

Holloway Sixth Grade School



Campus Plan 2009-2010

Mission Statement

At Holloway Sixth Grade School, we are committed to providing a well-balanced curriculum that provides our students with the level of education necessary for them to perform at a level consistent with world class standards, which allows them to become knowledgeable young adults competent to meet the challenges of life and the future needs of society.

Campus Administrators

Travis Splinter, Principal
Susan Brown, Asst. Principal
Suzanne Rice, Counselor

Campus Site Based Planning Team

Faculty

Paula Crouch
Rhonda Ely
Larry Gandy
Kate Iglesias
Mary Stokes
Jana Symonds
Jenny Wallace
Sharyn Womble
Ashley Woods

Central Administration

Daniel Dupree

Community and Business

Judy Kunzman

Comprehensive Needs Assessment Tools

Student Assessments:

Texas Reading Proficiency Test in English (RPTE)
Reading Renaissance Reading Tests (STAR)
Six Weeks Grades
Attendance Accounting
504 Data
Gifted and Talented Matrix
Teacher Observations

Texas Assessment of Knowledge and Skills (TAKS)
Pre/Post Tests
Oral and Written Language Assessments (ITPE/IDEA)
Subject TEKS Benchmark Tests
Special Education Data
Dyslexia Screening
Cognitive Abilities Tests

Teacher Assessments:

Professional Development & Appraisal System (PDAS) Formal and Informal Walkthroughs
Staff Development Survey

Campus Assessments:

Campus Rating
Special Education Compliance Rating
Program Evaluations

Academic Indicator System (AEIS)
At-Risk Student Performance

Special Programs for At-Risk Students

Campus Wide Title I Instruction
Accelerated Reading Tutorials
Read 180
Plato Math Program

Dyslexia Multisensory Training Approach
Accelerated Math Tutorials
English as a Second Language

PERFORMANCE OBJECTIVES MATRIX FOR TAKS
Campus Holloway Sixth Grade School
Grade Level 6th

Student Group Program	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009
Mathematics	6th	6th	6th	6th	6th	6th
All Students	90	86	86	91	89	92
White	96	88	90	93	92	94
African-American	61	72	50	73	77	86
Hispanic	61	91	94	84	76	88
Eco. Disadvantaged	83	75	78	86	82	88
Special Education	N/A	N/A	N/A	57	32	61
ESL/Bilingual	N/A	N/A	N/A	N/A	N/A	N/A
At Risk	71	64	73	75	72	69
TLI Summary	N/A	N/A	N/A	N/A	N/A	N/A

Student Group Program	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009
Reading	6th	6th	6th	6th	6th	6th
All Students	94	90	91	97	94	100
White	95	90	94	97	95	100
African-American	83	81	69	96	87	100
Hispanic	71	100	82	95	95	100
Eco. Disadvantaged	89	87	83	94	87	100
Special Education	N/A	N/A	N/A	100	67	66
ESL/Bilingual	N/A	N/A	N/A	N/A	N/A	N/A
At Risk	78	72	79	92	98	83
TLI Summary	N/A	N/A	N/A	N/A	N/A	N/A

PERFORMANCE OBJECTIVES MATRIX FOR TAKS
Campus Holloway 6th Grade School
Grade Level 6th

Attendance for this chart includes 5th grade.

Student Group/Program	2001 2002	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	
Attendance	96.9	96.7	97	96.8	96.9	96.7	96.9	
Tardies								
Discipline Referrals								
Violence Incidents								
Drop Out Rate								

HOLLOWAY SIXTH GRADE SCHOOL CAMPUS NEEDS ASSESSMENT

Goal I: All students will meet or exceed state and district educational standards.

Upon reviewing TAKS assessment data for the previous years, student TAKS scores in both 6th Grade Reading and Math have increased in all areas. For 2008 – 2009, overall Math scores increased 3% from 89% to 92%. While 6th grade math scores increased in all tested groups, the greatest gains were in the African American and Hispanic scores.

Sixth grade Reading scores also increased from 94% to 100% of the students mastering the TAKS. Every subgroup in the sixth grade made impressive gains in their scores, with the greatest gains being made in the African American and Economically Disadvantaged sub groups. The Holloway campus received a rating of Recognized and met AYP expectations with no negative indicators in any category.

While African American, Hispanic, and Economic Disadvantaged subgroups improved in their mastery of the TAKS information, continued improvement in instruction is needed to meet the challenges of raising the performance of these subgroups.. Therefore, each teacher will continue to disaggregate and analyze both TAKS and six weeks benchmark data on their students and will identify each student not meeting minimum expectations on the previous TAKS test. These students and teachers will conduct individual conferences addressing non-mastered reading, math and science objectives. Particular emphasis will again be placed on targeting the performance of the African-American, Hispanic and Economically Disadvantaged subgroups.

Even though there were not a sufficient number of students taking the TAKS test to affect Holloway's rating, the Special Education Math scores increased dramatically from 32% to 61%. Since it was the second year for Special Education students to take TAKS A or TAKS M, there was still a great deal of uncertainty on how they would perform.

Curriculum alignment in Language Arts will continue with emphasis on consistency in reading alignment and additional teacher training involving the Shurley Method. The Read 180 program will also be used to help improve the reading scores of the students who failed the 5th grade Reading TAKS test the first time. Math will continue its alignment both vertically and horizontally with emphasis on grades one through twelve. The Plato Math program will also be used to help improve the math scores of the students that failed the 5th grade Math TAKS. Instruction that develops higher order thinking skills will continue to provide students with strategies that will enable them to be more successful on the more difficult TAKS assessments. Teacher professional development will continue through campus and district in-service and through Region VII Educational Service Center and through content specific conferences and seminars. Accelerated Reading and Math instruction proved to be very successful with all students and will again be implemented with 6th grade students to strengthen skills in both math and reading.

Goal II: Vertical and horizontal curriculum alignment will be emphasized to assure equitable student achievement for all students.

Based on the 2009 assessment data, and reviewing the 2006, 2007 and 2008 TAKS results, overall scores in Reading and Math continue to be in the upper 80's and lower 90's, but certain subgroups continue to struggle. As a result of the more challenging TAKS assessment, TEKS will again be aligned by six weeks during the 2009-2010 school year. Benchmark tests for each subject will be refined during the school year. Student fatigue continues to impact TAKS assessment results and consequently, Benchmark tests will include longer and more rigorous passages in order to build student stamina. Teachers will continue to receive additional training in Language Arts and Math strategies.

Goal III: Learners will have appropriate technological resources to support the district's educational performance goals.

The campus and district will continue to train staff in the use of district software applications and programs. The campus staff will continue to refine skills in the use of technology as an instructional tool in the classroom and will continue to implement the new benchmark assessment system. Students will be given additional technology instruction either in the campus computer lab or through individual classrooms. The Computer Lab computers will start being either upgraded or replaced during the 2009-2010 school year to meet the increased demands of new district software and programs. A Read 180 lab has been created so that the Computer Lab can be used for classroom instruction. Ten computers were purchased from ARI money to supplement the Read 180 lab. Ten laptop computers will be ordered to be used for the Plato math program to assist students struggling in math. A Smart Board Lab will also be created to train teachers on how to use the technology. Once trained, teachers will be able to schedule Smart Board sessions with their students.

Goal IV: Federal compliance standards will be met in order to increase student achievement.

TAKS results show that overall scores of all subgroups again continue to show a need for intervention. In effort to meet the needs of these subgroups the campus will continue to update manuals and provide staff and parents the latest information in regard to 504, ESL, Special Education, Gifted and Talented, At-Risk policies and procedures and the Student Success Initiative (SSI). A Read 180 and Plato Lab will be employed on the campus to provide intervention for at-risk students in reading and math. The campus will also continue Accelerated Reading and Math Tutorial programs. English as a second language (ESL), Dyslexia, and Special Education instruction for qualifying students will also be continued.

Goal V: State compliance standards will be met in order to increase student achievement.

Once again, results from TAKS data indicate that African-American, Hispanic and the Economic Disadvantaged subgroups continue to require additional instructional strategies. Therefore, the campus will continue to provide teachers and staff with opportunities for training with regard to identifying special population students, the process for the referral of these students, and information on identified population students and their modifications. Once identified, these students will be provided small group instruction, dyslexia training if appropriate, Read 180 reading training, Plato math training, ARI/AMI tutorials and classroom tutorials for identified at-risk students. All students not meeting minimum standards on any portion of the 5th grade TAKS assessment (Reading and Math) will have an individual Accelerated Instruction Plan (AIP) developed for the 2009-2010 school

year. Sixth grade teachers will increase the number of in school tutorial sessions from two to four thus allowing at-risk students more individualized instruction.

Goal VI: A safe drug-free and orderly learning environment will be provided for our students.

The Holloway campus will continue to provide a character education program and a drug-prevention program for students. Conflict resolution programs will also be offered by the Counselor. In compliance with state guidelines, a core team of teachers has been trained in Crisis Prevention Intervention and the Texas Behavior Support Initiative and in the fall will be trained in the methodology and implementation of strategies for the Student Intervention Review team. The campus and district, in association with Region VII Education Service Center, will continue to implement the Coordinated Health Program (CATCH) into the curriculum. The campus will also provide an intervention/counseling program to meet the new state law in regard to “Dating Violence” intervention.

Goal VII: The campus will work to attract and maintain the highest level of qualified personnel.

The site-based team is an integral part of the campus planning and operation. The site based interview team will continue to conduct interviews of candidates for campus instructional positions and make recommendations to the campus principal. The team and the principal strive to employ only highly qualified teachers for these positions. All employees are either required or encouraged to continue with professional development training. On the Holloway campus, ALL classroom teachers are required to obtain the 30-hour Gifted and Talented certification through the Region VII Education Service Center. In addition, all staff members are afforded opportunities to attend regional and state professional development offerings either through in-service, workshops, conferences or seminars.

A conscientious effort is made to ensure that all low-income students and minority students are afforded the same educational opportunities as every other student on the campus and that a “highly qualified” teacher instructs each student. All educational assistants providing direct services to students are “Highly Qualified”.

Goal VIII: Increase parent involvement on the campus.

At Holloway Sixth Grade School, parents are involved through a PTO, the Choir Booster Club and the Band Booster Club. The WJH/Holloway PTO will support both campuses allowing for continuity in 6th through 8th grades. A Mentor program will be initiated during the 2009-2010 school year in order to work one to one with at-risk and subgroup populations to improve reading skills.

Parent orientations will again be held at the beginning of the school year and parents are encouraged to meet their child’s teachers and discuss both classroom and campus policies and procedures. During the spring, orientations are held for 5th grade parents with regard to students transitioning to 6th grade, and for 6th grade parents as their children advance to the Junior High Campus. During spring orientations, departmentalization, class schedules, advance academic classes, and fine art electives for the next year are discussed. On the Holloway Campus, parents are viewed as a multi-faceted component of our education process.

**Holloway Sixth Grade School
Campus Plan
2009-2010**

Goal One: **All students will meet or exceed state and district educational standards.**

Objective: **Target reading, writing, math, science and social studies to promote student success on assessment instruments.**

Effective School Correlate: **Assessment**

Strategies/Initiatives	IMPLEMENTATION			EVALUATION	
	Person Responsible	Time Line	Resources	Formative	Summative
Analyze TAKS data & conduct individual student-teacher conferences addressing non-mastered reading & math objectives	All Teachers	End of 1 st 6 weeks 2009	TAKS Data	Chart individual students	Student growth on profile
Identify each student failing to meet TAKS minimum expectation requirements & develop individual subject remediation strategies	All Teachers	Mid-October 2009	List of non-mastery students	Individual strategies	TAKS Data
Provide increased instruction & practice using higher level thinking skills in all academic areas	All Teachers	2009-2010	Lesson plans identifying activities using higher order thinking skills	Assessment results	Campus budget
Target performance of African American, Hispanic & economically disadvantaged subgroups and other identified At-Risk students on all assessment information	Principal, Assistant Principal, All Teachers	2009-2010	Student analysis reports to the principal each 6 weeks	Results of TAKS, TAKS A, TAKS M, RPTE, Benchmark tests	Assessment instruments
Implement more effective teaching strategies for Math and more coordinated instruction and materials	Principal, Assistant Principal, Math Teachers	2009-2010	Weekly 6 th grade Math meetings	Minutes from meetings	TAKS results and data

Implement 6 th grade In-School tutorial classes for At-Risk students.	Principal Counselor L. Gandy P. Crouch T. McFadden	August/ October 2009	TAKS / Benchmark Data	Roster of students attending tutorials	6 weeks report card
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**Holloway Sixth Grade School
Campus Plan
2009-2010**

Goal One: **All students will meet or exceed state and district educational standards.**

Objective: **Target reading, writing, math, science and social studies to promote student success on assessment instruments.**

Effective School Correlate: **Assessment**

IMPLEMENTATION

EVALUATION

Strategies/Initiatives	Person Responsible	Time Line	Resources	Formative	Summative
Implement 6 th grade In-School tutorial classes for all students.	Principal All Teachers	August 2009	Campus budget	Roster of students attending tutorials	6 weeks report card
Implement 6 th grade In-School tutorial classes for Special Education students.	Principal A. Woods	2009-2010	District and Campus budget	Results of 2009 TAKS, TAKS A and TAKS M data, Roster of students attending tutorials	6 weeks report card , TAKS results and data
Continue to provide professional development for core class instruction; send select teachers to extra staff development throughout the school year.	Curriculum Director Principal Staff Development Committee	Oct 2009	District and Campus budget	Registration Attendance	Attendance at conference Presentation to faculty
Implement 6 th grade Read 180 classes for students that struggle with reading and a Plato lab for students struggling in math	Principal Counselor P. Crouch L. Gandy T. McFadden	2009-2010	District and Campus budget	Results of 2009 TAKS data, Benchmark tests, six weeks report cards.	TAKS results and data
Student attendance will meet or exceed 96%	Principal Attendance Clerk Teachers	2009-2010	Attendance incentives by 6 weeks. Office and teacher phone calls to parents	Attendance each 6 weeks	Attendance rate at end of year

**Holloway Sixth Grade School
Campus Plan
2009-2010**

Goal Two: **Vertical and horizontal curriculum alignment will be emphasized to assure equitable student achievement for all students.**

Objective: **Complete the curriculum alignment framework in the core subject areas of Math, Language Arts, Social Studies, and Science.**

Effective School Correlate: **Curriculum**

Strategies/Initiatives	Person Responsible	IMPLEMENTATION		EVALUATION	
		Time Line	Resources	Formative	Summative
Continue to refine alignment of the curriculum vertically and horizontally in Math, Science, Social Studies, & Language Arts	Principal All Teachers	2009-2010	Schedule of workdays for curriculum teams	Curriculum document	District budget for subs
Refine benchmark tests at each grade level by six-weeks in Math, Language Arts, Social Studies, and Science. Benchmark tests to be increased in length to build student reading stamina and endurance	Principal All Teachers	2009-2010	Schedule of workdays for teachers to align TEKS and develop tests	Refined TEKS alignment forms and Benchmark tests	District budget for subs
Provide additional staff development in the implementation of Shurley Method strategies in 6 th grade	Language Arts Teachers Language Arts Instructional Consultant	August 2009 Fall 2009	Campus budget	Schedule of training dates	Implementation in the classrooms
Refine vertical alignment of Math curriculum K-12, visiting other districts to discuss curriculum	Exec. Director of Curriculum Principal Math teachers	Fall 2009	Programs utilized in Region VII, Professional Development	Dates of campus visits and meetings	Adoption and implementation of aligned programs

**Holloway Sixth Grade School
Campus Plan
2009-2010**

Goal Three: **Learners will have appropriate technological resources to support the district’s educational performance goals.**

Objective: **Provide access to technology in order to assist the district’s preparation to meet academic expectations.**

Effective School Correlate: **Technology**

IMPLEMENTATION				EVALUATION	
Strategies/Initiatives	Person Responsible	Time Line	Resources	Formative	Summative
Provide teachers and students with appropriate computers and software applications for research/inquiry.	Principal Teachers Larry Gandy	2009-2010	District Technology Staff	Replace current computers with updated technology and software	Campus budget and District Budget
Continue 6 th grade Mass Communications Technology Elective and Computer Skills elective	Principal Larry Gandy	2009-2010	Campus Budget	Lesson plans Daily broadcasts	Broadcasts of daily programs, completion and distribution of campus yearbook
Continue to train staff in use and implementation of New Benchmark Assessment System	Director of Technology Teachers	2009-2010	District Technology Staff	Schedule of training	Staff attendance log
Continue the use of attendance and grading programs by teachers in each classroom	Director of Technology Principal Teachers	2009-2010	District Staff District Funds for software	Incorporation and use by teachers	Student attendance recorded through classroom computer; implementation of grade book program
Continue Read 180 Lab so that the regular Computer Lab can be used for classroom instruction.	Director of Technology Principal Larry Gandy	2009-2010	Campus Budget	Purchase materials for Read 180	Student use of the lab and TAKS scores.
Create a Plato lab to address the needs of at-risk math students.	Principal Math Teachers Director of Technology	2009-2010	Purchase of 10 Laptop computers for the lab	Incorporation of the program into tutoring program	Student use of the lab and TAKS scores.

**Holloway Sixth Grade School
Campus Plan
2009-2010**

Goal Four: **Federal compliance standards will be met in order to increase student achievement.**

Objective: **Provide supplementary services for at-risk students through the use of special programs.**

Effective School Correlate: **Instruction and Assessment**

IMPLEMENTATION				EVALUATION	
Strategies/Initiatives	Person Responsible	Time Line	Resources	Formative	Summative
Provide small group instruction for identified 6 th grade students through Accelerated Reading and Math Instruction	Principal Math/Reading Teachers	Nov 2009	Campus Budget	Roster of Students identified using ARI/AMI criteria	5 th Grade Math TAKS results and Benchmark testing.
Target adequate yearly progress of students	Counselor Teachers	2009-2010	TEA Guidelines TAKS Results Spring 2009	Individual student TAKS results Sub-group results	TAKS results Spring 2009 Number of AIP and PGP required by non-mastery
Provide ESL instruction for qualified students	R. Ely	2009-2010	Roster of students qualifying for ESL services	Lesson plans, RPTE results	Campus budget for ESL supplies
Provide small group instruction for 6 th grade At-Risk students through designated classroom teachers	Principal P. Crouch L. Guthrie C. Sutherland	2009-2010	Campus Budget	Organization of classroom roster of students attending instruction	TAKS results
Restructure campus Resource classes to align with 6 th grade classes and schedules moving resource students into mainstream	Principal A. Woods	August 2009	Campus Funds	Designation of specific rooms 6 th grade	Class rosters and student attendance in classes

**Holloway Sixth Grade School
Campus Plan
2009-2010**

Goal Five: **State compliance standards will be met in order to increase student achievement.**

Objective: **Provide supplementary services for at-risk students through the use of state compensatory funds.**

Effective School Correlate: **Instruction and Assessment**

IMPLEMENTATION				EVALUATION	
Strategies/Initiatives	Person Responsible	Time Line	Resources	Formative	Summative
Maintain a tracking system & provide sufficient documentation for identification & progress of At-Risk students and ARI/AMI students	Principal Counselor ARI/AMI teachers	2009-2010	Documentation for identification of At-Risk students and ARI/AMI students	List of At-Risk students as designated by at-risk indicator criteria and by ARI/AMI indicator criteria	At-Risk criteria TAKS results STAR tests Six Weeks Grades 6 weeks benchmark tests
Provide all teachers with a list of all special population students & their modifications	Counselor	2009-2010	List of special population students	Teachers have copies of modifications for all special populations	List of students and modifications
Continue to refine follow-up procedures for CORE team referrals	Counselor	2009-2010	Teacher referrals	Action & follow-up	CORE team
Provide supplemental tutorial programs such ARI/AMI type tutorials, Read 180 and Plato for students identified as At-Risk	Principal Teachers	2009-2010	Campus Budget District Budget	Identification of At-Risk students TAKS Results Grade Averages Teacher recommendation	Pre & Post Tests TAKS results Attendance Percentage Six Weeks Grades
Provide small group instruction for at-risk students through ARI/AMI teachers	ARI/AMI teachers	2009-2010	ARI AMI	Benchmark Tests with 5% increase; Classroom Evaluations for students	Six weeks test results TAKS results

Strategies/Initiatives	Person Responsible	Time Line	Resources	Formative	Summative
Provide small group instruction for dyslexic students	J. Symonds	2009-2010	District Budget	Roster of students qualified for instruction	Lesson plans, classroom evaluations for individual students, STAR Test, Brigance & STEIGLITZ Evaluations, TAKS results
Incorporate and utilize DAEP as a part of discipline management plan	Principal Assistant Principal	2009-2010	Number of referrals of students for DAEP	Number of students sent to DAEP and time spent	District Budget for DAEP
Develop Individualized Personal Graduation Plan for students failing TAKS and who may not graduate on time. Develop Accelerated Instruction Plan for each 5 th grade student not mastering either or both Math and Reading TAKS	Counselor 6 th grade teachers	2009-2010	Faculty and staff 5 th grade TAKS results	List of students and development of plan	Implementation of Personal Graduation Plan

**Holloway Sixth Grade School
Campus Plan
2009-2010**

Goal Six: **A safe, drug-free and orderly learning environment will be provided for our students.**

Objective: **Reduce drug use, violence and/or disruptive behavior by students.**

Effective School Correlate: **School Climate and Violence Intervention and Prevention**

IMPLEMENTATION

EVALUATION

Strategies/Initiatives	Person Responsible	Time Line	Resources	Formative	Summative
Provide Character Education Program	Counselor	2009-2010	Character Education materials \$500	Develop curriculum	Schedule meetings
Provide Crisis Prevention Intervention Training and Texas Behavior Support Initiative for additional staff	Principal Selected Teachers	2009-2010	District budget for subs	Certificates of completion	Schedule training
Participation in district wide drug free initiative	Principal Counselor	October 2009	District funds	Attendance documentation	Schedule of activities & programs (Red Ribbon)
Establish "Dating Violence Intervention Program"	Counselor	Fall 2009	Counselor	State Law requirements	Intervention Log
Provide a "Mentor" program for at-risk students.	Counselor Principal	November 2009	Counselor Principal	Develop curriculum Identify students who could use a mentor	Schedule meetings
Contract to provide "Drug Dog" for random inspection of the campus and "Red Ribbon" week presentation	Richard Peacock Principal	2009-2010	District drug education funds	Contract	Number of visits
Revise and update Crisis Management Plan	Principal Asst. Principal Teachers	2009-2010	District & campus management plans	Scheduled and unscheduled drills	Number of drills
Continue CATCH Program on Campus	Implement CATCH Program on Campus	2009-2010	CATCH Grant	CATCH Committee Copy of Grant	Schedule of Region VII training and meetings

**Holloway Sixth Grade School
Campus Plan
2009-2010**

Goal Seven: **The campus will work to attract and maintain the highest level of qualified personnel.**

Objective: **Provide academic instruction by highly qualified personnel.**

Effective School Correlate: **Professional Development**

Strategies/Initiatives	IMPLEMENTATION			EVALUATION	
	Person Responsible	Time Line	Resources	Formative	Summative
Continue to incorporate site-based interview team in the interview process	Principal Site base committee	Spring 2010	District Salary	List of applicants	Top 3 candidates
Provide opportunities for professional development	Principal Teachers/Staff	2009- 2010	\$2200	Workshop registration	Workshop attendance
Ensure that students are taught by teachers and educational assistants that meet criteria for “highly qualified” as established by NCLB	Principal Interview Team	August 2009	Employment criteria	Staff not meeting criteria	Certifications
Ensure that low income and minority students are provided with “Highly qualified” staff members at the same rate as all other students	Principal	August 2009	Employment criteria	Staff credentials	Class rolls

**Holloway Sixth Grade School
Campus Plan
2009-2010**

Goal Eight: **Increase parent involvement on the campus.**

Objective: **To involve parents in meeting the educational needs of children.**

Effective School Correlate: **Parent Involvement**

Strategies/Initiatives	Person Responsible	IMPLEMENTATION		EVALUATION	
		Time Line	Resources	Formative	Summative
Provide parent information in regard to the 6 th grade Personal Graduation Plan (PGP)	Principal Counselor Teachers	Fall 2009 Spring 2010 Summer 2010	PGP software	List of students not meeting expectations on 5 th grade TAKS	PGP form completed by parent
Provide campus orientation for parents in regard to policies, procedures, and course offerings	Principal Counselor Teachers	September 2009 May 2010	District Personnel	Scheduled presentations	Parental attendance
Continue joint PTO with Whitehouse Jr. High as WJH/Holloway PTO	Principal PTA Officers	Fall 2009- May 2010	Parents PTO Budget	PTO officers and scheduled meetings.	PTO meetings 2009-2010
Incorporate parents and community into campus activities. (Mentors, PTO)	Principal Teachers	2009-2010	Parents and Community Volunteers	Application sheets submitted by parents	Attendance sheet of volunteers

Title I School Wide Plan Ten Components

1. Comprehensive Needs Assessment

Page 2 Comprehensive Needs Assessment Tools (Listed Assessment)

2. School Wide Reform Strategies

Page 8	Goal One:	Box 5: More effective teaching strategies for math
Page 8	Goal One:	Box 6: Implement Five 6 th Grade in-school tutorial classes
Page 13	Goal Four:	Box 3: Provide ESL instruction via District Personnel
Page 13	Goal Four:	Box 4: Provide small group instruction via Title Personnel
Page 14	Goal Five:	Box 4: Provide supplemental tutorial program for students identified as at-risk
Page 14	Goal Five:	Box 5: Provide small group instruction via District Personnel
Page 15	Goal Five:	Box 1: Provide small group instruction for dyslexic students

3. Instruction By Highly Qualified Professional Staff

Page 17	Goal Five:	Box 2/3: District Personnel is Highly Qualified Paraprofessional
Page 17	Goal Seven:	Box 3/4: District Ensures that students are taught by Highly Qualified staff by end of 2008-2009

4. Ongoing Professional Development

Page 10	Goal One:	Box 3: Send teachers to subject specific conferences
Page 17	Goal Seven:	Box 2: Provide for opportunities for staff professional development

5. Strategies to Attract High Quality Teachers

Page 17	Goal Seven:	Box 1: Site base team interviews of candidates
Page 17	Goal Seven:	Box 2: Provide opportunities for professional development
Page 17	Goal Seven:	Box 3: Ensure that students are taught by teachers that meet NCLB criteria
Page 17	Goal Seven:	Box 4: Ensure that low income and minority students are provided with highly qualified staff at same ratio as all students

6. Parental Involvement

Page 18	Goal Eight:	Box 1: Provide parent information in regard to SSI, GPC, AIP, and PGP for identified students
Page 18	Goal Eight:	Box 2: Provide campus orientation for parents in regard to policies, procedures and course offerings
Page 18	Goal Eight:	Box 3/4: Provide opportunities for parent involvement in campus programs (PTO, Band Booster Club, Mentor Program)

7. Transition Activities for Preschool Activities

Page 14 Goal Five: Box 4: Provide supplemental tutorial program for students identified as at-risk

8. Inclusion of Teachers in Academic Assessment Decisions

Page 8 Goal One: Box 1: All teachers analyze TAKS data and conduct individual student-teacher conferences

Page 8 Goal One: Box 2: Identify each student failing to meet TAKS minimum expectations and develop individual subject remediation strategies

Page 12 Goal Two: Box 3: Continued use of New Assessment System to be used for each Benchmark evaluation and evaluation of student responses

Page 15 Goal Five: Box 3: Develop Personal Graduation Plan for all students failing TAKS test

9. Assistance Strategies for Students Experiencing Difficulties Mastering the Proficient and Advanced Levels of Achievement Standards.

Page 8 Goal One: Box 2: Develop individual subject remediation for all students failing to meet TAKS requirements

Page 8 Goal One: Box 3: Provide increased instruction and practice using higher level thinking skills in all academic areas

Page 13 Goal Four: Box 3: Provide ESL instruction via District Personnel

Page 13 Goal Four: Box 4: Provide small group instruction via Title Personnel

Page 14 Goal Five: Box 4: Provide after school tutorial program for at-risk students

Page 14 Goal Four: Box 4: Provide small group instruction for at-risk students through District personnel

Page 15 Goal Five: Box 1: Provide small group instruction for dyslexic students

10. Coordination and Integration of Federal, State and Local Service Programs.

Page 13 Goal Four: Box 2: Target adequate yearly progress of students

Page 14 Goal Four: Box 4: Provide small group instruction for at-risk students through District personnel

Page 13 Goal Four: Box 3: Provide ESL instruction for qualified students

Page 13 Goal Four: Box 5: Restructure campus resource classes to align with 6th grade classes and schedules.

Page 14 Goal Five: Box 4: Provide supplemental tutorial program for students identified as at-risk

Page 14 Goal Five: Box 5: Provide small group instruction for at risk students through Title I and ARI/AMI teachers.

Page 15 Goal Five: Box 1: Provide small group instruction for dyslexic students

Page 16 Goal Six: Box 1: Provide a Character Education Program for all students

Page 16 Goal Six: Box 2: Provide Crisis Prevention Intervention training and Texas Behavior Support Initiative for

Page 15 Goal Six: appropriate staff
Page 15 Goal Six: Box 3: Participation in district and state drug free initiative
Page 15 Goal Six: Box 4: Establish "Dating Violence" Intervention Program
Page 15 Goal Six: Box 5: Implementation of a conflict resolution program for students