

BOARD GOALS (BGs)

- 1- Challenge All Students
- 2- Safe & Supportive Atmosphere
- 3- Community Involvement
- 4- Character Development
- 5- Management of District Resources



**NORTH EAST INDEPENDENT SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
2009-2010**

Harmony Hills Elementary

provide rich educational experiences in a positive,
environment that values individuality and ensures high levels of success.

carin

RESULTS

North East ISD schools will prepare all students for college and careers, be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work toward a minimum of ten National Merit Semifinalists per comprehensive high school.

DISTRICT GOAL

To enhance the professional practice of all North East educators in order to improve learning for all students and to keep all students on track for high school graduation and post secondary success, focusing on the student-populations of African-American, Anglo, Asian, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners through a common, high-quality curriculum, focused teacher collaboration, and formative assessment that guides differentiated instruction creating flexibility and responsiveness to best serve learners and to increase student achievement.

CODES FOR STUDENT-CENTERED STRATEGIES

- RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.
- 3TL 3 Tier Instructional Model
 - CRW Content Reading and Writing Strategies
 - AV Development of Academic Vocabulary
 - AL Active Learning
 - CT Critical Thinking and Problem Solving
 - DI Differentiated Instruction, Flexibility and Responsiveness
- RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
- GSF Goal-Setting and Frequent Feedback with Individual Students
 - AFL Assessment For Learning--Strategies to Guide Instruction
 - PGP Personal Graduations Plans
 - CCR College / Career Readiness
- RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
- CLP Collegial Learning and Planning (i.e. professional learning communities)
 - MCP Managing Classroom Procedures
 - IA Improved Student Attendance
 - PI Parent & Community Involvement

BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(s)	COST / RESOURCES
1	Mathematics	Grade levels will create and use multiple means of formative and summative assessments including mini-assessments(TAKS format and/or Kilgo question stems used for grades 3-5), benchmarks,and TAKS. Analyze data from assessments to inform instructional decisions.	Students will be expected to score above a 70% passing grade on each assessment to show basic understanding. After administration of each common assessment, grade level planning meetings will include data analysis to guide instructional decisions.	3TL,AV,AL, CT, DI, GSF, AFL	After each Unit 8/2009-5/2010	Classroom Teachers, and Math Facilitator	\$0.00
1	Mathematics	Utilize the North East Scope and Sequence for Grades K 5 along with the Revised TEKS-based Resource Web site for lesson planning. Grade levels will meet with Facilitator to collaborate, plan, and align instruction to Scope and Sequences, as well as most recent campus data.	Using the "What to Look For" in the Mathematics Classroom Checklist, 100% of formative walk-throughs will reflect alignment of lessons to scope and sequence. Lesson plans will indicate 5-Day Problem Solving, core instruction lesson, Math workstations by September and MAP instruction by October.	3TL, AV, AL, CT, DI, GSF, AFL	8/2009-5/2010	Classroom Teachers, Administration, and Math Facilitator	\$0.00
1	Mathematics	Math Facilitator and classroom teachers will plan and implement a school-wide Math Night in which engaging Math lessons and activities will be taught based on student needs as indicated by District Benchmark data.	First year benchmark data of parent attendance and involvement in lessons/activities as well as a 20% improvement on Benchmark scores and TAKS scores as compared to the same assessments from 2008-2009.	PI	Spring Semester 2010	Math Committee , Classroom Teachers, and Administration	\$500.00
1	Mathematics	Representatives from grades K-5 will attend scheduled district Math meetings before units of study to promote strong core instruction.	100% of walkthroughs will indicate teachers are following the Math Scope and Sequence.	AL, CT, DI, AFL, CLT	8/2009-5/2010	Classroom Teachers and Math Facilitator	\$0.00
1	Science	Representatives from grades K through 5th will attend Science S.C.O.P.E. sessions and share information and material with grade level.	100% of walkthroughs will indicate all teachers are teaching the S.C.O.P.E. lessons.	AL, CT, DI, AFL, CLP	8/2009-5/2010	Classroom Teachers, Science Facilitator, Administrators, and Science Specialist	\$0.00

BOARD GOALS (BGs)

- 1- Challenge All Students
- 2- Safe & Supportive Atmosphere
- 3- Community Involvement
- 4- Character Development
- 5- Management of District Resources



**NORTH EAST INDEPENDENT SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
2009-2010**

Harmony Hills Elementary

provide rich educational experiences in a positive, environment that values individuality and ensures high levels of success.

carin

RESULTS

North East ISD schools will prepare all students for college and careers, be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work toward a minimum of ten National Merit Semifinalists per comprehensive high school.

DISTRICT GOAL

To enhance the professional practice of all North East educators in order to improve learning for all students and to keep all students on track for high school graduation and post secondary success, focusing on the student-populations of African-American, Anglo, Asian, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners through a common, high-quality curriculum, focused teacher collaboration, and formative assessment that guides differentiated instruction creating flexibility and responsiveness to best serve learners and to increase student achievement.

CODES FOR STUDENT-CENTERED STRATEGIES

- RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.
 - 3TL 3 Tier Instructional Model
 - CRW Content Reading and Writing Strategies
 - AV Development of Academic Vocabulary
 - AL Active Learning
 - CT Critical Thinking and Problem Solving
 - DI Differentiated Instruction, Flexibility and Responsiveness
- RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 - GSF Goal-Setting and Frequent Feedback with Individual Students
 - AFL Assessment For Learning--Strategies to Guide Instruction
 - PGP Personal Graduations Plans
 - CCR College / Career Readiness
- RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 - CLP Collegial Learning and Planning (i.e. professional learning communities)
 - MCP Managing Classroom Procedures
 - IA Improved Student Attendance
 - PI Parent & Community Involvement

BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(s)	COST / RESOURCES
1	Science	Science Facilitator and classroom teachers will plan and implement a school-wide Science Night in which engaging Science lessons and activities will be taught based on student needs as indicated by District Benchmark data.	First year benchmark data of parent attendance and involvement in lessons/activities as well as a 20% improvement on Benchmark scores and 3% TAKS scores as compared to the same assessments from 2008-2009.	PI	Spring Semester 2010	Science Facilitator, Science Committee, Classroom Teachers, and Administration	\$500.00
1	Science	Kinder through 5th grade teachers will meet as a grade level with the Science Facilitator and use their grade level Scope and Sequence, district science resources, and resources on the campus share driven to outline and implement authentic and engaging student lessons prior to a new unit. Kinder and 1st will utilize the science lab every other week while 2nd - 5th will utilize the lab weekly. Kinder - 4th will adhere to 60 minutes of science 3 days a week while 5th grade will adhere to 90 minutes of science 5 days a week. Consumables for the lab will be bought with campus funds.	Science Facilitator will document meetings with each grade level and report them to administration. Walk-throughs and using "What to look for in a lab" will indicate the proper use of the science lab.	AL, CT, DI, AFL, CLP	8/2009-5/2010	Classroom Teachers, Science Facilitator, Administrators, and Science Specialist	\$2,500.00
1	Science	Summative assessments will be given at mid unit or at the end of the unit per grade level choice to demonstrate mastery on grade level TEKS. Kinder and 1st grade will assess through notebook entries. 2nd -5th will give mini assessments at the evaluate portion of each 5 E lesson. These assessments will be used to inform instructional decisions.	Walk-throughs, lesson plans, and journal entries will indicate use of assessments in kinder and 1st. Walk-throughs, lesson plans, and gradebooks will indicate the use of mini and summative assessments for 2nd-5th.	CT, GSF, AFL	8/2009-5/2010	Classroom Teachers, Science Facilitator, Administrators, and Science Specialist	\$0.00
1	Science	Teachers will use data (summative assessments and benchmarks) to guide differentiated instruction through the use of small group instruction including student work stations, literacy stations, technology stations, and teacher guided groups	100% of walk-throughs and lesson plans will indicate the incorporation of differentiated instruction.	AV, AL, CT, DI, GSF, AFL	8/2009-5/2010	Classroom Teachers, Science Facilitator, Administrators, and Science Specialist	\$0.00

BOARD GOALS (BGs)

- 1- Challenge All Students
- 2- Safe & Supportive Atmosphere
- 3- Community Involvement
- 4- Character Development
- 5- Management of District Resources



**NORTH EAST INDEPENDENT SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
2009-2010**

Harmony Hills Elementary

provide rich educational experiences in a positive, environment that values individuality and ensures high levels of success.

RESULTS

North East ISD schools will prepare all students for college and careers, be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work toward a minimum of ten National Merit Semifinalists per comprehensive high school.

DISTRICT GOAL

To enhance the professional practice of all North East educators in order to improve learning for all students and to keep all students on track for high school graduation and post secondary success, focusing on the student-populations of African-American, Anglo, Asian, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners through a common, high-quality curriculum, focused teacher collaboration, and formative assessment that guides differentiated instruction creating flexibility and responsiveness to best serve learners and to increase student achievement.

CODES FOR STUDENT-CENTERED STRATEGIES

- RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.
 - 3TL 3 Tier Instructional Model
 - CRW Content Reading and Writing Strategies
 - AV Development of Academic Vocabulary
 - AL Active Learning
 - CT Critical Thinking and Problem Solving
 - DI Differentiated Instruction, Flexibility and Responsiveness
- RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 - GSF Goal-Setting and Frequent Feedback with Individual Students
 - AFL Assessment For Learning--Strategies to Guide Instruction
 - PGP Personal Graduations Plans
 - CCR College / Career Readiness
- RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 - CLP Collegial Learning and Planning (i.e. professional learning communities)
 - MCP Managing Classroom Procedures
 - IA Improved Student Attendance
 - PI Parent & Community Involvement

BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(s)	COST / RESOURCES
1	Science	Integrate inquiry based instruction to increase student achievement including: 1) 100% of Science lesson plans will be written in the 5 E model and demonstrate authentic and engaging Science lessons in which 80% of the lessons are field and lab investigations for 5th grade; 60% for 3rd and 4th grade; and 40% for K-2nd. 2) Use questions that target the unifying concepts. 3) Integrate reading and writing through the use of science notebooks which will be provided to each student with campus funds: K-2nd = 1-2 entries a week, 3-4th = 2-3 entries a week, and 5th = 3-4 entries a week.	100% of walk-throughs and lesson plans will indicate the incorporation of inquiry based instructional strategies. A notebook from each teacher will be collected at the end of each 9 week by the science facilitator to check for: number of entries, drawings with labels, and writing for self and others. Also, grade levels will share notebooks vertically 2-3 times a year at the science committee meetings.	CRW, AV, AL, CT, DI, AFL, CLP	8/2009-5/2010	Classroom Teachers, Science Facilitator, Administrators, and Science Specialist	\$750.00
1	Social Studies	Application of before, during, and after reading strategies implemented in all integrated social studies lessons using a variety of instructional activities.	The Science / Social Studies committee members will shared samples of completed authentic work such as graphic organizers and/or journaling at their monthly meetings.	CRW, AV, AL, CT, DI, AFL,	8/2009-5/2010	Science / Social Studies Committee, Classroom Teachers and Administrators	\$0.00
1	Social Studies	Support implementation of differentiated instruction through best practices including S.I.O.P strategies and content Reading / Writing strategies in the classroom. Build stronger assessment pieces that include mini assessments and authentic/project based assessments.	Walk-throughs and lesson plans will indicate the incorporation of some aspects of differentiated instruction and the use of mini assessments and/or authentic projects.	CRW, AV, AL, CT, DI, AFL,	8/2009-5/2010	Classroom Teachers, and Administrators	\$0.00

BOARD GOALS (BGs)

- 1- Challenge All Students
- 2- Safe & Supportive Atmosphere
- 3- Community Involvement
- 4- Character Development
- 5- Management of District Resources



**NORTH EAST INDEPENDENT SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
2009-2010**

Harmony Hills Elementary

provide rich educational experiences in a positive, environment that values individuality and ensures high levels of success.

carin

North East ISD schools will prepare all students for college and careers, be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work toward a minimum of ten National Merit Semifinalists per comprehensive high school.

DISTRICT GOAL

To enhance the professional practice of all North East educators in order to improve learning for all students and to keep all students on track for high school graduation and post secondary success, focusing on the student-populations of African-American, Anglo, Asian, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners through a common, high-quality curriculum, focused teacher collaboration, and formative assessment that guides differentiated instruction creating flexibility and responsiveness to best serve learners and to increase student achievement.

CODES FOR STUDENT-CENTERED STRATEGIES

- RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.
 - 3TL 3 Tier Instructional Model
 - CRW Content Reading and Writing Strategies
 - AV Development of Academic Vocabulary
 - AL Active Learning
 - CT Critical Thinking and Problem Solving
 - DI Differentiated Instruction, Flexibility and Responsiveness
- RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 - GSF Goal-Setting and Frequent Feedback with Individual Students
 - AFL Assessment For Learning--Strategies to Guide Instruction
 - PGP Personal Graduations Plans
 - CCR College / Career Readiness
- RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 - CLP Collegial Learning and Planning (i.e. professional learning communities)
 - MCP Managing Classroom Procedures
 - IA Improved Student Attendance
 - PI Parent & Community Involvement

BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1	Reading/ELA	Provide teachers, in all content areas, instruction and support before, during, and after reading and thinking strategies such as: activating background knowledge, self-questioning, drawing inferences, determining importance in text, self-monitoring, visualizing, and synthesizing as outlined in such resources as Reading with Meaning (K-2) , Strategies That Work (3-8), Primary Comprehension Toolkit (K-2) and Comprehension Toolkit (3-5).	Facilitator visits, formative walk-throughs, and lesson planning will indicate appropriate application of district guidelines for instruction; 100% of students will meet expectations on TAKS reading, writing and ELA tests with increasing levels of commended level performances.	3TL, CRW, AV, AL, CT, DI	Fall 2009 - Spring 2010	Classroom Teachers, Counselors, and Administrative Team	\$0.00
1	Reading/ELA	Focus on meeting the needs of struggling readers through implementation of best practices for reading, including small group instruction and implement literacy workstations that reinforce and expand literacy in the classroom as outlined through Making the Most of Small Groups, Practice with Purpose (K-2) and (3-6), Strategies that work and Reading with Meaning	Using the "What to Look For" in the Reading Classroom Checklist as a guide, Guided Reading Lesson Plans, teacher's anecdotal records, snapshotvisits or formative walk-throughs will indicate the appropriate application of Reading strategies for all students. 100% of walk-throughs, grades 1-5, will reflect the implementation of literacy workstations by the 4th week of school and small group guided reading instruction by the 6th week of school. Kinder will begin literacy workstations by the fourth week of school and guided reading for students that are academically ready by November.	3TL, CRW, DI	1/2009 - 5/2009	Classroom Teachers, IIT and Reading Facilitator, and Administrative Team	\$2,000.00
1	Reading/ELA	Provide training and support for the implementation (new teachers) and deeper application (veteran teachers) of Building Blocks (K) and Four Blocks (1-5) through campus and district staff development.	Using the "What to Look For" in the Reading Classroom Checklist and the What to Look For in the Writing Classroom Observation Form, as a guide, all snapshot visits and formative walk-throughs will indicate the appropriate implementation and application of Building Blocks (K) and Four Blocks (1-5).	3TL, CRW, DI	1 / 2009 - 5/2009	Classroom Teachers, IIT and Reading Facilitator, and Administrative Team	\$2,000.00
1	Reading/ELA	Develop, implement and monitor benchmark assessments to guide reading and writing instruction and student goal-setting: Reading, Grades 2 - 5; Writing / ELA Grades 2, 3, 4, and 5.	100% of students at grades 2-5 will be administered periodic benchmark assessments to determine reading progress. 100% of students in grade 4 will be administered periodic benchmark assessments to determine Writing/ELA progress. Teachers will use the Compass to analyze data which will be reflected in individual lesson plans and teacher's data binders.	CRW, AV, AL, CT, AFL, CLP, MCP	Each 9 Weeks during the 2009-2010 year	Reading Facilitator, IIT, and Classroom Teachers.	\$0.00

BOARD GOALS (BGs)

- 1- Challenge All Students
- 2- Safe & Supportive Atmosphere
- 3- Community Involvement
- 4- Character Development
- 5- Management of District Resources



**NORTH EAST INDEPENDENT SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
2009-2010**

Harmony Hills Elementary

provide rich educational experiences in a positive, environment that values individuality and ensures high levels of success.

carin

RESULTS

North East ISD schools will prepare all students for college and careers, be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work toward a minimum of ten National Merit Semifinalists per comprehensive high school.

DISTRICT GOAL

To enhance the professional practice of all North East educators in order to improve learning for all students and to keep all students on track for high school graduation and post secondary success, focusing on the student-populations of African-American, Anglo, Asian, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners through a common, high-quality curriculum, focused teacher collaboration, and formative assessment that guides differentiated instruction creating flexibility and responsiveness to best serve learners and to increase student achievement.

CODES FOR STUDENT-CENTERED STRATEGIES

- RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.
- 3TL 3 Tier Instructional Model
 - CRW Content Reading and Writing Strategies
 - AV Development of Academic Vocabulary
 - AL Active Learning
 - CT Critical Thinking and Problem Solving
 - DI Differentiated Instruction, Flexibility and Responsiveness
- RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
- GSF Goal-Setting and Frequent Feedback with Individual Students
 - AFL Assessment For Learning--Strategies to Guide Instruction
 - PGP Personal Graduations Plans
 - CCR College / Career Readiness
- RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
- CLP Collegial Learning and Planning (i.e. professional learning communities)
 - MCP Managing Classroom Procedures
 - IA Improved Student Attendance
 - PI Parent & Community Involvement

BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1	Reading/ELA	Support differentiated writing instruction by providing instruction and support in the implementation of writing workshop, 6-Trait writing, the use of mentor text, and strategies for all steps in the writing process.	Using the "What to Look For" in the Writing Classroom Checklist" as a guide, formative walk-throughs, snapshot visits and lesson planning will indicate appropriate application of 6-Trait writing principles and best practices of writing instruction. 100% of students will meet expectations of TAKS writing test.	3TL, CRW, ITL, AL, CLP	8/2009-5/2010	Reading Facilitator, IIT, and Classroom Teachers	\$0.00
1	Reading/ELA	Support less experienced teachers as they prepare their students to meet the demands of the TAKS Writing test and the TAKS ELA at Grade 4. This will be accomplished through collaborative staff development with teachers at grades K-2 and 3-4.	Benchmarks at grades 2, 3, and 4 will indicate improvement in meeting all TAKS writing/ELA objectives; all students will meet expectations on TAKS Writing and ELA. Teachers will use the Compass system to analyze data which will be reflected in individual lesson plans and teacher's data binders.	CRW, ITL, AL	Each 9 Weeks	Classroom Teachers, Reading Facilitator, and I.I.T.	\$0.00
1	Reading/ELA	Utilize the North East Scope and Sequences for ELA and Reading in Grades K-5 as the basis for lesson planning. Provide teachers with resources suggested by NEISD Scope and Sequences. Grade levels will meet with the Facilitator to collaborate and align instruction to Scope and Sequences as well as most recent campus data.	All snapshot visits, formative walk-throughs, and lesson planning will indicate use of District scope and sequences; all teachers will use their Scope and Sequence/ Data binder during grade level planning to drive instruction. 100% of students in grades 3 - 5 will meet expectations on TAKS reading and writing.	3TL, CRW, AV, AL, CT, DI	Fall 2009 Spring 2010	Classroom Teachers, Administration, Reading Facilitator, and I.I.T.	\$0.00
1	Reading/ELA	Reading Facilitator, IIT and teachers will plan and implement a school-wide Reading Night in which engaging lessons and activities will be taught based on student needs as indicated by district benchmark data.	First year benchmark data of parent attendance and involvement in lessons/activities as well as a 20% improvement on Benchmark scores and TAKS scores as compared to the same assessments from 2008-2009.	PI	Spring 2010	Classroom Teachers, Reading Facilitator, and I.I.T.	\$500.00
1	Reading/ELA	Focus on meeting the needs of struggling readers through implementation of Tier II researched based interventions such as Voyager (K-2), Headsprout (K-1 in January with data indicating lack of progress made through Voyager and small group guided reading) and Soar to Success (3-5).	Snapshot visits and formative walk-throughs will indicate the appropriate implementation of interventions as well as attendance rosters, progress monitoring and anecdotal records.	3TL, DI	10/2009 - 5/2010	Classroom Teachers, Reading Facilitator, and I.I.T.	\$1,000.00 for HeadSprout Possible Licenses

BOARD GOALS (BGs)

- 1- Challenge All Students
- 2- Safe & Supportive Atmosphere
- 3- Community Involvement
- 4- Character Development
- 5- Management of District Resources



**NORTH EAST INDEPENDENT SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
2009-2010**

Harmony Hills Elementary

provide rich educational experiences in a positive, environment that values individuality and ensures high levels of success.

carin

RESULTS

North East ISD schools will prepare all students for college and careers, be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work toward a minimum of ten National Merit Semifinalists per comprehensive high school.

DISTRICT GOAL

To enhance the professional practice of all North East educators in order to improve learning for all students and to keep all students on track for high school graduation and post secondary success, focusing on the student-populations of African-American, Anglo, Asian, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners through a common, high-quality curriculum, focused teacher collaboration, and formative assessment that guides differentiated instruction creating flexibility and responsiveness to best serve learners and to increase student achievement.

CODES FOR STUDENT-CENTERED STRATEGIES

- RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.
 - 3TL 3 Tier Instructional Model
 - CRW Content Reading and Writing Strategies
 - AV Development of Academic Vocabulary
 - AL Active Learning
 - CT Critical Thinking and Problem Solving
 - DI Differentiated Instruction, Flexibility and Responsiveness
- RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
 - GSF Goal-Setting and Frequent Feedback with Individual Students
 - AFL Assessment For Learning--Strategies to Guide Instruction
 - PGP Personal Graduations Plans
 - CCR College / Career Readiness
- RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
 - CLP Collegial Learning and Planning (i.e. professional learning communities)
 - MCP Managing Classroom Procedures
 - IA Improved Student Attendance
 - PI Parent & Community Involvement

BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
2 & 4	Discipline	1. Continue self-manager program, which includes core virtues; provide review and training to all staff members. 2. Train all students and staff on C.H.A.M.P.s. process and the Love and Logic principles. 3. Love and Logic training to staff and parents (from Family Specialist). 4. All students and teachers will follow campus BMP based on the C.H.A.M.P.s. process and "self-manager" program. 5. Training of staff, parents, and students on campus procedures 6. Procedures taught 1st week of school, at parent orientation, and January 2010. 7. Redirect team / Intervention Team will instruct social skill behaviors to students identified by RTI committee and ARD committee decisions.	1. Weekly self-manager applications and monthly celebration participation. 2. 15% decrease in office referrals reported to PEIMS/referrals which result in loss of instructional time 3. 100% of walk throughs will reflect BMP 4. Behavior results documentation from RTI committee minutes.	GSF, MCP	8/2009, 1 /2010, on-going CHAMPs, weekly self-mgr applications and monthly celebration participation	Administrative Team, Discipline Committee, C.H.A.M.P.S. Trainers, and Classroom Teachers	\$2,000.00
1, 4, & 5	Attendance	1. Personal phone contact with parents of each child absent on the day of the absence. 2. Teachers contact parents after 3 consecutive student absences to arrange for missed work to be sent home if appropriate. 3. Face to face conferences with parents regarding absences. 4. Detentions for excessive tardies. 5. Minimize exclusions for delinquent immunizations through five (5) contacts with parents of students that are delinquent, with follow-up conference by administration.	1. 6 weeks Attendance Reports (ADA) 2. Check list will be maintained of each absence contact, who was contacted, and the reason for absence. 3. Absence / Tardy Action data. 4. Delinquent immunization list.	IA	Daily, weekly, monthly, and 6 weeks monitoring	Administrative Team, Classroom Teachers, Nurse, and Office Staff	\$500.00
1,2,4	Safe and Drug Free Schools	Implement a Campus Safe and Drug Free program with goals and strategies related to: Reduction of tobacco, alcohol, drugs, violence, and improving school safety with increased student, parent and community awareness.	1. 100% compliance with Safe and Drug Free mandates related to: Reduction of tobacco, alcohol, drugs violence, and improving school safety. 2. 10% decreased in office referrals related to bullying and drug related incidents.	GSF	8/2009 - 5/2010	Campus Administrators, Counselors, and Classroom teachers	\$500.00

BOARD GOALS (BGs)

- 1- Challenge All Students
- 2- Safe & Supportive Atmosphere
- 3- Community Involvement
- 4- Character Development
- 5- Management of District Resources



**NORTH EAST INDEPENDENT SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
2009-2010**

Harmony Hills Elementary

provide rich educational experiences in a positive,
environment that values individuality and ensures high levels of success.

carin

RESULTS

North East ISD schools will prepare all students for college and careers, be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work toward a minimum of ten National Merit Semifinalists per comprehensive high school.

DISTRICT GOAL

To enhance the professional practice of all North East educators in order to improve learning for all students and to keep all students on track for high school graduation and post secondary success, focusing on the student-populations of African-American, Anglo, Asian, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners through a common, high-quality curriculum, focused teacher collaboration, and formative assessment that guides differentiated instruction creating flexibility and responsiveness to best serve learners and to increase student achievement.

CODES FOR STUDENT-CENTERED STRATEGIES

- RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.
- 3TL 3 Tier Instructional Model
 - CRW Content Reading and Writing Strategies
 - AV Development of Academic Vocabulary
 - AL Active Learning
 - CT Critical Thinking and Problem Solving
 - DI Differentiated Instruction, Flexibility and Responsiveness
- RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
- GSF Goal-Setting and Frequent Feedback with Individual Students
 - AFL Assessment For Learning--Strategies to Guide Instruction
 - PGP Personal Graduations Plans
 - CCR College / Career Readiness
- RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
- CLP Collegial Learning and Planning (i.e. professional learning communities)
 - MCP Managing Classroom Procedures
 - IA Improved Student Attendance
 - PI Parent & Community Involvement

BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(s)	COST / RESOURCES
2 & 3	Guidance	Implement a state mandated, comprehensive, developmentally appropriate guidance program. Counselors will meet with students in grades Pre K-5th as they conduct weekly guidance classes.	Counselor's calendar will show a 10% monthly increase in parent and staff contact.	CCR	8/2009 - 5/2010	Counselors	\$0.00
1,2,3	Guidance & College Readiness Initiative	Implement a comprehensive, developmentally appropriate college/career readiness program. 100% of 5th grade students and parents will be introduced to course selection decisions in order to increase a college and/or career readiness. Guidance Counselors will meet with 5th grade students and parents to discuss and develop a MS 3-year plan and discuss a HS 4-year plan.	1. Counselor's calendar will show 100% of students exposed to college/career information. 2. A 3-year plan will be completed for all 5th grade students and will be kept in the cumulative records file. 3. A UTSA representative will be visiting with students about the importance of college. 4. 5th Grade students will attend a field trip to UTSA.	GSF, CCR	8/2009 - 5/2010	Counselors	\$200.00
1,3	College & Career Readiness	Educate parents and students about the Pre-AP and AP programs through middle school parent sessions and counseling sessions.	100% of Counselor / Parent Middle School guidance conference will discuss the importance of Pre-AP course selection.	CIP, GSF	8/2009 - 5/2010	Counselors and 5th grade Classroom teachers	\$0.00
1,2,3,5	Parent Involvement	Hold Open House/Meet the Teacher, New Parent Orientation, and Parent Academy sessions focusing on home and school working together.	1. 100% of teachers will meet with parents throughout the year either by direct face to face contact or phone conferences. 2. 100% of PTA meetings and Campus Improvement Committee meetings will be attended by school staff and PTA representatives. 3. Sign-in sheets will be maintained for all Community/School Activities.	PI	8/2009-5/2010	Counselors, Campus Administrators, Classroom Teachers, and Family Specialist	\$0.00
1,3	Parent Involvement	Parent intervention meetings for students who are not meeting expectations according to grade level assessments.	100% of Parents of at risk students identified during RTI will be contacted by the Family Specialist to offer support.	PI	8/2009-5/2010	Campus Administrators, Classroom Teachers, and Counselors	\$0.00

BOARD GOALS (BGs)

- 1- Challenge All Students
- 2- Safe & Supportive Atmosphere
- 3- Community Involvement
- 4- Character Development
- 5- Management of District Resources



**NORTH EAST INDEPENDENT SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
2009-2010**

Harmony Hills Elementary

provide rich educational experiences in a positive, environment that values individuality and ensures high levels of success.

carin

RESULTS

North East ISD schools will prepare all students for college and careers, be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work toward a minimum of ten National Merit Semifinalists per comprehensive high school.

DISTRICT GOAL

To enhance the professional practice of all North East educators in order to improve learning for all students and to keep all students on track for high school graduation and post secondary success, focusing on the student-populations of African-American, Anglo, Asian, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners through a common, high-quality curriculum, focused teacher collaboration, and formative assessment that guides differentiated instruction creating flexibility and responsiveness to best serve learners and to increase student achievement.

CODES FOR STUDENT-CENTERED STRATEGIES

- RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.
- 3TL 3 Tier Instructional Model
 - CRW Content Reading and Writing Strategies
 - AV Development of Academic Vocabulary
 - AL Active Learning
 - CT Critical Thinking and Problem Solving
 - DI Differentiated Instruction, Flexibility and Responsiveness
- RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
- GSF Goal-Setting and Frequent Feedback with Individual Students
 - AFL Assessment For Learning--Strategies to Guide Instruction
 - PGP Personal Graduations Plans
 - CCR College / Career Readiness
- RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
- CLP Collegial Learning and Planning (i.e. professional learning communities)
 - MCP Managing Classroom Procedures
 - IA Improved Student Attendance
 - PI Parent & Community Involvement

BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(s)	COST / RESOURCES
1,3	Parent Involvement	Principal Coffees will be held with parents of each grade level to discuss parent expectations and plan for the 2010-2011 school year.	Sign - in sheets will be maintained and parent expectations will be shared with the CIC as the CIC drafts the CIP for the 2010-2011 school year.	PI	3/2010 - 5/2010	Principal and Family Specialist	\$600.00
1,3	Parent Involvement	Work with PTA to develop a Spring Cultural Fair where families can share and experience each other's heritage and cultural differences.	20% of the Spring Fest Booths will focus on Cultural Diversity.	PI	4/2010	PTA Executive Board, Administrative Team, and Family Specialist	\$0.00
1, 3	Technology Applications	Campus will implement pod casting program to extend and deepen student technology projects.	All teacher will be trained in pod casting. Each grade level will post a minimum of 1 project per 9 weeks.	CRW, AL, CT, DI, GSF, PI	Training 8/2009. Posting throughout school year.	Instructional Technology Specialist, and Grade Level project participants	\$400.00
1, 5	Technology Applications	Grade Levels will plan with Instructional Technology Specialist to increase level and complexity of integrated student technology projects.	100% of grade levels will include ITS in grade level planning meetings a minimum of once per nine weeks.	3TL, CRW, AV, AL, CT, DI	Each 9 Weeks	Grade Level Chair and Instructional Technology Specialist	\$0.00
1, 2, 3	Technology Applications	All students, PreK through 5th grade, will integrate the use of technology in all disciplines.	All classrooms will schedule the regular use of the lab and wireless trunks. The technology committee will prepare a class participation report each month for the principal. Walk throughs will document the use of technology in lessons to include Airliner SMART boards and Avermedia Document Cameras	AL, CT, DI, GSF, PI	Monthly	Grade Level Technology Committee Representatives	\$0.00

BOARD GOALS (BGs)

- 1- Challenge All Students
- 2- Safe & Supportive Atmosphere
- 3- Community Involvement
- 4- Character Development
- 5- Management of District Resources



**NORTH EAST INDEPENDENT SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
2009-2010**

Harmony Hills Elementary

provide rich educational experiences in a positive, environment that values individuality and ensures high levels of success.

carin

RESULTS

North East ISD schools will prepare all students for college and careers, be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work toward a minimum of ten National Merit Semifinalists per comprehensive high school.

DISTRICT GOAL

To enhance the professional practice of all North East educators in order to improve learning for all students and to keep all students on track for high school graduation and post secondary success, focusing on the student-populations of African-American, Anglo, Asian, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners through a common, high-quality curriculum, focused teacher collaboration, and formative assessment that guides differentiated instruction creating flexibility and responsiveness to best serve learners and to increase student achievement.

CODES FOR STUDENT-CENTERED STRATEGIES

- RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.
- 3TL 3 Tier Instructional Model
 - CRW Content Reading and Writing Strategies
 - AV Development of Academic Vocabulary
 - AL Active Learning
 - CT Critical Thinking and Problem Solving
 - DI Differentiated Instruction, Flexibility and Responsiveness
- RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
- GSF Goal-Setting and Frequent Feedback with Individual Students
 - AFL Assessment For Learning--Strategies to Guide Instruction
 - PGP Personal Graduations Plans
 - CCR College / Career Readiness
- RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
- CLP Collegial Learning and Planning (i.e. professional learning communities)
 - MCP Managing Classroom Procedures
 - IA Improved Student Attendance
 - PI Parent & Community Involvement

BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(S)	COST / RESOURCES
1	Library	1. All students will use the Big 6 research method. 2. All students will utilize the library as a resource center at least once each semester. These research / reading lessons will be coordinated between the librarian and teacher.	1. 100% of lesson plans will indicate the use of the library for student learning. 2. 100% of classrooms teachers will utilize the flexible library schedule to work with the librarian in preparing research / reading lessons for both the library and classroom. 3. 100% of classroom teachers will support the Big 6 research method. The librarian will offer training for any staff unfamiliar with the important elements (including age appropriate source citation and evaluation). 4. 100% of grade levels will include librarian in grade level planning meetings a minimum of once per nine weeks.	CRW, V, SD, ITL, Q, AL	1.Semester 2009 research projects in grades 1st through 5th.	Classroom Teachers and Librarian	\$0.00
1	Library	1. Junior Great Books - Target 2nd & 3rd grade students who just missed criteria for GT. 2. 3rd through 5th grade students with internet permissions will participate in the "Been There, Read That" district book review tool. 3. Harmony Hills will participate in the "Read Kids Read" program--including but not limited to Read for the Record Bluebonnet and 2X2 nominees, as well as occasional Read Around the School activities. 4. All classes will be matched in a Reading Buddies program.	1. Attendance rosters will be maintained by the librarian for all students participating in the Junior Great Books. 2. Students will use BTRT as a tool in selecting new books to read. 3. "Read Kids Read" promotions and participation will be documented.	CRW, V, SD, ITL, Q, AL	8/2009 - 5/2010	Librarian	\$500.00
1	Library	Increase participation in academic competition by each 4th Grade Classroom sponsoring a Battle of the Books team	100% of 4th grade classrooms will sponsor a Battle of the Books Team. Students will be coached for academic competition.	CRW, AV, AL, CCR	10/2009 - 5/2010 Monthly team meetings	Librarian, IIT, and Reading Facilitator	\$300.00
1,2	Health Services	The CIC will serve as the CATCH committee to promote healthy living practices to our students.	The CIC will review CATCH program at monthly meetings.	IA, PI	10/2008 & 2/2009	CATCH committee members	\$200.00
2	Health Services	Promote disease prevention and decrease absences related to virus, flu, and asthma issues.	1. Complete asthma control assessments on students with asthma. 2. Make Asthma referrals to the NEISD Respiratory Therapist as needed. 3. Conduct a Hand washing Campaign and Poster Contest.	IA, PI	As needed	Nurse	\$50.00

BOARD GOALS (BGs)

- 1- Challenge All Students
- 2- Safe & Supportive Atmosphere
- 3- Community Involvement
- 4- Character Development
- 5- Management of District Resources



**NORTH EAST INDEPENDENT SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
2009-2010**

Harmony Hills Elementary

provide rich educational experiences in a positive, environment that values individuality and ensures high levels of success.

carin

RESULTS

North East ISD schools will prepare all students for college and careers, be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work toward a minimum of ten National Merit Semifinalists per comprehensive high school.

DISTRICT GOAL

To enhance the professional practice of all North East educators in order to improve learning for all students and to keep all students on track for high school graduation and post secondary success, focusing on the student-populations of African-American, Anglo, Asian, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners through a common, high-quality curriculum, focused teacher collaboration, and formative assessment that guides differentiated instruction creating flexibility and responsiveness to best serve learners and to increase student achievement.

CODES FOR STUDENT-CENTERED STRATEGIES

- RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.
- 3TL 3 Tier Instructional Model
 - CRW Content Reading and Writing Strategies
 - AV Development of Academic Vocabulary
 - AL Active Learning
 - CT Critical Thinking and Problem Solving
 - DI Differentiated Instruction, Flexibility and Responsiveness
- RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
- GSF Goal-Setting and Frequent Feedback with Individual Students
 - AFL Assessment For Learning--Strategies to Guide Instruction
 - PGP Personal Graduations Plans
 - CCR College / Career Readiness
- RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
- CLP Collegial Learning and Planning (i.e. professional learning communities)
 - MCP Managing Classroom Procedures
 - IA Improved Student Attendance
 - PI Parent & Community Involvement

BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(s)	COST / RESOURCES
1,2,3,&5	Title I-component 1 Needs Assessment	A needs assessment will be given to CIC to identify campus needs. Evaluation of findings will take place during CIC meetings. Implementation of changes will begin.	CIC will develop an implementation plan based on the findings of the needs assessment.	AFL, CLP, PI	9/2009 - 5/2010	CIC committee	\$0.00
1 & 5	Title I-component 2 Reform strategies	All staff hired will be highly qualified in their area of instruction. Grade level planning will take place with Title I facilitators in attendance.	Grade levels will meet with administrators monthly and conduct weekly grade level planning sessions with Title I facilitators.	DI, GSF,CLP, MCP	8/2009 - 5/2010	All certified staff	\$0.00
1	Title I-component 3 Staff Development in the area of at risk students	Book Study will be completed by all certified staff on the book, <u>Culturally Proficient Instruction</u> .	Walk throughs and teacher observations will reveal the use of differentiated instruction, specifically targeting diverse, low-income and minority students.	AL, 3TL, AV, CT, DI	8/2009 - 5/2010	All certified staff	\$1,000.00
1 & 3	Title I-component 4 Professional Development towards student improvement	Math and Reading Nights, highlighting grade level curriculum, will be held in the evening for parents. Staff will attend at least 12 hours of staff development outside of school hours.	Attendance at math and reading nights. Teacher choice hours will be monitored.	CRW, 3TL, AV, AL, DI, AFL, CLP, PI	Once in Fall 2009 and Spring 2010	Staff and Parents	\$300.00
1 & 5	Title I-component 5 Attracting high quality teachers	Screen for teachers who want to work with at-risk students during initial interview process. Provide support through mentor teachers and provide incentives for teachers wanting to continue their education.	Low teacher turnover rate will indicate teachers want to work at this high-need campus. Monitoring of mentor/teacher relationships will take place through conversations and regular meetings. Early dismissal time for teachers attending graduate school will be provided.	CLP	9/2009 - 5/2010	Administrators	\$0.00
3	Title I-component 6 Increase Parental Involvement	Parent Training in the areas of Love & Logic, Precious Minds, Technology, ESL, Nutrition, Health and Safety, Art and Culture, Essential Knowledge and Academic Skill. All classes will be offered in English and Spanish.	Parent Sign In Sheets will be maintained as a base line for Parent Training.	PI	9/2009 - 5/2010	Family Specialist	\$1,500.00

BOARD GOALS (BGs)

- 1- Challenge All Students
- 2- Safe & Supportive Atmosphere
- 3- Community Involvement
- 4- Character Development
- 5- Management of District Resources



**NORTH EAST INDEPENDENT SCHOOL DISTRICT
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
2009-2010**

Harmony Hills Elementary

provide rich educational experiences in a positive, environment that values individuality and ensures high levels of success.

carin

RESULTS

North East ISD schools will prepare all students for college and careers, be Recognized or Exemplary under the State Accountability System, meet the Federal Standard of Adequate Yearly Progress, and work toward a minimum of ten National Merit Semifinalists per comprehensive high school.

DISTRICT GOAL

To enhance the professional practice of all North East educators in order to improve learning for all students and to keep all students on track for high school graduation and post secondary success, focusing on the student-populations of African-American, Anglo, Asian, Hispanic, Economically Disadvantaged, Special Education, and English Language Learners through a common, high-quality curriculum, focused teacher collaboration, and formative assessment that guides differentiated instruction creating flexibility and responsiveness to best serve learners and to increase student achievement.

CODES FOR STUDENT-CENTERED STRATEGIES

- RIGOR - All students will have access to a challenging, TEKS focused curriculum that is engaging and reflects college/career readiness.
- 3TL 3 Tier Instructional Model
 - CRW Content Reading and Writing Strategies
 - AV Development of Academic Vocabulary
 - AL Active Learning
 - CT Critical Thinking and Problem Solving
 - DI Differentiated Instruction, Flexibility and Responsiveness
- RELEVANCE - Teachers will set goals with individual students and provide frequent feedback regarding progress toward goal mastery.
- GSF Goal-Setting and Frequent Feedback with Individual Students
 - AFL Assessment For Learning--Strategies to Guide Instruction
 - PGP Personal Graduations Plans
 - CCR College / Career Readiness
- RELATIONSHIPS - Every student will have a personal teacher advocate who will convey a sense of caring and support.
- CLP Collegial Learning and Planning (i.e. professional learning communities)
 - MCP Managing Classroom Procedures
 - IA Improved Student Attendance
 - PI Parent & Community Involvement

BGs	TARGET AREAS (Specific goals based on campus and students' needs)	ACTION STRATEGIES (Actions needed to accomplish target areas)	EVALUATION INDICATORS (How will progress be monitored? What feedback will determine progress?)	Student-Centered Strategies	RESULTS TIMELINE	RESPONSIBLE PERSON(s)	COST / RESOURCES
1 & 3	Title I-component 7 Transition from early childhood to elementary school program	1. Pre-K and Kinder Round-up in May - provide school readiness information; grade level standards classroom visit. 2. Pre-K and Kindergarten teachers meet at the end of year to discuss student instructional and behavioral needs.	1. Parent Sign-in logs. 2. Grade level checklists and progress reports.	3TL, GSF	5/2010	Pre-K Teachers, Kindergarten Teachers, Administrative Team, Facilitators, and Family Specialists	\$150.00
1 & 2	Title I-component 8 Assessments	Teachers will assess student progress using teacher made tests, TPRI, daily grades, benchmark tests and individual student goal setting. RTI meetings will be set for students of concern.	Graded classroom assessments will be on gradespeed and entered for parents to view. Lesson plans, indicating assessments, will be monitored weekly. Administrators' monthly meetings with grade levels will provide discussions concerning ongoing assessments.	CRW, AV, CT, AFL, CLP	9/2009 - 5/2010	All Classroom teachers and Administrators	\$0.00
1 & 2	Title I - component 9 Extra assistance for struggling students	After school tutoring will be provided weekly for struggling students. SSI tutoring will be provided to students who did not pass TAKS.	Student attendance will be taken during after school tutoring. Student improvement will be monitored. Communication with parents will be ongoing. Attendance at SSI tutoring will also be monitored.	3TL, CRW, AV, AL, CT, DI, GSF, AFL,	10/2009 - 4/2010	All Classroom teachers and Administrators	\$6,000.00
1 & 2	Title I - component 10 Integration of federal, state and local services	Nutrition will be incorporated as part of our Health program, Second Step and Steps to Respect will be part of our violence prevention program. Character development will be taught through the Self-Manager program. Family specialist will communicate information about housing, food, education and job training.	Lesson plans will indicate lessons in character education. The number of parent visits and requests for assistance through the family specialist and counselors will indicate communication of available services.	PI	9/2009 - 5/2010	Administrators, Teachers, Counselors and Family Specialist.	\$0.00