

Rolling Hills Elementary

River Road ISD

2009-2010

Campus Improvement Plan

Board Approved 9 - 14 - 2009

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**Rolling Hills Elementary
Site-Base Decision Making Team
2009 – 2010**

Doug Rawlins	Chairman	
Jennifer Weaver	Counselor	
John Shipley	Assistant Principal	
Jo Gonzales	Special Ed. Teacher	1st Year
Patricia Darnall	Classroom teacher	1st term
Kay Sanders	Classroom teacher	1st term
Larissa Newman	Intervention Specialist	1st Term
Debbie Burkham	Paraprofessional	1st term
Cindy Wilson	Classroom teacher	2nd term
Aimee Wetmore	Classroom teacher	3rd term
Nicole Stevenson	Classroom teacher	2nd term
Michael McPherson	Classroom teacher	2nd term
Sabrina Malota	Parent Involvement	1st Term
Cameron & Kari Melban	Business Representatives	1st term

CAMPUS TEAMS 2009 - 2010

<p>Academic Teaming All grade levels Academic planning</p>	<p>AR Team Chara Brown Brenda Goodwin Alicia Hefley Joi McMurray John Shipley Shelly Nebhut</p>	<p>Attendance Committee Doug Rawlins John Shipley Classroom teacher Parent</p>	<p>Technology Team Chara Brown Lori Turner Jennifer Weaver Misty Dawson Teena Taylor</p>	<p>Data Analysis Doug Rawlins John Shipley Alicia Hefley Mike McPherson Shelia Touchstone Sue Waugh</p>
<p>Discipline Team John Shipley Jennifer Weaver Lindsey Johnston Lyla McCarty Joi McMurray Margie Silvers Donna Strange</p>	<p>Fish Team Misty Dawson Shay Madison Chandy Sisk Nicole Stevenson Shelia Touchstone Jo Gonzales Monica Gawelko Lori Turner</p>	<p>504 Committee Doug Rawlins John Shipley Jennifer Weaver (Parental Consent)</p>	<p>Math Team Alicia Hefley Mike McPherson Donna Strange Shelia Touchstone</p>	<p>Math Intervention Shelia Touchstone</p>
<p>Reading Intervention Misty Dawson Shay Madison Larissa Newman</p>	<p>Reading Recovery Misty Dawson Shay Madison Julie Martin Lyla McCarty</p>	<p>Reading Team Connie Au Misty Dawson Shay Madison Diane Morgan Joi McMurray</p>	<p>RTI Team Grade Level Team Misty Dawson Shay Madison Reagan Meadows Jennifer Weaver Larissa Newman</p>	<p>Staff Development Team Doug Rawlins John Shipley Jennifer Weaver Reagan Meadows</p>
<p>Writing Team Connie Au Shay Madison Joi McMurray Shelly Nebhut Larissa Newman Doug Rawlins Margie Silvers</p>	<p>Wellness Team Kim Franks Debra Wilson D'Arcy Roberts Chandy Sisk</p>		<p>Parent Involvement Shelia Touchstone Administrator Jennifer Weaver Monica Gawelko Shelia Touchstone PTO Representative</p>	

Mission Statement

The vision of Rolling Hills is to develop students who become lifelong learners who care, cooperate, act responsibly, try their best, and show respect.



River Road ISD does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the Rehabilitation Act of 1973, as amended.

Narrative of Data

After reviewing TAKS results, AEIS Reports, surveys, and with all RTI data, the following implementations have been made.

To address writing objectives to achieve exemplary status:

- All ELA teachers Kindergarten through 4th grade are trained in writing by the Writing Academy.

To address math objectives in non-mastered areas:

- All teachers involved with the data analysis to identify areas of concern in measuring instructional effectiveness. each student has been provided with Reading and Math Measuring Up supplements and Study Island .

To address data driven instruction:

Rolling Hills Data Analysis team is being trained at Region 16 to better understand detailed data to continually improve and ensure growth in all areas of our students' success.

2 Reading Recovery Teachers along with multiple other reading interventions and books, as seen in best practices, have been implemented Math Intervention teacher and Math Interventions in conjunction with the University of Texas early Math intervention research project

To address teacher survey needs:

Fish team has been added to help developed a growing culture of Excellence in areas at Rolling Hills

Activities will address special populations:

According to parent surveys, parents requested more effective communication:

Implementing Literacy education for the parents being directed by the Reading Recovery Teachers

CAMPUS VICTORIES

100 percent of RHES teachers have received GT training and are certified for GT instruction in the classroom. New staff are trained annually.

The Student TAKS Academic Readiness (STAR/RTI) lab has been created to facilitate reading and math initiatives and to help students in need of tutoring or extra help on benchmark tests and TAKS objectives. It also focuses on reading and math improvement using research based intervention to support Tier II and Tier III of RTI.

The Character Counts Education Program helps instill a sense of integrity and accountability in our students.

**2010 School Accountability Rating: *Recognized*
Gold Performance Acknowledgments:**

The Discipline Under Construction team (“DUCS”) continues to explore new positive discipline policies and procedures for implementation at RHES. This year the staff has received copies of Tools for Teaching by Fred Jones to help continually educate classroom management throughout the year. Region 16 training covering the CHAMPS program is continually being utilized. Discipline referrals have been reduced dramatically.

Rolling Hills has an ELL certified teacher in every grade level. New staff are certified annually.

The Accelerated Reader (1st-4th) and Accelerated Math (1st-4th) programs have been implemented.

Rolling Hills received the Texas Readiness Certification for all pre-kindergarten class rooms.

2009-2010 Campus Improvement Plan						Schoolwide Components	
Goal : Academic : Student groups will meet or exceed the state TAKS test requirements in all areas to achieve exemplary status by the year 2010.						NA - Needs Assessment R-SW Reform Strategies HQ-Highly Qualified	
Objective #1: Student Mastery of TAKS-- Of 100% of students taking the TAKS test, 90% will meet minimum expectations on all areas.						PD-Professional Development AHQ-Attract Highly Qualified PI-Parental Involvement	
Summative Evaluation: TAKS results, TAKS-A, TAKS-M, TAKS-ALT, TPRI results, benchmark testing results, TAKS Simulation results, student failure rates						T-Transitional Programs A-Teachers & Assessments	
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue						M-Student Assistance C-Coordination of Programs	
SW Comp	Actions/ Strategies	Person(s) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
NA/A	1. Analyze 2008-2009 TAKS scores for the state, district and campus	Campus Principal	6/09 – 8/10	AEIS-it contract w/Region 16 \$895.00 6239 02 999 311000; Access software \$3428.00 6395 50 999 399000	TAKS results, periodic benchmark assessments, TAKS simulations, informal teacher observations	05/2010 Each 6 weeks	
NA/A	2. Inventory missing TAKS skills of all students	3rd-4th Grade Teachers	8/24/09-9/11/10	Released TAKS tests	Baseline, TAKS results, periodic benchmark assessments, TAKS simulations, informal teacher observations	05/2010 Each 6 Weeks F-W-S Sept. Jan.	

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NA/A/C	3. Continue Academic Intervention Period for tutorials for grades K-3, small group for GT instruction, and acceleration, and 45 minute tutorial periods. • 3rd grade math Intervention training to focus on grade level objective deficiencies • Provide additional Math and Reading Periods for all 4th grade	Campus Principal, Campus Counselor, All Instructional Staff	8/24/09 – 06/04/10	Federal and Local funds; Language Arts ancillary materials, Teacher guides to the TAKS test, Measure Up, Study island, ARRA Funds~Reading Recovery and Literacy Closet additions \$10,000	At-risk rosters; report cards; GT rosters	On going Daily Every 3 Weeks	

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NA/A	4. Practice use of TAKS writing prompts	1st – 5th Grade Teachers	8/25/08 – 06/05/09	Old writing prompts, writing academy prompts	Student grades	Sept. Oct. Dec. Jan.	
R/	5. Establish In-school tutorials and interventions by implementing STAR lab and 30 minute study periods.	Campus Principal	8/25/08 – 06/05/09	OEYP funding \$10320.00 teacher salaries obj. code 6100; \$543.00 administrative cost obj. code 6100	Teacher reports/assessments	Each 10 Weeks	

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NAA	6. Provide instructional support for ELL students	Campus Counselor; Instructional Staff	8/27/08-6/05/09	ELL endorsement – RRISD pays for review (\$10.00 – Region 16), ELL testing fee (\$72.00), and ELL endorsement fee for certificate (\$75.00)	ELL formative assessment testing results; teacher reports	Aug. Dec.	
AIM	7. Provide instructional acceleration for Gifted and Talented students during UIL/TAKS period {TEC 11.252 (a)(1)}	G/T Committee; Instructional Staff	8/24/09 – 06/04/10	G/T testing supplies	Teacher observation	Feb. As Needed	
C	8. Provide Flex calendar and summer school for students in need of remediation	Campus Principal	5/24/09 –6/30/10	All Funds	Teacher reports	Six Week Reports	

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NVA	9. Provide instructional support for 504 students	Campus 504 Coordinator; 504 Campus Committee	8/24/09 – 06/04/10	Accelerated Reading, Tutorials, Optional Extended Day, STAR lab, 504 Accommodation Plan	504 Committee minutes; 504 student records	Annual 504 Meetings	
NVA\C	10. Provide instructional support for students in need of math intervention	Campus Principal	8/25/08 – 06/05/09	Accelerated instruction plan, analysis of TAKS and TPRI, TEMI and Benchmarks Accelerated Math, Mentoring Minds	Benchmarks tests and teacher reports	Each 3 Weeks	

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CVA	11.Developing Technological Skills • Computer Lab • Class room computers with Internet access • Instructional programs • United Streaming - Study Island • Accelerated Reader & Math • Weekly computer time	Campus Principal	8/24/2009-06/04/210	Technology Support staff/Class room teachers and Assistants/Librarian	Test/research/ Student Reports/Report cards	Each 3 Weeks	

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Objective #2: Reading-- All students will be reading on grade level by the end of fifth grade							
Summative Evaluation: Rigby Reading Level, Running Records, STAR Reading Test, Fontas and Pinell Reading Chart							
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue							
SW Comp	Actions/ Strategies	Person(s) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
A	1. Implement a minimum of 15 minutes reading time in all reading classes daily	Campus Administration	8/24/09 – 06/04/10 daily	Local Funding	Teacher observations; Student grading reports	Daily	
A	2. Promote students to be read to by: <ul style="list-style-type: none"> • staff • other elementary students • high school students • adult volunteers/Parents 	Campus Administration	8/24/09 – 06/04/10 daily	Local Funding	Teacher observations; Student grading reports	Each 6 Weeks	
PI	3. Assigned nightly reading	Campus Administration Teacher	8/24/09 – 06/04/10 weekly	Local Funding	Teacher observations; Student grading reports; Reading Logs	Weekly	

NAVAIR	4. Reading Recovery Teacher added and Training for 2 teachers to early identified non-readers in First Grade	Campus Administration	8/24/09 – 06/04/10	ARRA Funds \$50,000.00 Training and Implanetation \$20,000.00	TPRI results, teacher evaluation, Running Records Rigby assessment	Weekly	
A/C	5. Renaissance Accelerated Reading Program	Campus Administration; Librarian	8/24/09 – 06/04/10	ARRA Funds \$4,000.00	Teacher observations; STAR testing results; Library circulation reports	Weekly Each 6 Weeks	
A/C	6. Continue use of the “Accelerated Reader” reading comprehension program for 1st, 2nd, 3rd and 4th grade students adding Library Books continually	Campus Administration, Librarian, Classroom Teacher	8/25/08-06/05/09 weekly	Local funding (\$1,500.00) PTO monetary support; fund raisers for incentives and books, ARRA Funds \$30,000.00	Teacher observations; STAR testing results; Library circulation reports	Weekly Each 6 Weeks	
NAVAIC	7. K & 1st grade – pre-assessment and TPRI results and Rigby Results for 1st-2nd grade & 3rd - 4th TAKS Results	Campus Administration; STAR Lab Staff (Rtl team) and Classroom Teachers	8/24/09 – 06/04/10 weekly	Local Funding	Teacher observations; Student grade reports in reading, TAKS results and teacher recommendations	Sept. Jan. May April	

NAVAIC	8. K, 1st and 2nd grade –Fall, Winter, Spring, Bench Mark assesment/ intervention System	Campus Administration; and Classroom Teachers	8/24/09 – 06/04/10	ARRA Funds \$5,950	Annual testing data reports per school and classroom	September, January, May	
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Objective #3: The school will use data collected to develop instructional methods and interventions to decrease TAKS failure rate in all subjects by 10% in all special populations.						R-SW Reform Strategies	
Summative Evaluation: TAKS testing results; TPRI testing results; retention rates, AYP report, AEIS report						HQ-Highly Qualified	
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NVA	1. Utilize benchmark testing at each grade level each 6 weeks covering C-SCOPE Curriculum criteria	Campus Principals; Campus Counselors	8/24/09 – 06/04/10	Released TAKS tests; Access Webcat software(44.08) of purchase amount – see financial schedule A – 6395 50 999 399000; AEIS-it data analysis software – 44.08% of Region 16 contract – see financial schedule A)	2003-2009 TAKS data; student grades, Measuring Up	Each 6 Weeks	

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C	2. Use RTI lab	Campus Administration, reading and math intervention specialists	8/24/09 – 06/04/10	Title I, Part A 6129 00 101 324000 \$8847.00	TPRI data, teacher evaluations, RTI Achievement charts, Rigby, Running Records	Annual Each 10 Weeks	
HQA	3. Provide an ELL endorsed teacher at every grade level to meet the needs of LEP students	Campus Administration	8/1/09	6497 00 999 325000 \$1200.00 available for testing and certification fees	Review of ELL needs and student numbers and grade levels	Annual LPAC	

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NAC	4. Utilize supplemental language programs of: 'Reading recovery • Scottish Rite Program • Lexia software • Ed Mark • Dyslexic Therapist/teacher/reading intervention specialist (Training 6/2008-5/2010)	Campus Administration	8/24/09 – 06/04/10	Title I, Part A funding 6129 00 101 324000 for part of teacher and instructional aide salaries and math intervention specialist	Student grades; Teacher evaluations	Every 3 Weeks	

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NA	5. Identification process of all students to determine academically At Risk	Campus Administration, Counselor, RTI Team	8/24/09 – 06/04/10	2 S.C.E., F.T.E. assistants, Title I, Part A, Dyslexic Teacher, Math Intervention Specialist, Reading Intervention Specialist	Results of TPRI data, teacher evaluations, RTI Achievement charts, TAKS, Rigby results, Star Reading Test, TEMI	Every 3 Weeks	
NAVA	6. State and Local At Risk Indicator (See Form 1) Appropriate Instruction for Identified At-Risk Students	Campus Teachers, Counselor, RTI Team, Administrators	8/24/09 – 6/4/2010	2 S.C.E., F.T.E. assistants, Title I, Part A, Dyslexic Teacher, Math Intervention Specialist, Reading Intervention Specialist	Results of TPRI data, teacher evaluations, RTI Achievement charts, TAKS, Rigby results	Every 3 Weeks	

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NAA	7. Utilize educational support services to meet Special Education needs: • Inclusion • Content Mastery Lab • Support Facilitation • Resource Classrooms • Speech Therapy	Campus Administration; Special Education Staff	8/24/09 – 06/04/10	Special Education Block grant	Class diagnostic data; teacher evaluation	Weekly	

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NVA	8. Reading Recovery Teacher added and Training for 2 teachers to early identified non-readers in First Grade	Campus Administration	8/24/09 – 06/04/10	ARRA Funds \$50,000.00 Training and Implantation \$20,000.00	TPRI results, teacher evaluation, Running Records Rigby assessment	Weekly	
NVA/C	9. Early identification of kindergarten and 1st grade students in need of intervention for reading	Campus Administration	8/24/09 – 06/04/10	Accelerated Reading funding (TEC 11.252) (a)(3)(B)(TEC 28.006(g) 5829 00 000 300000 \$44,000.00	TPRI results, teacher evaluation, Running Records Rigby assessment	Every 3 Weeks Every 6 Weeks	

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						C-Coordination of Programs	
SW Comp	Actions/ Strategies	Person(s) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
NAVAIC	10. Provide support services for students designated as homeless as needed <ul style="list-style-type: none"> • school supplies • clothing • information on support services in the area • transportation to home school • access to medical/dental services See RRISD Homeless Program for details	Campus Homeless Liaison; campus counselor	8/24/09 – 06/04/10	Local Funding	Homeless student academic progress and attendance rates	Every 6 Weeks	

2009-2010 Campus Improvement Plan						Schoolwide Components	
Goal: Attendance: There will be an increase in the attendance rate.						NA - Needs Assessment	
Objective #4: Students will maintain a minimum 96.5% average daily attendance.						R-SW Reform Strategies	
Summative Evaluation: AEIS ADA data						HQ-Highly Qualified	
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue						PD-Professional Development	
						AHQ-Attract Highly Qualified	
						PI-Parental Involvement	
						T-Transitional Programs	
						A-Teachers & Assessments	
						M-Student Assistance	
						C-Coordination of Programs	
SW Comp	Actions/ Strategies	Person(s) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
C/A	1. Perfect attendance ribbons, pens, and certificates every 6 weeks	Classroom Teachers	The end of each 6 weeks grading period	Local funding	Student attendance sheets	The end of each 6 weeks grading period	
A	2. Perfect attendance certificates and recognition at the end of year awards assembly	Campus Administration	May, 2010	Local funding	Student attendance data	May, 2009	
A	3. Bicycle give away drawing each six week period	Campus Administration	The end of each six weeks	Campus activity account	Student attendance data	The end of each six weeks	

2009-2010 Campus Improvement Plan						Schoolwide Components	
Goal: Attendance: There will be an increase in the attendance rate.						NA - Needs Assessment	
Objective #4: Students will maintain a minimum 96.5% average daily attendance.						R-SW Reform Strategies	
Summative Evaluation: AEIS ADA data						HQ-Highly Qualified	
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue						PD-Professional Development	
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						A-Teachers & Assessments	
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						C-Coordination of Programs	
SW Comp	Actions/ Strategies	Person(s) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
A	4. Daily tracking of attendance and tardiness	Assistant Principal	Daily	Local Funds	Student attendance data	Daily	
A	5. Improve communication with parents/guardians on the attendance policy and procedures	Campus Administration	8/24/09 – 06/04/10	Student handbook; phone calls/mailings to parents concerning excessive absences	Student absence data	Weekly	

2009-2010 Campus Improvement Plan						Schoolwide Components	
Goal: Attendance: There will be an increase in the attendance rate.						NA - Needs Assessment	
Objective #4: Students will maintain a minimum 96.5% average daily attendance.						R-SW Reform Strategies	
Summative Evaluation: AEIS ADA data						HQ-Highly Qualified	
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue						PD-Professional Development	
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						PI-Parental Involvement	
						T-Transitional Programs	
						A-Teachers & Assessments	
						M-Student Assistance	
						C-Coordination of Programs	
SW Comp	Actions/ Strategies	Person(s) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
A/C	6. Make new students feel welcome and part of the school: • New Kids Club • Peer Mentoring Program • Kickoff Party for Pre-K through 4th grade students	Principal; Campus Counselor; Classroom teacher; support staff	8/24/09 – 06/04/10	Local Funds	Student enrollment data	Annual 8/2009	

2009-2010 Campus Improvement Plan						Schoolwide Components	
Goal: <i>Parental and Community Involvement:</i> Rolling Hills will collaborate with parents and guardians to extend the boundaries of the learning community to maximize student success.						NA - Needs Assessment	
Objective #5: - 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.						R-SW Reform Strategies	
Summative Evaluation: Surveys; Parent/Community/Teacher Involvement Evaluations						HQ-Highly Qualified	
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue						PD-Professional Development	
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						PI-Parental Involvement	
						T-Transitional Programs	
						A-Teachers & Assessments	
						M-Student Assistance	
						C-Coordination of Programs	
SW Comp	Actions/ Strategies	Person(s) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
A	1. Disseminate information to parents/community members through the use of the monthly School Messenger messages, Weekly Web Site Notes, Cat Tracks, Tuesday Folder, Principal notes, and the campus portion of the District web page	Campus Principal; High School Desktop Publishing Teacher	Every week	Local funding for publishing and postage	Parent surveys and interviews	Annual	
A	2. Work in conjunction with/support the PTO (Parent Teacher Organization)	Campus Principal	8/24/09-6/4/10	PTO Funds	PTO Notes	Monthly	

2009-2010 Campus Improvement Plan						Schoolwide Components	
Goal: <i>Parental and Community Involvement:</i> Rolling Hills will collaborate with parents and guardians to extend the boundaries of the learning community to maximize student success.						NA - Needs Assessment	
Objective #5: - 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.						R-SW Reform Strategies	
Summative Evaluation: Surveys; Parent/Community/Teacher Involvement Evaluations						HQ-Highly Qualified	
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue						PD-Professional Development	
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						T-Transitional Programs	
						A-Teachers & Assessments	
						M-Student Assistance	
						C-Coordination of Programs	
SW Comp	Actions/ Strategies	Person(s) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
A/C	3. Fulfill the obligations of the Title1 School	Campus Principal	8/24/09-6/4/10	Local Funds	Beginning of year program evaluation, Parent/Teacher Conference Sign In Sheet	8/2008 10/2008	
A/C	4. Conduct Parent/Teacher conferences by grade level on scheduled days	Campus Teachers	8/24/09-6/4/10	Local Funds	Parent signature sheets	10\2008 3\2009	

2009-2010 Campus Improvement Plan						Schoolwide Components	
Goal: <i>Parental and Community Involvement:</i> Rolling Hills will collaborate with parents and guardians to extend the boundaries of the learning community to maximize student success.						NA - Needs Assessment	
Objective #5: - 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.						R-SW Reform Strategies	
Summative Evaluation: Surveys; Parent/Community/Teacher Involvement Evaluations						HQ-Highly Qualified	
						PD-Professional Development	
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue						AHQ-Attract Highly Qualified	
						PI-Parental Involvement	
						T-Transitional Programs	
						A-Teachers & Assessments	
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						C-Coordination of Programs	
SW Comp	Actions/ Strategies	Person(s) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
A	5. TAKS Review with Parents	Campus Principal and Counselor	By dates specified on TAKS testing calendar or events 2010 testing	Local Funds	TAKS Results	By dates specified on TAKS testing calendar or events 2009 testing	
A\C	6. Meet the Teacher Kick Off Party	Campus Principal	August, 2009	Activity Fund	Sign In Sheet	8/20/09	
C	7. Review G.T. Assesment Results	District G/T Committee	February/March 2010	G/T assessment instruments (\$500 budgeted for the district) 6399 00 101 321000	Teacher/parent referrals	Feb. March	

2009-2010 Campus Improvement Plan						Schoolwide Components	
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Objective #5: - 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.						R-SW Reform Strategies	
Summative Evaluation: Surveys; Parent/Community/Teacher Involvement Evaluations						HQ-Highly Qualified	
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						M-Student Assistance	
						C-Coordination of Programs	
SW Comp	Actions/ Strategies	Person(s) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
A/C	8. Conduct annual 504 parent/guardian meetings	Campus 504 coordinator	8/27/08-6/5/09 as scheduled	Local Funds	Students grades	Annual	
NA/C	9. Conduct Special Education ARDS	Campus Special Ed personnel, Campus Principal	8/27/08-6/5/09 as scheduled	Sp. Ed. Block Local Funds	Sp. Ed. Block	Annual Per Student	
A/PI/C	10. Offer continuing educational opportunities to parents, community members, and home school parents • Parent Training	Technology Coordinator, Campus Principal	8/27/08-6/5/09 as scheduled	Sp. Ed. Block Local Funds	Parent surveys	Spring 09	

2009-2010 Campus Improvement Plan						Schoolwide Components	
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Objective #5: - 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.						R-SW Reform Strategies	
Summative Evaluation: Surveys; Parent/Community/Teacher Involvement Evaluations						HQ-Highly Qualified	
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						T-Transitional Programs	
						A-Teachers & Assessments	
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						C-Coordination of Programs	
SW Comp	Actions/ Strategies	Person(s) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
PI/C	11. Provide parent training in: <ul style="list-style-type: none"> • Campus procedures • New State Standards and Testing • Availability of special programs (GT, Title 1, Special ED, AT-Risk, 504) • Availability of after school resources -- Campfire 	Classroom Teachers Campus Principal and Counselor	8/24/09-6/4/10 as scheduled	All Funds	Report to SBDM and the Attendance/Participation list	Fall 08 Winter 09 Spring 09	

2009-2010 Campus Improvement Plan						Schoolwide Components	
Goal: <i>Parental and Community Involvement:</i> Rolling Hills will collaborate with parents and guardians to extend the boundaries of the learning community to maximize student success.						NA - Needs Assessment	
Objective #5: - 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.						R-SW Reform Strategies	
Summative Evaluation: Surveys; Parent/Community/Teacher Involvement Evaluations						HQ-Highly Qualified	
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						PI-Parental Involvement	
						T-Transitional Programs	
						A-Teachers & Assessments	
						M-Student Assistance	
						C-Coordination of Programs	
SW Comp	Actions/ Strategies	Person(s) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
PI	12. • Parents and Community Members Volunteering	Principal Counselor	8/09-6/10	Local Funds	Sign in Sheets	Sign in sheets	
PI	13. School Messenger	Principal, Assistant Principal, Counselor	8/24/09-6/4/10	Local Funds	Contact Reports	Monthly	

2009-2010 Campus Improvement Plan						Schoolwide Components	
Goal: <i>School Safety and SDFS:</i> The school will maintain a safe, drug-free, and disciplined learning environment.						NA - Needs Assessment	
Objective 6#: - The school will ensure that all students will be provided with a safe environment.						R-SW Reform Strategies	
Summative Evaluation: PEIMS data, campus discipline summary, safety audits						HQ-Highly Qualified	
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress						PD-Professional Development	
4. No Progress 5. Discontinue						AHQ-Attract Highly Qualified	
						PI-Parental Involvement	
						T-Transitional Programs	
						A-Teachers & Assessments	
						M-Student Assistance	
						C-Coordination of Programs	
SW Comp	Actions/ Strategies	Person(s) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
A	1. Monitor and decrease vandalism in restrooms	Campus Principal, Head Custodian	8/24/09-6/4/10	Local Funding	Disipline report and Report to SBDM	Every 6 Weeks	
A	2. Teaching discipline lesson plans to homeroom classes to reduce hallway litter	Campus Principal, Teachers	8/24/09-6/4/10	Campus produced teacher handbook	Report to SBDM	Aug. Jan.	
C	3. Conduct monthly safety inspections and training/fire drills, crisis management, staff safety meetings	Campus Principal, District Maintenance Supervisor	8/24/09-6/4/10 monthly	Local Funding	Employee maintenance requests	Monthly	

2009-2010 Campus Improvement Plan						Schoolwide Components	
Goal: <i>School Safety and SDFS:</i> The school will maintain a safe, drug-free, and disciplined learning environment.						NA - Needs Assessment	
Objective 6#: - The school will ensure that all students will be provided with a safe environment.						R-SW Reform Strategies	
Summative Evaluation: PEIMS data, campus discipline summary, safety audits						HQ-Highly Qualified	
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						C-Coordination of Programs	
SW Comp	Actions/ Strategies	Person(s) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
A	4. Skyward providing up-to-date information about students' grades , and discipline via the internet for parents	Teachers & Technology	8/24/09-6/4/10	Technology Local funds	Skyward Reports	Every 3 Weeks	
C	5. One way street/Parking Lot: Limit exiting and entering buildings to the North and South doors	Campus Principals; Teachers	1/02/08 – 8/20/09	Signs and striping provided by Potter County	Report to SBDM Parent Surveys	Fall 09	

2009-2010 Campus Improvement Plan						Schoolwide Components	
Goal: Staff Development: Provide staff development opportunities for all personnel to meet identified needs in order to increase student performance.						NA - Needs Assessment	
Objective #7: 100% of RRISD professional staff will be provided with necessary training to ensure knowledge of TEC/Federal regulations.						R-SW Reform Strategies	
Summative Evaluation: Staff development record, surveys, personnel files, highly qualified worksheets, and principal attestations.						HQ-Highly Qualified	
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue						PD-Professional Development	
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						C-Coordination of Programs	
SW Comp	Actions/ Strategies	Person(s) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
PD\HQ\C	1. Provide opportunities for the mandatory 6 hour Gifted/Talented Update	Teachers	8/24/09-6/4/10	Region 16 ESC G/T contract 44.08% of the district fee of \$3,940 6239 02 999 311000	Teachers' Certificates	Annual	
C\PD\HQ	2. Provide opportunities for the initial 30 hours mandatory Gifted/Talented training for all new staff through Region 16	Teachers	8/24/09-6/4/10	Region 16 ESC G/T contract 44.08% of the district fee of \$3,940.00 6239 02 999 311000	Teachers' Certificates	Annual	

2009-2010 Campus Improvement Plan						Schoolwide Components	
Goal: Staff Development: Provide staff development opportunities for all personnel to meet identified needs in order to increase student performance.						NA - Needs Assessment	
Objective #7: 100% of RRISD professional staff will be provided with necessary training to ensure knowledge of TEC/Federal regulations.						R-SW Reform Strategies	
Summative Evaluation: Staff development record, surveys, personnel files, highly qualified worksheets, and principal attestations.						HQ-Highly Qualified	
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SW Comp	Actions/ Strategies	Person(s) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
C	3. Provide "No Child Left Behind" training opportunities for paraprofessionals at Region 16	Campus Administration; Campus paraprofessionals	Spring semester 08	Region 16 Title II, part A funds 255 \$2000.00 and the Region 16 ESC State Compensatory Ed. Contract \$3000.00 6239 08 999 324000	TEA requirements for paraprofessionals hired before Jan. 09 through No Child Left Behind Act, paraprofessional certificates	As Needed	
C	4. Provide training for all substitute teachers	District Administration and Personnel Dept.	8/24/09-6/4/10 monthly	Local Funding	Teacher absence reports	As Needed	
C/A	5. Provide intervention in conflict resolution and discipline strategies	District Administration	Fall 09 semester	State Compensatory Funding \$4479.00 6236 30 999 399000	Student Disciplinary files; Counselor surveys	Fall 09 semester	

2009-2010 Campus Improvement Plan						Schoolwide Components	
Goal: Staff Development: Provide staff development opportunities for all personnel to meet identified needs in order to increase student performance.						NA - Needs Assessment	
Objective #7: 100% of RRISD professional staff will be provided with necessary training to ensure knowledge of TEC/Federal regulations.						R-SW Reform Strategies	
Summative Evaluation: Staff development record, surveys, personnel files, highly qualified worksheets, and principal attestations.						HQ-Highly Qualified	
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						M-Student Assistance	
						C-Coordination of Programs	
SW Comp	Actions/ Strategies	Person(s) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
C\PD	6. Provide technology training by campus computer Tech. offered by RRISD – technology must be included in in-service	District Technology Coordinator	8/24/09-6/4/10	Local funding	Faculty and Staff survey	Annual	
A\C	7. Conduct Professional Development Needs Survey for the 09-10 school year	Campus Principal	Spring Semester 2010	Local funding	Faculty and Staff survey	Spring Semester 2010	

2009-2010 Campus Improvement Plan						Schoolwide Components	
Goal: Staff Development: Provide staff development opportunities for all personnel to meet identified needs in order to increase student performance.						NA - Needs Assessment	
Objective #7: 100% of RRISD professional staff will be provided with necessary training to ensure knowledge of TEC/Federal regulations.						R-SW Reform Strategies	
Summative Evaluation: Staff development record, surveys, personnel files, highly qualified worksheets, and principal attestations.						HQ-Highly Qualified	
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						M-Student Assistance	
						C-Coordination of Programs	
SW Comp	Actions/ Strategies	Person(s) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
A\C\PD	8. Continue to use and train in programs and technology education <ul style="list-style-type: none"> • Accelerated Math • River Road curriculum • Ed Mark curriculum software • Lexia reading software • Writing Academy K4 • Accelerated Reader • STAR test Study Island • Fred Jones 	Technology Coordinator; Campus Administration	Scheduled in-service days 8/24/09-6/4/10	Local funding Federal Funding ARRA Funds	Review of session evaluations	Annual Spring 2010	

2009-2010 Campus Improvement Plan						Schoolwide Components	
Goal: Staff Development: Provide staff development opportunities for all personnel to meet identified needs in order to increase student performance.						NA - Needs Assessment	
Objective #7: 100% of RRISD professional staff will be provided with necessary training to ensure knowledge of TEC/Federal regulations.						R-SW Reform Strategies	
Summative Evaluation: Staff development record, surveys, personnel files, highly qualified worksheets, and principal attestations.						HQ-Highly Qualified	
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						PI-Parental Involvement	
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						C-Coordination of Programs	
SW Comp	Actions/ Strategies	Person(s) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
PD	9. Provide training in Special Education: <ul style="list-style-type: none"> • Texas Behavior Support Initiative (SB 1196 & SB 1828) • Confidentiality • CPI • DUC Committee & BIP Team • Inclusion • Response to Intervention (RTI) 	District Special Ed Director, Campus Administration	Scheduled in-service days 8/24/09-6/4/10	Special Education Funding Title One Funding Local Funding	Session evaluations; yearly review of procedures and compliance issues	Annual	

2009-2010 Campus Improvement Plan							Schoolwide Components
Goal: <i>Student Guidance and Counseling</i> : students will gain intrinsic values through character development to socially interact properly with peers and adults.							NA - Needs Assessment R-SW Reform Strategies HQ-Highly Qualified
Objective #8: The school will provide character education to all students promoting self-esteem, self-worth and personal success in all settings.							PD-Professional Development AHQ-Attract Highly Qualified
Summative Evaluation: Pre and Post Program Surveys of students and teachers, Paw Prints, group and individual counseling schedule							PI-Parental Involvement T-Transitional Programs A-Teachers & Assessments
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue							M-Student Assistance C-Coordination of Programs
SW Comp	Actions/ Strategies	Person(s) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
A	1. Purple Pride Paw Prints for demonstrating a pillar of good Characters	Administration; Office Personnel Teachers	8/24/09-6/4/10	P.T.O. Supports rewards	Paw Prints Achieved	Daily/Weekly	
AM	2. Continue the "New Kids Lunch Bunch" for all newly enrolled students	Campus Counselor	8/24/09-6/4/10	Local Funds	Weekly review of new student rosters	Weekly	

2009-2010 Campus Improvement Plan						Schoolwide Components	
Goal: <i>Student Guidance and Counseling</i> : students will gain intrinsic values through character development to socially interact properly with peers and adults.						NA - Needs Assessment	
Objective #8: The school will provide character education to all students promoting self-esteem, self-worth and personal success in all settings.						R-SW Reform Strategies	
Summative Evaluation: Pre and Post Program Surveys of students and teachers, Paw Prints, group and individual counseling schedule						HQ-Highly Qualified	
Summative Evaluation: Pre and Post Program Surveys of students and teachers, Paw Prints, group and individual counseling schedule						PD-Professional Development	
Summative Evaluation: Pre and Post Program Surveys of students and teachers, Paw Prints, group and individual counseling schedule						AHQ-Attract Highly Qualified	
Summative Evaluation: Pre and Post Program Surveys of students and teachers, Paw Prints, group and individual counseling schedule						PI-Parental Involvement	
Summative Evaluation: Pre and Post Program Surveys of students and teachers, Paw Prints, group and individual counseling schedule						T-Transitional Programs	
Summative Evaluation: Pre and Post Program Surveys of students and teachers, Paw Prints, group and individual counseling schedule						A-Teachers & Assessments	
Summative Evaluation: Pre and Post Program Surveys of students and teachers, Paw Prints, group and individual counseling schedule						M-Student Assistance	
Summative Evaluation: Pre and Post Program Surveys of students and teachers, Paw Prints, group and individual counseling schedule						C-Coordination of Programs	
Summative Evaluation: Pre and Post Program Surveys of students and teachers, Paw Prints, group and individual counseling schedule						**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue	
SW Comp	Actions/ Strategies	Person(s) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
AC	3. Classroom, Group and Individual Counseling sessions for: <ul style="list-style-type: none"> • divorce • grief • self-esteem • Character development 	Campus Counselor	8/24/09-6/4/10	\$400.00 from student activity account P.T.O. purchase of Character Counts Curriculum	Weekly review of student files	Weekly/ Counselor activity reports each six weeks	
A/C	4. Semester Success Celebrations (K-4)	Assistant Principal/ Campus Counselor	8/24/09-6/4/10	Activity Account	Attendance Report, Paw Prints, BenchMark Test	Weekly/Monthly Monitoring	

2009-2010 Campus Improvement Plan							Schoolwide Components
Goal: <i>Student Guidance and Counseling</i> : students will gain intrinsic values through character development to socially interact properly with peers and adults.							NA - Needs Assessment R-SW Reform Strategies HQ-Highly Qualified
Objective #8: The school will provide character education to all students promoting self-esteem, self-worth and personal success in all settings.							PD-Professional Development AHQ-Attract Highly Qualified
Summative Evaluation: Pre and Post Program Surveys of students and teachers, Paw Prints, group and individual counseling schedule							PI-Parental Involvement T-Transitional Programs A-Teachers & Assessments
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue							M-Student Assistance C-Coordination of Programs
SW Comp	Actions/ Strategies	Person(s) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
CVA	5. Bullying Awareness Week (PK-4) <ul style="list-style-type: none"> • Bully Behavior Awareness • Strategies for Targets of a Bully • Personal Safety • Suicide Prevention • Violence Prevention 	Campus Counselor	2/1/10-2/5/10	Family Support Services	Counselor lesson plans/demographic indicators	2/6/09	
AIC	6. Red Ribbon Week (PK-4)	Campus Counselor	10/26/09-10/30/09	Local donations/PTO	Poster contest/assembly	Annual	

2009-2010 Campus Improvement Plan							Schoolwide Components	
Goal: <i>Student Guidance and Counseling</i> : students will gain intrinsic values through character development to socially interact properly with peers and adults.							NA - Needs Assessment	
Objective #8: The school will provide character education to all students promoting self-esteem, self-worth and personal success in all settings.							R-SW Reform Strategies	
Summative Evaluation: Pre and Post Program Surveys of students and teachers, Paw Prints, group and individual counseling schedule							HQ-Highly Qualified	
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SW Comp	Actions/ Strategies	Person(s) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **	
T	7. Transition to different grade levels and school	Campus Counselors Principals	3\20\10-5\20\10	Local Funds	Lessons Plans Counselors Activity Report	Annual		
T	8. If needed pregnancy-related services will be provided to students	Counselor	8\2009-6\2010	Local Funds	Counselor Activity Report	Annual		

2009-2010 Campus Improvement Plan						Schoolwide Components	
Goal: <i>Discipline:</i> Discipline and classroom management will be coordinated at the campus level.						NA - Needs Assessment	
Objective #9: Maintain an effective coordinated and consistent plan for discipline and classroom management.						R-SW Reform Strategies	
Summative Evaluation: PEIMS Discipline Data and Discipline Referral Data						HQ-Highly Qualified	
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue						PD-Professional Development	
						AHQ-Attract Highly Qualified	
						PI-Parental Involvement	
						T-Transitional Programs	
						A-Teachers & Assessments	
						M-Student Assistance	
						C-Coordination of Programs	
SW Comp	Actions/ Strategies	Person(s) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
MC	1. Provide character education programs and learning experiences: • ABC Club/PAT Time	Grade Level Teams, Campus Counselor, Campus Administrator, HS Facilitator	8/24/09-6/4/10	Local Funds	Monitoring of discipline reports and student grades	Every 6 Weeks	

PDR-SW	2. Provide a school-wide discipline plan • Discipline Under Construction (DUC) team	Campus Administration	8/24/09-6/4/10	Local Funds	Daily monitoring of disciplinary issues	Daily	
MC\T	3. Implementation of PAL program	HS Facilitator, Star Team	8/24/09-5/13/10	Local Funding	Pre and Post Program Surveys; At-risk criteria	Sept 09 May 10	
MC	4. Purple Pride Paw Prints awarded for demonstrating a pillar of Good Character	Administration; Office Personnel Teachers	8/24/09-6/4/10	P.T.O. Supports rewards Funding Local	Purple Pride Paw Print	Daily/weekly	
PDA	5. Provide professional development as needed in classroom management	Administration	8/24/09-6/4/10	Lana Fry, Fred Jones, and CHAMPS-Region 16 Behavioral specialist Training	Monitoring of discipline reports and PDAS/classroom walk-throughs,	per six weeks and attendance certificates	

2009-2010 Campus Improvement Plan						Schoolwide Components	
Goal: <i>At-Risk:</i> Identify and serve At-Risk students appropriately.						NA - Needs Assessment	
Objective #10: All students identified as At-Risk will receive opportunities for accelerated learning.						R-SW Reform Strategies	
Summative Evaluation: TAKS results, TAKS-A, TAKS-M, TAKS-ALT, TPRI results, Benchmark testing results, TAKS Simulation results, Student failure rates, Dibels, TPRI and Rigby						HQ-Highly Qualified	
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue						PD-Professional Development	
						AHQ-Attract Highly Qualified	
						PI-Parental Involvement	
						T-Transitional Programs	
						A-Teachers & Assessments	
						M-Student Assistance	
						C-Coordination of Programs	
SW Comp	Actions/ Strategies	Person(s) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
R-SW\M	1. Assessment will drive instruction RTI • Transition • Bench Marks 'Reading recovery indicators	Mathematics K-4 • Math Intervention Specialist, Reading Intervention Specialist K-2, Specialist Reading Intervention Specialist K-4,	8\24\09-5\2010	At-Risk components, Dibels	TAKS results, Benchmarks Results, Baselines, Identified Recovery components	Annual 6 Weeks F.W.S. Sept.-Jan., May	

NAR-SWM	2. Utilize benchmark testing at each grade level each 6 weeks covering River Road Curriculum criteria	Campus Principals, Campus Counselors	8/24/09-6/4/10	Released TAKS tests; Access Webcat software(44.08) of purchase amount – see financial schedule A – 6395 50 999 399000; AEIS-it data analysis software – 44.08% of Region 16 contract – see financial schedule A)	CSCOPE developed Benchmark Test	Each 6 weeks	
NAIM	3. RTI lab	Mathmatics K-4th Math Intervention Specialist, Reading Intervention Specialist K-2nd, Specialist Reading Intervention Specialist K-4th,	8/24/09-6/4/10	Title I, Part A 6129 00 101 324000 \$8847.00	TPRI data, teacher evaluations, RTI Achievement charts, TEMI Testing	F.W.S., RTI every 10 to 12 weeks	
MC	4. Identification process of all students to determine academically At Risk	Campus Administration, Counselor, RTI team	8/24/09-6/4/10	2 S.C.E., F.T.E. assistants, Title I, Part A, Dyslexic Teacher	Results of TPRI data, teacher evaluations, RTI Achievement charts, TAKS, Rigby results	FWS RTI every 10 - 12 Weeks	
MNA	5. State and Local At Risk indicator (See Form 2)	Campus Teachers, Counselor, RTI Team, Administrators	8/24/09-6/4/10	2 S.C.E., F.T.E. assistants, Title I, Part A, Dyslexic Teacher	Results of TPRI data, teacher evaluations, RTI Achievement charts, TAKS, Rigby results, TEMI	FWS RTI every 10 - 12 Weeks	

PD	6. Provide staff development for teachers by attending At Risk conference.	Administrators	8/19/2009	Federal Funds	CPE certificates	8/19/2009	
MNA	7. RTI committee develops interventions as needed for success	RTI team	8/24/09-6/4/10	Local Funds	Benchmark and Baseline Testing	Fall, Winter and Spring	

2009-2010 Campus Improvement Plan						Schoolwide Components	
Goal: Recruitment: Rolling Hills campus will recruit and train Highly Qualified teachers.						NA - Needs Assessment	
Objective #11: Rolling Hills will retain qualified staff members to ensure exemplary status for the campus.						R-SW Reform Strategies	
Summative Evaluation: PDAS/walk throughs, PEIMS discipline report, all testing results and end of year surveys by student, parent and communities						HQ-Highly Qualified	
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue						PD-Professional Development	
						AHQ-Attract Highly Qualified	
						PI-Parental Involvement	
						T-Transitional Programs	
						A-Teachers & Assessments	
						M-Student Assistance	
						C-Coordination of Programs	

SW Comp	Actions/ Strategies	Person(s) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
HQ	1. Highly qualified staff development will be provided for each teacher. <ul style="list-style-type: none"> • Region16 • Dana Center • TWU - Literacy Conference • Writing Academy • Educlime Writing Program Quantum Learning 	Administration and Site Base Team	8/24/09-6/4/10	Federal & Local Funds, ARRA Funds	CPE certificates	Annually	

HQ	2. Personel will be selected and hired upon specific needs of the school.	Principal/Site Base Interview Committee	8/24/09-6/4/10	Local Funds	Committee Developed Questionaire	Annually	
A\HQ	3. • Attract High Quality HQ Teachers • FISH Culture	Principal/Site Base Interview Committee	8/24/09-6/4/10	Local Funds	HQ Report	Annually	
HQ	4. Maintain 22 to 1 student to teacher ratio	Principal	8/24/09-6/4/10	All Funds	Class roster	Weekly	

2009-2010 Campus Improvement Plan						Schoolwide Components	
<i>Retention:</i> Rolling Hills will maintain 100% Highly Qualified teachers.						NA - Needs Assessment	
Objective #12: Only highly qualified teachers will be recruited and retained at the Rolling Hills campus						R-SW Reform Strategies	
Summative Evaluation: PDAS/walk throughs, PEIMS discipline report, All testing results, end of year surveys by student, parent and communities						HQ-Highly Qualified	
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue						PD-Professional Development	
						AHQ-Attract Highly Qualified	
						PI-Parental Involvement	
						T-Transitional Programs	
						A-Teachers & Assessments	
						M-Student Assistance	
						C-Coordination of Programs	
SW Comp	Actions/ Strategies	Person(s) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
R-SW	1. Development of HQ communication regarding all academic, discipline, and cultural issues	Principal, Assistant Principal and Grade Level Teams	8/24/09-6/4/10	Local Funds	Minutes from all meetings Teachers Survey	weekly spring	

A/HQ	2. Develop a fun and growing professional culture	Fish Team	8/24/09-6/4/10	Local Funds	Surveys	Twice a year	
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2009-2010 Campus Improvement Plan							Schoolwide Components	
Goal: Communication: Develop a variety of communication options to enable clear, concise and accurate exchange of information, and understanding and implementation of policy.							NA - Needs Assessment	
Objective #13: Communication and cooperation between the school, community, and parents will increase at each campus to aid in the improved progress of students.							R-SW Reform Strategies	
Summative Evaluation: End of the year surveys for community, parents, students and staff							HQ-Highly Qualified	
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue							PD-Professional Development	
							AHQ-Attract Highly Qualified	
							PI-Parental Involvement	
							T-Transitional Programs	
							A-Teachers & Assessments	
							M-Student Assistance	
							C-Coordination of Programs	
SW Comp	Actions/ Strategies	Person(s) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **	
C	1. Parents will be provided access to information through a wide variety of sources	Administration, Teachers, Staff,	8/24/09-6/4/10	RRISD website, email, Web Site notes, school messenger phone system, Parent/teacher conferences	School Message Report Teacher Conference Logs	As Needed Annually Parent Survey		

CVHQ	2. Monday meetings with grade level teams and staff	Principal and Grade Level Teams	8/24/09-6/4/10	Local Funds	Minutes of meetings	Bi-Monthly	
C	3. Quack box for questions and suggestions	Counselor	8/24/09-6/4/10	Local funds	Take it to the DUC team and the Site Base committee	Weekly	
C	4. Small group assemblies with campus vertical teams	Grade Level Teams, Teachers, and Administrator	8/24/09-6/4/10	Local Funds	Minutes of meetings	Weekly and bi monthly	

2009-2010 Campus Improvement Plan						Schoolwide Components	
Goal: Migrant/ <i>Homeless</i> : Title I Part A funds will be reserved to support homeless students academically.						NA - Needs Assessment	
Objective #14 All identified homeless students will receive appropriate services according to McKinney Vento.						R-SW Reform Strategies	
Summative Evaluation: Family Survey and Student Residency Questionnaire						HQ-Highly Qualified	
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue						PD-Professional Development	
						AHQ-Attract Highly Qualified	
						PI-Parental Involvement	
						T-Transitional Programs	
						A-Teachers & Assessments	
						M-Student Assistance	
						C-Coordination of Programs	
SW Comp	Actions/ Strategies	Person(s) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
M/C	1. Provide support services for students designated as homeless as needed <ul style="list-style-type: none"> • school supplies • clothing • information on support services in the area • transportation to home school • access to medical/dental services 	Homeless Liason, Attendance Clerk, Administration	8/24/09-6/4/10	Local Funding Texas HEP Grant Title I	TexSHEP Data Report Identification COC	Jan 09 May 09 upon enrollment	

T\M	2. Students that are identified as homeless will be enrolled immediately	Homeless Liason, Attendance Clerk, Administration	8/24/09-6/4/10	Local Funding	Identification Documents	upon enrollment	
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2009-2010 Campus Improvement Plan							Schoolwide Components
Goal: Technology: Provide students with technological experiences through student and teacher use of technology in various activities.							NA - Needs Assessment R-SW Reform Strategies HQ-Highly Qualified PD-Professional Development AHQ-Attract Highly Qualified PI-Parental Involvement T-Transitional Programs A-Teachers & Assessments M-Student Assistance C-Coordination of Programs
Objective #15 Rolling Hills will develop strategies to meet performance descriptions in the Technology applications TEKS, as well as, the content area TEKS to ensure 90% of all Rolling Hills students pass TAKS in all areas by the year 2010							
Summative Evaluation: Inventory of furniture and equipment report							
**Evaluation Progress Key: 1. Accomplished 2. Considerable Progress 3. Some Progress 4. No Progress 5. Discontinue							
SW Comp	Actions/ Strategies	Person(s) Responsible	Timeline Start/End	Resources	Formative Evaluation	Timeline for Evaluation	Progress **
A/C	1. Integrate ongoing planning for technology into all classrooms, campus, district, and community planning.	Teachers, Parents, Technology Staff	8/24/09-6/4/10	Local Funds	River Road Curriculum usage and minutes of grade level teaming	Every 3 weeks /weekly	

A,C	2. Provide access to staff and students to the best available electronic information/ resources in classrooms, libraries, and other appropriate sites continually developing independent stations adding computers and technology on an ongoing basis.	Teachers, Parents, Technology Staff	8/24/09-6/4/10	Local Funds ARRA Funds	Annual classroom inventory sheet	Annually	
A,C, NA	3. Study Island to be implemented for all students access for independent studies	Teachers, Parents, Technology Staff	8/24/09-6/4/10	Local Funds; Federal funds; ARRA Funds	Annual classroom inventory sheet	Monthly reports	

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 11 INSTRUCTION

Budget Status Summary by Function
 RIVER ROAD ISD
 as of September

Program: FIN3100
 Page: 1 of 7
 File ID: C

199/0 GENERAL FUND

Fnc-Obj-So-Org-Prog	Description	Appropriation	Encumbrance	Expenditure	Balance
11-6000	EXPENDITURES / EXPENSES				
11-6100	PAYROLL COSTS				
11-6110	TEACHERS AND OTHER PROF PERSNL				
* 11-6119.00-101-011000	RHE Regular Teachers	-1,039,827.00	.00	.00	-1,039,827.00 *
* 11-6119.00-101-023000	RHE Spec Ed Teachers	-62,162.00	.00	.00	-62,162.00 *
* 11-6119.00-101-030000	RHE Comp Ed Teachers	-214,032.00	.00	.00	-214,032.00 *
11-6119.00-XXX-XXXXXXX		-1,316,021.00	.00	.00	-1,316,021.00
* 11-6119.01-101-030000	RHE 211 Misty Dawson	-17,671.00	.00	.00	-17,671.00 *
* 11-6119.02-101-023000	RHE 225 S.Lawrence	-24,602.00	.00	.00	-24,602.00 *
* 11-6119.02-101-030000	RHE 211 S.Touchstone	-21,118.00	.00	.00	-21,118.00 *
11-6119.02-XXX-XXXXXXX		-45,720.00	.00	.00	-45,720.00
* 11-6119.03-101-030000	RHE 211 Shayln Madison	-20,847.00	.00	.00	-20,847.00 *
* 11-6119.04-101-021000	RHE G/T Coorinator Stipend	-1,026.00	.00	.00	-1,026.00 *
* 11-6119.06-101-011000	RHE Regular Ed Stipends	-8,205.00	.00	.00	-8,205.00 *
11-611X.XX-XXX-XXXXXXX		-1,409,490.00	.00	.00	-1,409,490.00
11-6120	SUPPORT PERSONNEL				
* 11-6129.00-101-011000	RHE Regular Aides	-57,040.00	.00	.00	-57,040.00 *
11-6140	EMPLOYEE BENEFITS				
* 11-6146.00-101-011000	TRS ABOVE STATE DISTRIBUTION	.00	.00	753.66	753.66 *
* 11-6146.00-101-023000	TRS ABOVE STATE DISTRIBUTION	.00	.00	44.34	44.34 *
* 11-6146.00-101-030000	TRS ABOVE STATE DISTRIBUTION	.00	.00	191.56	191.56 *
11-6146.00-XXX-XXXXXXX		.00	.00	989.56	989.56
* 11-6146.02-101-023000	TEACHER RETIREMENT / TRS CARE	.00	.00	-.01	-.01 *
11-614X.XX-XXX-XXXXXXX		.00	.00	989.55	989.55
11-61XX.XX-XXX-XXXXXXX		-1,466,530.00	.00	989.55	-1,465,540.45
11-6200	PROFESSIONAL & CONTRACTED SERV				
11-6290	MISC CONTRACTED SERVICES				
* 11-6299.01-101-011000	RHE Campus Postage/printing	-1,000.00	.00	200.00	-800.00 *
11-6300	SUPPLIES AND MATERIALS				
11-6390	SUPPLIES AND MATERIALS - GEN				
* 11-6399.00-101-011000	Supplies-RHE Campus	-4,300.00	.00	486.97	-3,813.03 *
* 11-6399.01-101-011000	Copy Paper-RHE	-6,900.00	.00	.00	-6,900.00 *
* 11-6399.02-101-011000	Reg16 Supplies Order-RHE	-5,800.00	.00	.00	-5,800.00 *
* 11-6399.22-101-011000	Supplies-RHE Science	-325.00	.00	.00	-325.00 *
* 11-6399.26-101-011000	RHE Supplies-Literacy Prog.	-1,200.00	.00	277.86	-922.14 *
* 11-6399.50-101-011000	Toner Supplies-RHE	-2,000.00	.00	.00	-2,000.00 *
11-63XX.XX-XXX-XXXXXXX		-20,525.00	.00	764.83	-19,760.17
11-6400	OTHER OPERATING COSTS				
11-6410	TRAVEL, SUBSISTENCE & STIPENDS				
* 11-6411.00-101-011000	RHE Faculty TT&M	-1,000.00	.00	.00	-1,000.00 *

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Budget Status Summary by Function
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Program: FIN3100
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 File ID: C

199/0 GENERAL FUND						
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11-611X.XX-XXX-XXXXXX		-1,409,490.00	.00	.00	-1,409,490.00	
11-6120	SUPPORT PERSONNEL					
* 11-6129.00-101-011000	RHE Regular Aides	-57,040.00	.00	.00	-57,040.00 *	
11-6140	EMPLOYEE BENEFITS					
* 11-6146.00-101-011000	TRS ABOVE STATE DISTRIBUTION	.00	.00	753.66	753.66 *	
* 11-6146.00-101-023000	TRS ABOVE STATE DISTRIBUTION	.00	.00	44.34	44.34 *	
* 11-6146.00-101-030000	TRS ABOVE STATE DISTRIBUTION	.00	.00	191.56	191.56 *	
11-6146.00-XXX-XXXXXX		.00	.00	989.56	989.56	
* 11-6146.02-101-023000	TEACHER RETIREMENT / TRS CARE	.00	.00	-.01	-.01 *	
11-614X.XX-XXX-XXXXXX		.00	.00	989.55	989.55	
11-61XX.XX-XXX-XXXXXX		-1,466,530.00	.00	989.55	-1,465,540.45	
11-6200	PROFESSIONAL & CONTRACTED SERV					
11-6290	MISC CONTRACTED SERVICES					
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11-63XX.XX-XXX-XXXXXX		-20,525.00	.00	764.83	-19,760.17	
11-6400	OTHER OPERATING COSTS					
11-6410	TRAVEL, SUBSISTENCE & STIPENDS					
* 11-6411.00-101-011000	RHE Faculty TT&M	-1,000.00	.00	.00	-1,000.00 *	

At Risk Codes for Rolling Hills Elementary

1. PK-3 Readiness Test
2. 7-12 two subject failure
3. Previous retention
4. TAKS Failure
5. Pregnant or Parent
6. AEP last or current year
7. Expelled last or current year
8. On parole, Probation, deferred prosecution, conditional release
9. Previously dropped out
10. LEP
11. In custody of DPRS, or referred during current year
12. Homeless
13. In a residential placement facility or Foster group in either the current year or previous year

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