

---

# Rio Hondo Intermediate



## **Campus Improvement Plan 2008-2009**

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.

# TABLE OF CONTENTS

District Educational Improvement Council .....	3
Site-Based Decision Making (SBDM) Committee Members.....	4
Title I School Wide Program.....	5
Executive Summary.....	6
Making a Difference: Belief Statements, Vision Statement, and Mission Statement .....	7
District Goals.....	8
Comprehensive Needs Assessment .....	9
Strengths and Areas of Concern.....	10
Goals and Objectives.....	11-39
Campus Accountability Data Tables (TAKS).....	Appendix A
Budget.....	Appendix B

# DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL

Served 2007-2008

Planned for 2008-2009

CENTRAL OFFICE	PARENTS	BUSINESS/COMMUNITY MEMBERS
Superintendent (Co-Chairperson) <b>Anneliese McMinn</b>	<b>Tricia Hervey</b>	Community Member <b>Theresa Stevens</b>
Director of Secondary Curriculum (Co-Chairperson) <b>Richard Savage</b>	<b>Jessica Gonzalez</b>	
<b>DEIC ELECTED OFFICERS</b>		Business Member <b>Santiago Saldaña</b>
DEIC President <b>David Aguirre</b>		
DEIC Secretary <b>Lupita Martinez</b>		
DEIC Alternate Secretary <b>Susie Andrews</b>		

ELEMENTARY CAMPUS	INTERMEDIATE CAMPUS	JUNIOR HIGH CAMPUS	HIGH SCHOOL CAMPUS
PK Teacher <b>Rachel Carrizales</b>	Third Grade Teacher <b>Yasmin Hernández</b>	Math Teacher <b>Verónica Galván</b>	Science Teacher <b>Statira Wilmoth</b>
Kinder Teacher <b>Patricia Rodríguez</b>	Fourth Grade Teacher <b>Vanessa Martinez</b>	English Teacher <b>Doralee Rivera-Muñoz</b>	History Teacher <b>Randall Hill</b>
First Grade Teacher <b>Laura Rodríguez</b>	Fifth Grade Teacher <b>Susie Andrews</b>	ESL Teacher <b>Edna Medina</b>	SP ED Teacher <b>Magda Cruz</b>
Second Grade Teacher <b>Yolanda López</b>	Bilingual Teacher <b>Yesenia Hernandez</b>	Elective Teacher <b>Eloy Álvarez</b>	Vocational Teacher <b>Joe Guzman</b>
GT Teacher <b>Alma Álvarez</b>	SP ED Teacher <b>Juan Tristan</b>	Counselor <b>Rene Cortez</b>	Non-Teaching Prof. <b>David Aguirre</b>
	Extra Curr. Teaching Prof. <b>Blue Treviño</b>		

**SITE-BASED DECISION MAKING (SBDM) COMMITTEE MEMBERS  
2008-2009**

<b>Principal</b>	<b>Annette Jaramillo</b>
<b>Gifted and Talented</b>	<b>San Juanita Lopez (1 of 2)</b>
<b>Special Education</b>	<b>Juan Tristan (2 of 2)</b>
<b>Bilingual Education</b>	<b>Yasmin Hernandez (1 of 2)</b>
	<b>Hilda Flores (2 of 2)</b>
	<b>Elida Lara (1 of 2)</b>
<b>Non-Teaching Professional</b>	<b>Vicky Guillen (1 of 2)</b>
<b>Third Grade Teachers</b>	<b>Gloria Ah Mu (1 of 2)</b>
	<b>Nelda Ortega (2 of 2)</b>
<b>Fourth Grade Teachers</b>	<b>Stacy Bahr (1 of 2)</b>
	<b>Brunilda Saldana (1 of 2)</b>
<b>Fifth Grade Teachers</b>	<b>Ralph Nieto (2 of 2)</b>
	<b>Susana Andrews (1 of 2)</b>
<b>Paraprofessional</b>	<b>Yvette Luna</b>
<b>Parents</b>	<b>Sara Mata (1 of 2)</b>
	<b>Sofia Vera (1 of 2)</b>
	<b>Gina Guzman (1 of 2)</b>

## TITLE I SCHOOLWIDE PROGRAM

The Rio Hondo ISD receives federal assistance to enhance and ensure that all student populations are successful. In accordance with federal regulations, the District will provide a Title I school wide program with the following components:

1. Performs a comprehensive needs assessment of its entire schools that is based on information on the performance of children in relation to State content and student performance standards.
2. Provides school wide reform strategies that: <ul style="list-style-type: none"><li>■ Provide opportunities for all children to meet the state's proficient and advanced levels of student performance.</li><li>■ Are based on effective means of improving achievement.</li><li>■ Use effective instructional strategies that:<ul style="list-style-type: none"><li>✿ Increase the amount and quality of learning time, such as: providing and extended year and before/after school and summer school programs.</li><li>✿ Include strategies for meeting the educational needs of historically underserved populations.</li><li>✿ Address the needs of all children in the school, particularly the needs of children in the target populations.</li><li>✿ Address how the school will determine if these needs have met; and are consistent with, and are designed to implement, the state and local improvement plans.</li><li>✿ Help provide an enriched and accelerated curriculum.</li></ul></li></ul>
3. Provide instruction by highly qualified professional staff.
4. Professional development for teachers, aides, and where appropriate, pupil services personnel, parents, principals, and other staff will be to enable all children in the school to meet the State's student performance standards.
5. Implement strategies to increase parental involvement.
6. Plans for assisting preschool children in the transition from early childhood programs to local elementary programs.
7. Measures to include teachers in the decisions regarding the use of assessments.
8. Provide activities to ensure that students who experience difficulty mastering any of the standards will receive effective and timely additional assistance during the course of the year.
9. Develop strategies to attract highly qualified teachers.
10. Coordinate and integrate federal, state, and local services programs.

## 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
- Results of community and parent surveys
- Staff development needs surveys
- District-led administrative meetings
- Results of State & Federal planning requirements
- Limited English Proficiency Rates
- 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:

<b>IDENTIFIED STRENGTHS</b>		<b>IDENTIFIED CONCERNS</b>	
<b>Strengths</b>	<b>Source</b>	<b>Areas of Concern</b>	<b>Source</b>
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 <b>ALL</b> 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 90% 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 in grades 4 and 5.	Principal, CIT	<ul style="list-style-type: none"> <li>• CSCOPE and Specialists</li> <li>• Grade Level Meeting and Planning Time/Materials</li> <li>• Substitutes for Teachers</li> </ul>	Title I Title II D  Local Funding	August to May	Lesson Plans aligned with CSCOPE and Walkthroughs
B. Use Diagnostic Tests to monitor progress. <ul style="list-style-type: none"> <li>• C-SCOPE Unit Diagnostic Tests (4<sup>th</sup> and 5<sup>th</sup> grade)</li> <li>• DMAC Diagnostic Reports</li> <li>• Diagnostics (3<sup>rd</sup> – 5<sup>th</sup> grade)</li> <li>• TPRI @ 3<sup>rd</sup> grade</li> <li>• Fluency Testing</li> </ul>	DF, Principal, CIT	<ul style="list-style-type: none"> <li>• Aligned Diagnostics</li> <li>• Unit/Diagnostic Tests</li> <li>• Released TAKS tests</li> <li>• DMAC</li> </ul>	Special Ed.  Title VI B Title I SCE Funding ARI Grant	August to May	Diagnostic Results Gradebooks
C. Use student data analysis to guide instruction. <ul style="list-style-type: none"> <li>• DMAC Diagnostic Reports.</li> <li>• Student Data Analysis</li> <li>• Department / grade level meetings</li> </ul>	DF, Principal CIT	<ul style="list-style-type: none"> <li>• TAKS Assessment Data</li> <li>• Substitutes for teachers</li> <li>• DMAC Solutions Data</li> <li>• SAP/RTI</li> </ul>		August to May	Benchmarks, campus grade reports, program progress reports, class attendance
D. Staff Development <ul style="list-style-type: none"> <li>• Dual Language Instruction</li> <li>• ESL/SIOP Instructional Strategies</li> <li>• CSCOPE Content</li> <li>• Accelerated Reader</li> <li>• PLATO</li> <li>• Lexia</li> <li>• Reading Strategies</li> </ul>	DOC DCF CIT Region I RHISD Tech Dept.	<ul style="list-style-type: none"> <li>• Substitutes</li> <li>• CScope</li> <li>• Vertical Team Meetings, Time, and Materials</li> <li>• Dual Language Consultants</li> <li>• SIOP/RTI Strategies</li> <li>• Region I ELL and GT Training</li> <li>• DMAC</li> <li>• Dr. Diana Ramirez</li> </ul>	Local Funding Title I Title II A&D Title III	August to May	Staff Development Agenda / Sign-in/Calendar

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

**Objective 1:1 90% 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. Continue the Accelerated Reader Program	Principal CIT Librarian	<ul style="list-style-type: none"> <li>• AR books in English and Spanish and Non-Fiction books</li> <li>• Staff Development on AR</li> </ul>	Title I Part A	September to May	AR logs turned in periodically Star Testing data
F. Maintain the Read Right Program	Principal CIT Read Right Paraprofessionals	<ul style="list-style-type: none"> <li>• Read Right Tutors</li> <li>• Read Right Libraries in Spanish</li> <li>• Read Right Trainer</li> </ul>		September to May	Read Right Monthly Reports
G. Continue Reading First and the Three-Tier Reading Model at 3 <sup>rd</sup> grade	Principal CIT 3 <sup>rd</sup> grade teachers	<ul style="list-style-type: none"> <li>• Tier II and III teacher</li> <li>• Time</li> <li>• Literacy Coach</li> </ul>		September to May	Star Tests TPRI/Tejas Lee Students assigned to various TIERS

<b>Goal 1: All students will exceed educational performance standards.</b>					
<b>Objective 1:2 80% or more of all students tested will master the Science portion of the TAKS test.</b>					
<b>Summative Evaluation: TEA Accountability Ratings</b>					
<b>Strategy</b>	<b>Staff Responsible</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
A. Utilize the district aligned Science Curriculum to improve the learning for ALL learners in grades 3 and 4	Principal, CIT	<ul style="list-style-type: none"> <li>CSCOPE and Specialists</li> <li>Planning Time</li> <li>Time and Materials</li> <li>Substitutes for Teachers</li> </ul>	Title I, A  Local	August to May	Lesson Plans aligned with VAD and IFD
B. Use Diagnostic Tests to monitor progress. <ul style="list-style-type: none"> <li>C-SCOPE Unit and Diagnostic Tests</li> <li>DMAC diagnostic reports</li> </ul>	Principal, CIT CF	<ul style="list-style-type: none"> <li>Aligned Diagnostics</li> <li>DMAC Solutions</li> </ul>	SCE funding	August to May	Benchmark Results
C. Use student data analysis to guide instruction so that ALL students are successful through: <ul style="list-style-type: none"> <li>Department / grade level meetings</li> <li>Aligned Curriculum (C-SCOPE)</li> <li>Longitudinal Student Data Analysis</li> <li>Explore Science Initiative</li> </ul>	Principals CIT DF	<ul style="list-style-type: none"> <li>TAKS Assessment data,</li> <li>Substitutes for teachers</li> <li>DMAC Solutions</li> <li>CSCOPE and Specialist</li> <li>Science Education Consultant (Stacy Solis)</li> <li>SAP/RTI</li> </ul>	Title II A&D  Title III	August to May	Benchmarks, campus grade reports, program progress reports, class attendance, staff development calendar
D. Staff Development <ul style="list-style-type: none"> <li>ELL/SIOP Instructional Strategies</li> <li>Dual Language</li> <li>5E Model</li> <li>CSCOPE Content and Navigation</li> <li>DMAC</li> <li>Explore Science Training for teachers in grade 5</li> <li>Science Concepts Training in grades 2-4.</li> </ul>	Principal CIT DF, COA Region I Specialists RHISD Tech Dept	<ul style="list-style-type: none"> <li>Substitutes</li> <li>Cscope Region I</li> <li>Department/GL Meetings</li> <li>SIOP/Dual Language Consultants</li> <li>Region I GT Training</li> <li>Region I ELL Specialists</li> <li>DMAC</li> <li>Explore Science Trainer</li> </ul>		August to May	Staff Development Agenda / Sign-in
E Science Vocabulary Development <ul style="list-style-type: none"> <li>Word Walls</li> <li>Word Studies</li> <li>Vocabulary Journals</li> </ul>	CIT Principal	<ul style="list-style-type: none"> <li>C-SCOPE</li> <li>Marzano's <i>Vocabulary Building</i> book</li> <li>\Explore Science Kit</li> <li>Science Textbook</li> <li>United Streaming</li> </ul>		August to May	Lesson Plans Word Walls Word Boards

<b>Goal 1: All students will exceed educational performance standards.</b>					
<b>Objective 1:2 80% or more of all students tested will master the Science portion of the TAKS test.</b>					
<b>Summative Evaluation: TEA Accountability Ratings</b>					
F. Improve student understanding of concepts through hands on activities and laboratory experiments.	CIT Principal	<ul style="list-style-type: none"> <li>• Lab Materials</li> <li>• Explore Science</li> <li>• AIMS</li> </ul>	Title I, A  Local	September to May	Lesson Plans Walkthroughs
G. Utilize the Science Explore Program for concept development at grade 5	CIT Principal	<ul style="list-style-type: none"> <li>• Print workbooks provided by trainer</li> <li>• Provide training to the 5<sup>th</sup> grade teachers every 6 weeks to ensure conceptual understanding.</li> <li>• Experiment Kits</li> </ul>	SCE funding  Title II A&D  Title III	September to May	Sign in Sheets

<b>Goal 1: All students will exceed educational performance standards.</b>					
<b>Objective 1:3 90% or more of all students tested will master the Writing portion of the TAKS test.</b>					
<b>Summative Evaluation: TEA Accountability Ratings</b>					
<b>Strategy</b>	<b>Staff Responsible</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
A. Utilize the district aligned Reading/Language Arts Curriculum to improve the learning for ALL learners	Principals CIT	<ul style="list-style-type: none"> <li>CSCOPE and Specialists</li> <li>Vertical Team Meetings Time and Materials</li> <li>Substitutes for Teachers</li> </ul>	Title I A  Title II D	August to May	Lesson Plans aligned verified with CSCOPE
B. Use Diagnostic Tests to monitor progress. <ul style="list-style-type: none"> <li>C-SCOPE Unit and District-Wide Diagnostic Tests</li> <li>DMAC Diagnostic Reports</li> </ul>	Principals CIT CF	<ul style="list-style-type: none"> <li>Aligned Benchmarks</li> </ul>	Title VI B  Local	August to May	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"> <li>Department / grade level meetings</li> <li>Student Data Analysis</li> <li>Aligned Curriculum (C-SCOPE)</li> <li>Longitudinal Student Data Analysis</li> </ul>	Principals CIT DF	<ul style="list-style-type: none"> <li>TAKS Assessment Data</li> <li>DMAC Software</li> <li>CSCOPE and Specialists</li> <li>SAP/RTI</li> </ul>	SCE	August to May	Benchmarks, staff development calendar, campus grade reports, program progress reports
D. Staff Development <ul style="list-style-type: none"> <li>Dual Language/SIOP Strategies</li> <li>5E Model</li> <li>DMAC</li> <li>CSCOPE Content</li> </ul>	Principal CIT COA Region I Specialists Dual Language Specialist  RHISD Tech Dept	<ul style="list-style-type: none"> <li>Substitutes</li> <li>CSCOPE</li> <li>Vertical Team Meetings</li> <li>Time and Materials</li> <li>SIOP Training</li> <li>Region I GT Training</li> <li>Region ELL Specialists</li> <li>DMAC Solutions</li> <li>SAP/RTI</li> </ul>	Gear Up  Local  Title II A&D  Title III	August to May	Staff Development Agenda / Sign-in
E. Practice the writing process across the curriculum.	Principal CIT COA	<ul style="list-style-type: none"> <li>Time</li> </ul>		August to May	Lesson Plans Turn in writing sample every 6 weeks

**Goal 1: All students will exceed educational performance standards.**

**Objective 1:5 90% 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	Principal CIT	<ul style="list-style-type: none"> <li>• CSCOPE and Specialists</li> <li>• Department and Grade Level Meetings</li> <li>• Time and Materials</li> <li>• Substitute Teachers</li> </ul>	Title I A  Title II A&D	August to May	Lesson Plans aligned with Scope Sequence (VAD and IF)
B. Use Diagnostic Tests to monitor progress <ul style="list-style-type: none"> <li>• C-SCOPE Unit Assessments and Diagnostic Tests</li> <li>• DMAC Diagnostic Reports</li> <li>• STAR Math Test</li> </ul>	Principal CIT DF	<ul style="list-style-type: none"> <li>• Unit Aligned Diagnostics</li> <li>• Released TAKS tests</li> <li>• DMAC Solutions</li> </ul>	Title VI B  Local  SCE	August to May	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"> <li>• Department / grade level meetings</li> <li>• Aligned Curriculum (C-SCOPE)</li> <li>• Longitudinal Student Data Analysis</li> </ul>	Principals CIT DF	<ul style="list-style-type: none"> <li>• TAKS Assessment data,</li> <li>• Substitutes for teachers</li> <li>• DMAC Solutions</li> </ul>		August to May	Benchmarks, staff development calendar, campus grade reports, program progress reports, class attendance
D. Staff Development (All Campuses) <ul style="list-style-type: none"> <li>• Dual Language and SIOP Instructional Strategies</li> <li>• 5E Model</li> <li>• CSCOPE Content</li> <li>• DMAC</li> <li>• Accelerated Math (AM)</li> <li>• PLATO Math</li> <li>• Math Meeting Daily Practice</li> </ul>	Principal CIT DF Region I Specialists  RHISD Tech Dept	<ul style="list-style-type: none"> <li>• Substitutes</li> <li>• CSCOPE</li> <li>• Department and GL Meetings</li> <li>• Dual Language Consultant</li> <li>• SIOP/RTI Strategies</li> <li>• Region I GT Training</li> <li>• Region I ELL Specialists</li> <li>• DMAC</li> <li>• AM Scanner and Scantrons</li> <li>• Math Meeting</li> </ul>	Local  Title II A&D  Title III	August to May	Staff Development Agenda / Sign-in of attendance
E. Reinforce math facts through games – (Fun Fridays)	CIT Principal	<ul style="list-style-type: none"> <li>• Games and Resources</li> </ul>	AMI	August to May	Walkthroughs Lesson Plans

<b>Goal 1: All students will exceed educational performance standards.</b>					
<b>Objective 1:6 25% of all students tested will rate <i>Commended</i> on at least one area of the TAKS test.</b>					
<b>Summative Evaluation: AEIS report</b>					
<b>Strategy</b>	<b>Staff Responsible</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
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	August to May	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"> <li>CSCOPE and Specialists</li> <li>Department and GL Meetings Time and Materials</li> <li>Substitutes for Teachers</li> </ul>	Title VI B  Gifted & Talented	August to May	Lesson Plans aligned with Scope Sequence (VAD and IF)
C. Use Diagnostic Tests to monitor progress <ul style="list-style-type: none"> <li>CSCOPE Unit and District Wide Diagnostic Tests</li> <li>DMAC Diagnostic Reports</li> </ul>	DOC Principal CIT	<ul style="list-style-type: none"> <li>Aligned CSCOPE Unit Diagnostics</li> <li>DMAC Solutions</li> </ul>	Local Funding	August to May	Benchmark results / grade reports
D. Support “Commended” student data analysis to focus on TAKS with: <ul style="list-style-type: none"> <li>Department and grade level meetings</li> <li>Longitudinal Student Data Analysis</li> <li>5E Model (Emphasis on Enrichment)</li> <li>CSCOPE Content and Navigation</li> <li>GT staff development for teachers not teaching GT or AP</li> <li>AR and AM</li> </ul>	DOC, DCF Principal CIT Region I Specialists  RHISD Tech Dept	<ul style="list-style-type: none"> <li>TAKS Assessment Data</li> <li>Substitutes for teachers</li> <li>DMAC Solutions</li> <li>CSCOPE and Specialists</li> <li>Region I GT Training</li> <li>AM Scanner and Scantrons</li> <li>AR Log</li> </ul>	ARI Grant	August to May	Staff Development Sign In Sheets GL Meeting and Planning Agenda/Minutes
E. Implement Programs for Enrichment. <ul style="list-style-type: none"> <li>Accelerated Reader</li> <li>Accelerated Math</li> </ul>	CIT Principal	<ul style="list-style-type: none"> <li>AM Scanner in each classroom</li> <li>AM scantrons</li> <li>AR Enterprise</li> </ul>		August to May	AR logs and reports AM reports Walkthroughs

**Goal 1: All students will exceed educational performance standards.**

**Objective 1:7 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**

<b>Strategy</b>	<b>Staff Responsible</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
A. Identification of At -Risk Students	ASFP Principal CIT SAP/RTI Committee	PEIMS data Student Records DMAC Solutions	Local Funding  SCE Funding	August to May	PEIMS data Counselors Referrals Grade / Progress Report, Unit Diagnostics.
B. Student performance feedback to appropriate instructional staff and parents	Principals Counselors CIT	<ul style="list-style-type: none"> <li>• Grade / Progress Reports</li> <li>• Longitudinal Student Data</li> <li>• DMAC Solutions</li> <li>• Parent Conferences</li> </ul>		August to May	
C. Staff Development <ul style="list-style-type: none"> <li>• Dual Language and SIOP Strategies</li> <li>• 5E Model</li> <li>• CSCOPE Content and Navigation</li> <li>• READ RIGHT updates for tutors</li> <li>• DMAC Solutions</li> <li>• SAP/RTI Team</li> <li>• Accelerated Reader</li> <li>• Accelerated Math</li> <li>• PLATO Reading and Math</li> <li>• Literacy Based Instructional Strategies</li> </ul>	DOC, DCF Principal CIT RHISD Tech Dept Region I Specialists READ RIGHT Specialists Dr. Diana Ramirez	<ul style="list-style-type: none"> <li>• Substitutes</li> <li>• Dept and GL Team Meetings Time and Materials</li> <li>• Library COOP Services</li> <li>• SIOP/RTI Strategies</li> <li>• Region I GT Training</li> <li>• READ RIGHT Staff and Materials</li> <li>• Region I Staff Development Sessions</li> <li>• DMAC Solutions</li> </ul>	Local Funding  Title I  Title II A&D  Title III	August to May	Staff Development Agenda / Sign- in
D. Small Group Instruction	CIT Principal	<ul style="list-style-type: none"> <li>• Planning Time</li> </ul>		September to May	Walkthroughs

**Goal 1: All students will exceed educational performance standards.**

**Objective 1:7 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**

<b>Strategy</b>	<b>Staff Responsible</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
D. Nurture Parental Involvement And Accountability	Principals Counselors, CIT,	Planned Meetings With Parents Longitudinal Student Data (DMAC Solutions)	Title I A  Local	August to May	Meeting Sign-in and documented visits with guidance and counseling and school administration.
E. Provide Intervention Strategies With: <ul style="list-style-type: none"> <li>• Parent Conferences</li> <li>• Homework Sheets</li> <li>• Counseling</li> <li>• Instructional Labs</li> <li>• Tutorials</li> <li>• Read Right</li> <li>• Accelerated Reader</li> <li>• Accelerated Math</li> <li>• PLATO</li> <li>• Career Day</li> </ul>	Principals Counselors CIT	<ul style="list-style-type: none"> <li>• Read Right</li> <li>• DMAC Solutions</li> <li>• Teachers For Tutorials</li> <li>• Remediation resources</li> <li>• Computer Assisted Tutorials</li> <li>• United Streaming</li> <li>• Attendance incentives for tutorials</li> </ul>	Title III  Title VI	August to May	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.
F. Provide access to reading materials, computers, and other technology resources for students	Principals CIT Library staff Technology Dept.	<ul style="list-style-type: none"> <li>• Computer Labs</li> <li>• Region I Library Coop</li> <li>• Technology Department</li> <li>• United Streaming</li> <li>• Time for small group instruction</li> </ul>		August to May	Lesson Plans Computer Inventory Technology Work Orders Region I Agreement

**Goal 1: All students will exceed educational performance standards.**

**Objective 1:8 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**

<b>Strategy</b>	<b>Staff Responsible</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
A. Identification and monitoring of English Language Learner students	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	Principal CIT DF COA Region I Specialists READ RIGHT Specialists	<ul style="list-style-type: none"> <li>• Substitutes</li> <li>• Dual Language Consultants</li> <li>• Dept and GL Meetings</li> <li>• Region I ELL Training</li> <li>• SIOP/RTI Strategies</li> <li>• READ RIGHT time and materials</li> </ul>	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	Principal CIT DF COA Region I Specialists READ RIGHT Specialists	DMAC Solutions PEIMS AEIS Report TELPAS AMAOS		August to May	TELPAS Proficiency Level.

**Goal 1: All students will exceed educational performance standards.**

**Objective 1:8 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**

<b>Strategy</b>	<b>Staff Responsible</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
F. Nurture Parental involvement and Accountability	Principals, CIT, Counselor	Planned meeting with parents	Title I, A	August to May	Meeting Sign-In
G. Provide intervention strategies with: <ul style="list-style-type: none"> <li>• Parent Conferences,</li> <li>• Counseling,</li> <li>• Homework Sheets</li> <li>• Instructional Labs</li> <li>• Tutorial</li> <li>• ELL Instructional Strategies</li> <li>• READ RIGHT Strategies</li> <li>• 5 E Model</li> <li>• Accelerated Reader</li> <li>• Accelerated Math</li> <li>• PLATO</li> </ul>	DOC Principals Counselors CIT Region I Specialists READ RIGHT Specialists	<ul style="list-style-type: none"> <li>• ESL Labs</li> <li>• Teachers for Tutorials</li> <li>• Region I GT Training</li> <li>• Substitutes</li> <li>• Vertical Team Meetings</li> <li>• Library COOP Services</li> <li>• SIOP Model</li> <li>• READ RIGHT Materials and Personnel</li> <li>• TESCCC (CSCOPE)</li> <li>• Computer Lab (PLATO)</li> </ul>	Title III  Special Ed  SCE funding	August to May	Principal's / Counselor's Log Class Attendance
H. Writing across the curriculum	Principal CIT	<ul style="list-style-type: none"> <li>• Time</li> </ul>		August to May	Lesson Plans, Student Work Samples
I. Practice RPTE online before the test	CIT	<ul style="list-style-type: none"> <li>• Technology</li> </ul>		January to March	Lesson Plans
J. Tutoring	CIT Principal	<ul style="list-style-type: none"> <li>• Buses</li> <li>• Teachers and Paraprofessionals for hire</li> </ul>	Local and Federal	October to April	Attendance Sheets

**Goal 1: All students will exceed educational performance standards.**

**Objective 1:9 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**

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

**Goal 1: All students will exceed educational performance standards.**

**Objective 1:9 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**

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

**Goal 1: All students will exceed educational performance standards.**

**Objective 1:10 100% of identified dyslexic students will receive services.**

**Summative Evaluation: District Dyslexia Report**

<b>Strategy</b>	<b>Staff Responsible</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
A. Identification Of Dyslexic Students	Teachers SAP/RTI Committee Counselors	<ul style="list-style-type: none"> <li>• Student Records</li> <li>• Assessments For Dyslexia</li> <li>• Pre-Referral Intervention</li> </ul>	Title I  SCE  Special Education	August to May	Evaluation of assessment results and referrals to counselors
B. Provide Record Keeping Data Base To Track Dyslexia Students	Campus PEIMS Administrator  District Technology Dept	<ul style="list-style-type: none"> <li>• Student Records</li> <li>• District Developed Softward</li> </ul>		December 2008	Campus student list of identified dyslexic students
C. Provide Intervention Strategies And Accomodations for students in need.	Principals CIT	Student Records Lexia		August to May	Progress Reports Diagnostics Six Week Reports Student Records

**Goal 1: All students will exceed educational performance standards.**

**Objective 1:11 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"> <li>• Students Records</li> <li>• Pre-referral Intervention Plan</li> <li>• Referral Packet</li> <li>• Assessment Instruments</li> </ul>	Special Education	August to May	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 DMAC Solutions READ RIGHT Materials CSCOPE with an emphasis on differentiated instruction 5 E Model	State, Federal, and Local Funds	August to May	Campus report cards, Unit Diagnostic Tests
C. Utilize Instructional Aides To Assist Special Education And / Or Regular Education Teachers In Content Mastery and Resource Areas	Regular Education and / or Special Education Teachers, Instructional Aides	IEP TSCCC (CSCOPE) 5E Model		August to May	Master Schedule, Instructional Aide Schedule

**Goal 1: All students will exceed educational performance standards.**

**Objective 1:12The 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:</p> <ul style="list-style-type: none"> <li>• Read Right Program Strategies</li> <li>• Tutoring</li> <li>• Monitoring with diagnostics</li> <li>• Appropriate testing accommodations</li> </ul>	<p>Principals CIT Diagnosticians Wilcam</p>	<ul style="list-style-type: none"> <li>• Read Right Program</li> <li>• Small group instruction.</li> </ul>	<p>Special Education</p> <p>State, Federal, and Local Funds</p>	<p>August to May</p>	<p>Read Right Reports Grade / Progress Reports Diagnostic Reports Scheduling</p>
<p>B. To reduce the number of students receiving SPED services</p> <p>1. Continue Staff Development for all staff in areas involving the:</p> <ul style="list-style-type: none"> <li>• Intervention Process</li> <li>• Referral Process</li> <li>• Research based instructional strategies</li> <li>• Differentiated Instruction</li> <li>• Awareness training for 13 disabilities</li> </ul> <p>2. Continue with the SIOP//SAP/RTI Training</p>	<p>Principals CIT COA Diagnosticians Wilcam</p>	<ul style="list-style-type: none"> <li>• Instructional Materials</li> <li>• Wilcam Resources</li> <li>• Independent Consultant</li> <li>• Region I</li> </ul>		<p>August to May</p>	<p>Campus report cards, Unit Diagnostic Tests,</p>

**Goal 1: All students will exceed educational performance standards.**

**Objective 1:12The 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"> <li>• Intervention Process</li> <li>• Referral Process</li> <li>• Research based instructional strategies</li> </ul> <p>2. Continue with the SAP/RTI/SIOP Strategies</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"> <li>• Classroom Disciplinary Procedures</li> <li>• Intervention Strategies</li> <li>• Behavior Intervention Plans</li> </ul> <p>2. Continue with district-wide reading program to target identified at risk students.</p> <p>3. Continue to support Bert Simmons Discipline Management Plan</p> <p>4. Continue with SIOP and RTI Strategies</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**

<b>Strategy</b>	<b>Staff Responsible</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
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 May	Copies of newsletters Web announcements
B. Notify parents of opportunities to volunteer.	Principal and Assistant Principal	Time		Every 6 weeks August to May	Campus newsletters Web announcements Assembly sign in sheets
C. Conduct regular parent meetings	Principals CIT	Time		At least twice monthly	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		Once per semester	Invitations/Flyers Web Announcements Sign-In-Sheets
F. Homework Sheet	Teachers	Paper		Daily August to May	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**

<b>Strategy</b>	<b>Staff Responsible</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
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 May	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 May	Home work sheets with parent signature
F. Regular Parent Meetings	Principal Counselor	Agenda (Bilingual)		At least 2 times a month.	Agenda and Sign-In Sheets
G. Utilize school website as a means to share information.	CIT Technology Dept	Time Training on how to create webpages		Monthly	Newsletters and other information posted on the website regularly

<b>Goal 2: All members of the school community will be partners in the continuing improvement of the educational system.</b>					
<b>Objective 2:3 Parental Involvement activities on the campus will represent at least 5% of the student-parent population.</b>					
<b>Summative Evaluation: Sign-In Sheets</b>					
<b>Strategy</b>	<b>Staff Responsible</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
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 May	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**

<b>Strategy</b>	<b>Staff Responsible</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
A. Implement the aligned concept-based curriculum	DOC, DCF Principals CIT	<ul style="list-style-type: none"> <li>• Region I Specialists</li> <li>• TSCCC (CSCOPE)</li> <li>• Vertical Team Meetings</li> <li>• Substitutes for Teachers</li> </ul>	Title I A  Title II D	August to May	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"> <li>• Project Wisdom</li> <li>• Choosing the Best Life, Positive Behavior Support Project (Region I)</li> <li>• Library Coop Resources</li> <li>• Crisis Intervention Plan</li> <li>• P.R.I.D.E. Award</li> <li>• Character Ed. by the Flippen Group</li> </ul>	Title VI B  Title IV A  ARI Grant	August to May	<ul style="list-style-type: none"> <li>• Counselor's Calendar</li> <li>• Periodic Review of Discipline Reports, Attendance and Grade Records for At-Risk Students</li> <li>• Safety Surveys</li> <li>• Safety Audits</li> </ul>
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	<ul style="list-style-type: none"> <li>• Tutorials</li> <li>• Software for Remediation</li> <li>• TAKS Remediation Materials</li> </ul>		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**

<b>Strategy</b>	<b>Staff Responsible</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
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"> <li>• TAKS Objectives</li> <li>• TSCCC (CSCOPE)</li> </ul>	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"> <li>• C-SCOPE Unit Diagnostic Tests where appropriate</li> </ul>	DOC, Principal, CIT	<ul style="list-style-type: none"> <li>• Aligned Diagnostics</li> <li>• Unit/Diagnostic Tests</li> </ul>		August to May	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
A. Transition from:  RH Elementary to RH Intermediate  RH Intermediate to RH Junior High School	Principal Counselor	Visitation of new campus coordinated by the counseling department.  Classroom visits to discuss and explain the educational plans available as the students progress through the public school.	Federal School-wide State, Local	Spring Semester	Campus Improvement Plans 2007-2008  Calendar of Schedules  Visits/Meetings
B. Parent Meeting to Share Information about the new school	Principal CIT	Time	Local	Spring Semester	Agenda Sign-In Sheets

**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 <ul style="list-style-type: none"> <li>a. Physical And Verbal Aggression</li> <li>b. Sexual Harassment</li> <li>c. Bullying</li> </ul>	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: <ul style="list-style-type: none"> <li>a. Suicide Prevention</li> <li>b. Conflict Resolution</li> <li>c. Violence Prevention</li> <li>d. Drug Abuse</li> <li>e. Gang Awareness</li> </ul>	DOC District Facilitator Principals Counselors	<ul style="list-style-type: none"> <li>• Counselor’s information</li> <li>• 504 Coordinator</li> <li>• Safe and Drug Free Consultants</li> <li>• Tropical Texas</li> <li>• STAR Program</li> <li>• Personal Counseling</li> <li>• Wilcam</li> <li>• Bert Simmons Strategies</li> </ul>	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**

<b>Strategy</b>	<b>Staff Responsible</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
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"> <li>• District Crisis Intervention Manual</li> <li>• Central Office Staff,</li> <li>• Police Department</li> <li>• District Intervention Crisis Manual</li> <li>• Crisis Intervention Team</li> </ul>	Title I Title II, A	Once per semester	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"> <li>• CPI Materials</li> </ul>	Wil-Cam SCE	August to May	Meeting Sign-in Meeting Agenda

<b>Goal 4: A school climate will be provided that is safe, orderly, and well-maintained</b>					
<b>Objective 4.2 Rio Hondo Intermediate will ensure that facilities are well maintained, safe, and orderly</b>					
<b>Summative Evaluation: Director of Maintenance Report to Superintendent</b>					
<b>Strategy</b>	<b>Staff Responsible</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
Schedule “Safety Walkthrough” to determine areas of need	Director of Maintenance, Principals	Building Safety Code Checklist (Walkthrough Checklist)	Local E-Rate Local	Quarterly	Checklist Safety Audits Safety Surveys
Safe Schools Audit	Principal CIT	Safe Schools Survey and Audit Materials / Checklist		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)**

<b>Strategy</b>	<b>Staff Responsible</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
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**

<b>Strategy</b>	<b>Staff Responsible</b>	<b>Resources Needed</b>	<b>Funding Source</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
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 May	Mentor Agreement
Offer additional training with regard to SAP/RTI and accommodations to assist the struggling learner	Principal	Wil-Cam SAP Materials		August to May	Agenda Sign-In-Sheets

# Appendix A



# Goals and Objectives

# Appendix B