Specialist	January- February 2010	Scheduled appointment with campus administrator	Assessment report distributed and disaggregated
<u>Unit Assessments</u> will be reviewed by teachers and administrators for input and corrections	None	Curriculum Coordinators Science Specialist Science teachers Campus administrators	Per timeline developed and provided	Sign in sheets of testing review sessions	Science tests taken to campuses for final proofing
Campuses will take six week <u>Unit Assessments</u> to measure the student's academic performance on TEKS objectives	None	District Testing Coordinator Science Specialist	August 09 – May 2010	Assessment schedules or benchmark tests administered	Assessment report analyzed and communicated with campuses
Share and Discuss <u>Unit Assessment</u> in the core areas with campus administrators/teachers	None	District Testing Coordinator Science Specialist Campus Principals	September 09 - May 2010	Disaggregated data and meeting notes	Assessment report analyzed and communicated with campuses Increased TAKS results

Programs, Strategies/Activities	Resources *existing funding **new funds	Personnel Responsible	Time Line	Formative Evaluation	Summative Evaluation
Based on disaggregated data, district/campus staff development activities shall be planned and presented to stakeholders.	Title I and Title II funding * Campus Budget	Curriculum Coordinators Science Specialist	Nov 09 December 09 February 2010	Sign-in sheets and classroom observation that staff development strategies are implemented in the classroom	Increased TAKS, TAKS-Acc, TAKS-M, TAKS-ALT, ACT/SAT scores for district students
Based on disaggregated data, each campus will implement targeted instruction for areas of concern.	None	Curriculum Coordinators Principals Team Leaders Department Chairs	August 09 through May 2010	Evaluator walk through records	Increased TAKS, TAKS-Acc, TAKS-M, TAKS-ALT, ACT/SAT scores for district students

LONG RANGE GOAL 1:		Improve academic performance .							
Performance Objectives		1d. All Limited English Proficient students shall demonstrate academic growth in reading, mathematics, science and social studies as measured by percentages indicated below on state and/or district approved assessments.							
	Grade	% Met Standard Reading/ELA		% Met Standard Math		% Met Standard Science		% Met Standard Social Studies	
		2008-2009	2009-2010	2008-2009	2009-2010	2008-2009	2009-2010	2008-2009	2009-2010
	3	*83	87	82	86				
	3 SP	*83	87	70	75				
	4	66	70	66	70				
	4SP	81	85	88	92				
	5	*58	62	64	68	36	50		
	SP	*58	62	64	68	<1	50		
	6	87	90	87	92				
	SP	*		>99	70				
	7	48	52	47	55				
	8	70	75	40	55	24	50	59	70
	9	35	50	28	55				
	10	49	53	21	55	22	50	60	70
	11	25	50	46	55	51	50	82	88
		1d(a). By the end of 2009-2010, 95% of LEP students will demonstrate growth in English language acquisition skills and proficiency levels in language achievement level on TELPAS.							
		1d(b). Ensure coding of all LEP students is accurate in PEIMS.							
	* average English and Spanish first and second administration	1d(c). Meet AYP standards (Math 67% and Reading 73%).							

Programs, Strategies/Activities	Resources *existing funding **new funds	Personnel Responsible	Time Line	Formative Evaluation	Summative Evaluation
Parent classes utilizing Rosetta Stone Program for English language acquisition. Provide evening sessions for this program at each campus.	Title III Funds \$1000 Campus Budget	Bilingual/ESL Coordinator Campus Administrators	August 2009 through May 2010	List of classes offered	Sign-in sheets of parent participation in classes
Continue Rosetta Stone implementation	Rosetta Stone labs at each campus Title III	Bilingual/ESL Coordinator Campus Administrator	August 2009- May 2010	Campus reports given monthly as to usage, activity and growth reports to Bilingual Coordinator and campus administrators.	Increased scores on district level Unit Assessments and TAKS Testing
Provide refresher training for teachers using Rosetta Stone	None	Bilingual/ESL Coordinator	August 2009- November 2009	Training sign in sheets	Increased scores on district level Unit Assessments and TAKS Testing for LEP students; increased scores on TELPAS
Provide training for new teachers in grades 6-12 for math, science, and social studies in sheltered instructional strategies	Title III, \$2500	Bilingual/ESL Coordinator Campus Administrator	August 2009 May 2010	Students new to country or those failing to progress linguistically from one year to another	Increased Woodcock-Munoz, TAKS and TELPAS scores
Monitor integrity of PEIMS data for all LEP students.	None	Bilingual/ESL Coordinator Campus Principal	August 2009 through May 2010	Monthly monitoring reports pulled from PEIMS	No fatal errors on Submission of PEIMS data
Monitor the implementation of the district wide process for the continuity and consistency in Bilingual/ESL folders	None	Bilingual/ESL Coordinator Campus Principals	August 2009 – June 2010	Training for all Bilingual/ESL clerks in district who handle folders Sign in sheets Agendas	Check list of information and order in folders submitted to B/E Coordinator

Programs, Strategies/Activities	Resources *existing funding **new funds	Personnel Responsible	Time Line	Formative Evaluation	Summative Evaluation
District personnel shall monitor six week and Benchmark assessments to assess academic progress.	None	Bilingual/ESL Coordinator	August 09 November 09 February 10	Assessment schedules or benchmark tests administered	Assessment report analyzed and communicated with campus principals
Campuses will take six week <i>Unit Assessments</i> to measure the student's academic performance on TEKS objectives	None	Campus Principals Elementary Curriculum Coordinator/Seco ndary Curriculum Coordinator District Testing Coordinator	End of each Six Week Period – according to developed Time Line	Assessment Schedules or tests administered in Scantron	Assessment report analyzed and communicated with campuses
Based on disaggregated data, district/campus staff development activities shall be planned and presented to stakeholders.	Title I, Title II, and Title III \$1000 Campus Budget	Bilingual/ESL Coordinator	Nov 09 December 09 February 10	Sign-in sheets and classroom observation that staff development strategies are implemented in the classroom	Increased TAKS, TAKS-Accom. TAKS-M, TAKS-Alt, ACT/SAT scores for students in the district
Based on disaggregated data, each campus will implement targeted instruction for areas of concern.	Title I Funding \$500 Campus Budget	Bilingual/ESL Coordinator Campus Administrators	August 09 through May 2010	Evaluator walk through records provided by campus administrators	Increased TAKS, TAKS-Acc. TAKS- M, TAKS-ALT, ACT/SAT scores for students in the district
Use Woodcock data to effectively place LEP students beginning in Pre Kindergarten and/or Kindergarten based on RPI (Ratio Proportion Index of Spanish to English and if levels are same or within a 10% margin, student has no linguistic dominance) Score.	Title III \$10,000	Bilingual/ESL Coordinator	August 2009 through May 2010	Monitor bi- annually (September and May)	Increased growth on Woodcock Munoz

LONG RANGE GOAL 1: Improve academic performance.									
Performance Objective:	1e.(a)All Special Education students shall demonstrate academic growth in reading, mathematics, science and social studies as measured by percentages indicated below on state and/or district approved assessments.								
	1e(b). Academic growth shall be measured by assessments including TAKS, TAKS-Accom, TAKS-M and TAKS-ALT and district Unit Assessments.								
	1e(c). Special Education students in grades 3 – 8 and 10th grade will meet standards for AYP in the areas of reading (73) and math (67) .								
	Grade	% Met Standard Reading/ELA		% Met Standard Math		% Met Standard Science		% Met Standard Social Studies	
		2008-2009	2009-2010	2008-2009	2009-2010	2008-2009	2009-2010	2008-2009	2009-2010
	3	*85	90	*85	90				
	3 SP	*85	90	*85	90				
	4	79	85	79	85				
	4SP	*		*					
	5	*99	99	>99	99	50	55		
	SP	*99	99	>99	99	<1	55		
	6	88	82	*					
	SP	-		*					
	7	*		*					
	8	*		*		20	55	63	70
	9	40	55	31	55				
	10	60	65	33	55	33	55	83	88
	* average English and Spanish first and second administration	69	72	27	55	55	60	>99	99

Programs, Strategies/Activities	Resources *existing funding **new funds	Personnel Responsible	Time Line	Formative Evaluation	Summative Evaluation
Hire 2 Special Education Specialist for the purpose of supporting regular education teachers with the implementation of Inclusion and Co-Teaching.	**ARRA IDEA-B Funding \$100,000	Special Education Director	August 2009	Interview Schedules	Special Education Specialist hired
Provide staff development for teachers using Inclusion and Co-teaching models	IDEA-B ARRA IDEA-B	Special Education Specialist Special Education Director	August 2009 – June 2010	Sign in sheets for Staff Development	80% Mastery on TAKS, TAKS-Accom, TAKS-M and TAKS-ALT in all subjects Overall decrease in students identified as LD from 10/09 to 10/10
Implement inclusion and co-teach training on all campuses where appropriate	**ARRA IDEA-B funding	Special Education Director Elementary and Secondary Curriculum Coordinators	August 2009–May 2010	Sign-in Sheets for Staff Development	80% Mastery on TAKS, TAKS-Accom, TAKS-M and TAKS-ALT in all subjects Overall decrease in students identified as LD from 10/09 to 10/10
Hire 1 districtwide Behavior Specialist for the purpose of working with teachers who have behavior disorder students in regular class	**ARRA IDEA – B Funding \$60,000	Special Education Director	August 2009	Interview Schedules	Behavior Specialist hired
Continue implementation of an inclusive program for students with emotional and behavioral disorders (Positive Approach to Student Success)	*IDEA funds	Director of Special Services Campus principals	August 2009– June 2010	Teacher/campus administrative training for PASS PASS programs in place K-12	10% increase of students (ED) served in less restrictive settings (code 40/41) from previous year District is not identified on the 125% list

LONG RANGE GOAL 1: Improve academic performance.									
Performance Objective:	1f.(a) All at-risk students shall demonstrate academic growth in reading, mathematics, science and social studies as measured by percentages indicated below on state and/or district approved assessments.								
	1f.(b) Monitor at-risk student academic progress.								
	1f.(c) Provide flexible schedule for credit recovery.								
	1e(d). Create a Committee to create a 5-Year Implementation Plan for Response to Intervention.								
	1e(e). Teachers and staff will participate in staff development to implement a districtwide Response to Intervention program.								
	1e.(f) Teachers and staff at all campuses will implement a Response to Intervention Model for the identification of struggling students.								
	Grade	% Met Standard Reading/ELA		% Met Standard Math		% Met Standard Science		% Met Standard Social Studies	
		2008-2009	2009-2010	2008-2009	2009-2010	2008-2009	2009-2010	2008-2009	2009-2010
	3	*86	90	73	78				
	3 SP	*86	90	70	75				
	4	73	78	80	85				
	4SP	81	85	88	92				
	5	*77	82	*76	80	52	60		
	SP	*77	82	*76	80	<1	55		
	6	90	95	81	85				
	SP	-	-	-	-				
	7	72	76	59	62				
	8	84	88	50	55	42	50	77	82
	9	66	70	30	50				
	10	76	80	35	50	45	50	81	85
* average English and Spanish first and second administration	11	76	80	56	60	63	70	93	95

Programs, Strategies/Activities	Resources *existing funding **new funds	Personnel Responsible	Time Line	Formative Evaluation	Summative Evaluation
Campuses will create an At-Risk committee to monitor students grades	None	Campus administrators Counselors At-risk facilitators	September 2009	List of At-Risk Committee members	Reduction of % of at-risk student failures by semester
Monitor and meet with at-risk students and/or parents to discuss failing grades	None	Campus administrators Counselors At-risk facilitators	Every three weeks August 09 – June 2010	Summary notes of at-risk meetings	Increase in % of at-risk students passing TAKS, TAKS-Accom, TAKS M Increase in % of at-risk student performance on district unit assessments
Provide Credit Recovery program for at-risk students to regain credits	None	Campus administrators Counselors At-risk facilitators	August 2009 – June 2010	List of students attending Credit Recovery	Increase in number of credits recovered by at-risk students.
Convene a committee to develop a 5-Year Implementation Plan for Response to Intervention districtwide.	None	Asst Supt Curr and Instruction Special Education Director Campus Administrators	August 2009-September 2009	Committee formed List of committee members	Implementation of RTI overall decrease in students identified as LD from 10/09 to 10/10
Continue to support and implement Response to Intervention on elementary campuses	*IDEA funds (staff training) \$25,000 SCE funds	Curriculum Coordinators Campus Administrators Special Education Director	August 2009 – June 2010	Monthly sign in sheets on campuses Copy of Campus Visitation to Campus Administrators	Implementation of RTI overall decrease in students identified as LD from 10/09 to 10/10
Implement Response to Intervention on secondary campuses	*IDEA funds (staff training) \$25,000 SCE funds	Curriculum Coordinators Campus Administrators Special Education Director	August 2009 – June 2010	Monthly sign in sheets on campuses Copy of Campus Visitation to Campus Administrators	Implementation of RTI overall decrease in students identified as LD from 10/09 to 10/10

Programs, Strategies/Activities	Resources *existing funding **new funds	Personnel Responsible	Time Line	Formative Evaluation	Summative Evaluation
Continue implementation and support for system of positive behavior supports for all campuses to support Response to Intervention for behavioral remediation	*IDEA funds (staff training)	Director of Special Education	August 2009 December 2009	Written campus developed systems for Positive Behavior Support	Decrease in overall discretionary referrals to the DAEP Decrease in students identified as ED from 10/09 to 10/10
Implement differentiation of instruction training on all RtI campuses and co-teach training on all campuses	*IDEA funds (staff training) ARRA Title II Title II funds	Elementary and Secondary Curriculum Coordinators	August 2009–May 2010	Sign-in Sheets for Staff Development	80% Mastery on TAKS, TAKS-Accom, TAKS-M and TAKS-ALT in all subjects Overall decrease in students identified as LD from 10/09 to 10/10

LONG RANGE GOAL 2:	Recruit and retain Highly Qualified teachers.
	2a. Improve turnover rate from 22.3% (AEIS) to 15.2 (AEIS) which is the state average.
	2b. Retain highly qualified teachers by increasing the number of years teachers remain in the district from an average of 5.2 yrs (AEIS) to the state average of 7.4 yrs (AEIS).
	2c. Hire 10% less ACP teachers than last year.
	2d. Continue training for paraprofessional staff.

Programs, Strategies/Activities	Resources *existing funding **new funds	Personnel Responsible	Time Line	Formative Evaluation	Summative Evaluation
Continue to seek qualified candidates through Channelview ISD Job Fair.	Title II, Part A \$5000* Local Funds	Director of Human Resources Campus Principals	October 2009 and May 2010	Hiring of candidates	List of employed teachers
Continue to support the CEOP training for paraprofessionals.	Local funds \$5,000	Asst Supt C&I	August 2009- May 2010	Application from interested paraprofessionals	Certificates of completion from training
Provide Ginger Tucker's book <u>First Year Teacher Academy</u> for all teachers new to the district or teachers who have entered the district during the previous school year.	Title II, Part A \$4000	Curriculum Coordinators	August 2009	Sign-in Sheets Agenda	Increased Teacher Retention rate
Provide First Year Teacher Academy.	Title II, Part A \$6,000	Curriculum Coordinators	September 09 through May 2010	Sign-in sheets Agenda	Evaluation by teachers
Provide a Mentor/Buddy Program for new teachers	Title II, Part A \$50,000	Curriculum Coordinators	August 09- June 2010	Forms submitted in December 2009 to curriculum coordinators	Final forms submitted in June 2010 to curriculum coordinators

LONG RANGE GOAL 3:	Create a committee to develop a Comprehensive Districtwide plan for integration of technology in the classroom.
Performance Objectives	3a. Convene a committee to determine the instructional technology needs of each campus.
	3b. Provide technology training to parents.
	3c. Investigate online lunch accounts.

Programs, Strategies/Activities	Resources *existing funding **new funds	Personnel Responsible	Time Line	Formative Evaluation	Summative Evaluation
Convene an Instructional Technology Committee	None	Asst Supt Administration Technology Director	Sept 2009	Committee members identified	Sign-in sheets from IT Committee meetings
Develop an assessment instrument for evaluating campuses instructional technology	None	Asst Supt Administration Technology Director	October 2009	Completed assessment instrument	Completed campus evaluations
Develop a 5 year plan for incorporating instructional technology into the classroom	None	Asst Supt Administration Technology Director	December 2009	Sign-in sheets Progress on Plan	Final Instructional Technology Plan presented to Board of Trustees
Develop a Student Assessment to assess student technology proficiencies of the TEKS for K-2 nd , 3-5 th and 6-8 th grades	None	Asst Supt Administration Technology Director	November 2009	Timeline for testing k-2, 3-5 and 7-8 th grades Completed assessment instrument	Completed student assessments
Educate, encourage and assist parents in the use of e-School Plus Home Access Center through Pentamation to monitor students grades, attendance and discipline at all campuses	None	Director of Technology Parent Liaison	December 09 to January 2010	Meeting agendas Sign in Sheets	Parent survey to evaluate the use of the program.

Programs, Strategies/Activities	Resources *existing funding **new funds	Personnel Responsible	Time Line	Formative Evaluation	Summative Evaluation
Provide family technology nights at the campus level.	Technology Funds \$100 per night	Campus Administrators	Once per semester September 09 – May 2010	Agendas developed Sign in sheets from family technology night	Evaluation from parents attending the parent night
Investigate funding of student lunch accounts online (i.e. Lunch Money Now)	None	Asst Supt Administration Technology Director	Sept 09- June 2010	Information shared about support needed for online lunch accounts	Implementation of online account program

LONG RANGE GOAL 4 :	Promote opportunities to develop a relationship between the community and schools.
Performance Objectives	4a. Continue to improve community relations.
	4b. Provide training on the awareness of TEKS, district curriculum, Campus programs, and campus performance.
	4c. Promote and implement Parent Volunteerism in the schools.

Programs, Strategies/Activities	Resources *existing funding **new funds	Personnel Responsible	Time Line	Formative Evaluation	Summative Evaluation
Establish a Parent Advisory Committee (PAC) to ensure that programs and projects are carried in compliance with NCLB requirements	*Title I Funds \$1000	Federal Programs Coordinator	May 2009 Annually	Sign-In Sheets Agenda Minutes	End of year report sent to TEA
Develop and distribute a district-level written parental involvement policy	*Title I Funds \$5000 Campus	Federal Programs Coordinator PAC	May 2009	Update Annually Include in Student Handbook	Parental Involvement Policy approved by Board of Trustees and placed in Student Handbook
Title I campuses develop, jointly with parents, a written school-parent compact and parental involvement policy	None	Campus Principals	Annually	Sign-In Sheets Agenda Minutes	School-Parent Compact
Title I campuses develop a school-wide plan, with the involvement of parents, that include a comprehensive needs assessment and addresses the ten components of a school-wide program	None	Campus Principals	Annually- Spring	Updated CIP Sign-In Sheets	Completion of Needs Assessment

Programs, Strategies/Activities	Resources *existing funding **new funds	Personnel Responsible	Time Line	Formative Evaluation	Summative Evaluation
Title I campuses develop a school-wide plan, with the involvement of parents, that includes a comprehensive needs assessment and addresses the ten components of a school-wide program	*Title I Funds Campus Budgets	Campus Principals	Annually- Spring	Updated CIP Sign-In Sheets	CIP approved by the Board of Trustees and placed on Channelview ISD webpage.
Title I campuses conduct an Annual Title I Meeting to inform parents about the school's participation in the Title I, Part A program and explain the requirements, their right to be involved, and opportunity to request regular meetings	*Title I Funds Campus Budgets	Campus Principals Federal Programs Coordinator Title I Parent Liaison	Annually- by September 2009	Sign-In Sheets Agenda Minutes of Meeting	End of Year Compliance Report
Provide at least 3 district parental involvement events, based on annual Title I Parent Survey results	*Title I Funds \$5000	Federal Programs Coordinator Campus Administrators Title I Parent Liaison	October 2009-May 2010	Parent Survey Sign-In Sheets	Survey Results provided to campuses
Provide childcare to parents so they can benefit from parent classes, trainings, etc.	*Title I Funds \$1500	Federal Programs Coordinator Title I Parent Liaison	Sept 2009 – June 2010	Sign-In Sheets Child Care Attendance Records	Evaluation documents filled out by parents
Ensure that each campus has a Parent Volunteer Program and provide training if needed	*Title I Funds \$2000	Federal Programs Coordinator Campus Administrator Title I Parent Liaison	Sept 2009 – June 2010	Sign-In Sheets Training Agendas	Documentation of parental support on campuses

Programs, Strategies/Activities	Resources *existing funding **new funds	Personnel Responsible	Time Line	Formative Evaluation	Summative Evaluation
Provide monthly parent newsletter to campuses and post on district website	*Title I Funds \$3000	Federal Programs Coordinator Title I Parent Liaison Public Relations	Sept 2009 – June 2010	Publications posted on Website	Record of Monthly Distribution
Inform parents of "Right To Know" regarding teacher/paraprofessional qualifications, HQ status	None	Human Resources Director	Teacher/Para – Annually HQ- after 4 weeks	Information sent to campuses for distribution	Letters sent to parents via school children
Coordinate activities to recognize Texas Public School Week	*Title I Funds Local funds	Federal Programs Coordinator Public Relations Campus Administrators	March 2010	Flyers Sign-In Sheets	Completion of Public School Week. Recognition in local newspaper.

LONG RANGE GOAL 5:	Maintain a Safe and focused environment for all students and staff at CISD.
Performance Objectives	<p>5a. Improve discipline management and behavior management of CISD students by decreasing the percentage of:</p> <ul style="list-style-type: none"> • Drug incidents by 5% • Violent acts by 5% • Students Attending JJAEP by 5% • Students attending Apollo by 5% • Returning students to JJAEP by 5% • Returning students to Apollo by 5%
	5b. Increase school safety and security.
	5c. Improve/Promote emergency procedure training.
	5d. Create a Community/School Safety Committee.

Programs, Strategies/Activities	Resources *existing funding **new funds	Personnel Responsible	Time Line	Formative Evaluation	Summative Evaluation
Update and maintain the District Crisis Management Manual	None	Asst Supt for Administration	June 09 to August 09	Books completed	Books distributed to campuses
Examine the times of the school zone on Sheldon	None	Asst Supt for Administration	August 09	Meeting to change school zones	School zone changed 6:30am-9am and 2pm – 4pm

Programs, Strategies/Activities	Resources *existing funding **new funds	Personnel Responsible	Time Line	Formative Evaluation	Summative Evaluation
Continue implementing Zonar system for all busses and student ID's	Local funds Transportation funding	Transportation Coordinator	August 09 – May 10	GPS Systems installed	Reports reviewed
Maintain and improve the current security system by increasing the number of surveillance cameras outside and within the school buildings.	Local funds Title IV	Asst Supt for Administration Security	August 09-May 10	More cameras installed	Safety and security issues decreased
Increase security at alternate entrances of school buildings. (ie. The area between CHS and Kolarik	Local funds Title IV	Asst Supt for Administration	August 09	Cameras and personnel increased in area	Amount of truancies decrease
Provide training for new teachers for discipline, classroom management, and teaching students of poverty.	Title I, Part A \$1000	Behavior Specialist	August 2009	Sign-in sheets and agendas	Discipline referrals, Absenteeism reports, Increased TAKS results
Develop a Counseling program for students at Apollo and those sent to In-School Suspension.	None	Asst Supt for Administration Alternative Campus Administrator Behavior Specialist	August 2009	Sign-in sheets of committee meetings Agendas	Recidivism rate will decrease
Ensure that all Campus Discipline Plans are aligned and implemented consistently across the district.	None	Asst Supt for Administration	Every Six Weeks August 2009 through May 2010	Reports provided to Asst Supt from principals	425 report submitted for AEIS

Programs, Strategies/Activities	Resources *existing funding **new funds	Personnel Responsible	Time Line	Formative Evaluation	Summative Evaluation
Continue the implementation of a Safety Committee on each campus.	None	Asst Supt for Administration Security Officer	August 2009	Nominations of committee members	List of committee members
Work with campus Safety Committees to identify areas in need of additional security and equipment.	Local Funds*	Asst Supt for Administration	September 2009 through October 2009	Sign-in sheets Agenda	Copy of campus plans 425 report
At the secondary level, schedule Counselor and Student Conferences for At-Risk students	None	Counselors Behavior Specialist	August 2009 May 2010	Schedule of counseling	Reduced number of students who attend Apollo

LONG RANGE GOAL 6:	Implement a Dating Violence Program.
Performance Objectives	6a. Promote a program to educate students and parents on awareness and intervention of Dating Violence.
	6b. Create Dating Violence brochures for students and parents.
	6c. Continue to provide parental awareness programs for dating violence.
	6d. Provide awareness for 5th grade students and parents regarding Dating Violence.

Programs, Strategies/Activities	Resources *existing funding **new funds	Personnel Responsible	Time Line	Formative Evaluation	Summative Evaluation
Convene a Dating Violence Committee to develop information for Student Handbook and student brochures	Title IV, \$250 local funding	Asst. Supt for Admin Campus Counselors	August 2009	List of committee members	Sign in sheets Information in Student Handbook Student brochures
Maintain the districtwide Dating Violence Support System to include victims, victim's families and alleged perpetrators for consistent and fair treatment.	None	Campus Administrators Campus Counselors	August 2009	Meeting agenda and sign in sheets	Implementation of districtwide Dating Violence Support System
Observe Teen Dating Violence Awareness and Prevention Week	None	Campus Administrators Campus Counselors	September 2009	Meeting agenda and sign in sheets	Awareness and Prevention Week Activities
Promote Teen Dating Violence Program through Student Handbook, student brochures, guidance lessons, and parent meetings.	Title IV, \$250 local funding	Campus Counselors Campus Administrators	August 2009	Meeting agenda and sign in sheets	Completion of Handbook and student brochures

Programs, Strategies/Activities	Resources *existing funding **new funds	Personnel Responsible	Time Line	Formative Evaluation	Summative Evaluation
Implement and designate Teen Dating Violence Awareness & Prevention Week to include parent's awareness.	Title IV Local funding	Asst Supt for Admin Campus Administrators	February 2010	Meeting agenda Sign in sheets	Documented summary of weekly events by campus
Implement information on Teen Dating Violence as part of the Student Handbook for <u>ALL</u> student body at the beginning of each school year. Provide hotline telephone numbers and website.	Local Funding	Asst Supt for Admin Dating Violence Committee	August 2009	Completed Student Handbook for 2009-2010	Signed forms indicating that all students received a Student Handbook
Train elementary campus counselors on Dating Violence Awareness and program implementation	None	Asst Supt for Admin Elementary Counselors	Sept 2009	Meeting agendas Sign in sheets	Training sessions held with students

LONG RANGE GOAL 7:		Continue to implement and monitor the Drop Out Prevention Program.			
Performance Objectives		7a. 100% of at-risk and non returning students will be identified by snapshot date.			
		7b. 100% of campuses will use standardized procedures and processes for monitoring at-risk students.			
		7c. 100% of at-risk students will participate in an appropriate intervention program.			
		7d. Develop community support for helping at-risk students.			
		7e. Develop parent outreach programs to help parents encourage students to stay in school.			
Programs, Strategies/Activities	Resources *existing funding **new funds	Personnel Responsible	Time Line	Formative Evaluation	Summative Evaluation
Participate in the Reach Out to Drop Outs Walk	Title I funds** SCE funding ** Local funds	Public Relationships At-Risk Facilitator Campus Principals	Sept 2009- January 2010	Meeting agendas and sign in sheets	Number of students returning to school
Each at-risk student will have a comprehensive data file that includes identification using the 13 state criteria and attendance data. Each at-risk student who withdraws will have a follow-up contact posted in their data file.	None	Technology Director Campus Administrators Campus PEIMS clerk	October 2009 January 2010 May 2010	Examination of student folders by campus administrator	7-8 grade drop-out rate will be <1% and the 9-12 grade completion rate will be 85% or greater for the 2008-2009 school year
All district counselors, campus administrative personnel, and PEIMS personnel will attend a training session in the procedures and processes for monitoring at-risk students.	None	Technology Director	August 2009	Sign in sheets from training meetings	7-8 grade drop-out rate will be <1% and the 9-12 grade completion rate will be 85% or greater for the 2009-2009 school year.

Programs, Strategies/Activities	Resources *existing funding **new funds	Personnel Responsible	Time Line	Formative Evaluation	Summative Evaluation
Courses will be provided through flexible hours to allow Economically Disadvantaged at-risk students to work, earn high school credit, and attain career skills based on their interest. These courses would operate through Credit Recovery	State Compensatory Ed, high school allotment	High School Administrator Kolarik Administrator At-Risk Facilitator	August 2009- June 2010	Students enrolled in CTE Academy	7-8 grade drop-out rate will be <1% and the 9-12 grade completion rate will be 85% or greater for the 2008-2009 school year.
Channelview High School campus will offer a modified schedule, core area curriculum, and enhanced CTE opportunities to at-risk students.	State Compensatory Ed, High school allotment, CTE funds	High School Administrator Kolarik Administrator CTE Director At-Risk Facilitator	August 2009- June 2010	Students enrolled in CTE Academy	7-8 grade drop-out rate will be <1% and the 9-12 grade completion rate will be 85% or greater for the 2008-2009 school year.
Tutorials will be offered to Out-Of-School (OS) students during the summer immediately following their 12 th grade year. These tutorials will be held at flexible times (such as evenings and on weekends) to prepare them for the July TAKS administration.	None	High school administrators	June-July 2009	List of Out of School students enrolled in Tutorials	7-8 grade drop-out rate will be <1% and the 9-12 grade completion rate will be 85% or greater for the 2008-2009 school year.

Programs, Strategies/Activities	Resources *existing funding **new funds	Personnel Responsible	Time Line	Formative Evaluation	Summative Evaluation
Community In Schools (CIS) will be extended to all schools in the district.	State Compensatory Education funds	Asst Supt Administration	August 2009	Sign in sheets from campuses	7-8 grade drop-out rate will be <1% and the 9-12 grade completion rate will be 85% or greater for the 2008-2009 school year.