

Addendum

High Pointe
Elementary
2010-2011



CEDAR HILL
INDEPENDENT SCHOOL DISTRICT

Addendum

Each school year the principal of each school campus, with the assistance of the campus-level committee, must develop, review and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Education Code Chapter 29, subchapter A, with respect to the academic excellence indicators and any other appropriate performance measures for special needs populations. Education Code 11.252 (b). Each campus improvement plan must:

- Utilize a school wide planning team to complete the needs assessment (NCLB).
- Assess the academic achievement for each student in the school using the academic excellence indicator system (AEIS). Identify data sources and analyze data (NCLB).
- Set the campus performance objectives based on the academic excellence indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, subchapter A. Clarify the vision for reform (NCLB).
- Identify how the campus goals will be met for each student.
- Determine the resources needed to implement the plan.
- Identify staff needed to implement the plan.
- Set time lines for reaching the goals.
- Measure progress toward the performance objectives systematically to ensure that the plan is resulting in academic improvement.
- Provide for a system to document and analyze parental and community involvement at the campus.
- Create a school profile that includes (NCLB):
- Identify all funding sources in the Resources Needed column of the SMART Goals document.
- Have not met Adequate Yearly Progress see AYP Section after Professional Development Section.

Principal Signature

Date

Addendum

Comprehensive Needs Assessment

The data used for our needs assessment is derived directly from the results of our TAKS as well as the TEA Accountability tables, AEIS, data from PEIMS, and from teacher, student and parent surveys.

TAKS 2010

Tables below reveal the TAKS results for each grade level and each sub population over a three year period. The students included in these results are the snapshots students from the October 30, 2009 student survey date for PEIMS.

Table 1 shows that Third grade reading dropped significantly overall over last year with the White and special education sub-populations the only exceptions. The campus action plan will address the reading deficits for the fourth grade at-risk students.

The **commended performance** results dropped; however the special education sub-population made notable gains even though the scores have not yet reached the campus goal.

Table 1
Third Grade Reading

	All	AA	H	W	Ec.	SE
Passed 2010	80%	76%	86%	100%	77%	57%
Commended	39%	36%	46%	33%	35%	29%
Passed 2009	93%	94%	88%	100%	90%	33%
Commended	48%	51%	29%	57%	41%	17%
Passed 2008	92%	91%	92%	100%	89%	
Commended	46%	43%	48%	100%	41%	

Third grade mathematics dropped significantly for all sub-populations with no exceptions. (see Table 2).

The **commended performance** decreased for all sub-populations. The campus action plan will address the student deficits for these fourth grade students.

Table 2
Third Grade Mathematics

	All	AA	H	W	Ec.	SE
Passed 2010	72%	73%	70%	80%	70%	57%
Commended	28%	27%	24%	60%	27%	14%
Passed 2009	87%	88%	83%	86%	85%	67%
Commended	40%	45%	21%	29%	37%	17%
Passed 2008	88%	86%	96%	100%	89%	
Commended	41%	36%	57%	50%	42%	

Table 3 shows that Fourth grade reading overall went up 4 percentage points over last year and the African American and Economically disadvantaged sub-populations improved 4 points and the Hispanic students improved 1%.

The **commended performance** results did not demonstrate an improvement for any group and the Hispanic students exhibited the largest drop with 32 percentage points. The campus action plan will address commended performance through power hour tutorial support and individual action plans with a special emphasis on the Hispanic sub-population.

Table 3
Fourth Grade Reading

	All	AA	H	W	Ec.	SE
Passed 2010	91%	89%	92%	100%	88%	50%
Commended	24%	26%	7%	44%	19%	13%
Passed 2009	87%	85%	91%	100%	84%	18%
Commended	35%	33%	39%	100%	28%	11%
Passed 2008	86%	87%	83%	100%	87%	
Commended Diff.	31%	25%	36%	50%	29%	

Fourth grade mathematics overall and for the Hispanic sub-population went up 1 percentage point over last year. The commended performance decreased for all groups except the special education sub-population demonstrated a 20 percentage point gain.

Even though the campus experienced a decline, **the commended performance** results were 34% or higher for each group. (see **Table 4**). The campus action plan will address commended performance through power hour tutorial support and individual action plans.

Table 4
Fourth Grade Mathematics

	All	AA	H	W	Ec.	SE
Passed 2010	89%	86%	97%	100%	84%	50%
Commended	40%	41%	34%	44%	35%	38%
Passed 2009	88%	87%	96%	100%	87%	45%
Commended	47%	43%	57%	100%	40%	18%
Passed 2008	87%	84%	92%	100%	83%	
Commended	38%	31%	50%	25%	39%	

Writing results maintained at 91% overall but the **commended performance** dropped from 30% back to 19% which equals the results from 2008. (See **Table 5**).

Table 5
Fourth Grade Writing

	All	AA	H	W	Ec.	SE
Passed 2010	91%	91%	93%	89%	89%	63%
Commended	19%	20%	14%	22%	17%	25%
Passed 2009	91%	88%	100%	100%	91%	45%
Commended	30%	28%	35%		24%	0%
Passed 2008	89%	90%	83%	100%	88%	
Commended	19%	17%	22%	12%	18%	

The number of students who met the state standard in Reading/ELA for the campus was 80% or above for all sub-pops except third grade African American reading which was 76%, third grade Economically Disadvantaged reading which was 77%, and special education which was 50%. Math was 70% or above for all sub-pops and grade levels except third grade White and that was 67% and special education which was 50%. Writing was 91% over all with all sub-pops 90% or better except for the groups of White, Economically Disadvantaged with 89% each, and special education with 60%.

2007-2009 ITBS Analysis

The chart below reveals the High Pointe ITBS results with a three year comparison for years 2007-2009.

Table 6
2007-2009 ITBS

	Reading 07	Reading 08	Reading 09	Math 07	Math 08	Math 09
K	n/a	25 Voc	34	n/a	33	44
1st	n/a	47	70	n/a	28	38
2nd	39	37	41	18	19	18
3rd	49	45	41	38	38	31
4th	36	50	50	42	49	54

2008 was a baseline ITBS year for kindergarten and first grade. Kindergarten entered school with deficits scoring 25% in vocabulary, 39% in language, and 33% in mathematics; indicating that these students entered school below grade level. First grade reading scores at 47% suggests progress was made in closing the gaps toward grade level. Language was 42% and mathematics 28% which indicates that mathematics goals need to be developed in kindergarten and first grade. Second grade reading score was 37% (down 2 percentage points from last year), language 18% (down 7 percentage points from last year), and mathematics 19% (up 1 percentage point from last year). The language and mathematics results indicate the second grade students entered with as much as a 6 month deficit in their skills. Third grade reading was 45% which dropped 4 percentage points; language increased 1 percentage point from 38 to 39%; and mathematics remained the same at 38%. Fourth grade went from 36 to 50% in reading; 26 to 39% in language; and 42 to 49% in mathematics. The fourth grade results suggest that the campus has made progress toward addressing academic achievement gaps from entry into kindergarten. The 2009 results indicate kindergarten students entered school close to grade level expectations with 34% in reading and 44% in math. First grade students demonstrated remarkable improvement in a one year period from 25% in reading to 70% and gains in math from 33% to 38%. Second grade students demonstrated a slight decline in reading from 47% to 41% and an even greater decline in math from 28% to 18%. Third grade students showed gains in reading from 37% to 41%, greater gains were made in math from 19% to 31%. Fourth grade students showed improvement in both areas; from 45% to 50% in reading and 38% to 54% in math. The overall trend indicates that students enter High Pointe behind grade level expectations yet exit High Pointe demonstrating grade level ability.

District Formative Assessments

Table 7 below compares the High Pointe summative assessment results to the district summative assessment results for a two year period.

Table 7
Summative Assessment

Grade	Subject	High Pointe % met expectations 2009	District % met expectation 2009	Diff.	High Pointe % met expectation 2010	District % met expectation 2010	Diff.
First	ELA	99	94	+5	97	96	+1
	Math	97	97	=	98	98	=
	Science	98	93	+5	95	92	+3
	Social Studies	96	88	+8	93	87	+6
Second	ELA	52	66	-14	69	77	-8
	Math	82	90	-8	88	94	-6
	Science	71	84	-13	76	90	-14
	Social Studies	24	39	-15	39	52	-13
Third	ELA	69	62	+7	60	70	-10
	Math	79	73	+6	82	87	-5
	Science	59	63	-4	76	85	-9
	Social Studies	47	29	+18	52	66	-14
Fourth	ELA	70	69	+1	83	80	+3
	Math	87	84	+3	94	88	+6
	Science	85	66	+19	95	83	+12
	Social Studies	63	26	+37	48	35	+13

The first grade results were higher than the district average in 3 out of 4 areas and equal to the district average in math. First grade students in 2010 meeting expectations overall were 93% and above. Second grade results overall were below the district average in all areas, for the second year, which indicates the need for an action plan. The campus literacy coach and math coach will be involved in the development of student individualized plans and the district instructional specialists will be utilized throughout the year to help monitor progress and assist with effective teaching strategies. Third grade results were below the district average in 4 out of the 4 areas. These results indicate the need for an academic action plan to address the weak areas. Fourth grade scored above the district average in all areas with noted scores in science and social studies for the second year. Science and Social Studies scores

overall for the campus indicate deficits and the need to be targeted for improvement through staff development and a campus science lab schedule that will utilize a paraprofessional in addition to the classroom teachers.

Student Attendance

The High Pointe average daily attendance was 97% for the second year. The PEIMS submission revealed 61 High Pointe students that maintained perfect attendance all the entire year. High Pointe will continue to utilize campus incentives for student attendance and improve communication with parents regarding student absences.

Teacher Attendance

The campus teacher attendance report revealed a 96% attendance rate for the staff which is 2% increase over last year. The campus will continue to target teacher attendance as a goal.

Student Discipline

The student discipline summary report revealed 361 incidents which involved 114 students. This was a decrease of 70 referrals when compared to the 2008-2009 school year. There was a reduction of 121 of the number of students involved. High Pointe will implement the school-wide Boys Town model, R-Time Program, and peer mediation as new initiatives to address the management of student behaviors.

Progress Monitoring and Interventions

The High Pointe staff will continue weekly progress monitoring meetings to review the academic progress of each student. Teachers will present intervention plans that will be implemented to address student weaknesses. The literacy and math coaches will be involved in the development of the strategies that will be used by the classroom teachers. Intervention plans will be established using the specific deficit skills identified by the progress monitoring measures.

Data for all students will be reviewed and the three Tier model will be utilized to address the specific academic needs of each student. Tier I will include the use of the district curriculum (C-SCOPE) and the use of campus supplemental materials. Tier II will add classroom interventions and strategies that the homeroom teacher will administer in a small group setting with identified students. The campus literacy and math coaches will oversee this process and work with the classroom teachers on specific interventions. Tier III will be implemented when student progress is not on grade level and more intensive interventions need to be established in order for the student to reach grade level goals before the end of the year. At that point identified students will continue to receive Tier I and Tier II interventions but will also be pulled to an intervention that will involve a small group setting conducted by the literacy and math coaches.

Academic Initiatives

Initiatives to assist academics for High Pointe Elementary for school year 2010-2011 will be a restructuring of each

grade level team; district support through curriculum specialist for effective teaching strategies; continued use of literacy and math specialists; and a staff development plan that includes a partnership with Region X that will address campus needs. Student progress will be monitored through six weeks teacher reports, district formative assessments, and administrative walkthroughs.

At the beginning of the school year the direction and goals for the year will be established. The campus performance from school year 2009-2010 will be reviewed and the strengths and weaknesses will be discussed. Campus goals will be refined and the High Pointe administrators will conduct individual goal setting meetings with each teacher. Administrator/teacher weekly progress monitoring meetings will be implemented, the district curriculum CSCOPE will be used to develop weekly lesson plans for the grade level teams. The administrators will conduct weekly walk throughs for each teacher and provide feedback during the weekly progress monitoring meetings. Individual teacher conferences will be conducted if teachers are in need of assistance. Teacher mentors will be utilized for new teachers to the campus, as well as, for any teacher that has been identified for additional support.

The Campus Improvement Plan and the Campus School Report card are posted on the campus website to provide achievement data and campus demographics to the parents and community. Parents are informed about standards, best practices, and grading through the beginning of year "Open House and Curriculum Night", parent conferences after the first six weeks grading period, Parent Access to Skyward, three and six weeks student progress reports and report cards, and parent contacts. The teachers maintain open communication with parents through the daily campus planner, email, and notes sent home. High Pointe distributes a monthly calendar for all of the upcoming events and uses the phone message system to announce special events.

School Surveys

District surveys that included all stake holders from students, community members, new teachers, and the entire staff were used to identify areas to address through the campus plan.

- **Student survey**- a majority of the students indicated that computer access at home for homework is not available. The campus advisory team will develop a plan to address this area of concern.
- **Community survey**- the need for improved communication was the area of concern most cited and will be addressed through increased parent involvement opportunities.
- **New teacher survey**-the need for more involved parents and the opportunity for the new teachers to be more involved in the decision making process were concerns identified by new staff members.
- **Staff survey**-curricular concerns regarding vertical and horizontal alignment, staff development needs, and student interventions were identified by all staff as areas of concern.

All of these identified concerns are addressed in the action plan or will be added into the plan as the campus advisory team and curriculum teams meet during the fall of 2010.

Campus Strengths and Challenges

Campus strengths include staff diversity, the support of the parents, community and local businesses; but most importantly students that are motivated to learn and work toward meeting their goals. Challenges faced by the campus are the student mobility rate, number of student discipline referrals, the high percentage of economically disadvantaged students and the increasing number of students that are in foster care or in the care of individuals other than their parents.

Inquiry Process

The inquiry process looks at the data from the comprehensive needs assessment to determine what SMART goals need to be set and what groups of students require additional attention and support for successful learning.

- **Possible cause-effect:**

The overall underlying cause for the weaknesses in High Pointe student academic achievement is attributed to the lack of academic readiness upon entry into kindergarten. The data reveals that by fourth grade the majority of the students are performing on grade level. The challenge to close the achievement gap for all students has been embraced by the staff with a renewed commitment to the vision of an exemplary campus. Our goal is for our students to demonstrate Lone Star behavior in academics as well as citizenship. Academic goals include: 80% or better passing standard on district formative assessments, 90% or better passing standard for all sub-populations and all subjects on TAKS, improvement in commended performance, improvement toward 50 NPR on ITBS for all grade levels in all subjects, improvement and for K-2 students on TPRI by working toward grade level skills.

- **Strategies driven by specific needs:**

The inquiry process identified the need for additional literacy support for our K-2 students. A three Tier model of intervention will be implemented to remediate deficit skills in phonemic awareness and decoding skills, vocabulary, and comprehension. Students will be assessed weekly for progress and plan refinement. Read Naturally, Accelerated Reading, the new reading adoption, Headsprout, V-math, and other supplemental materials and computer programs will be utilized for interventions under the supervision of our literacy and math coaches, classroom teachers, and administrators.

Staff development targeted for effective teaching strategies will be conducted by Region X and district personnel. High Pointe has developed a science lab schedule that utilizes a paraprofessional to set up the science lab and then assist the certified classroom teachers who will write the lesson plans and deliver the instruction. Professional development for writing will be conducted using a trained campus teacher leader. Other campus teacher leaders will be used to assist teachers with developing skills in technology integration into the classroom, effective teaching

strategies in math, reading, and science.

High Pointe has created a math skills lab that operates under the direction of our campus math specialist. The math lab will be in our elective rotation to support all students in the development of math skills. A math mini-computer lab will be created to utilize the V-math program to assist students in math.

High Pointe will continue the after school extracurricular activities that will have academic and behavior expectations for participation. The goal of the program is to enhance student academic performance through increased campus interest and involvement. New for 2010, High Pointe will implement a within the day fine arts program to increase student exposure to singing and dance.

▪ **Analysis of adult actions:**

The High Pointe grade level teams meet weekly to discuss and develop common lessons plans and to discuss CSCOPE

Implementation. School-wide Boys Town will be implemented 2010-2011. There will continue be additional grade level

meetings to discuss student progress. Each grade level will meet with the campus administrators and discuss academic

deficits and the plans for remediation. The classroom teachers will keep parents informed of student progress on the

formative assessments with an assessment progress report. Meetings with parents will be conducted in a STAT or DAT to discuss intervention strategies for students in need.

▪ **Achievement results (effects) linked to causes:**

Listed below are the strategies and structures that are in place at High Pointe that contribute to the success of our students. These strategies will be continued for school year 2009-2010:

The positive results for the campus are attributed to following strategies:

- A school-wide tutoring plan
- Campus math and literacy specialists
- grade level student power hour with groups developed according to ability to address specific academic needs
- Improved parent communication through student agendas, parent conferences, parent nights, campus websites and email, and automatic phone system
- Grade level planning and lesson plans aligned to the district curriculum
- District formative assessments and progress monitoring
- District mentoring program and curriculum coaches

- Administrator walkthroughs
- Breakfast program in the classroom and weekend backpack food program
- Student recognition and incentives

The challenges listed below are recognized by the campus as issues out of our control and though the specific effect is not possible to determine, these have all been eliminated as excuses for lack of student progress.

The challenges for the campus could be attributed to the following factors:

- Lack of school readiness for students entering school and students that progress to the next grade not on level
- Limited English proficiency for some students and their parents
- Excessive number of discipline referrals
- High student mobility rate
- The ratio of student support personnel compared to the large number of students identified in need of assistance.
- The need to reorganize grade level teams

10 Components of a Title I Program

1. **Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals and the Executive Summary for the next school year. The components of the campus needs assessment include the: establishment of world-class goals, an action plan to address identified academic weaknesses, the establishment of an extensive staff development plan, the restructuring of grade level teams, and the need for increased parent involvement.
2. **School-wide reform strategies** – The continued use of the student information system to identify and monitor student growth, expansion of the extended day program, the creation of a mini-computer math lab, and the continuation of weekly progress monitoring meetings are part of our school-wide reform strategies.
3. **Instruction by highly qualified teachers** –100% of our teachers are certified for the position they hold. They have varying levels of experience, and support is given to less experienced teachers through the district mentoring program and campus grade level leaders. Parents will be notified in the event a teacher is not certified and the teacher will have a plan in place to be working toward certification; however efforts will be made to continue to hire only highly qualified personnel.
4. **High-quality and on-going professional development** – Campus teacher leaders will receive training during the summer and during the school year in order to provide on-site training. The Shared Decision-Making Committee identifies areas in which staff development is needed and develops a campus staff development plan. Staff members participate in staff development plan. The campus partners with Region X to bring in professional development workshops that address the needs of the campus.
5. **Strategies to attract high-quality highly qualified teachers** – Recruitment and retention of teachers who are certified for positions for which they are appropriately certified is ongoing. We closely work with our district's Personnel officer and network with other principals to help in this effort; our own teachers also serve as recruiters. The result has been that **100%** of our classroom teachers are appropriately certified for the position they hold.
6. **Strategies to increase parental involvement** – The National PTA Program “Give me Three” will be implemented that includes opportunities for Family Math, Science and Literacy Nights. Open Houses, frequent telephone contact and weekly folder updates/newsletters are methods of recognizing parents as partners. In addition, parents will be offered technology classes and training on ways to offer academic support for their children at home.
7. **Transition from early childhood programs** – Early Childhood Centers collaborate with the campus to

coordinate parent and student visits to learn about the kindergarten program. Elementary schools conduct community awareness campaigns, on-site meetings at the ECCs and Head Start programs, and round up and registration days to distribute information about programs and registration. Newsletters are distributed from receiving elementary schools.

8. **Measures to include teachers in the decisions regarding the uses of academic assessments** – Ongoing staff development is provided weekly through progress monitoring meetings. Grade level meetings, faculty meetings, and the SDMC provide forums to discuss assessment issues.
9. **Effective, timely additional assistance** – The use of formative and summative assessments and AWARE allow for individual student progress to be monitored at the teacher level, building and administrative district levels so that interventions and assistance will be timely.
10. **Coordination and integration of Federal, State, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to best address student needs; this coordination of services and programs is reflected in the activities listed in the campus goals and activities.

Organizational Structure

Our campus Shared Decision-Making Model (SDM) is an advisory committee designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. This model is aligned to state legislation and CHISD board policy. The intention of the SDMC is to pull together our community in a constructive, organized, and unified body to enhance the education of all students.

The SDMC is the shared decision-making body. SDMC representatives are elected by the faculty and parents are appointed by the elected campus representatives. It meets monthly and as needed to discuss issues brought forth by the administration, staff, parents, or community. The Council is supported by standing committees that address budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. Standing committees meet as needed. Parents are encouraged to serve on standing committees.

The SDMC functions under the direction of the Principal. Members of the SDMC attend SDMC meetings for the term of his/her office, monitor the implementation of the School Improvement Plan, address issues presented by the principal, present issues for discussion and recommend resolutions to the SDMC, create ad hoc committees by consensus of the SDMC, chair standing committees and ad hoc committees, submit minutes to the principal for

committee meetings, and report the recommendations to the SDMC. The SDMC is responsible for approving all professional development plans for the school.

The Principal coordinates the process of shared decision making, facilitates communication for all stakeholders, considers issues and recommendations from the community, SDMC, and standing committees, and makes decisions based on those recommendations.

Shared Decision-making Process

Consensus is the ultimate goal of the SDMC. Agreement by all participants is not always possible or necessary for consensus. Consensus is a collective process that provides a forum for full dialogue on appropriate/applicable responses to issues.

Members of the committees discuss and make recommendations to the SDMC. The SDMC reviews recommendations and reaches consensus. Sufficient consensus is defined as a willingness to settle an issue in favor of the majority. All points of view will be considered and general agreement must be reached before decisions will be implemented. If general agreement is not reached, further study of the issue will occur and alternatives will be presented until agreement is reached. After all alternatives have been explored, a deadlock can be broken by a majority vote. As issues come up for discussion, the chairperson is responsible for ensuring that all present have a legitimate opportunity to state their case. The principal retains the authority to exercise a veto over decisions made by the SDMC.

Method of Communication

Members of the school community may submit non-personnel issues for consideration through the shared decision-making process. Written issues or concerns are submitted to any SDMC member or placed in the SDMC box located in the main office. A school community member may attend a meeting of any committee to discuss or present an issue. All meetings are on the monthly calendar. The SDMC delivers issues to appropriate standing committees for action. Communications from all committees is transmitted to faculty, staff, and parents.

Membership Composition of the Shared Decision-Making Committee

Number of Classroom Teachers (2/3)	9	Number of Parents	
Number of School-based Staff (1/3)	3	Number of Community Members 1	
Number of Non-Instructional Staff	3	Number of Business Members	
Name of SDMC Member		Position (Term expires)	
Craig Root		Business Member	
Kimberly Watkins		Classroom Teacher (2009-2010)	
Natalie Wagoner		Classroom Teacher (2011-2012)	
Susan Thompson		Classroom Teacher (2010-2011)	
Renell Manning		Classroom Teacher (2010-2011)	
Danielle Booker		Classroom Teacher (2010-2011)	
Open		Classroom Teacher (2009-2010)	
Janae Anderson		Classroom Teacher (2009-2010)	
Open		Classroom Teacher (2011-2012)	
Open		Classroom Teacher (2011-2012)	
Dorothy Walker		Community Member	
Cynthia James		Non-Instructional Staff	
Sheila Heinze		Non-Instructional Staff	
Joycelyn Smith		Non-Instructional Staff	
Donald Smith		Parent	
Taneise Cook		Parent	
Karen Crow		Principal	
Angela Trevino		School-Based Staff	
Debra Collett		School-Based Staff	

State Compensatory Education

Total amount of State Compensatory Education Funds.	\$92,400
Personnel funded with State Compensatory Education Funds (number of FTEs.) Literacy aides (2), Science lab aide (1), Content Mastery aide (1) Total FTEs funded with State Compensatory Education Funds.	4 paraprofessionals

The funds are used to provide support personnel for 2 certified teachers (literacy specialist and mathematics specialist) and 4 paraprofessionals that support literacy, science, and all other core subject.

State Compensatory Funds are coded in the *Resources Needed* column of the campus goals as SCE \$57,335.23.

Attendance Goal

For 2010-2011, the ADA student attendance will be at or above **98%**.

Formative Monthly attendance rates by grade level and total school will be reviewed in addition to a list of students with more than three absences per month.

Summative The yearend ADA will be reviewed to determine if the annual attendance objective was met.

Strategy Send letters to parents of students with three or more unexcused absences. Initiate attendance referrals for students with more than five unexcused absences.

These supplemental state compensatory education funds are used to enhance the Title 1 targeted assistance program at our campus which includes 2 FTE's a Literacy Specialist and Math Specialist. (Title I funds are \$92,400)

Gifted/Talented Program Goal

For 2010-2011, provisions to modify services for students identified as Gifted/Talented (G/T) are provided through the implementation of the Vanguard Standards (Standards 5, 6, 7 and 8), Standard Practice Memorandum (SPM) 5610.A and the G/T Curriculum Framework Scholars & Knowledge.

Formative Differentiation strategies for instruction and assessment are documented weekly in lesson plans.

Summative Students identified as G/T shall be expected to score above grade level on the district required ITBS and score at the commended level on TAKS.

Parent and Community Involvement Goal

For 2010-2011, the percent of parents and community members attending PTO meetings will increase by **25%**.

Formative At the end of the first semester, the percent of parents and community members attending PTO meetings will be reviewed to determine progress.

Summative At the end of the school year, the percent of parents and community members attending PTO meetings will be reviewed to determine if the objective was met.

Strategy Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.

Violence Prevention and Intervention Goal

For 2010-2011, discipline referrals for drugs, alcohol, and tobacco will remain at 0%.

Formative Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.

Summative At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession

Strategy Implement and monitor the school wide safety and security plan.

Violence Prevention Goal

For 2010-2011, the discipline referrals overall will be reduced by 10% from the previous school year.

Formative Each grading period the discipline referrals will be reviewed to determine the percent of referrals.

Summative At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals.

Strategy Implement and monitor the school wide safety and security plan.

Special Education Goal

For 2010-2011, the percent of special education students meeting TAKS standard for TPM will be at or above 70%.

Each grading period, students' progress on TEKS will be monitored and reviewed.

Formative Results of the TAKS I and/or TAKS Alt tests will be reviewed to determine if the ARD objectives were met.

Summative

Strategy Provide differentiated instruction to address learning needs of identified special needs students.

Highly Qualified Teacher Goal

For 2010-2011, the percent of highly qualified teachers in the core academic areas will be at or above **100%**.

Formative	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.
Summative	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.
Strategy	Conference with teachers to implement a plan to become highly qualified.

District and State Waivers

The district utilizes the following four waivers:

Staff Development Waiver- This waiver allows the district to add additional days to train staff on various educational strategies designed to improve student performance in lieu of a maximum of three days of student instruction.

Reading/ELA, Mathematics, Science, and Social Studies Staff Development Waiver- This waiver allows the district to conduct additional staff trainings in these specific content areas to provide strategies aligned with the TEKS in lieu of a maximum of two days of student instruction.

Early Release Waiver- This waiver allows the district to conduct school for less than seven hours for a total of six days of instruction to provide additional training in educational methodologies and to provide time to meet the needs of students and local communities.

Modified Schedule/TAKS Testing Days Waiver- This waiver allows the district to modify the schedule of classes on TAKS testing days during the current school year to reduce interruptions during the testing period.

Staff Development Plans

Date	Who should attend	Purpose
Full Day Staff Development		

August 4, 2010	Teachers	New reading adoption training
August 5-6; 9-11, 2010	New Teachers	TIPS
August 9, 2010	Librarians	Alexandria Training
August 9-11, 2010	Instructional Aides	Paraprofessional Training- Government Center Training Room
August 12, 2010	All Staff	District Convocation 8:00-11:30 Data Analysis Training 1:00-4:00
August 13, 2010	High Pointe staff	Campus Orientation, Data presentation, Goal setting, PDAS update, Blood Pathogen Training, Campus Plan, Math and Literacy Plan
August 16, 2010	High Pointe staff	Encouraging Effort in Every Child- Region X
August 17, 2010	High Pointe staff	A Wealth of Wisdom: Brain Based Learning for Students in Poverty- Region X
August 18, 2010	High Pointe certified staff	Work Day-Final preparation for opening school
August 19, 2010	High Pointe Staff	Boystown Training
August 20, 2010	High Pointe Staff	Boystown Training
August 12-August 20	Certified teachers	Science Lab Safety course on line https://olc.region10.org/pd/login/ind

		exphp
September 15	High Pointe Staff	Sexual Harassment
September 18	Certified teachers	First Steps Math Training-Region X
September 24	High Pointe Staff	Emergency Operations-ARD decision making process/Confidentiality
September 25	High Pointe Staff	Vocabulary "What Not do Do"- Region X
October 8, 2010	High Pointe Staff	Parent Conferences
October 30, 2010	Certified teachers	First Steps Math Training-Region X
November 8, 2010	High Pointe Staff	Using the 5E Model of Instruction to Engage Students in Mathematics
November 13, 2010	Certified teachers	First Steps Math Training-Region X
December 18, 2010	Certified teachers	First Steps Math Training-Region X
January 3, 2011	High Pointe Staff	Penniless and Paperless: Literacy Activities without Worksheets or Cost
February 21, 2011	High Pointe Staff	Intervention to the Rescue! Call 911 for Strategies that Work (ELA)
Early Dismissal Staff Development		
September 24, 2010	High Pointe Staff	Emergency Operations; ARD Decision making and Confidentiality
January 3, 2011	High Pointe Staff	Learning Through the Eyes of a Student: Tips and Tools for Measuring Student Engagement
February 21, 2011	High Pointe Staff	Vertical curriculum meetings

