
Rio Hondo Intermediate



Campus Improvement Plan 2007-2008

It is the policy of the Rio Hondo Independent School District to comply with nondiscrimination provisions of all Federal and State law and regulations by assuring that no person shall be excluded from consideration, recruitment, selection, appointment, training . . . or be denied any benefits or participation in any program or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age (except where appropriate) or veteran status.

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DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL

Served 2006-2007

Planned for 2007-2008

CENTRAL OFFICE	PARENTS	BUSINESS/COMMUNITY MEMBERS
Superintendent (Co-Chairperson) Anneliese McMinn	Anna De Leon	Community Member Theresa Stevens
Director of Secondary Curriculum (Co-Chairperson) Richard Savage	Lupita Martínez	
DEIC ELECTED OFFICERS	Thelma Vargas	Business Member Santiago Saldaña
DEIC President David Aguirre		
DEIC Secretary Lupita Martinez		
DEIC Alternate Secretary Susie Andrews		

ELEMENTARY CAMPUS	INTERMEDIATE CAMPUS	JUNIOR HIGH CAMPUS	HIGH SCHOOL CAMPUS
PK Teacher Rachel Carrizales	Third Grade Teacher Yasmin Hernández	Math Teacher Verónica Galván	Science Teacher Statira Wilmoth
Kinder Teacher Patricia Rodríguez	Fourth Grade Teacher Yesenia Hernández	English Teacher Doralee Rivera-Muñoz	History Teacher Randall Hill
First Grade Teacher Laura Rodríguez	Fifth Grade Teacher Susie Andrews	ESL Teacher Elvira Ervin	SP ED Teacher Mónica Hernández
Second Grade Teacher Yolanda López	Bilingual Teacher Cindy Quintana	Elective Teacher Eloy Álvarez	Vocational Teacher Martín Cavazos
GT Teacher Alma Álvarez	SP ED Teacher Juan Tristan	Counselor Rene Cortez	Extra Curr. Teaching Prof. Robert Garza
	Extra Curr. Teaching Prof. Blue Treviño	Non-Teaching Prof. David Aguirre	

**SITE-BASED DECISION MAKING (SBDM) COMMITTEE MEMBERS
2007-2008**

Principal	Annette Jaramillo
Gifted and Talented	Dean Bahr (2 of 2)
Special Education	Juan Tristan (1 of 2)
Bilingual Education	Francis Kelly (1 of 2)
	Hilda Flores (1 of 2)
	Pedro Trevino (2 of 2)
Non-Teaching Professional	Hector Galvan (2 of 2)
Third Grade Teachers	Jody Aparicio (1 of 2)
	Nelda Ortega (1 of 2)
Fourth Grade Teachers	Elizabeth Moncivaiz (1 of 2)
	Patricia Jaramillo (2 of 2)
Fifth Grade Teachers	Ralph Nieto (1 of 2)
Paraprofessional	Laura Gonzalez (2 of 2)
Parents	Terri Izaguirre (2 of 2)
	Janie Pitones (2 of 2)
	Sara Mata (1 of 2)

EXECUTIVE SUMMARY

The Rio Hondo ISD District Improvement Plan is developed around the goals formulated by the Rio Hondo District Educational Improvement Committee (DEIC) and approved by the Rio Hondo Independent School (RHISD) Board. All goals are in keeping with the Texas Education Agency and the Federal Government, that is, No Child Left Behind. These goals incorporate the beliefs of our DEIC, the RHISD Board, the TEA, and NCLB. The DEIC includes representation of staff members from each of our four campuses, district-level personnel, parents, and community members.

Because we understand that needs, resources and our school community change constantly, the components (beliefs, vision, mission, educational goals) are revisited on an annual basis and are changed or revised as appropriate.

An open invitation is extended to all members of our school community including planning sessions that represent our constant endeavors to improve parents, community members, students and campus personnel, to join us in the decision-making planning sessions that represent our constant endeavors to improve.

RIO HONDO INDEPENDENT SCHOOL DISTRICT

MAKING A DIFFERENCE . . .

MISSION STATEMENT:

The mission of the District is to enable all students to become intellectually and morally competent, productive, and socially responsible members of their homes and community by providing quality educational programming by a highly dedicated, qualified staff who respect cultural differences; the mission is further supported by encouraging parental involvement and by providing educational opportunities for the adult community.

VISION STATEMENT:

“Developing productive, successful citizens.”

BELIEF STATEMENTS:

1. It takes the effort of our entire community to educate a child.
2. Children are eager to learn given a positive climate, engaging materials, and expectable mentors.
3. Each student should have the opportunity to succeed according to his/her own potential.

DISTRICT GOALS

Because our primary concerns are focused on what we want our students to know and be able to do while at RHISD and beyond, we annually review and revise our District's goals. Any revisions made to our goals are based upon data available from the Rio Hondo community and schools, the State Accountability System, the NCLB system, and the Performance Based Analysis System that indicate our progress toward reaching our vision and our mission for our students and on moving our students to higher standards. Annual objectives provide us with measures to ensure that we accurately gauge our progress in attaining each goal.

The following are the 2007-2008 District Goals, which were developed by the District Educational Improvement Committee:

GOAL 1

All students will exceed educational performance standards, set by the State of Texas and the No Child Left Behind regulations.

GOAL 2

All members of the school community will be partners in the continuing improvement of our educational system.

GOAL 3

A well-balanced curriculum will be taught so that all students may realize their learning potential and prepare for productive lives.

GOAL 4

A school environment will be provided that is safe, orderly, and well maintained.

GOAL 5

The district will employ "highly qualified" personnel and provide continuous staff development as required by state and NCLB federal regulations.

COMPREHENSIVE NEEDS ASSESSMENT

To assess where our students are in relation to our Vision, Mission, and our board-approved goals, the campus reviewed all available data to identify our strengths and to prioritize our most urgent needs.

Formal review includes data from the following:

- Performance Based Monitoring System (State and NCLB) compliance reports
- TAKS, SDAA, TELPAS, and RPTE data
- AEIS Data Tables
- Adequate Yearly Progress Reports
- Results of community and parent surveys
- Staff development needs surveys
- Special Education Rates
- Teacher retention rates
- Student retention rates
- Safety Surveys

Informal measures include the following:

- Needs identified through campus faculty meetings.
- Review of previous year initiatives to determine over-all effectiveness and implementation level and to consider continued development/modifications and necessary continued funding

STRENGTHS AND AREAS OF CONCERN

Our goal led to the following discoveries regarding our strengths and our areas of concern, and both of these, then became the major focus of the 2007-2008 District and Campus Improvement Plans, either in the form of very specific objectives or actions under the objectives. Our strengths and areas of concern are expressed as follows:

IDENTIFIED STRENGTHS		IDENTIFIED CONCERNS	
Strengths	Source	Areas of Concern	Source
Caring, committed teaching staff	Teacher Professional development records; Active participation on the DEIC and the campus SBDMs	Further close the achievement gap among student populations and empower them to be technologically proficient in a global society .	Student performance records; AEIS data, teacher and administrator concerns regarding the TEKS and global change.
Teacher use of effective instructional practices and teacher commitment to learning	Staff development records; Principal reports, vertical team meetings, walkthroughs.	Increase end-user technology devices with training for the campuses and classrooms to be consistent with curriculum expectations.	Student performance records, in particular, for special populations, Teacher & Principal feedback
Use of technology for administrative procedures & for instructional support as a learning tool	Student performance records; Teacher feedback; Principal reports; Increased communication among personnel and with parents	Concentrate on developing alignment of the curriculum through the Curriculum Collaborative and pursue recognized student performance on all tests utilizing concept-based strategies	AEIS data; Student performance records, Principal feedback
Reading Initiatives	Student performance records; Student retention records	Provide opportunities for all stakeholders, i.e., parents, students, community members, and district personnel to recognize the ethical and academic benefits of our multicultural and multilingual community.	Parents, teachers, administrators, and Region I Support Center.
Tutorials	Student performance records	Increase training opportunities for District professional staff to meet the growing needs of our diverse learners and identified at-risk students, i.e., ELL and SPED using research based instructional strategies.	Disaggregated student performance results
Commitment of staff, parents, & community members to effective planning	Participation in planning sessions by all stakeholders	Increase reading mastery in all content areas and mathematics at all grade levels for ALL students' populations.	Longitudinal Student Performance data, AEIS data and test data
		Provide campus professional staff with specialized training with regard to TEKS as well as other research-based sessions ensuring that the needs of all students are met and the progress continues toward 100% mastery of all State standards for all students	AEIS data and test data which indicates continuous improvement for all student populations reflected in longitudinal studies

Goal 1: All students will exceed educational performance standards.

Objective 1:1 80% or more of all students tested will master the Reading portion of the TAKS test.

Summative Evaluation: TEA Accountability Ratings

Strategy	Staff Responsible	Resources Needed	Funding Source	Timeline	Formative Evaluation
A. Utilize the district aligned English Language Arts / Reading Curriculum to improve the learning for ALL students.	DOC, DCF Principal, CIT	<ul style="list-style-type: none"> CSCOPE and Specialists Vertical Team Meetings, Planning Time, and Materials Substitutes for Teachers Planning designated one time weekly 	Title I Title II D Local Funding	August to June	Lesson Plans aligned with CSCOPE
B. Use Diagnostic Tests to monitor progress. <ul style="list-style-type: none"> C-SCOPE Unit Diagnostic Tests (4th and 5th grade) Benchmarks (3rd – 5th grade) 	DOC, Principal, CIT	<ul style="list-style-type: none"> Aligned Diagnostics Unit/Diagnostic Tests Released TAKS tests 	Special Ed. Title VI B	August to June	Diagnostic Results Gradebooks
C. Use student data analysis to guide instruction so that ALL students are successful through: <ul style="list-style-type: none"> Department / grade level meetings Aligned Curriculum (C-SCOPE) Student Data Analysis 	DOC, DCF Principal CIT	<ul style="list-style-type: none"> TAKS Assessment Data Substitutes for teachers AEIS-IT Software/Data CSCOPE and Specialists 	Title I SCE Funding ARI Grant	August to June	Benchmarks, campus grade reports, program progress reports, class attendance
D. Staff Development <ul style="list-style-type: none"> ELL Instructional Strategies 5 E Model AEIS-IT student data CSCOPE Content and Navigation Accelerated Reader PLATO 	DOC DCF CIT Region I READ RIGHT RHISD Tech Dept.	<ul style="list-style-type: none"> Substitutes TESCCC Vertical Team Meetings, Time, and Materials SIOP Model (ELL part) Region I ELL and GT Training AEIS-IT 	Local Funding Title I Title II A&D Title III	August to June	Staff Development Agenda / Sign-in/Calendar

Goal 1: All students will exceed educational performance standards. (Continued)

Objective 1:1 80% or more of all students tested will master the Reading portion of the TAKS test.

Summative Evaluation: TEA Accountability Ratings

Strategy	Staff Responsible	Resources Needed	Funding Source	Timeline	Formative Evaluation
E. Tutorials	CIT Principal	<ul style="list-style-type: none"> Diagnostic Data Benchmark Data TAKS preparation materials Educational Games to reinforce skills PLATO Reading 	State and Federal Funds	September to June	Attendance Records
F. TAKS practice	CIT Principal	<ul style="list-style-type: none"> TAKS practice materials/books in English and Spanish 		September to June	Lesson Plans
G. Continue to implement the Accelerated Reader Program	CIT Principal AR Committee Librarian	<ul style="list-style-type: none"> AR books in English and Spanish and Non-Fiction books 		September to June	Awards Assemblies AR logs
H. Maintain the Read Right Program	CIT Principal	<ul style="list-style-type: none"> Read Right Tutors Read Right Libraries in Spanish 		September to June	Read Right Monthly Reports
I. Continue the use of the Three-Tier Reading Model	CIT Principal 3 rd grade teachers	<ul style="list-style-type: none"> Tier II teacher Time 		September to June	Benchmark/Unit Tests Star Tests TPRI/Tejas Lee

Goal 1: All students will exceed educational performance standards.					
Objective 1:2 75% or more of all students tested will master the Science portion of the TAKS test.					
Summative Evaluation: TEA Accountability Ratings					
Strategy	Staff Responsible	Resources Needed	Funding Source	Timeline	Formative Evaluation
A. Utilize the district aligned Science Curriculum to improve the learning for ALL learners	DOC, DCF Principal, CIT	<ul style="list-style-type: none"> CSCOPE and Specialists Vertical Team Meetings Time and Materials Substitutes for Teachers 	Title I, A Local	August to June	Lesson Plans aligned with VAD and IF
B. Use Diagnostic Tests to monitor progress. <ul style="list-style-type: none"> C-SCOPE Unit Diagnostic Tests Benchmarks 	DOC, Principal, CIT	<ul style="list-style-type: none"> Aligned Diagnostics 	SCE funding	August to June	Benchmark Results
C. Use student data analysis to guide instruction so that ALL students are successful through: <ul style="list-style-type: none"> Department / grade level meetings Aligned Curriculum (C-SCOPE) Longitudinal Student Data Analysis 	DOC, DCF Principals CIT	<ul style="list-style-type: none"> TAKS Assessment data, Substitutes for teachers AEIS-IT Software CSCOPE and Specialist 		August to June	Benchmarks, campus grade reports, program progress reports, class attendance, staff development calendar
D. Staff Development <ul style="list-style-type: none"> ELL Instructional Strategies 5E Model CSCOPE Content and Navigation AEIS-IT Software TMSDS 	DOC, DCF Principal CIT Region I Specialists RHISD Tech Dept	<ul style="list-style-type: none"> Substitutes TESCCC Vertical Team Meeting Time and Materials SIOP Model (ELL Part) Region I GT Training Region I ELL Specialists AEIS-IT 		Title II A&D Title III Local Funding	August to June
E. Emphasize Science Vocabulary Development <ul style="list-style-type: none"> Word Walls Word Studies 	CIT Principal	<ul style="list-style-type: none"> C-SCOPE Marzano's <i>Vocabulary Building</i> book 		August to June	Lesson Plans Word Walls Word Boards

Goal 1: All students will exceed educational performance standards.					
Objective 1:2 75% or more of all students tested will master the Science portion of the TAKS test.					
Summative Evaluation: TEA Accountability Ratings					
Strategy	Staff Responsible	Resources Needed	Funding Source	Timeline	Formative Evaluation
F. Tutorials	Principal, CIT	<ul style="list-style-type: none"> • Diagnostic Data • Benchmark Data • TAKS preparation materials (English and Spanish) • Educational Games 	State, Federal and Local Funds	October to April	Student Sign-In Sheets Benchmark Scores
G. TAKS practice	CIT Principal	<ul style="list-style-type: none"> • TAKS practice materials 		September to June	Lesson Plans
H. Increase the number of AR books related to science topics aligned with the district approved curriculum	CIT Principal	<ul style="list-style-type: none"> • AR books related to science topics 		September to June	Order and receipt of science related books.

Goal 1: All students will exceed educational performance standards.					
Objective 1: 92% or more of all students tested will master the Writing portion of the TAKS test.					
Summative Evaluation: TEA Accountability Ratings					
Strategy	Staff Responsible	Resources Needed	Funding Source	Timeline	Formative Evaluation
A. Utilize the district aligned Reading/Language Arts Curriculum to improve the learning for ALL learners	DOC, DCF Principals, CIT	<ul style="list-style-type: none"> CSCOPE and Specialists Vertical Team Meetings Time and Materials Substitutes for Teachers 	Title I A Title II D	August to June	Lesson Plans aligned verified with CSCOPE
B. Use Diagnostic Tests to monitor progress. <ul style="list-style-type: none"> C-SCOPE Unit Diagnostic Tests Benchmarks 	DOC Principals CIT	<ul style="list-style-type: none"> Aligned Benchmarks 	Title VI B Local	August to June	Benchmark Results / Grade books
C. Use student data analysis to guide instruction so that ALL students are successful through: <ul style="list-style-type: none"> Department / grade level meetings Aligned Curriculum (C-SCOPE) Longitudinal Student Data Analysis 	DOC, DCF Principals CIT	<ul style="list-style-type: none"> TAKS Assessment Data Substitutes for teachers AEIS-IT Software CSCOPE and Specialists 	SCE	August to June	Benchmarks, staff development calendar, campus grade reports, program progress reports, class attendance
D. Staff Development <ul style="list-style-type: none"> AEIS-IT Software ELL Instructional Strategies 5E Model CSCOPE Content and Navigation Writing Workshops 	DOC, DCF Principal CIT Region I Specialists RHISD Tech Dept	<ul style="list-style-type: none"> Substitutes TESCCC Vertical Team Meetings Time Materials SIOP Model (ELL Part) Region I GT Training Region ELL Specialists AEIS-IT 	Gear Up Local Title II A&D Title III	August to June	Staff Development Agenda / Sign-in
E. Practice the writing process regularly across the curriculum.	CIT	<ul style="list-style-type: none"> Time 		September to June	Lesson Plans

Goal 1: All students will exceed educational performance standards.

Objective 1:4 80% or more of all students tested will master the Math portion of the TAKS test.

Summative Evaluation: TEA Accountability Ratings

Strategy	Staff Responsible	Resources Needed	Funding Source	Timeline	Formative Evaluation
A. Utilize the district aligned Math Curriculum to improve the learning for ALL learners	DOC, DCF Principal CIT	<ul style="list-style-type: none"> CSCOPE and Specialists Vertical Team Meetings Time and Materials Substitute Teachers 	Title I A Title II A&D	August to June	Lesson Plans aligned with Scope Sequence (VAD and IF)
B. Use Diagnostic Tests to monitor progress <ul style="list-style-type: none"> C-SCOPE Unit Diagnostic Tests Benchmarks 	DOC Principal CIT, DMF	<ul style="list-style-type: none"> Unit Aligned Diagnostics Released TAKS tests 	Title VI B Local	August to June	Benchmark results / grade reports
C. Use student data analysis to guide instruction so that ALL students are successful through: <ul style="list-style-type: none"> Department / grade level meetings Aligned Curriculum (C-SCOPE) Longitudinal Student Data Analysis 	DOC, DCF Principals CIT	<ul style="list-style-type: none"> TAKS Assessment data, Substitutes for teachers AEIS-IT Software CSCOPE and Specialist 	Local SCE	August to June	Benchmarks, staff development calendar, campus grade reports, program progress reports, class attendance
D. Staff Development (All Campuses) <ul style="list-style-type: none"> ELL Instructional Strategies 5E Model CSCOPE Content and Navigation AEIS-IT Software TMSDS Accelerated Math (AM) PLATO 	DOC, DCF Principal CIT Region I Specialists RHISD Tech Dept	<ul style="list-style-type: none"> Substitutes TESCCC Vertical Team Meeting Time and Materials SIOP Model (ELL Part) Region I GT Training Region I ELL Specialists AEIS-IT 	Gear Up Local Title II A&D Title III	August to June	Staff Development Agenda / Sign-in of attendance
E. TAKS practice	Principal, CIT	<ul style="list-style-type: none"> TAKS practice materials in English and Spanish 	State, Federal, and Local Funds	August to June	Lesson Plans
F. Accelerated Math in each classroom	CIT Principal	<ul style="list-style-type: none"> AM Scanner AM Scantrons 		August to June	Grades
G. Tutorials	CIT Principal	<ul style="list-style-type: none"> Time 		August to June	Attendance Records

Goal 1: All students will exceed educational performance standards.

Objective 1:5 10% of all students tested will rate *Commended* on at least one area of the TAKS test.

Summative Evaluation: AEIS report

Strategy	Staff Responsible	Resources Needed	Funding Source	Timeline	Formative Evaluation
A. All teachers teaching GT students will have appropriate GT certification/hours and updates.	DOC Principal CIT	Region I Gifted and Talent Program Guide State Policy for Accelerated Instruction	Title I A Title II A&D	September to June	Certificates on file for teachers: a 6 hr. update after a one time 30 hr. core completion.
B. Utilize and fully implement the district aligned curriculum.	DOC Principal CIT	<ul style="list-style-type: none"> CSCOPE and Specialists Vertical Team Meeting Time and Materials Substitutes for Teachers 	Title VI B Gifted & Talented	August to June	Lesson Plans aligned with Scope Sequence (VAD and IF)
C. Use Diagnostic Tests to monitor progress <ul style="list-style-type: none"> CSCOPE Unit Diagnostic Tests Benchmarks 	DOC Principal CIT	<ul style="list-style-type: none"> Aligned CSCOPE Unit Diagnostics TMSDS 	Local Funding	August to June	Benchmark results / grade reports
D. Tutoring for enrichment <ul style="list-style-type: none"> Accelerated Reader Accelerated Math Homework Support 		<ul style="list-style-type: none"> AM scanner AM scantrons Staff 	ARI Grant	October to April	
E. Support “Commended” student data analysis to focus on TAKS with: <ul style="list-style-type: none"> Department and grade level meetings Longitudinal Student Data Analysis 5E Model CSCOPE Content and Navigation GT staff development for teachers not teaching GT or AP TMSDS Training 	DOC, DCF Principal CIT Region I Specialists RHISD Tech Dept	<ul style="list-style-type: none"> TAKS Assessment Data Substitutes for teachers AEIS-IT Software CSCOPE and Specialists Region I GT Training 		August to June	Staff Development Calendar for Vertical Team Meetings Meeting sign-in Lesson Plans
F. All teachers will be G/T trained	DOC, DCF, Principal	<ul style="list-style-type: none"> Region I Time 	Local Funding Gifted and Talented	August to June	Staff Development Records

Goal 1: All students will exceed educational performance standards.

Objective 1:6 80% or more of all students tested within each At-Risk Student Group will be proficient on state mandated TAKS tests in reading, writing, mathematics, and science.

Summative Evaluation: AEIS Report

Strategy	Staff Responsible	Resources Needed	Funding Source	Timeline	Formative Evaluation
A. Identification of At -Risk Students	ASFP Principal CIT SAP Committee	PEIMS data Student Records AEIS-IT Software	Local Funding SCE Funding	August to June	PEIMS data Counselors Referrals Grade / Progress Report, Unit Diagnostics.
B. Student performance feedback to appropriate instructional staff	Principals Counselors CIT	<ul style="list-style-type: none"> Grade / Progress Reports Longitudinal Student Data Computer Assisted Tutorials AEIS-IT Software 		August to June	
C. Student performance feedback to parents	Principals Counselors, CIT	Grades / Progress Reports/Parent Conferences		August to June	
D. Staff Development <ul style="list-style-type: none"> ELL Instructional Strategies 5E Model CSCOPE Content and Navigation READ RIGHT updates for tutors AEIS-IT Pre-referral Strategies (SAP Committee) Accelerated Reader Accelerated Math PLATO 	DOC, DCF Principal CIT RHISD Tech Dept Region I Specialists READ RIGHT Specialists	<ul style="list-style-type: none"> Substitutes Vertical Team Meetings Time and Materials Library COOP Services SIOP Model (ELL part) Region I GT Training READ RIGHT Staff and Materials Region I Staff Development Sessions AEIS-IT Software ERICC (Educational Rights Information Consulting Center) 	Local Funding Title I Title II A&D Title III	August to June	Staff Development Agenda / Sign-in
E. Tutoring for remediation and enrichment	CIT, Principal	<ul style="list-style-type: none"> Staff Materials Educational Games Time (AM and PM available) 	Title I Part A and C, Title III Part A, ARI	August to June	Attendance Records

Goal 1: All students will exceed educational performance standards.

Objective 1:6 80% or more of all students tested within each At-Risk Student Group will be proficient on the state mandated TAKS tests for accountability in reading, writing, mathematics, and science. (Continued)

Summative Evaluation: AEIS report

Strategy	Staff Responsible	Resources Needed	Funding Source	Timeline	Formative Evaluation
F. Nurture Parental Involvement And Accountability	Principals Counselors, CIT, DEIC	Planned Meetings With Parents Longitudinal Student Data (AEIS-IT)	Title I A Local	August to June	Meeting Sign-in and documented visits with guidance and counseling and school administration.
G. Provide Intervention Strategies With: <ul style="list-style-type: none"> • Parent Conferences • Homework Sheets • Counseling • Instructional Labs • Tutorials • Read Right • Accelerated Reader • Accelerated Math • PLATO 	Principals Counselors Cit, Parental Liaison	<ul style="list-style-type: none"> • Read Right • AEIS-IT • Teachers For Tutorials • Remediation resources • Computer Assisted Tutorials 	Title III Title VI	August to June	Principal's / Counselor's Log Attendance Sheets Read Right Reports AR/AM/PLATO Reports Homework sheets with parent signatures Teacher logs noting dates of parent conferences/contact.
H. Provide access to reading materials, computers, and other technology resources for students	Principals Teachers Library staff Technology Dept.	Computer Lab available every morning Region I Library Coop Technology Department Time and Materials		August to June	Lesson Plans Computer Inventory Technology Work Orders Region I Agreement
J. Provide social skills training, information, and guidance and counseling to identified students in need. <ul style="list-style-type: none"> • Individual Counseling • Group Counseling • Classroom Guidance Instruction 	Counselor	<ul style="list-style-type: none"> • Social Skills Materials 	Title I	August to June	Counselor Agendas/Log

Goal 1: All students will exceed educational performance standards.

Objective 1:7 80% or more of English Language Learner (ELL) Students tested will advance one level on the Reading Proficiency Test in English (RPTE) each year.

Summative Evaluation: TELPAS

Strategy	Staff Responsible	Resources Needed	Funding Source	Timeline	Formative Evaluation
A. Identification and monitoring of English Language Learner students	DOC Principals, Counselors CIT, LPAC Committee	PEIMS data, Students records, reading proficiency scores	Local, State, and Federal	August to May	Student Records including reading proficiency scores
B. Student Performance Feedback to appropriate instructional staff	Dir. Elem. Curr. Principals, Counselors, CIT	Grades / Progress Reports Reading Proficiency	Funds School-wide	August to May	Benchmarks, student progress / grade reports
C. Student Performance Feedback to Parents	Principals Counselors CIT	Grade / Progress Reports, TELPAS results, Observation Protocol	Local Title II A&D	August to May Once annually	Benchmarks, student progress / grade reports
D. Staff Development and Implementation • Longitudinal Student Data Analysis • 5 E Model • ELL Instructional Strategies • READ RIGHT Strategies • Cooperative Learning	DOC, DCF Principal CIT Region I Specialists READ RIGHT Specialists	<ul style="list-style-type: none"> • Substitutes • Vertical Team Meetings • Region I ELL Training • SIOP Model • READ RIGHT time and materials 	Title III Title I	August to May	Staff Development Agenda / Sign-in of attendance
E. Analyze Proficiency Scores of state mandated testing for all ELL students – TELPAS/TAKS	DOC, DCF Principal CIT Region I Specialists READ RIGHT Specialists	AEIS-IT PEIMS AEIS Report TELPAS AMAOS		August to May	TELPAS Proficiency Level.
F. Nurture Parental Involvement And Accountability	Principals Counselors CIT, Parental Liaison, DEIC	Planned meetings with parents, individually and in groups		August to June	Meeting Sign-in and documented visits with guidance and counseling and school administration. 20

Goal 1: All students will exceed educational performance standards.

Objective 1:7 80% or more of English Language Learner Students tested will advance one level on the Reading Proficiency Test in English (RPTE) each year. (Continued)

Summative Evaluation: TELPAS

Strategy	Staff Responsible	Resources Needed	Funding Source	Timeline	Formative Evaluation
G. Provide intervention strategies with: <ul style="list-style-type: none"> • Parent Conferences, • Counseling, • Homework Sheets • Instructional Labs • Tutorial • ELL Instructional Strategies • READ RIGHT Strategies • 5 E Model • Accelerated Reader • Accelerated Math • PLATO 	DOC Principals Counselors CIT Region I Specialists READ RIGHT Specialists	<ul style="list-style-type: none"> • ESL Labs • Teachers for Tutorials • Region I GT Training • Substitutes • Vertical Team Meetings • Library COOP Services • SIOP Model • READ RIGHT Materials and Personnel • TESCCC (CSCOPE) • Computer Lab (PLATO) 	State, Federal, and Local Funds	August to June	Principal's / Counselor's Log Class Attendance
H. TOP train all teachers who serve bilingual students including those that serve PD students.	Principal	<ul style="list-style-type: none"> • Region I training • Transportation 		August to March	Certificate of attendance Certificate to indicate passing the TOP assessment.
I. Writing across the curriculum	CIT	<ul style="list-style-type: none"> • Time 		August to June	Lesson Plans, Student Work Samples
J. Practice RPTE online before the test		<ul style="list-style-type: none"> • Technology 		January to March	Lesson Plans
Purchase materials in Spanish to support the academic learning of the ELL in the classroom	Principal CIT	<ul style="list-style-type: none"> • Computer programs and materials in Spanish to address TAKS/TEKS objectives. 		September to January	Progress Reports Report Cards

Goal 1: All students will exceed educational performance standards.

Objective 1:8 80% or more of all students tested within the Migrant Student Group will be proficient on the TAKS tests for accountability in reading, writing, mathematics, and science.

Summative Evaluation: AEIS report

Strategy	Staff Responsible	Resources Needed	Funding Source	Timeline	Formative Evaluation
A. Identification Of Migrant Students and Priority Services	Identification and Recruitment Personnel (ID and R)	<ul style="list-style-type: none"> • PEIMS data Students Records • National Generation Data Entry System 	Local, State, and Federal School-wide Title I C	August to June	PEIMS data Counselors Referrals Grade / Progress Reports benchmarks, TAKS, ITBS
B. Student Performance Feedback To Appropriate Instructional Staff	Principals Counselors CIT ID and R personnel	Grades / Progress Reports		August to June	
C. Student Performance Feedback To Parents	Principals Counselors CIT Parent Liaison	Grade / Progress Reports		August to June	
D. Implement The Texas Migrant Program Areas Of Focus	Migrant Coordinator Recruiter CIT	Priority of Services List, Home Visit PGP. PAC		August to June	
E. Provide uniforms and supplies to migrant students	Principal Nurse	<ul style="list-style-type: none"> • Time 		August to June	
F. Tutorials for enrichment and remediation	CIT	<ul style="list-style-type: none"> • Staff • Materials • Computer Lab (PLATO) 		October to May	Attendance Sheets

Goal 1: All students will exceed educational performance standards.

Objective 1:8 80% or more of all students tested within the Migrant Student Group will be proficient on the state mandated TAKS for accountability in reading, writing, mathematics, and science. (Continued)

Summative Evaluation: AEIS report

Strategy	Staff Responsible	Resources Needed	Funding Source	Timeline	Formative Evaluation
G. Nurture Parental Involvement And Accountability	Principals Counselors CIT	PAC, ID and Recruitment Personnel	Title I C Title VI B	August to June	Meeting Sign-in and documented visits with guidance and counseling and school administration.
H. Provide Parent Conferences With School Staff	Principals Counselors CIT	PAC, ID and Recruitment Personnel	Local Funding ARI Grant	August to June	Principal's / Counselor's Log Class Attendance
J. Provide Intervention/ Accelerated strategies by means of: <ul style="list-style-type: none"> • Parent Conferences, • Counseling, • Homework Sheets • Instructional Labs • Tutorials • READ RIGHT Strategies • 5 E Model • Accelerated Reader • Accelerated Math • PLATO • Computer Assisted Instruction 	DOC Principals Counselors CIT Region I Specialists READ RIGHT Specialists	<ul style="list-style-type: none"> • Computer Labs • Teachers for Tutorials • Region I GT Training • Substitutes • Vertical Team Meetings • Region I GT Training • Library COOP Services • READ RIGHT Materials and Personnel • TESCCC (CSCOPE) • TAKS remediation • Teachers for tutorials • Computer Labs 	SCE	August to June	Counselor's Referrals/Lob Grade/Progress Reports, Benchmarks TAKS, Attendance

Goal 1: All students will exceed educational performance standards.

Objective 1:9 100% of identified dyslexic students will receive services.

Summative Evaluation: District Dyslexia Report

Strategy	Staff Responsible	Resources Needed	Funding Source	Timeline	Formative Evaluation
A. Identification Of Dyslexic Students	Teachers SAP Committee Counselors	<ul style="list-style-type: none"> • Student Records • Assessments For Dyslexia • Pre-Referral Intervention 	Title I SCE Special Education	August to June	Evaluation of assessment results and referrals to counselors
B. Provide Intervention Strategies And Accomodations for students in need.	Principals CIT	Student Records Linda Mood Bell (Elementary/Intermediate)		August to June	Progress Reports Benchmarks Six Week Reports Student Records

Goal 1: All students will exceed educational performance standards.

Objective 1:10 80% or more of the Special Education student group will be proficient on the TAKS, TAKS Accomodated, and the TAKS modified tests.

Summative Evaluation: TEA Accountability Ratings

Strategy	Staff Responsible	Resources Needed	Funding Source	Timeline	Formative Evaluation
A. The Identification of Special Education	Principals Teachers Diagnosticians	<ul style="list-style-type: none"> • Students Records • Pre-referral Intervention Plan • Referral Packet • Assessment Instruments 	Special Education State, Federal, and Local Funds	August to June	Special Education referrals, student records
B. Provide instructional support to identified special education students with: Differentiated Instruction Aligned Concept-based Curriculum Individual Student Data Analysis Tutorials Mainstreaming students and utilize content mastery for support Read Right	Principals CIT ARD Committee Wilcam and Region I Specialists READ RIGHT specialists	Diagnostic Tools To Assess Student Mastery, Student IEP AEIS-IT software READ RIGHT Materials TESCCC (CSCOPE) 5 E Model		August to June	Campus report cards, Unit Diagnostic Tests
C. Provide Staff Development to instructional staff to align all state modified TAKS test objectives with instruction	Wilcam Region I	<ul style="list-style-type: none"> • TEKS • State modified TAKS test materials • TESCCC (CSCOPE) 		August to June	Staff Development Calendar, Sign-in
D. Utilize Instructional Aides To Assist Special Education And / Or Regular Education Teachers In Inclusion, Content Mastery, And Resource Areas	Regular Education and / or Special Education Teachers, Instructional Aides	IEP TSCCC (CSCOPE) 5E Model		August to June	Master Schedule, Instructional Aide Schedule
E. Tutorials	Principal, CIT	Staff Materials for tutoring		October to May	Attendance Sheets
F. TAKS practice	CIT, Principal	TAKS practice materials in English and Spanish		September to June	Lesson Plans

Goal 1: All students will exceed educational performance standards.

Objective 1:11The Special Education student group will be monitored to meet or exceed the PBMS indicator standards.

Summative Evaluation: TEA Accountability Ratings

Strategy	Staff Responsible	Resources Needed	Funding Source	Timeline	Formative Evaluation
<p>A. To increase TAKS PASSING RATE: Read Right Program Strategies Tutoring Monitoring with diagnostics Appropriate testing accommodations</p>	<p>Principals CIT Diagnosticians Wilcam</p>	<p>Read Right Program Teachers for Tutorials Teachers for Block Classes.</p>	<p>Special Education State, Federal, and Local Funds</p>	<p>August to June</p>	<p>Read Right Reports Grade / Progress Reports Diagnostic Reports Scheduling</p>
<p>B. To reduce the number of students receiving SPED services 1. Continue Staff Development for all staff in areas involving the: <ul style="list-style-type: none"> • Intervention Process • Referral Process • Research based instructional strategies • Differentiated Instruction • Awareness training for 13 disabilities 2. Continue with the SAP</p>	<p>DOC Principals CIT Diagnosticians Wilcam</p>	<p>Instructional Materials Substitute for Teachers Wilcam Resources Independent Consultant Region I</p>		<p>August to June</p>	<p>Campus report cards, Unit Diagnostic Tests,</p>

Goal 1: All students will exceed educational performance standards.

Objective 1:11The Special Education student group will be monitored to meet or exceed the PBMS indicator standards. (Continued)

Summative Evaluation: TEA Accountability Ratings

Strategy	Staff Responsible	Resources Needed	Funding Source	Timeline	Formative Evaluation
<p>C. To reduce the disproportionate number of LEP students receiving SPED services</p> <p>1. Continue Staff Development for all staff in areas involving the:</p> <ul style="list-style-type: none"> • Intervention Process • Referral Process • Research based instructional strategies <p>2. Continue with the SAP</p>	<p>DOC Principals CIT Diagnosticians Wilcam</p>	<p>Reading First Grant Read Right Program Instructional Materials Substitute for Teachers Wilcam Resources Independent Consultant Region I</p>	<p>Special Education</p> <p>State, Federal, and Local Funds</p>	<p>August to May</p>	<p>Staff Development Calendar, Sign-in PEIMS data</p>
<p>D. To reduce the disproportionate number of SPED students sent to DAEP and ISS</p> <p>1. Continue Staff Development for all staff in areas involving the:</p> <ul style="list-style-type: none"> • Classroom Disciplinary Procedures • Intervention Strategies • Behavior Intervention Plans <p>2. Continue with district-wide reading program to target identified at risk students.</p> <p>3. Continue to support Bert Simmons Discipline Management District-Wide</p>	<p>DOC Principals CIT Diagnosticians Wilcam</p>	<p>Reading First Grant Read Right Program Instructional Materials Substitute for Teachers Wilcam Resources Independent Consultant Region I Bert Simmons Resources</p>		<p>August to May</p>	<p>Staff Development Calendar, Sign-in PEIMS data</p>

Goal 2 : All members of the school community will be partners in the continuing improvement of the educational system

Objective 2:1 Develop and utilize a variety of strategies to ensure communication with 100% of targeted parent and community members regarding student achievement, meetings, and training sessions.

Summative Evaluation: Parent / Community Surveys and Evaluation

Strategy	Staff Responsible	Resources Needed	Funding Source	Timeline	Formative Evaluation
A. Publish a campus newsletter to promote student achievement and campus events.	Principals and Assistant Principal	Time	Local, State, and Federal School-wide, Title 1 Part A	Every 6 weeks August to June	Copies of newsletters Web announcements
B. Notify parents of opportunities to volunteer.	Principal and Assistant Principal	Time		Every 6 weeks August to June	Campus newsletters Web announcements Assembly sign in sheets
C. Conduct a parent meeting to explain eligibility of student services.	Principals CIT	List of programs		One time yearly	Invitations/Flyers Web Announcements Sign in Sheets Agendas
D. Hold at least one public meeting to discuss campus performance objectives	Principals CIT	Time		One time yearly	Invitations/Flyers Web Announcements Sign-In-Sheets Agenda
E. Invite Parents to Awards Assemblies	CIT Principals	Invitations		Every 6 weeks August to June	Invitations/Flyers Web Announcements Sign-In-Sheets
F. Homework Sheet	Teachers	Paper		Daily August to June	Parent Signature of receipt.

Goal 2: All members of the school community will be partners in the continuing improvement of the educational system.

Objective 2:2 Communication with 100% of Rio Hondo ISD parents will be made in order to help them monitor the academic progress of their child(ren).

Summative Evaluation: Parent Survey

Strategy	Staff Responsible	Resources Needed	Funding Source	Timeline	Formative Evaluation
A. Provide each student and their parent with a copy of their grade report..	Principal CIT	Principal's staff	Local, State and Federal, School-wide	Every three weeks	Parent Signatures on progress reports
B. Provide and encourage parent /teacher &/or counselor conferences.	Principal , CIT, Counselor	Principal's staff		August to June	Parent Sign-in, Counselors log
C. Open House	Principal, CIT, Counselor	Principal's staff		Once each semester	Parent Sign-in
D. Meet the teacher night.	Principal, CIT	Time		Before the first day of school.	Sign-In-Sheets
E. Homework Sheets	Teachers	Paper		Daily - August to June	Home work sheets with parent signature

Goal 2: All members of the <u>school community</u> will be partners in the continuing improvement of the educational system.					
Objective 2:3 Parental Involvement activities on the campus will represent at least 5% of the student-parent population.					
Summative Evaluation: Sign-In Sheets					
Strategy	Staff Responsible	Resources Needed	Funding Source	Timeline	Formative Evaluation
A. Open House	Principal, CIT, Technology	Principal's staff Invitations Flyers	Title 1, Part A, Local funds	Once each semester	Invitations/Flyers Web Announcements Webpage Sign-in-Sheets
B. Meet the teacher night.	Principal, CIT	Time		Before the first day of school.	Flyers Web Announcements Sign-In-Sheets
C. Hold at least one public meeting to discuss campus performance objectives	Principals CIT	Time		Spring semester	Invitations/Flyers Web Announcements Sign-In-Sheets Agenda
D. Conduct a parent meeting to explain eligibility of student services.	Principals CIT	List of programs		One time yearly	Invitations/Flyers Web Announcements Sign in Sheets Agendas
E. Parent Sessions to help parents become more effective in helping their children become more successful in the educational setting.	Principal CIT Counselor	Time and Materials Technology Websites Community Organizations and Services		August to June	Invitations/Flyers Web Announcements Sign-In-Sheets Agenda

Goal 3: A balanced curriculum will be taught so that all students may realize their learning potential and prepare for productive lives.

Objective 3:1 100% of the curriculum will be aligned to state content and performance standards.

Summative Evaluation: TEA Accountability Ratings

Strategy	Staff Responsible	Resources Needed	Funding Source	Timeline	Formative Evaluation
A. Implement the aligned concept-based curriculum	DOC, DCF Principals CIT	<ul style="list-style-type: none"> • Region I Specialists • TSCCC (CSCOPE) • Vertical Team Meetings • Substitutes for Teachers 	Title I A Title II D	August to June	Staff Development Surveys, teacher interviews
B. Integrate Appropriate Materials Into Curriculum To Promote Self-Esteem, Violence Intervention, And Character Education	DOC Principals Counselors CIT DAEP Lead Teacher Region I Specialist Library Coordinator	<ul style="list-style-type: none"> • Project Wisdom • Choosing the Best Life, Positive Behavior Support Project (Region I) • Library Coop Resources • Crisis Intervention Plan 	Title VI B Title IV A ARI Grant	August to June	<ul style="list-style-type: none"> • Counselor's Calendar • Periodic Review of Discipline Reports, Attendance and Grade Records for At-Risk Students • Safety Surveys • Safety Audits
C. Provide Concept-Based Intervention Strategies For All Students At Risk Of Failing Course Work And / Or State Mandated Tests District-Wide	Principals CIT Counselors	Transportation, Teachers for before and after school and / or Saturday Tutorials Software for Remediation TAKS Remediation Materials		Sept to May	Progress Reports, Diagnostics, Failure reports, attendance rosters

Goal 3: A balanced curriculum will be taught so that all students may realize their learning potential and prepare for productive lives.

Objective 3:1 100% of the curriculum will be aligned to state content and performance standards. (Continued)

Summative Evaluation: TEA Accountability Ratings

Strategy	Staff Responsible	Resources Needed	Funding Source	Timeline	Formative Evaluation
D. Participate in Grade Level Team Meetings To Discuss Uniform Instructional Strategies That Address State Performance And Curriculum Alignment To Current And New Testing Standards	Elementary and Secondary Curriculum Directors Principals CIT	<ul style="list-style-type: none"> • TAKS Objectives • TSCCC (CSCOPE) 	Title I A Title II A&D ARI Grant Vocational Career & Technology	August to May	Staff Development Evaluations Failure Reports
E. Use the same diagnostic tests by content area and grade level <ul style="list-style-type: none"> • C-SCOPE Unit Diagnostic Tests (4th and 5th grade) 	DOC, Principal, CIT	<ul style="list-style-type: none"> • Aligned Diagnostics • Unit/Diagnostic Tests 		August to June	Diagnostic Results Gradebooks

Goal 3: A balanced curriculum will be taught so that all students may realize their learning potential and prepare for productive lives.

Objective 3:2 All students transitioning from one school to another will be introduced to the new campus and the new academic requirements.

Summative Evaluation: Campus Specific Transition Plans

Strategy	Staff Responsible	Resources Needed	Funding Source	Timeline	Formative Evaluation
<p>A. Transition from:</p> <p>RH Elementary to RH Intermediate</p> <p>RH Intermediate to RH Junior High School</p>	<p>Principal Counselor</p>	<p>Visitation of new campus coordinated by the counseling department.</p> <p>Classroom visits to discuss and explain the educational plans available as the students progress through the public school.</p>	<p>Federal School-wide State, Local</p>	<p>Spring Semester</p>	<p>Campus Improvement Plans 2007-2008</p> <p>Calendar of Schedules</p> <p>Visits/Meetings</p>

Goal 4: A school climate will be provided that is safe, orderly, and well-maintained.

Objective 4:1 All faculty and staff members will be provided staff development in identified areas.

Summative Evaluation: Staff Development Records

Strategy	Staff Responsible	Resources Needed	Funding Source	Timeline	Formative Evaluation
Implement and review periodically the District adopted discipline plan (Bert Simmons Discipline System) to reduce behavioral referrals and to provide for prevention of a. Physical And Verbal Aggression b. Sexual Harassment c. Bullying	Staff Development Facilitator Principals CIT	Bert Simmons Model Positive Behavior Support Project Region I	Title I A Title IV A SCE Funding Tobacco Grant	At teacher orientation on each campus	Teacher Sign-in, Discipline referrals, Alternative Education Attendance Report 2007-2008 Campus Improvement Plans
Explore measures and provide staff development for addressing the needs of students: a. Suicide Prevention b. Conflict Resolution c. Violence Prevention d. Drug Abuse	DOC District Facilitator Principals Counselors	<ul style="list-style-type: none"> • Counselor’s information • 504 Coordinator • Safe and Drug Free Consultants • Tropical Texas • STAR Program • Personal Counseling • Wilcam 	Special Education SCE Funding	August to May	Staff Development Evaluations Review of discipline referrals, attendance records, failure lists. DAEP attendance report
Provide Professional Development In Alternative Strategies For Dealing With The Special Education Placements In ISS And DAEP	Wilcam Personnel DCF Principals DAEP faculty Region I Specialists	Wilcam Services, Student IEP, Discipline Records Bert Simmons System Positive Behavior (Region I)		August to May	Staff Development Sign-in, Staff Development Evaluation

Goal 4: A school climate will be provided that is safe, orderly, and well-maintained.					
Objective 4:1 All faculty and staff members will be provided staff development in identified areas. (Continued)					
Summative Evaluation: Staff Development Records					
Strategy	Staff Responsible	Resources Needed	Funding Source	Timeline	Formative Evaluation
Inservice staff with regard to revised district policies and Employee Code of Conduct	Assistant Superintendent Principals	Texas Assoc. of School Boards, Policy Manuals, Policy Changes	Local, State, and Federal School-wide	August to July	Meeting Sign-in Meeting Agenda
Inservice staff on the Crisis Intervention Management (CIM) Plan twice annually to include terrorist threat alerts and schedule practices to verify training	Crisis Management Team, Chief of Police, Staff Development Facilitator	<ul style="list-style-type: none"> • District Crisis Intervention Manual • Central Office Staff, • Police Department • District Intervention Crisis Manual • Crisis Intervention Team 	Title I Title II, A	Twice Annually, December and June	Meeting Sign-in Meeting Agenda Safety Audits Safety Surveys
Inservice Administrators, SPED and P.E. Staff in Crisis Prevention Institute (CPI) Strategies Annually	Wilcam Specialists	<ul style="list-style-type: none"> • CPI Materials 	Wil-Cam SCE		Meeting Sign-in Meeting Agenda

Goal 4: A school climate will be provided that is safe, orderly, and well-maintained					
Objective 4.2 Rio Hondo Intermediate will ensure that facilities are well maintained, safe, and orderly					
Summative Evaluation: Director of Maintenance Report to Superintendent					
Strategy	Staff Responsible	Resources Needed	Funding Source	Timeline	Formative Evaluation
Schedule “Safety Walkthrough” to determine areas of need	Director of Maintenance, Principals	Building Safety Code Checklist (Walkthrough Checklist)	Local E-Rate	Quarterly	Checklist Safety Audits Safety Surveys
Safe Schools Audit	Principal CIT	Safe Schools Survey and Audit Materials / Checklist	Local	Fall /Spring	Safety Surveys Safety Audits
Require all visitors to the campus to sign in at the front office and obtain a visitor’s pass in order to proceed onto the campus	Principal CIT School Police	Visitors passes		August to June	Newsletters Visitor Sign-In-Sheets
Limit entry onto the campus through one main entrance from 8:00 to 3:10	Principal CIT Maintenance School Police	Communication to the public		August to June	Newsletters Feedback from campus police
Require classrooms doors to be locked daily	Principal CIT Maintenance School Police	Communication and Feedback		August to June	Feedback from campus police
Practice emergency drills quarterly	Principal School Police	Time		August to June	Document in Emergency Manual

Goal 5: The district will employ “highly qualified” personnel, and it will provide continuous staff development as required by state and federal regulations.

Objective 5.1 100% of the staff will be highly qualified as per state and federal regulations.

Summative Evaluation: State Board of Educators Certification (SBEC)

Strategy	Staff Responsible	Resources Needed	Funding Source	Timeline	Formative Evaluation
Assure certification of applicants to NCLB guidelines before recommendations for hiring are made to the superintendent	Central Office Personnel principals	State Board of Educators Certification, NCLB Guidelines personnel records, ACP programs letters of “Highly Qualified”	Local, State, Federal School-wide	August to July	Personnel Records
Interview “Highly Qualified” applicants	Applicants, Central Office Personnel Principals	Rio Hondo ISD employment applications, NCLB Guidelines		August to July	Personnel Records
Provide staff development to meet NCLB Certification Guidelines	RHISD personnel Department, Staff Development Facilitator	State Board of Educators Certification Policy Updates		August to July.	Meeting Agendas Sign-in

Goal 5: The district will employ “highly qualified” personnel, and it will provide continuous staff development as required by state and federal regulations.

Objective 5.2 100% of the staff will experience staff development designed to improve their effectiveness and meets the needs of all students.

Summative Evaluation: AEIS Report

Strategy	Staff Responsible	Resources Needed	Funding Source	Timeline	Formative Evaluation
Enroll teachers in staff development in their identified areas of need.	Principal CIT	Time	State, Federal, and Local Funds	August to May	Training Certificates
Assign new teachers a mentor	Principal	Time		August to June	Mentor Agreement
Offer additional training with regard to SAP and accommodations to assist the struggling learner	Principal	Wil-Cam SAP Materials		August to May	Agenda Sign-In-Sheets



Budget

**Rio Hondo ISD
Campus Improvement
Plan
2007-2008**



Goals and Objectives



Campus Reports