



# **Campus Improvement Plan**

## **2013 - 2014**

### **Hidden Hollow Elementary School**

4104 Appalachian Trail  
Kingwood, TX 77345

Janice Wiederhold  
*Principal*

Campus #101-913-114

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**MISSION**

Our purpose, in partnership with families and community, is to develop each child intellectually, artistically, emotionally, physically, and socially so that all students are life-long learners, complex thinkers, responsible global citizens and effective communicators.

**VISION**

We envision schools where students and staff are enthusiastically engaged in learning within local and virtual environments.

**PRIORITIES**

1. Achieve Academic Excellence
2. Maximize our Financial Resources
3. Develop and retain our people
4. Plan for our Future

**GOALS and OBJECTIVES**

Goal 1: Demonstrate sustained growth in student academic achievement.

1. Improve, sustain, and support academic student performance at or beyond grade level.
2. Improve, sustain, and support student attendance.
3. Improve, sustain, and support the graduation rate and prepare college/career-ready students.
4. Monitor the goals and objectives of the coordinated health program.

Goal 2: Ensure a safe and secure environment for students and staff.

1. Provide a safe and secure environment for students and staff.
2. Provide and monitor district interventions to reduce drug and alcohol incidents.
3. Provide campus interventions that target bullying, sexual abuse, harassment, and dating violence behaviors.

Goal 3: Create a welcoming culture and climate for all stakeholders.

1. Create a welcoming environment for parents and community members to volunteer and participate in school activities.

## INTRODUCTION

The Humble Independent School District (HISD) serves the communities of Humble, Kingwood, Atascocita, Summerwood, Eagle Springs, and Fall Creek. The District's boundaries encompass approximately 90 square miles in Harris County. Humble ISD is nationally recognized for the outstanding education it offers to students, and is listed among the 25 fastest growing school districts in Texas. The District provides a well-rounded program of public education for children from prekindergarten through grade twelve. In addition to basic instructional programs, the District offers special education, gifted and talented, bilingual/ESL, remedial, college preparatory, career and technical programs, and an international baccalaureate program. The District is fully accredited by the Texas Education Agency (TEA).

Humble ISD schools are organized by feeder patterns composed of specific elementary, middle, and high schools (Atascocita High School, Humble High School, Kingwood High School, Kingwood Park High School, and Summer Creek High School). In addition, HISD provides alternative options for its students through its Quest Early College High School.

A high degree of professionalism exists among our employees, and an ongoing recognition of student and staff excellence contributes to this environment. The instructional program is geared toward having the student meet or exceed grade level expectations. Emphasis is placed on college matriculation, and higher level thinking skills, including research methodologies and independent, complex and critical thinking skills, with a focus on rigor, equity and consistency.

Hidden Hollow Elementary School staff members are dedicated to providing each and every student the best education through an intensive and challenging curriculum and sound research-based instructional practices. Our state accountability rating is Met Standard. We continue to identify and address the needs of students and staff to be exemplary in all areas. The average daily attendance rate for students is 96.84%. The average daily attendance rate for staff is 95.10%. Each chart indicates focus areas that need special attention to ensure student success.

Humble ISD's comprehensive needs assessment shows continued growth is needed in student academic performance to reach and maintain Exemplary status district-wide. In order to address this need, we must employee, train, and retain highly qualified and motivated staff. To ensure limited disruption to instruction, it is vital that we provide a safe and secure environment and a welcoming culture and climate for all stakeholders.

Hidden Hollow is an exemplary elementary school, serving 552 students in grades Pre-Kindergarten through Fifth. Included are programs for students with disabilities, gifted and talented students, and ESL students. We have an active and supportive PTA with many parents volunteering their time and effort for school activities. In 2011, Hidden Hollow was listed on the annual TBEC Honor Roll, the most prestigious and demanding academic award a Texas public school can receive. This represents less than 4% of the public schools in Texas.

Hidden Hollow Elementary School						
Demographics Students and Programs	# of Students 2010-11	%of Students 2010-11	# of Students 2011-12	% of Students 2011-12	# of Students 2012-13	% of Students 2012-13
<b>Total</b>	473	100.00%	539	100.00%	548	100.00%
African-American	13	2.70%	19	3.53%	16	2.29%
Hispanic	64	13.50%	102	18.92%	105	19.16%
White	371	78.40%	379	70.32%	377	68.80%
Other	25	5.30%	22	4.08%	29	5.29%
Economically Disadvantaged	70	14.80%	101	18.74%	93	16.97%
Limited English Proficiency	39	8.20%	30	5.57%	29	5.29%
At-Risk	65	13.70%	95	17.63%	81	14.78%
Bilingual & ESL	39	8.20%	30	5.57%	29	5.29%
Gifted & Talented	42	8.90%	63	11.69%	45	8.21%
Special Education	52	11.00%	67	12.43%	61	11.13%
Title I	0	0.00%	0	0.00%	0	0.00%

Academic Performance Trend Data	STAAR 2011-12 % Level 2 Initial	STAAR 2011-12 % Level 3	STAAR 2012-13 % Level 2 Initial	STAAR 2012-13 % Level 3	Reading Focus
<b>Reading (all students)</b>	<b>95.3</b>	<b>39.2</b>	<b>94.4</b>	<b>44.1</b>	<input type="checkbox"/>
Black/African American	83.3	0.0	83.3	0.0	<input checked="" type="checkbox"/>
Hispanic	96.2	30.8	87.9	37.9	<input type="checkbox"/>
White	96.6	41.9	96.7	47.0	<input type="checkbox"/>
American Indian	50.0	0.0	75.0	0.0	<input checked="" type="checkbox"/>
Asian	80.0	70.0	100.0	61.5	<input type="checkbox"/>
Pacific Islander	0.0	0.0	-	-	<input type="checkbox"/>
Two or More	100.0	20.0	100.0	50.0	<input type="checkbox"/>
Economically Disadvantaged	94.1	27.5	91.8	32.7	<input type="checkbox"/>
Special Education	89.2	13.5	63.3	13.3	<input checked="" type="checkbox"/>
Current LEP	100.0	20.0	80.0	0.0	<input checked="" type="checkbox"/>
Federal LEP	87.5	45.8	91.3	43.5	<input type="checkbox"/>
At-Risk	86.0	9.3	86.8	7.9	<input type="checkbox"/>
Non At-Risk	97.0	44.7	95.7	50.0	<input type="checkbox"/>
Academic Performance Trend Data	STAAR 2011-12 % Level 2 Initial	STAAR 2011-12 % Level 3	STAAR 2012-13 % Level 2 Initial	STAAR 2012-13 % Level 3	Math Focus
<b>Math (all students)</b>	<b>96.1</b>	<b>38.9</b>	<b>94.1</b>	<b>34.4</b>	<input type="checkbox"/>
Black/African American	66.7	0.0	83.3	0.0	<input checked="" type="checkbox"/>
Hispanic	98.1	30.8	89.7	34.5	<input type="checkbox"/>
White	96.1	41.0	95.6	35.9	<input type="checkbox"/>
American Indian	100.0	0.0	100.0	0.0	<input type="checkbox"/>
Asian	100.0	70.0	100.0	38.5	<input type="checkbox"/>
Pacific Islander	0.0	0.0	-	-	<input type="checkbox"/>
Two or More	100.0	40.0	87.5	37.5	<input type="checkbox"/>
Economically Disadvantaged	94.1	31.4	89.8	8.2	<input type="checkbox"/>
Special Education	81.6	23.7	73.3	13.3	<input checked="" type="checkbox"/>
Current LEP	100.0	40.0	80.0	10.0	<input checked="" type="checkbox"/>
Federal LEP	95.8	41.7	91.3	30.4	<input type="checkbox"/>
At-Risk	86.4	20.5	89.5	7.9	<input type="checkbox"/>
Non At-Risk	97.9	42.4	94.8	38.8	<input type="checkbox"/>

Academic Performance Trend Data	STAAR 2011-12 % Level 2 Initial	STAAR 2011-12 % Level 3	STAAR 2012-13 % Level 2 Initial	STAAR 2012-13 % Level 3	Writing Focus
<b>Writing (all students)</b>	<b>86.7</b>	<b>12.2</b>	<b>88.4</b>	<b>17.9</b>	<input type="checkbox"/>
Black/African American	100.0	0.0	100.0	0.0	<input type="checkbox"/>
Hispanic	82.6	8.7	83.3	8.3	<input checked="" type="checkbox"/>
White	86.6	14.9	90.1	19.7	<input type="checkbox"/>
American Indian	0.0	0.0	33.3	0.0	<input checked="" type="checkbox"/>
Asian	100.0	0.0	100.0	33.3	<input type="checkbox"/>
Pacific Islander	0.0	0.0	0.0	0.0	<input type="checkbox"/>
Two or More	100.0	0.0	100.0	50.0	<input type="checkbox"/>
Economically Disadvantaged	75.0	8.3	82.6	4.3	<input checked="" type="checkbox"/>
Special Education	85.7	21.4	55.6	11.1	<input checked="" type="checkbox"/>
Current LEP	0.0	0.0	100.0	0.0	<input type="checkbox"/>
Federal LEP	75.0	0.0	100.0	10.0	<input type="checkbox"/>
At-Risk	73.3	6.7	84.6	7.7	<input checked="" type="checkbox"/>
Non At-Risk	89.2	13.3	89.0	19.5	<input type="checkbox"/>
Academic Performance Trend Data	STAAR 2011-12 % Level 2 Initial	STAAR 2011-12 % Level 3	STAAR 2012-13 % Level 2 Initial	STAAR 2012-13 % Level 3	Science Focus
<b>Science (all students)</b>	<b>94.3</b>	<b>27.6</b>	<b>91.0</b>	<b>22.0</b>	<input type="checkbox"/>
Black/African American	66.7	0.0	100.0	0.0	<input type="checkbox"/>
Hispanic	88.2	17.6	87.5	8.3	<input type="checkbox"/>
White	96.8	31.7	92.4	28.8	<input type="checkbox"/>
American Indian	0.0	0.0	0.0	0.0	<input type="checkbox"/>
Asian	100.0	50.0	83.3	16.7	<input checked="" type="checkbox"/>
Pacific Islander	0.0	0.0	0.0	0.0	<input type="checkbox"/>
Two or More	100.0	0.0	100.0	0.0	<input type="checkbox"/>
Economically Disadvantaged	100.0	25.0	92.3	0.0	<input type="checkbox"/>
Special Education	80.0	20.0	66.7	16.7	<input checked="" type="checkbox"/>
Current LEP	100.0	0.0	50.0	0.0	<input checked="" type="checkbox"/>
Federal LEP	100.0	0.0	71.4	0.0	<input checked="" type="checkbox"/>
At-Risk	100.0	18.2	71.4	14.3	<input checked="" type="checkbox"/>
Non At-Risk	93.4	28.9	94.2	23.3	<input type="checkbox"/>

**NEEDS SUMMARY**

**Our comprehensive needs assessment (CNA) identified the following specific needs:**

**MULTIPLE ACADEMIC SUBJECT NEEDS**

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- ◆ Increase rigor, consistency and equity across all programs (1.1.1, Line #1)
- ◆ Ensure campus instruction and assessment are aligned to state and district curriculum standards. (1.1.1, Line #2)
- ◆ Ensure alignment of tested and taught curriculum. (1.1.1, Line #3)

**INTERVENTION NEEDS**

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- ◆ Ensure timely adjustments and interventions are made to address students' needs. (1.1.4, Line #1)
- ◆ Provide consistent, rigorous measures, which trigger timely and effective interventions. (1.1.2, Line #1)
- ◆ Ensure appropriate interventions are provided for at-risk students. (1.1.2, Line #2)
- ◆ Reduce gaps in student performance among subgroups through the use of timely, research-based interventions. (1.1.2, Line #3)
- ◆ Address indicators identified in the district Performance-Based Monitoring Analysis System. (1.1.2, Line #4)

**HIGHLY QUALIFIED STAFF/TRAINING NEEDS**

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- ◆ Provide on-going research-based professional development opportunities for staff. (1.1.3, Line #1)
- ◆ Coordination of required training for staff (1.1.3, Line #2)
- ◆ Highly Qualified staff members are needed to provide effective instruction to students. (1.1.3, Line #3)

**ATTENDANCE NEEDS**

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- ◆ Improve attendance to  $\geq 96.9\%$ . (1.2.1, Line #1)
- ◆ Ensure student leaver data are accurate. (1.3.1, Line #1)

**GRADUATION & COLLEGE/CAREER READINESS NEEDS**

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- ◆ Create awareness of the need to graduate and attend college, and instill the pride associated with attending a university. (1.3.2, Line #1)
- ◆ Provide a high quality college and career awareness program (1.3.2, Line #3)
- ◆ Ensure curriculum, instruction, and assessment are aligned with college and career readiness standards. (1.3.2, Line #2)

**HEALTH & PHYSICAL FITNESS NEEDS**

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- ◆ Based on the state Fitnessgram data, we need to improve the rates of students participating in moderate to vigorous physical activity. (1.4.1, Line #1)
- ◆ Ensure students receive appropriate health instruction. (1.4.2, Line #1)

**BEHAVIOR (Conduct) NEEDS**

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- ◆ Provide administrator training for appropriate identification of incidents (within context). (2.1.1, Line #1)
- ◆ Ensure resources are available to enhance affective support. (2.3.3, Line #1)
- ◆ Provide appropriate adult monitoring and visibility at schools and school related functions. (2.1.1, Line #2)
- ◆ Provide PBIS training and ongoing support for consistent implementation to ensure compliance with state mandates. (2.1.1, Line #4)
- ◆ Ensure appropriate behavior is exhibited during extra-curricular activities to maintain a safe and productive environment. (2.1.1, Line #3)

**BEHAVIOR (Drug/Alcohol) NEEDS**

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- ◆ Ensure students are aware of the dangers of drugs and alcohol. (2.2.1, Line #1)
- ◆ Ensure students receive affective support to improve academic performance. (2.2.2, Line #1)

**BEHAVIOR (Bullying) NEEDS**

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- ◆ Ensure staff members are prepared to provide affective support to eliminate bullying and improve academic performance. (2.3.1, Line #1)
- ◆ Ensure students receive affective support to improve academic performance. (2.3.2, Line #1)

**SCHOOL ORGANIZATION/CLIMATE & PARENT INVOLVEMENT NEEDS**

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- ◆ Maintain and increase high-levels of effective communication with parents. (3.1.1, Line #1)
- ◆ Address the value and utility of parent involvement. Maintain a welcoming culture and climate for all stakeholders. (3.1.2, Line #1)



<b>GOAL 1: Demonstrate sustained growth in student academic achievement.</b>					
<b>OBJECTIVE 1.1: Improve, sustain, and support academic student performance at or beyond grade level.</b>					
<b>Measure</b>		<b>Target (1 Year)</b>		<b>Target (3-5 Years)</b>	
STAAR, STAAR-M, STAAR-ALT		% of students meeting passing standard (with no sub-group scoring less than 90%) -Reading: ≥90.00% -Writing: ≥90.00% -Mathematics: ≥90.00% -Science: ≥90.00% -Social Studies: ≥90.00%  ≥90.00% of students passing all tests taken  ≤10.00% or less difference between student groups  ≥25.00% of students meeting commended performance [All students & Economically Disadvantaged]  ≥70.00% of ELLs meeting passing standards		% of students meeting passing standard (with no sub-group scoring less than 90%) -Reading: ≥90.00% -Writing: ≥90.00% -Mathematics: ≥90.00% -Science: ≥90.00% -Social Studies: ≥90.00%  ≥90.00% of students passing all tests taken  ≤5.00% or less difference between student groups  ≥25.00% of students meeting commended performance [All students & Economically Disadvantaged]  ≥75.00% of ELLs meeting passing standards	
<b>HEMI</b>					
<b><u>Kindergarten</u></b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>		
Summative	100%	98%	99%	98.00 %	
EOY assessment	-	96%	98.73%	92.00 %	
<b><u>1st Grade</u></b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>		
Summative	97%	99%	98.61%	92.00 %	
EOY assessment	89%	92%	98.61%	92.00 %	
<b><u>2nd Grade</u></b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>		
Summative	96%	95%	95.12%	90.00 %	
EOY assessment	91%	85%	95.12%	90.00 %	

<b>GOAL 1: Demonstrate sustained growth in student academic achievement.</b>						
<b>OBJECTIVE 1.1: Improve, sustain, and support academic student performance at or beyond grade level.</b>						
<b>Measure</b>			<b>Target (1 Year)</b>		<b>Target (3-5 Years)</b>	
<b>HERSI</b>						
<b><u>KINDERGARTEN</u></b>						
<b>Dictation - correctly identify phonemes</b>						
English: 28/37	<b>2011-12</b> 89%	<b>2012-13</b> 92.50%	92.00 %		95.00 %	
<b>Phonemic Awareness</b>						
English: 6/8 correct	<b>2011-12</b> 92%	<b>2012-13</b> 96.25%	92.00 %		95.00 %	
<b>Text Level</b>						
English: 5/3	<b>2011-12</b> 94%	<b>2012-13</b> 96.25%	92.00 %		95.00 %	
<b><u>1ST GRADE</u></b>						
<b>Text Level</b>						
English: 16	<b>2011-12</b> 97%	<b>2012-13</b> 98.67%	90.00 %		95.00 %	
<b><u>2ND GRADE</u></b>						
<b>Text Level</b>						
English: 28	<b>2011-12</b> 91%	<b>2012-13</b> 93.83%	90.00 %		95.00 %	
<b>TELPAS</b>						
Growth Measures (AMAO-2) Attainment			≥ 90.00% of all students meet standard for improvement over previous year composite.		> 90.00% of all students meet standard for improvement over previous year composite.	
% of multi-year beginner (PBMAS 12)			≤ 2.50		≤ 2.50	
% of multi-year begin/int (PBMAS 13)			≤ 8.00		≤ 8.00	
<b>Instruction by Highly Qualified Staff</b>						
	<b>2010-11</b> 100.00%	<b>2011-12</b> 100.00%	<b>2012-13</b> 100.00%	100.00% each year		100.00% each year

<b>ACTION PLAN 1.1.1 - Alignment of Rigorous Instruction/Assessment</b>								
<b>Action #</b>	<b>Actions/Tasks</b>	<b>Responsible Person(s)</b>	<b>Evidence of Implementation</b>	<b>Resource Allocation</b>	<b>Scheduled for</b>			
					<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>

ACTION PLAN 1.1.1 - Alignment of Rigorous Instruction/Assessment								
Action #	Actions/Tasks	Responsible Person(s)	Evidence of Implementation	Resource Allocation	Scheduled for			
					Q1	Q2	Q3	Q4
1.1.1, Line # 1	Monitor and improve horizontal and vertical alignment with State TEKS and District Benchmarks and ensure consistency of rigorous instruction and assessment to the articulated curriculum in science, social studies, math, reading and writing.	-Principal -Assistant Principal -Academic Lead Teachers	Increase student scores: Benchmark Assessments, HILS, TELPAS, HERSI, HEMI, STAAR, STAAR-M, STAAR-ALT - meeting agendas, sign-in sheets and minutes	Local	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
1.1.1, Line # 2	Include teachers in assessment decisions and development	-Principal -Assistant Principal -Academic Lead Teachers	-meeting agendas, sign-in forms, minutes	Local	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
1.1.1, Line # 3	-Implement updated PK-12 curriculum documents in core area -Implement unit plans and aligned Benchmark Assessments that specify rigorous student outcomes using the scientifically research based Understanding By Design (UBD) Model aligned with readiness and supporting standards.	-Principal	-Assessment Development Committee rosters -Year at a Glance (YAG), Bundle at a Glance (BAG), and Week at a Glance (WAG) documents -Walk-through documentation -Systemized and disseminated through Eduphoria Curriculum Management Software	Local	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

ACTION PLAN 1.1.2 - Instructional Support/Interventions/Ensuring Equity								
Action #	Actions/Tasks	Responsible Person(s)	Evidence of Implementation	Resource Allocation	Scheduled for			
					Q1	Q2	Q3	Q4
1.1.2, Line # 1	Provide additional instructional support and reform strategies to ensure equity and effective and timely interventions; strategies to address the needs of at-risk and low-achieving students and historically underserved populations. -Address Rtl needs -Provide small group instruction	-Principal	-Rtl Training attended by all staff -Monitor Rtl framework implementation and adjust as needed	Local	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
1.1.2, Line # 2	Supplemental instruction and support and timely interventions to address the needs of at-risk students.	-Principal	Improved achievement of students participating in intervention classes. -# of FTE's assigned to campus = 0.5 -# of PK FTE's = 1	SCE \$47,500	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

ACTION PLAN 1.1.2 - Instructional Support/Interventions/Ensuring Equity								
Action #	Actions/Tasks	Responsible Person(s)	Evidence of Implementation	Resource Allocation	Scheduled for			
					Q1	Q2	Q3	Q4
1.1.2, Line # 3	Provide ongoing instructional monitoring to ensure the needs of special targeted populations (e. g., GT, At-Risk, Special Ed, LEP and dyslexia) are being met.	-Principal	-Student results aligned to District & Campus goals and objectives -Identify student and teacher behaviors exhibited in classes where students are successful.	Local	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
1.1.2, Line # 4	Address Performance-Based Monitoring System concerns.	-Principal	-Improved achievement of students participating in intervention classes	Local	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

ACTION PLAN 1.1.3 - Ongoing Professional Development								
Action #	Actions/Tasks	Responsible Person(s)	Evidence of Implementation	Resource Allocation	Scheduled for			
					Q1	Q2	Q3	Q4
1.1.3, Line # 1	Implement an ongoing professional development course of study based on identified staff and student needs to ensure all teachers are highly qualified.	Principal, Assistant Principal, Academic Lead Teachers	Training aligned to the identified professional development needs	Local	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
1.1.3, Line # 2	<ul style="list-style-type: none"> <li>- All teachers delivering services to gifted/talented students receive training in nature and needs identification and assessment of G/T students</li> <li>- Ensure teachers have completed the proper levels of training for the courses they are teaching.</li> <li>- Provide training to address needs of Limited English Proficient students</li> <li>- Provide all teachers with opportunities for continuous growth and understanding of:                             <ul style="list-style-type: none"> <li>*formative assessment</li> <li>*classroom community</li> <li>*instructional strategies</li> <li>*content planning</li> </ul> </li> </ul>	Principal, Assistant Principal, Academic Lead Teachers	<ul style="list-style-type: none"> <li>-All G/T teachers trained</li> <li>-Job embedded staff development forms</li> <li>-Agendas and sign-in sheets</li> <li>-Eduphoria Transcripts/reports</li> <li>-Professional Development Steering Committee agendas, sign-in sheets and minutes</li> <li>-Professional Development Record for staff teaching courses with training requirements</li> <li>-Observable increase in overall student achievement and engagement as a result of full implementation of skills and strategies learned in training</li> <li>-Professional development evaluations/surveys measuring the quality and effectiveness of attended training.</li> </ul>	Local	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

ACTION PLAN 1.1.3 - Ongoing Professional Development								
Action #	Actions/Tasks	Responsible Person(s)	Evidence of Implementation	Resource Allocation	Scheduled for			
					Q1	Q2	Q3	Q4
1.1.3, Line # 3	Work in coordination with Human Resources department to attract and hire Highly Qualified staff.	Principal Human Resources	-100% of staff meet NCLB highly qualified standards	Local	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

ACTION PLAN 1.1.4 - Progress Monitoring/Needs Assessment								
Action #	Actions/Tasks	Responsible Person(s)	Evidence of Implementation	Resource Allocation	Scheduled for			
					Q1	Q2	Q3	Q4
1.1.4, Line # 1	Review Progress Monitoring Report data and complete annual comprehensive needs assessment	-Principal -Asst. Principal -ALTs -Teachers	-Data collected, analyzed, and reviewed.	Local	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<b>GOAL 1: Demonstrate sustained growth in student academic achievement.</b>						
<b>OBJECTIVE 1.2: Improve, sustain, and support student attendance.</b>						
<b>Measure</b>			<b>Target (1 Year)</b>		<b>Target (3-5 Years)</b>	
Student Attendance Rates						
<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	≥ 96.30 %		≥ 96.30 %	
95.99%	96.90%	96.18%				
Staff Attendance Rates						
<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	≥ 96.30 %		≥ 96.30 %	
94.59%	94.46%	95.24%				

<b>ACTION PLAN 1.2.1 - Improving Attendance</b>								
<b>Action #</b>	<b>Actions/Tasks</b>	<b>Responsible Person(s)</b>	<b>Evidence of Implementation</b>	<b>Resource Allocation</b>	<b>Scheduled for</b>			
					<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
1.2.1, Line # 1	Monitor and refine methods to improve attendance.	-Principal -Assistant Principal -Academic Lead Teachers -Teachers	Importance of regular attendance communicated - Attendance incentives provided - Increased attendance rates	Local	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<b>GOAL 1: Demonstrate sustained growth in student academic achievement.</b>				
<b>OBJECTIVE 1.3: Improve, sustain, and support the graduation rate and prepare college/career-ready students.</b>				
<b>Measure</b>		<b>Target (1 Year)</b>		<b>Target (3-5 Years)</b>
Promotion Rate (Grades K-8)				
<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	
99.79%	99.81%	99.30%	99.23%	
		≥ 98.00 %	≥ 100.00 %	
Provide college and career awareness programs		1		1

**ACTION PLAN 1.3.1 - Monitoring Enrollment/Withdrawal**

Action #	Actions/Tasks	Responsible Person(s)	Evidence of Implementation	Resource Allocation	Scheduled for			
					Q1	Q2	Q3	Q4
1.3.1, Line # 1	Monitor systemic processes for student enrollment/withdrawal for all students. -Provide timely intervention for credit recovery	-Principal -Asst. Principal -Registrar	-Process implemented -Yearly dropout report -# of credits earned (reducing dropouts)	Local	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**ACTION PLAN 1.3.2 - College-Bound/Career-Ready Culture**

Action #	Actions/Tasks	Responsible Person(s)	Evidence of Implementation	Resource Allocation	Scheduled for			
					Q1	Q2	Q3	Q4
1.3.2, Line # 1	Staff and students will wear college/university t-shirts on designated college day.	-Principal	-Staff and students will wear college/ university shirts on designated day.	Local \$0	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3.2, Line # 2	Create a college-bound/career readiness culture where parents, students, and teachers are well equipped and prepared for their future through systematic communication for college and career-readiness assessments and processes.	Principal	- Increase number of students meeting college readiness standards on STAAR - Attend PreAP & AP aligned curric. training (PreAP and AP teachers) - Monitor implementation and training of programs & adjust as needed	Local	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
1.3.2, Line # 3	Provide workshops for students and parents on the importance of higher education.	-Principal	-Schedule of workshops and parent nights	Local	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<b>GOAL 1: Demonstrate sustained growth in student academic achievement.</b>						
<b>OBJECTIVE 1.4: Monitor the goals and objectives of the coordinated health program.</b>						
<b>Measure</b>					<b>Target (1 Year)</b>	<b>Target (3-5 Years)</b>
Coordinated Health Program						
		<b>2010-11</b>		<b>2011-12</b>		
		<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>	
<b>Aerobic Capacity</b>						
Grade 3	100.00%	100.00%	100.00%	100.00%	≥ 90.00 %	≥ 95.00 %
Grade 4	100.00%	97.50%	94.00%	90.00%		
Grade 5	100.00%	84.91%	91.11%	85.37%		
<b>Body Mass Index</b>						
Grade 3	53.19%	87.50%	70.59%	73.81%	≥ 70.00%	≥ 85.00 %
Grade 4	73.33%	69.05%	48.00%	78.00%		
Grade 5	67.65%	74.55%	71.11%	70.73%		
<b>Abdominal Strength</b>						
Grade 3	91.11%	97.87%	96.08%	97.62%	≥ 90.00%	≥ 95.00 %
Grade 4	90.70%	82.50%	86.00%	98.00%		
Grade 5	85.29%	88.89%	95.56%	87.80%		
<b>Trunk Strength</b>						
Grade 3	97.87%	97.87%	96.08%	100.00%	≥ 90.00%	≥ 95.00 %
Grade 4	97.73%	97.50%	100.00%	100.00%		
Grade 5	91.18%	98.18%	100.00%	100.00%		
<b>Upper Body Strength</b>						
Grade 3	43.48%	53.19%	80.39%	71.43%	≥ 90.00%	≥ 95.00 %
Grade 4	52.27%	37.50%	40.00%	44.90%		
Grade 5	54.55%	24.53%	61.36%	60.98%		
<b>Flexibility</b>						
Grade 3	55.32%	78.72%	70.59%	80.95%	≥ 90.00%	≥ 95.00 %
Grade 4	75.00%	80.00%	70.00%	83.67%		
Grade 5	88.24%	75.93%	88.64%	73.17%		

<b>ACTION PLAN 1.4.1 - Student Fitness Assessment</b>								
<b>Action #</b>	<b>Actions/Tasks</b>	<b>Responsible Person(s)</b>	<b>Evidence of Implementation</b>	<b>Resource Allocation</b>	<b>Scheduled for</b>			
					<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
1.4.1, Line # 1	Utilize the student fitness assessment data, and school health index assessment and planning tool.	-Principal -Assistant Principal -Physical Education Teacher	-Improved rates in students participation in moderate to vigorous physical activity.	Local	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



ACTION PLAN 1.4.2 - School Health Recommendations								
Action #	Actions/Tasks	Responsible Person(s)	Evidence of Implementation	Resource Allocation	Scheduled for			
					Q1	Q2	Q3	Q4
1.4.2, Line # 1	Implement strategies recommended by the local school health advisory council as documented in the district Health curriculum.	-Principal -Assistant Principal -CATCH Team	- Strategies communicated and implemented.	Local	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<b>GOAL 2: Ensure a safe and secure environment for students and staff</b>							
<b>OBJECTIVE 2.1: Provide a safe and secure environment for students and staff.</b>							
<b>Measure</b>				<b>Target (1 Year)</b>		<b>Target (3-5 Years)</b>	
Decrease Student Code of Conduct Violations (e.g., assault weapons)				Decrease total incidents by ≥ 5 %		Decrease total incidents by ≥ 10 %	
	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>				<b>2012-13</b>
Major	1	1	0				0
% Changed							
				Decrease by ≥ 15 %		Decrease by ≥ 30 %	
Decrease Incidents of Out-of-School Suspension							
	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>				<b>2012-13</b>
				Decrease by ≥ 15 %		Decrease by ≥ 30 %	
Decrease Incidents of In-School Suspension							
	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>				<b>2012-13</b>
				Decrease by ≥ 15 %		Decrease by ≥ 30 %	
Decrease Incidents of In-School Suspension							
	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>				<b>2012-13</b>
				1 each year		1 each year	
# of workshops for staff and administration targeting student management skills, interventions and strategies in working with diverse student populations.							

ACTION PLAN 2.1.1 - Discipline Management/Sexual Harassment								
Action #	Actions/Tasks	Responsible Person(s)	Evidence of Implementation	Resource Allocation	Scheduled for			
					Q1	Q2	Q3	Q4
2.1.1, Line # 1	Maintain consistent discipline management and sexual harassment policies that align with the district policies for discipline management.	-Principal	- Accuracy rates for discipline coding - Monitor campus framework for consistent campus & vertical policies	Local	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2.1.1, Line # 2	Monitor student behavior	-Principal -Assistant Principal -Teachers	- Improved student behavior/conduct grades	Local	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2.1.1, Line # 3	Implement extra-curricular protocol for behavior management	-Principal -Assistant Principal -Extra-Curricular Teachers -Academic Lead Teachers	-Protocol for extra-curricular behavior management implemented	Local	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2.1.1, Line # 4	Disseminate, train and monitor implementation for Positive Behavior Intervention System	-Principal -Assistant Principal -PBIS Team -All Staff	-PBIS and classroom management training documents -Reduce the rate of Alternative Education -School Workshop on Positive Behavior Support and Behavior Plans	Local	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<b>GOAL 2: Ensure a safe and secure environment for students and staff</b>						
<b>OBJECTIVE 2.2: Provide and monitor district interventions to reduce drug and alcohol incidents.</b>						
<b>Measure</b>				<b>Target (1 Year)</b>		<b>Target (3-5 Years)</b>
# of students in violation of the district drug/alcohol policy.				0		0
<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>			
0	0	0	0			
# of campus drug and alcohol awareness programs				1 each year		1 each year

<b>ACTION PLAN 2.2.1 - Drug/Alcohol Awareness</b>								
<b>Action #</b>	<b>Actions/Tasks</b>	<b>Responsible Person(s)</b>	<b>Evidence of Implementation</b>	<b>Resource Allocation</b>	<b>Scheduled for</b>			
					<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
2.2.1, Line # 1	Conduct campus-based drug and alcohol awareness programs	Principal, Assistant Principal, Counselor, Staff	-# of drug policy violations	Local	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>ACTION PLAN 2.2.2 - Drug/Alcohol Counseling</b>								
<b>Action #</b>	<b>Actions/Tasks</b>	<b>Responsible Person(s)</b>	<b>Evidence of Implementation</b>	<b>Resource Allocation</b>	<b>Scheduled for</b>			
					<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
2.2.2, Line # 1	Provide campus based counseling sessions for students who violated the district drug policy.	-Principal -Counselor -School Nurse	-Recidivism rate of drug policy offenders	Local	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<b>GOAL 2: Ensure a safe and secure environment for students and staff</b>		
<b>OBJECTIVE 2.3: Provide campus interventions that target bullying, sexual abuse, harassment, and dating violence behaviors.</b>		
<b>Measure</b>	<b>Target (1 Year)</b>	<b>Target (3-5 Years)</b>
# of campus (teacher/staff) awareness programs presented	2 each year	2 each year
# of campus (student) awareness programs presented	2 each year	2 each year
# of campus (parent) awareness programs presented	2 each year	2 each year

<b>ACTION PLAN 2.3.1 - Bullying Prevention Training</b>								
<b>Action #</b>	<b>Actions/Tasks</b>	<b>Responsible Person(s)</b>	<b>Evidence of Implementation</b>	<b>Resource Allocation</b>	<b>Scheduled for</b>			
					<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
2.3.1, Line # 1	Provide staff development in research based bullying, discrimination, and harassment prevention.	-Principal -Counselor -Assistant Principal	-Reduced number of bullying incidents on campus	Local	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<b>ACTION PLAN 2.3.2 - Bullying/Sexual Abuse/Harassment Counseling</b>								
<b>Action #</b>	<b>Actions/Tasks</b>	<b>Responsible Person(s)</b>	<b>Evidence of Implementation</b>	<b>Resource Allocation</b>	<b>Scheduled for</b>			
					<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
2.3.2, Line # 1	Provide counseling for students affected by bullying, sexual abuse, discrimination and harassment	-Principal -Counselors	-Counseling sessions provided.	Local	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<b>ACTION PLAN 2.3.3 - Prevention of Suicide/Dating Violence/Conflict</b>								
<b>Action #</b>	<b>Actions/Tasks</b>	<b>Responsible Person(s)</b>	<b>Evidence of Implementation</b>	<b>Resource Allocation</b>	<b>Scheduled for</b>			
					<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>
2.3.3, Line # 1	-Provide materials to students for dating violence prevention, suicide prevention, and conflict resolution.	-Principal -Counselor	-Materials provided	Local	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

<b>GOAL 3:</b> Create a welcoming culture and climate for all stakeholders.		
<b>OBJECTIVE 3.1:</b> Create a welcoming environment for parents and community members to volunteer and participate in school activities.		
<b>Measure</b>	<b>Target (1 Year)</b>	<b>Target (3-5 Years)</b>
Frequent, timely communications with parents to keep them informed through a variety of sources.	100 % communicated in a timely manner.	100 % communicated in a timely manner.
Responses to parent surveys addressing school climate and timely, effective communication.	≥ 90 % positive responses.	≥ 95 % positive responses.

**ACTION PLAN 3.1.1 - Involving Parent in Campus Decision-Making**

Action #	Actions/Tasks	Responsible Person(s)	Evidence of Implementation	Resource Allocation	Scheduled for			
					Q1	Q2	Q3	Q4
3.1.1, Line # 1	Seek parent input, involve in decision making, post information and share knowledge regarding policies and progress (e.g., student attendance, test data) in a timely way.	-Principal -Assistant Principal -Staff	-Information shared regularly -Home Access grades posted in a timely manner -Parent Survey	Local	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**ACTION PLAN 3.1.2 - Importance of Parent Involvement**

Action #	Actions/Tasks	Responsible Person(s)	Evidence of Implementation	Resource Allocation	Scheduled for			
					Q1	Q2	Q3	Q4
3.1.2, Line # 1	Provide customer service training for staff and address the importance of the value and utility of parental involvement. - Encourage parent involvement - Implement curriculum volunteer program in each classroom	-Principal -Assistant Principal -Academic Lead Teachers -Staff	-Training agenda -Parent/Community involvement increased	Local	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>