Channelview Independent School District

Hamblen Elementary School

2016-2017 Campus Improvement Plan

Mission Statement

At Hamblen, our mission is to provide a learning environment that is safe and respectful; motivating students to develop into productive citizens and lifelong learners.

Vision

We, the staff of B.H. Hamblen Elementary School, in collaboration with the parents and the community of Channelview envision a school where we:

-Create a safe and positive environment.

-Provide a positive and respectful educational climate.

-Motivate students to develop self-discipline skills by promoting and implementing high expectations.

-Establish a well-balanced and aligned curriculum, integrating technological resources.

Value Statement

Accountability Rating: Met Standard

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Data (AEIS Report)					
Student Ethnic Distribution:	**2011**	**2012**	**2013**	**2014**	**2015**
African American	24%	25%	28%	24.2%	24.2%
Hispanic	57%	70%	68%	71%	71%
White	18%	4%	3%	4%	3.7%
Native American	--	--	--	--	--
Asian/Pac. Islander	--	1%	1%	.1%	.7%
Economically Disadvantaged	81%	84%	83.3%	81.0%	80.3%
Limited English Proficient (LEP)	30%	28%	26.4%	29.4%	29.2%

Demographics Strengths

1. Faculty Diversity

2. Teacher Aid Program.

3. Attendance is comparable for all sub populations.

4. Tenare for staff/low turn over

5. Monitor 1 and 2 ELL Students success.

6. SOAR

7. Backpack Buddies/PALS

Demographics Needs

1. Monitor all ELL, African American and SPED students in all core areas.

2. Use common assessments to determine individual student needs.

3. Increase RTI suport for African American and ELL students.

4. English instruction with Spanish suport in Bilingual classes.

Student Achievement

Student Achievement Summary

Subject	Year	All Students	African American	Hispanic	White	Econ Disadv	ELL	SPED
Reading	2016	78%	66%	82%	73%	77%	73%	38%
	*2015	80%	74%	81%	100%	78%	75%	89%
	*2014	86%	83%	86%	100%	84%	67%	79%
	*2013	85%	76%	88%	92%	83%	73%	68%
	*2012	92%	89%	93%	85%	91%	91%	80%
Mathematics	2016	84%	73%	88%	73%	85%	81%	66%
	2015	---	----	---	-----	----	----	----
	*2014	89%	84%	90%	100%	88%	73%	72%
	*2013	87%	79%	90%	83%	85%	80%	61%
	*2012	92%	94%	92%	92%	92%	91%	92%
Writing	2016	66%	61%	69%	50%	68%	68%	27%
	2015	67%	57%	69%	--	66%	50%	38%
	2014	84%	79%	86%	100%	84%	64%	67%
	2013	84%	81%	84%	100%	82%	55%	69%
	**2012	61%	60%	61%	62%	60%	56%	65%
Science	2016	89%	90%	87%	--	86%	67%	50%
	2015	69%	55%	74%	100%	68%	56%	100%
	2014	77%	74%	77%	83%	72%	57%	33%
	2013	69%	57%	72%	100%	71%	92%	50%
	**2012	74%	74%	73%	79%	73%	65%	69%

All Tests	**2016**	**80%**	**71%**	**83%**	**69%**	**80%**	**74%**	**48%**
	2015	**75%**	**66%**	**88%**	**100%**	**74%**	**66%**	**66%**
	2014	**86%**	**82%**	**86%**	**96%**	**84%**	**68%**	**67%**
	2013	**84%**	**75%**	**87%**	**91%**	**82%**	**75%**	**64%**
	2012	**91%**	**92%**	**90%**	**87%**	**89%**		

Year	Attendance	Mobility
2015-2016		**13.3%**
2014-15	**96.8**	**20.5%**
2013-14		**15.6%**
2012-13	**97%**	**13.7%**
2011-12	**98.4**%	--
2010-11	97.6%	--

Student Achievement Strengths

1. Student attendance rate remains in the 90 percentile.
2. DRA levels at grade level results.
3. SMI/SRI results
4. CBA and benchamark date
5. Improvement in Science

Student Achievement Needs

Based upon campus data analysis and information on the STAAR exam, these needs are identified and listed in priority order.

1. Improve SPED, ELL and African American student programs to ensure success.

2. Provide instructional materials for core and auxiliary subjects including RTI needs
3. Provide Reading Specialist, Math Specialist and instructional aides to assist with student success
4. Provide staff development for improvement in core subjects
5. Provide after school tutorials for ELL students
6. Provide in-school tutorials (SOAR)
7. Improve inclusion/RTI for student success.
8. Continue use of current assessment tools
9. Implement academics and behavior programs.
10. Explore character development programs: Character Counts

School Culture and Climate

School Culture and Climate Strengths

1. Incentive for students and staff
2. Student/Staff/Community are engaged.
3. Staff "educators" work with families to promote "working together"
4. Low staff turnover
5. Students, parents & faculty feel safe
6. Mutual respect among vast majority for students, faculty & parents
7. Pride and positive values in the school by all parties is important
8. Expectations are clear and followed

School Culture and Climate Needs

Based upon data analysis and information on the STAAR exam, these needs are identified and listed in priority order.

1. Provide incentives for students for collaboration
2. Continue of Professional Learning Communities (PLC)
3. Continue to promote a positive environment
4. Support staff schedule followed
5. Hot water in all areas

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

1. Stability with a retention rate of 95%
2. Data disaggregation between administration and teachers and use of PLCs
3. 100% “HQ” for professionals and paraprofessionals
4. Varied staff development opportunities
5. New staff provided support
6. Team Meetings
7. District Academies
8. Faculty/Staff attendance

Staff Quality, Recruitment, and Retention Needs

Based upon campus data analysis, these needs are identified and listed in priority order.

1. Groom teachers to be mentors/buddies
2. Use teacher input to guide staff development needs
3. Conduct team building activities more often
4. Recruit teachers to become mentors

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Strengths

1. Software
2. Vertical team planning
3. Sheltered Instruction Plus implementation
4. DRA implementation and data
5. In school tutorials
6. Aware data
7. Student intervention

Curriculum, Instruction, and Assessment Needs

1. Improve SOAR support
2. Implement character training: LEAPS
3. Update techology
4. Improve classroom support
5. Continue use of current programs listed above
6. RTI strategies and documentation correctly prepared
7. Provide access to educational websites
8. PI nights including babysitting
9. Designated Read Aloud Library
10. Provide library access during the summer
11. More time for verticle team

Family and Community Involvement

Family and Community Involvement Strengths

1. Parental involvement with conferences
2. Open communication between parents and faculty (i.e. agendas)
3. Continue to provide communication in both English and Spanish
4. Parenting classes were a success
5. Continue School Compact/PI Policy
6. Hope for Kids program
7. Provide activities for PI involvement during and after school
8. Backpack Buddies program

Family and Community Involvement Needs

Based upon data analysis and information on the STAAR exam, these needs are identified and listed in priority order.

1. Motivate parents to become involved in our school (VIPS, DOGS, etc.)
2. Continue development of school compact and Parental Involvement Policy involving faculty and parents.
3. Improve/increase positive partnerships between home, community and shcool
4. Continue to provide after school activities to provide parental involvement
5. Promote high expectations

School Context and Organization

School Context and Organization Strengths

1. Faculty/Staff collaborate
2. Good communication structure
3. Vertical alignment
4. Good morale
5. Faculty/Staff retention strong
6. All faculty involved in CIP development
7. Leadership Team
8. HQ faculty and staff
9. School Messenger System
10. Digital Marquee

School Context and Organization Needs

1. Provide additional support staff
2. Increase teaming opportunities to plan and implement action plans for subpops
3. Improve/update schedules based on input from faculty
4. Consider Safe & Secure Schools suggestions
5. Provide daily duty free lunch
6. Update computers
7. Continue use of REMIND app

Technology

Technology Strengths

1. Availability/updateof hardware in classroom (i.e. Smart boards, Slates, etc.)
2. Availability of Instructional Software in all core areas
3. Eduphoria - forethought for sharing
4. Home access for grades
5. iPad station
6. Software available for Bilingual students
7. Aware useage
8. Home access for instructional programs
9. Poster making machine

Technology Needs

Based upon data analysis and information on the STAAR exam, these needs are identified and listed in priority order.

1. Staff development for hardware and software usage
2. Continue update/repair hardware in both classrooms and labs
3. Update and maintain software licenses
4. Develop teacher website(s)
5. Provide more iPad stations
6. Provide instructional apps/websites
7. Second copy machine
8. Enable Adobe Flash on iPads with Photon
9. Professional Development on proper use of technology

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Other additional data

Goals

Goal 1: Improve academic performance for all students.

Performance Objective 1: Improve academic performance of all students in English Language Arts, Math, Science, and Social Studies to meet or exceed the state average on assessments.

Evaluation Data Source(s) 1: TAPR Report

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Provide in-district and out-of-district staff development for campus and individual teachers based on identified needs from data gathered during the year and conferencing with teachers in order to improve student achievement.	4	Campus Administrators Teachers	Certificates Purchase Orders Walk throughs				
	Funding Sources: 299 - Title I & II Pooled Funds - $1970.00, 299 - Title I & II Pooled Funds - $30.00, 199 - SCE - $13200.00						
2) Provide substitutes for staff development for teachers to attend high quality training in identified areas of need for our campus.	1, 2, 4	Principal Administrative Assistant	Certificates Walk-Throughs				
3) Teachers will implement instructional strategies to address areas (objectives) of concern and implement appropriate staff development training materials.	2, 3	Campus Administrators Teachers	District Assessments Lesson Plans Common Assessments 3rd - 5th				
4) Incorporate and monitor higher order thinking skills in all disciplines.	2	Campus Administrators Teachers	Walk-Throughs Lesson Plans AVID - 5th Grade				
5) Questions including factual, conceptual, and provocative questions will be incorporated in all disciplines throughout the school year.	2	Campus Administrators Teachers	Walk-Throughs PDAS records				
6) Teacher will provide additional instructional support to identified students in all core subjects	9	Campus Administrators Teachers	Attendance Sheets Letters SOAR Plans Elite Scientist Club				
7) Use Print Shop to provide instructional materials		Campus Administrators Team Leaders	Work Orders				

8) Administer a full length STAAR formated test as a district benchmark for appropriate subjects at grade 3,4,and 5	2	Campus Administrators Curriculum Coordinators District Testing Coordinator	District Assessment Calendar				
9) Administer Curriculum Based Assessments (CBA) to measure students academic performance on TEKS objectives	2	Campus Administrators Curriculum Coordinators District Testing Coordinator	District Assessment Calendar				
10) Disaggregate District Assessments by grade level, discipline and assessment objectives by stake holders in order to drive instruction for individual students, classes and grade levels	2	Campus Administrators Teachers	Data conference minutes				
11) Teachers will utilize the districts scope and sequence as their planning guide for teaching the TEKS prescribed for each grade level K-5	2	Curriculum Coordinator Campus Administrators Team Leaders	Lesson Plans Walk Throughs				
12) All teachers will utilize small group instruction practices in all core subjects areas	2	Campus Administrators Teachers	Walk-Throughs Lesson Plans Intervention Logs Tutorial Sign-In Sheets				
13) All teachers will implement the use of questioning strategies in all academic areas to increase rigor	2	Campus Administrators Teachers	Walk-Throughs				
14) Provide opportunites for teachers to observe different grade levels as needed	1	Campus Administrators and Teachers	Gallery Walks Feedback forms Learning Walks New Teachers observe Veteran teachers				
15) Develope and implement common assessments for ELA, Math and Science	2, 3, 8, 9	Teachers Administrators	Assessment Results				
16) Provide staff development for ELA improvement of instruction through participation in district staff academies	2, 4	Campus Administrators Consultant Reading Coaches	Sign In Sheets Walk-Throughs/Observation Data Binders				
17) DRA, CBAs, iStation, Snap to Text, Common Assessments, Benchmarks and STAAR Data will drive instruction for reading and writing and be used to develop intervention plans for identified student.	9	Campus Administrators Teachers	Student list Data Analysis Data Binder				
18) Teachers will evaluate and analyze Common Assessments and 9 weeks CBAs to measure students' academic performance and plan instruction during PLC time.	8	Campus Administrators Teachers Test Coordinators	Assessment schedule Benchmark test administered Data Binders				

19) Provide periodical reading materials to expose at risk students to genre to assist with mastery and increased academic performance.		Campus Administrators Teachers	Purchase Orders				
20) Promote programs, such as Reading Counts, as motivational incentives	2	Campus Administrator Reading Counts Committee Computer Lab Aide	Materials Purchased Plan on file				
21) Promote the integration of reading,writing, and social studies in all ELA classrooms	2	Campus Administrators	Walk-Throughs Lesson Plans				
22) Continue to promote and support the implementation of the Balanced Literacy program by training and retraining staff on the components	2, 10	Campus Administrators	Sign-In Sheets Session packets Running records				
23) Support increase and intergrate writing across curriculum for grades K-5	2	Campus Administrators Teachers	Walk-Throughs				
24) Flex groups within team for student mastery based on results of assessments	3, 8, 9	Team Leaders	Student Rosters				
25) Kinder, first and second grade teachers will continue implementation of Blast Phonics strategies to improve reading skills.	2	Campus Administrators Reading Consultant Teachers	Lesson plans				
26) All teachers will instruct using small guided reading groups	2	Campus Administrators Reading Consultant Teachers	Running records Walk Throughs Data Binders				
27) Continue use of Waterford program K-2	3, 9	Campus Adiminstrators Teachers	Student rosters Walk Throughs Reports				
28) Schedule library to be opened during the summer	1, 2, 8, 9	Campus Administrator Aide	Hours posted Circulation Report				
	Funding Sources: 199 - SCE - $806.00						
29) Provide staff development as needed and support for Total Lesson Target Math TEKS updates Differentiation Strategies ELA Academies Reading Coaches/Specialists	2, 4	Campus Administrator, Math Coaches	Certificates, Walk-Throughs				

30) Data will be analyzed for math to drive instruction and develop intervention plans for identified needs of skills from Common Assessments, Benchmarks, CBAs and SMI	9	Campus Administrators, Teachers	Student List, Data Binders Lesson Plans				
31) Teachers will monitor nine week assessments to measure students' academic performance and plan instruction during PLC meetings.	8	Campus Administrators, Teachers, Test Coordinators	Assessment schedules				
32) Provide opportunities for all math teachers to meet in groups (K-1; 2-5,) and discuss math alignment and grade level expectations		Campus Administrators, Teachers, Math Coaches (District/Campus)	Sign-In sheets, Minutes of meetings				
33) Implement and monitor hands on activities for math and provide materials as needed		Campus Administrators	Purchase Orders Walk Throughs Lesson Plans				
34) Flex groups within team for student mastery based on results of common assessmets for skills	3, 8, 9	Team Leaders Teachers	Student Rosters				
35) Teachers will attend math academies for grades K-5	3, 4	Math Coaches	Sign-In sheets, Session Packets				
36) Intergrate the use of group teachers to have students practice math facts	3	Group Teachers, Team Leaders	Walk-Throughs				
37) Continue to utilize Math Coaches/Specialists to work with teachers; create 5 E lesson plans, learning experiences, model research-based instructional strategies, local assessments and analysis of student data during PLC	5, 8	Campus Administrators, Math Coaches, Math Specialist, Teachers	Lesson Plans				
38) Continue Think Through Math for Grades 3-5	9	Teachers	Reports				
39) Continue Fast Math for fluency of math facts K-5	9	Teachers	Reports				
40) STAAR Data will be analyzed for science to drive instruction and develop intervention plans for identified students	9	Campus Administrators, 5th Grade science teacher, Science Coach	Student List, Data Analysis				
41) Teacher will monitor Common Assessments to measure students' academic performance and plan instructions during PLCs.	8	Campus Administrators, Test Coordinator, Teachers	Assessment Schedule, Benchmark test administered				

42) Continue providing instructional aide under the direct supervision of certified teachers to assist with lab experiments and instructional science delivery and intervention	3	Campus Adminstrators	Personnel in place, Scheduled Set, Log Monitor				
43) K.-1. 2- 3 will utilize the lab twice a month 4- 5 will utillize the lab once a week	2, 3	Teachers, Campus Administrators	Schedule				
44) Tutorial will be offered to fifth grade students needing assistance in mastering science STAAR readiness/supporting standards, Elite Science Club	3, 9	Campus Administrators, Teachers	Student roster, Attendance Record				
45) Maintain materials to support instruction in science lab	3, 9, 10	Team Leaders, Principal	Purchase Orders				
46) Continue to utilize District Science Coach to work with teachers to create 5E lesson plans, model research-based strategies and analyze data	5, 8	Science Coach, Teachers, Campus Administrators	Lesson Plans				
47) Science coach meets with each grade level to provide curriculum training - Science Academies	3, 4	Science Coach Teachers Campus Administrators	Sign in sheets Lesson plans Walk throughs				
48) Hold campus Science fair and participate in district science fair		Science coah Teachers	Projects Selected winners				
49) Continue science club after school	1, 9	Science Teachers	Purchase Orders Student Rosters				
	Funding Sources: 299 - Title I & II Pooled Funds - $500.00						
50) Continue to promote the integration of Social Studies into all ELA classroom instruction		Campus Administrators, Teachers	Lesson Plans Walk-throughs				
51) Utilize calendar for historically significant events for implementation into instruction		Campus Administrators, Teachers	Calendar, Lesson Plans Classrooms observations				
52) Evaluate instructional materials available for instruction and recommend material where deemed necessary		Campus Administrators, Teachers	Purchase Orders				
53) Monitor African American students for individual needs in all core subjects		Camups Administrators Teachers Specialists Counselor	Progress Reports Data Binders				
54) Develop academic plans for growth for African American students as needed		Campus Administators Teachers Specialists Counselor	Plans RTI documentation				

55) Provide instructional software in all subjects (i.e. iStation,Think Through Math, Brain Pop,Stemscopes,etc.) for at risk students to increase mastery.		Campus Administators Teachers Specialists Counselor	Progress Reports Data Binders Purchase orders				
56) Purchase instructional materials and resources in order to prepare students for the rigor of state standards and assessments for ELA, Math, Science and Social Studies.		Principal					
	Funding Sources: 199 - SCE - $11183.00, 299 - Title I & II Pooled Funds - $39004.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: Improve academic performance for all students.

Performance Objective 2: Increase GT/AP and AVID programs implementation and participation in the district.

Evaluation Data Source(s) 2: TAPR, Class rosters and PEIMS

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Provide Supplemental Instructional materials for GT instruction.		GT Teacher, Principal	Purchase Orders				
2) Teacher will obtain GT 6 hours update or 30 hour certification as appropriate		Campus Administrators Teacher	Certificates				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: Improve academic performance for all students.

Performance Objective 3: Students who are served through intervention programs will be monitored for progress and improvement of performance on state assessment.

Evaluation Data Source(s) 3: TAPR

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Utilize DRA, Maze, iStation, Think Through Math and Scholastic Math inventory, to identify students in reading and math during the year	9	Campu Administrators Reading Specialists Math Specialists Counselor	Screening Data				
2) Provide transition support from Early Childhood/Pre-K program to elementary school program inclusive of special populations into mainstream program	7	Pre-K Principal Bilingual/ESL Coordinator, Director of Special Education	Pre-K visit scheduled				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: Improve academic performance for all students.

Performance Objective 4: Hire and retain highly-qualified employees.

Evaluation Data Source(s) 4: Evaluation Reports, CEOP Certifications, Increased teacher retention rate, Evaluation Reports, EOY Survey, EOY Evaluation, Results/Recommendations, Monthly Observations, Evaluation Results, Eduphoria Report, NCLB Report, EOY Eduphoria Report, NCLB Compliance Report, District Educational Improvement Committee Recommendations, updated curriculum and professional development plan

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Attend job fairs in search of "HQ" candidates as needed.	3, 5	Human Resource Department, Campus Administrators	Job Fair Flyers Resumes Sign-in sheets	✓	✓	✓	✓
2) Recruit "HQ" instructional professionals and paraprofessionals.	3, 5	Special Services Director, Human Resource Director, Campus Administrators	Recruitment Schedule	✓	✓	✓	✓
3) Maintain copies of certifications for all personnel.	3, 5	Human Resource Department, Principal	Certification Folders	✓	✓	✓	✓
4) Continue to support the Certified Educational Office Paraprofessional training for paraprofessionals.	4, 5	Principal	Applications from interested paraprofessional				
5) Support "First Year Teacher Academy" for all teachers new to the campus or teachers who have entered the campus during the previous school year.	4, 5	Curriculum Coordinators	Walk-Throughs, Agendas Mid Year				
6) Support district Mentor Program for new teachers.	4, 5	Curriculum Coordinators	Mid year forms				
7) Provide team building activities for faculty and staff.	5	Principal, Counselor, Teachers	Agenda				
8) Recognize staff members with good attendance and regularly being on time to work.	5	Principal, Teacher Coordinator	Attendance report				

9) Monitor effectiveness of teachers through Walk-Throughs	3	Campus Administrators	Walk-Throughs				
10) Offer 30 hours of Gifted and Talented (GT) Certification training to homeroom teachers as necessary to meet state requirements	4, 5	Principal	Certificates				
11) Provide 6 hour GT update training to currently GT certified teachers to maintain current certification	4, 5	Principal	Certificates, Walk-Throughs and Agendas				
12) Provide staff development to all teachers: Response to Intervention (RTI)	4, 10	Administrators	Agendas, Walk-Throughs and Student Folders				
13) Encourage teachers to obtain ESL certification to improve capacity to serve student population	3, 4, 5	Principal, Bilingual Coordinators	Certificates				
14) Utilize Human Resource Department to screen applicants for "HQ" status	3	Principal, Human Resource Department	HQ Status Report				
15) Continue to involve entire staff and parents in Campus Needs Assessments (CNA) and Campus Improvement Plan (CIP) and program evaluation	1, 2	Administrators, CEIC Members	Surveys, Agenda and Minutes of Meeting,				
16) Conduct four Campus Education Improvement Committee (CEIC) meetings to monitor status and revise current Campus Improvement Plan as needed	8	Principal, CEIC Members	Agenda, Minutes of Meeting, Sign-In Sheet				
17) Provide Staff Development for meeting identified needs of teachers to achieve/maintain HQ status	4, 5	Principal, Teachers	Registration forms Walk-Throughs				
18) Provide training opportunities for staff on changes in state assessments and curriculum	4, 10	Principal, Teachers, District Curriculum Department	Sign-In Sheets, Agenda, Minutes of Meeting				
19) Continue to dedicate funds for payroll costs to maintain employment of highly effective personnel to help increase student academic performance.		Principal	State Assessment Results				
	Funding Sources: 199 - SCE - $194093.00						

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 1: Improve academic performance for all students.

Performance Objective 5: Continue to promote and develop opportunities to increase parental involvement, foster a strong home-school partnership resulting in increased student achievement.

Evaluation Data Source(s) 5: Student Performance Data, Improved Scores on Assessed TEKS, District Assessment Results, State Assessment Results, Campus Visitation Forms Data, Teacher Walk-though Forms Data, End of Year Inventory/Evaluation Data, School and Community and Engagement Tool, CNA

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Provide events, programs, resources and refreshments to involve community and parents such as Family nights, CATCH, Bookfair, etc.	6	Team Leaders, Assistant Principals	Calendar of events Sing-in sheets				
	Funding Sources: 299 - Title I & II Pooled Funds - $2030.00						
2) Present programs by students on PTO nights and special days to help increase attendance at night events.	6	Principal, Teachers, PTO officers	Calendar of events Sign-in sheets				
3) Increase Volunteers (VIPS) in Public Schools program.	6	Assistant Principal, PTO Officers, Volunteers	VIPS proposal and plan				
4) Support district classes for adults, if provided.	6	Principal, Bilingual Director	List of classes offered, Sign-In sheets of parent participation in classes.				
5) Revise, jointly with parents, a written school-parent compact and parental involvement policy.	6	Principal, PTO Officers	Agendas and Minutes	✓	✓	✓	✓
6) Revise a school-wide plan, with the involvement of parents, that includes a comprehensive needs assessment and address the ten components of a school wide program.	6	Campus Administrators, PTO Officers, CEIC	Updated CIP Training, Agenda and Calendar of events				
7) Continue to publicize campus events on marquee, website, school calendar and School Messenger system.	6	Administrative Assistant	Log of events				
8) Provide Back to School "Meet the Teacher" and an Orientation Night	6	Teachers, Principal	Parent Letters, School Messenger, Sign-in sheets	✓	✓	✓	✓

9) Provide activities to recognize Texas Public School Week.	6	Federal Programs Coordinator, Public Relations, Principal, Title I Parent Liaison	Flyers, Calendar of Events, Sign-in sheets				
10) Increase partnership with Old River Terrace Church to provide mentors/tutors for students (Hope for Kids).	6	Principal, Dean of Instruction	Mentors/Student Paired Log				
11) Maintain Parent Library	6	Principal, CEIC, Counselor	Check-out Log				
12) Provide programs such as "Muffins for Mom" and "Doughnuts for Dad' and "Goodies for Grandparents" to encourage parent participation in schools.	6	Counselor, Assistant Principal	Sign-In sheets				
13) Provide incentives for attendance at night time events, such as homework passes, gift cards, etc.	6	Leadership Team	Sign-In Sheets				
14) Conduct Annual Title I Meeting to inform parents about the schools participation in Title I , Part A program and explain requirements, their right to be involved and opportunities to request regular meetings.	6	Principal, Federal Programs Director	Agendas, Minutes of Meeting, Sign-In Sheets	✓	✓	✓	✓
15) Utilize campus website to post stories and events at Hamblen.	6	Principal, Campus Web Master	Postings				
16) Schedule at least one parent-teacher conference for all students each semester	6	Principal, Teachers	Conference Logs				
17) Solicit parents to serve on district committees	6	Principal, District Coaches	Roster				
18) Administer Parent and Student surveys to solicit confidential input from parents and students for campus planning	1, 6	Principal	Returned Surveys				
19) Provide training about the importance and value of Parental Involvement.	6	Assistant Principal	Agenda, Minutes of Meeting				
20) Analyze survey data collected throughout the year to identify areas of satisfaction and develop plan to address areas of concern.	6	Campus Education Improvement Committee	Survey Results				
21) Continue Kindergarten Round-Up	6	Campus Administrators, Counserlor and Kindergarten teachers	Calendar of events and Plan Developed				
22) Continue participation in district wide incentive "Partnering Parents" program.	1, 2, 6	School Administrator Committee	Committee Trained Agendas Sign-in sheets				
	Funding Sources: 299 - Title I & II Pooled Funds - $2500.00						

23) Continue participation in Backpack Buddies program		Counselor	Participation list				
24) Provide training for LEP parents on assisting their children to be successful in school.	6	Principal, Bilingual Teacher	Sign in Sheet				
25) Distribute pamphlets and brochures on parenting and available programs in English and Spanish.	6	Counselor, Federal Programs Director	Copies of Information				
26) Utilize website, e-mail, agendas, call out system, letters and calendars for communication with parents and community members in English and Spanish	6	Webmaster, Campus Technology Committee, Teachers, Campus Administrators	File of communications				
27) Inform parents of "Right to Know" regarding teacher/paraprofessional qualifications, HQ status.	6	Human Resource Director, Principal	Information sent to campus for distribution, Letters sent to parents via school children				
28) Publish articles about Hamblen in ChannelViews and websites	6	Assistant Principal	Article Drafts				
29) Require each teacher to maintain a Parent Contact Log	6	Teachers	Contact Logs				
30) Continue use of eSchool Plus Home Access Center through Pentamation and educate staff and parents in usage.	6	Principal, Teachers, PEIMS Clerk	Agendas and Minutes				
31) Provide all school-wide correspondence in English and Spanish.	6	Assistant Principal	Drafts				
32) Provide Spanish interpretation during programs and meetings.	6	Assistant Principal, Bilingual Staff	Interpreter Documented				
33) Clearly communicate student involvement in special programs (math intervention, reading intervention, etc.) to parents.	6	Principal, Specialist, Teachers	Parent Contact Log				
34) Communicate to parents school-wide reading incentive programs for students such as "Book It", "Reading Counts", " Read to Succeed", etc.	6	Principal, Teachers	Flyers, Contact Logs, Agendas				
35) Communicate to parents school-wide math incentive programs such as "I Know My Facts" etc.	6	Principal Teachers	Flyers Contact Logs Agendas				
36) Parents will receive academic progress updates on every student each 4.5 weeks	6	Campus Administrators, Teachers	Progress reports, Report Cards, Contact Logs				
37) Use agendas as a form of communication with parents	6	Campus Administrators and teachers	Purchase Orders and Agenda checks				

38) Continue use of the REMIND app		Teachers	Parent Contact Log Report				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Improve academic performance for all students.

Performance Objective 6: Provide a safe and healthy learning and working environment for students, employees and parents.

Evaluation Data Source(s) 6: Training Records, Campus Raptor Records, Number and Location of AEDs Training Records, List of Crisis Team Members, Training schedules and records, Discipline Data, Sign-In Sheets, Decrease drop-out rate, Increase completion rate, List of Out-of-School Students Enrolled in Tutorials, Dropout/Completion Data, Sign-In Sheets, Recommendation for Summer School Programs, LEP/Special Education Performance Data, PBMAS Report, DVM Report, PEIMS Data Report, Committee List, TAPR

Summative Evaluation 6:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Visitors and Substitutes will all be signed in on RAPTOR program and issued ID Badges to wear. Anyone picking up a student MUST have ID scanned through RAPTOR.		Campus Administrators, Front Office Staff	ID's scanned log				
2) Continue implementation of checking exterior doors throughout the day, report to supervisors unsecured areas.		Faculty	Doors checked				
3) Continue use of standardized hall pass system.		Campus Administrators, Teachers	Passes issued				
4) Continue yearly inspection of fire extinguishers and batteries by inspection team. Teacher training in use of fire extinguishers.		Principal, Maintenance Director	Inspection scheduled				
5) Continue the use of bathroom safety precautions. Teachers will report unsafe conditions to custodians and administrators.		Staff, Assistant Principal	Work Orders				
6) Continue to have faculty wearing ID Badges. Implement ID Badges for regular visitors on campus (i.e., PTO, Volunteers, Therapist).		Principal, Administrative Assistant	Badges in use				
7) Continue to report needed building repairs to Maintenance.		Faculty, Assistant Principal	Work request				
8) Provide walkie-talkies for safety issues to selected personnel		Campus Administrators	Purchase Order				
9) Continue to implement precautions for injured/ill students by calling the nurse. Do not move serious injuries (call for nurse).		Faculty, Nurse	Agenda, Sign-In Sheets				
10) Continue implementation of orderly hallway transitions.		Teachers	Observation				

11) Each teacher will provide and implement a classroom management plan.		Teacher Campus Administrators	Plan on file, observation				
12) Continue enforcement of standardized dress code for students.		Committee	Dress code warning letters				
13) Improve Faculty Attendance by 2% using incentives and recognition.		Campus Administrators, Teachers	Attendance Reports each nine (9) weeks				
14) Post Discipline Management Plan in classrooms and Student Code of Conduct in the building		Campus Administrators	Plans filed				
15) Provide Texas Behavior Support Initiative training	4	Special Services Department, Principal	Sign-In Sheets, Agenda				
16) Continue efforts to decrease discipline referrals	2, 4	Principal	Reports				
17) Continue to confer with District Behavior Specialist		Principal, Teachers, Behavior Specialist	Minutes of RTI meeting				
18) RTI committee will monitor and address identified needs of referred students with frequent discipline referrals for implementation of behaior intervention		RTI Committee, Counselor	Discipline Records				
19) Continue to implement recommendations of the Safety Audit conducted in 2014 by HCDE.		Principal	Minutes of Leadership meeting				
20) Instruct students to not open exterior doors for anyone.		Teachers	Teacher Report				
21) Continue participation in physical Fitness Gram program		PE teacher	Report				
22) Provide staff development on Crisis Prevention, Crisis Management Plan, Laws on Restraint and Time Out, Discipline System, SPED Behavior Plans	4	Special Services Director, Principal	Agenda, Mintues				
23) Continue Implementaion of Safety Drills which will include monthly fire drills and one (1) shelter in place, one (1) lock down and one (1) tornado drill each semester (False Alarms to be treated as emergency practice drills)		Campus Administrators	Drills Schedule				
24) Update Crisis Management Plan based on recommendations from safety audit conducted in 2011		Leadership Team	Agenda, Minutes of Meeting				
25) Provide training in the use of AED to all staff	4	Nurse	Agenda				
26) Provide First Aide/CPR training to interested staff.	4	Nurse	Agenda				
27) Provide representative for Student Health Advisory Committee (SHAC) who will provide input, suggestions and advice for Health curriculum.		Assistant Superintendent of Administration, SHAC Committee	Agendas				

28) Provide one (1) CATCH night per semester	6	CATCH Committee	Sign-In Sheets, Calendar of events				
29) Remove graffiti as needed		Administrators, Maintenance and Asst. Superintendant	Work orders				
30) Post drug free, weapon free, smoke free signs around campus		Administrators, Maintenance and Asst. Superintendant	Work orders				
31) Paint fire zones on curbs		Administrators, Maintenance and Asst. Superintendant	Work orders	✓	✓	✓	✓
32) Maintain 12 inchces of mulch on playgrounds		Administrators, Maintenance and Asst. Superintendant	Work orders				
33) Meet with first responders		Administrators, Maintenance and Asst. Superintendant	Work orders				
34) Designate rally points 200 yds away from building		Administrators, Maintenance and Asst. Superintendant	Work orders	✓	✓	✓	✓

✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue

Goal 1: Improve academic performance for all students.

Performance Objective 7: Effectively utilize counselors to promote social, emotional, and academic health of the students.

Evaluation Data Source(s) 7: Meeting, Agenda, Student Schedules, Registration, AVID Implementation Plan, Certificate of training completion, TAPR

Summative Evaluation 7:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Provide classroom guidance on child safety, personal character traits, anti-drugs, anti-bullying.		Counselor	Lessons in guidance curriculum				
2) A Cyber Bullying Parent training will be offered.	6	Counselor, Assistant Principals	Agenda, Sign-In Sheet				
3) Use Leaps Lessons for persistent student behavioral issues.		Counselor and Teachers	Lesson Plans				
4) Incorporate nutrition and hygiene education to health education	2, 10	Counselor, Nurse, PE Teacher	Lessons Plans				
5) Identify and target migrant and homeless students to access needs and provide accelerated instruction as needed	9	Principal Counselor Teachers Federal Program Director	Rosters Walk-Throughs				
6) Provide training on Cyber Bullying/Bullying to make students and teachers aware of signs of Cyber Bullying/Bullying and steps to address concerns.		Counselor	Classroom Guidance schedule Lesson Plans				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.

Performance Objective 1: Students in Special Education shall improve their performance in Reading/ELA, Math, Science and Social Studies to address system safeguards missed along with PBMAS Indicators

Evaluation Data Source(s) 1: PBMAS, TAPR

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Require 3 - 6 hours of staff development and support for: Sheltered Instruction Plus	2, 4	Campus Administrators Teachers District Technology	Certificates/Walk-Throughs District Assessments				
2) Identify LEP students' level of English proficiency using IPT as a guide to providing appropriate instruction.	3, 9	Assistant Principal, Teachers, Bilingual Ed. Coordinator	Placement LPAC Data				
3) Increase the amount of English instruction that is provided and driven by LEP student needs grades K-5.	3	Assistant Principal, Teachers, Bilingual Ed. Coordinator	Lessons Plans Walk throughs				
4) Ensure that all faculty are responsible for the instruction of LEP students by attending training(s) offered by the district for support of instruction of LEP students.	4	Assistant Principal, Teachers, Bilingual Ed. Coordinator	Certificates Walk Throughs Lesson plans				
5) The progress of waivered students will be monitored.	9	Campus Administrators, Teachers	Report Cards Progress Reports CBAs Common Assessements				

6) Ensure that appropriate instruction is being provided for LEP students by monitoring the following areas: - daily schedules and lesson plans so that required elements are documented for ESL and English content subject support. - ESL instruction within the classroom. - use of the strategies and/or modifications for LEP students.	2	Campus Administrators, Teachers, Bilingual Ed. Coordinator	Lesson Plans Walk Throughs				
7) Provide supplemental instructional materials in English and Spanish based on student need for ELL students.	9	Campus Administrators, Bilingual Teachers	Purchase Orders				
8) Provide after school Language Acquisition Tutorials for ELL students to improve academic skills and language	9	Assistant Principal, Bilingual Teachers	Attendance Records				
9) Bilingual and ESL faculty and staff will attend training to review documentation procedures for LEP students.	4	Teachers, Assistant Principal, Bilingual Ed Coordinator	Certificate LPAC Folders				
10) Provide staff development for Bilingual Teachers	4	Principal Bilingual Teachers	Walk-Throughs				
11) Monitor integrity of PEIMS data for all LEP students.		Teachers, Assistant Principal, Bilingual Ed Coordinator	Certificate LPAC Folders				
12) Continue Rosetta Stone as a language acquisition program based on teacher recommendation	2	Campus Administrators, Bilingual Ed Coordinator	Scheduled Program Utilized				
13) Provide effective instruction so that LEP students progress at least 1 one proficiency level on TELPAS and 1 yrs growth on STAAR	2	Assistant Principal, Bilingual Teachers	Observations, Lessons Plans				
14) Provide TELPAS information to all teachers of ELLs to insure appropriate instruction	9	Assistant Principal	TELPAS Reports, Teacher Acknowledgement Receipt, Walk- Throughs				
15) Provide a Bilingual Night for paretns		Assistant Principal	Sign-in sheets Agenda				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.

Performance Objective 2: Staff serving students in special education shall provide high quality instruction and evaluation services.

Evaluation Data Source(s) 2: The State Performance Plan will reflect at least 95% compliance with all indicators for Special Education, and the TAIS report will reflect progress for students served by Special Education.

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Provide supplemental instructional materials/supplies for all subjects in all grade levels and based on campus needs.	9	Campus Administrators Team Leaders	Purchase Orders				
	Funding Sources: 299 - Title I & II Pooled Funds - $18000.00						
2) Evaluate instructional materials available and purchase new materials to meet grade level needs		Campus Administrators, Team Leaders	Purchase Orders				
3) Use district/ campus personnel to provide needed support for all teachers working with LEP/SPED students.	3, 5	Campus Administrators, Bilingual Ed Coordinator, Special Education Director, Bilingual Teachers, Special Education Teachers	Classroom Observation Increased, Journal of Meeting Walk Throughs				
4) Evaluate and monitor students and train teachers/staff to improve instruction for Special Education students in alll core subjects and STAAR ALT	4, 5	Campus Administrators, Special Ed Teachers	Walk-Throughs, Sign-In Sheets				
5) Monitor Special Education students to insure success.	9	Teachers Campus Administrators	Progress reports Data Binders				
6) Provide inclusion students with in-class support from teachers and aides. Increase the inclusion placement of SPED students	1, 8, 9	Special Education Teachers, Regular Ed Teachers	Schedule Log, Report Cards				

7) Provide staff development about effective inclusions models		Campus Administrators Teachers	Sign-in sheets Walk Throughs				
8) Provide opportunities for regular and SPED teachers to conduct conferences prior to ARD on students.		Campus Administrators	Staffing Minutes				
9) Increase use of small group instruction based on instructional needs between regular and SPED students.	9	Campus Administrators, SpEd Teachers, Regular Teachers	Schedule, Progress reports Lesson Plans SOAR Plans				
10) Teachers will review and implement the processes for placement referral and monitoring of GT, Dyslexic, Special Education, 504, RtI, and SSI Students	9	Campus Administrators, RTI Team, Counselor	RTI log, Student Profile folders, Student Program Roster				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.

Performance Objective 3: Reduce Drop-out and Retention rates.

Evaluation Data Source(s) 3: Increased access to post-secondary employment, increased rate completion of graduation requirements and mandated state assessment within four years of the student's entrance into high school, and increased percentage of students served by special education graduating on the recommended and distinguished or the foundation plan with endorsement.

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Provide transitional instruction for bilingual students linguistically ready to prepare them for instruction in a regular classroom environment	2	Campus Administrators, LPAC Committee, Bilingual Teachers	District Assessments, Walk Throughs, Lesson Plans				
2) Implement intervention plans for at-risk students targeting areas of concern.	2, 9	Campus Administrators Specialists	Plans Walk-Throughs SOAR Plans				
3) Provide in school tutorials for all students to increase academic success.	8	Teachers Administrators	PLC minutes SOAR/Tutorial Logs				
4) Continue efforts to reach struggling students to increase academic achievement through positive reinforcement	2, 4	Principal, Teachers, Training records	Student achievement data				
5) Continue to utilize Students Success and Initiative (SSI) folder with timeline, flowchart and appropriate form/letters in english and spanish	6, 9	Campus Administrators Counselors	Assessment results				
6) Continue providing support for students who have not been successful academically by utilizing the Reading Specialist.	2	Campus Administrators	Teacher Logs Student progress monitoring results				
7) Provide an instructional aide under the supervision of a certified teacher to assist with struggling students.	3	Campus Administrators Teachers	Personnel in place Schedule Set Logs monitored				
8) Continue implementing RTI Programs/materials	8	Reading Specialist Campus Administrators Resource teachers	Student Roster Walk-Throughs				

9) Continue to utilize RTI folders with timeline, flowchart and appropriate forms in english and spanish	6, 9	Campus Administrators, Counselor	Student List				
10) Continue providing support for students who have not been successful academically by utilizing the Math Specialist and Reading Specialist	2	Campus Administrators	Lab Operational, Lab Schedule				
11) Continue implementing RTI program/materials	9	Teachers Math Specialits Administrators	Data Binders RTI folders				
12) Use School Messenger daily for calling absences and tardies		PEIMS Clerk	Report				
13) Teachers will call home on 3rd consecutive absence	8	Teachers	Parent Contact Log				
14) Students will serve detention after each set of 3 tardies in a 9 week period		Teachers Receptionist Principal	Tardy Slips				
15) Follow district procedures for excessive absences		PEIMS Clerk Campus Administrator	Student file Reports				
16) Provide each 9 weeks incentive program for Perfect Attendance and no tardies		Campus Administrators CEIC	Attendance Report Incentive Schedule				
17) Acknowledge Perfect Attendance for the year at Award Day		Campus Administrators Teachers Administrative Assistant	Awards Reports				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.

Performance Objective 4: The Bilingual/ESL department will provide services that will improve academic performance to meet all Performance Based Monitored Assessment System (PBMAS) indicators at 0 or 1 and address system safeguards missed in Reading/ELA, Math, Science and Social Studies.

Evaluation Data Source(s) 4: PBMAS, TAPR

Summative Evaluation 4:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Require 3 - 6 hours of staff development and support for: Sheltered Instruction Plus	2, 4	Campus Administrators Teachers District Technology	Certificates/Walk-Throughs District Assessments				
2) Identify LEP students' level of English proficiency using IPT as a guide to providing appropriate instruction.	3, 9	Assistant Principal, Teachers, Bilingual Ed. Coordinator	Placement LPAC Data				
3) Increase the amount of English instruction that is provided and driven by LEP student needs grades K-5.	3	Assistant Principal, Teachers, Bilingual Ed. Coordinator	Lessons Plans Walk throughs				
4) Ensure that all faculty are responsible for the instruction of LEP students by attending training(s) offered by the district for support of instruction of LEP students.	4	Assistant Principal, Teachers, Bilingual Ed. Coordinator	Certificates Walk Throughs Lesson plans				
5) The progress of waivered students will be monitored.	9	Campus Administrators, Teachers	Report Cards Progress Reports CBAs Common Assessements				

6) Ensure that appropriate instruction is being provided for LEP students by monitoring the following areas: - daily schedules and lesson plans so that required elements are documented for ESL and English content subject support. - ESL instruction within the classroom. - use of the strategies and/or modifications for LEP students.	2	Campus Administrators, Teachers, Bilingual Ed. Coordinator	Lesson Plans Walk Throughs				
7) Provide supplemental instructional materials in English and Spanish based on student need for ELL students.	9	Campus Administrators, Bilingual Teachers	Purchase Orders				
8) Provide after school Language Acquisition Tutorials for ELL students to improve academic skills and language	9	Assistant Principal, Bilingual Teachers	Attendance Records				
	Funding Sources: 263 - Title III - $4863.00						
9) Bilingual and ESL faculty and staff will attend training to review documentation procedures for LEP students.	4	Teachers, Assistant Principal, Bilingual Ed Coordinator	Certificate LPAC Folders				
10) Provide staff development for Bilingual Teachers	4	Principal Bilingual Teachers	Walk-Throughs				
11) Monitor integrity of PEIMS data for all LEP students.		Teachers, Assistant Principal, Bilingual Ed Coordinator	Certificate LPAC Folders				
12) Continue Rosetta Stone as a language acquisition program based on teacher recommendation	2	Campus Administrators, Bilingual Ed Coordinator	Scheduled Program Utilized				
	Funding Sources: 263 - Title III - $1585.00						
13) Provide effective instruction so that LEP students progress at least 1 one proficiency level on TELPAS and 1 yrs growth on STAAR	2	Assistant Principal, Bilingual Teachers	Observations, Lessons Plans				
14) Monitor ELL students for academic success	9	Teachers Campus Adminstrators Bilingual Director	Progress Reports Data Binders				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 2: Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.

Performance Objective 5: The Bilingual /ESL will provide professional development to all campus personnel in Sheltered Instruction Plus and ELL, Monitoring progress to impact performance in Reading/ELA, Math, Science, and Social Studies

Evaluation Data Source(s) 5: TARP, TELPAS Report, PBMAS, PEIMS data

Summative Evaluation 5:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Monitor ELL students for academic success	9	Teachers Campus Adminstrators Bilingual Director	Progress Reports Data Binders				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 3: To provide abundant, varying, and meaningful opportunities for the students of Channelview ISD by offering opportunities through the Career and Technical Education (CTE) program.

Performance Objective 1: Provide a quality career guidance program for all students that promotes career awareness, exploration and preparation

Evaluation Data Source(s) 1: TAPR, PBMAS, Career Assessments, 4-6 Year Plans, Stakeholder Feedback

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Continue to train staff about Texas College and Career Readiness Standards	10	Principal	Sign-In Sheets, Agendas				
2) Provide a College Day	10	Principal Team Leaders Counselor	Agendas, Plans				
3) Provide a Career Day	10	Principal Team Leaders Counselor	Committee Plans				
4) Continue to participate in district vertical team efforts to develop district curriculum and assessments at a higher level of rigor	8	Campus Administrators, District Vertical Team Representative	Walk-Throughs				
5) Provide college and career information to students and parents	6, 10	Campus Administrators, Team Leaders, Counselor	Copies of handouts				
6) Investigate and consider the AVID program		Campus Adminstrators Team Leaders Counselor Site Team	Minutes of meetings Training Information Agenda				
7) Set an attendance goal for students equal or greater than the state minimum.	9	Principal	9 week report				
8) Expand Career Awareness opportunities in Grades K - 5th.	1, 3, 6	CTE Director, Curriculum Coordinator, Principal	Programs planned				

9) Monitor and review process for promotion/retention for K -5 students based on the standards set for Core areas for English Language Arts, Math, Science and Social Studies	8, 9	Principal, Teachers	Report Cards, Parent Conference Log				
10) Provide Summer Jump Start program for K-2 placed students	1, 2, 3, 8, 9, 10	District Elementary Coordinator School Administrator Teachers	Roster Pre & Post tests				
11) Provide inclusion opportunities for students with special needs in grades K - 5	2	Campus Administrators, SPED Staff	Schedules				
12) Tutorials will be offerred during the school day for students needing assitance in mastering TEKS objectives.	9	Camus Administrators Campus Specialists Teachers	PLC minutes Log SOAR				
13) Continue the use of professional learing communities (PLC) to analyze data and develop plan for struggling students.	9	Campus Administrators, Campus Specialists and Teachers	Agendas, Minutes				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: To provide 21st century skills and opportunities for the students of Channelview ISD by actively looking at instruction using technology

Performance Objective 1: Provide infrastructure and network resources to support the effective use of technology.

Evaluation Data Source(s) 1: Included in Tech Plan Status Summative Review

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Require staff development and support and utilization of instructional technology and STAAR training		Campus administrators Teachers District Technical staff	Certificates PO Walk Throughs				
2) Provide an instructional aide to assist with implementation of technology	3	Campus Administrators	Personnel in place Schedule set Walk Throughs				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

Goal 4: To provide 21st century skills and opportunities for the students of Channelview ISD by actively looking at instruction using technology

Performance Objective 2: Provide and Integrate technology into teaching and learning.

Evaluation Data Source(s) 2: Included inTech Plan Status Summative Review, Technology Integration Survey Results

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Provide and increase use of Computers, Smartboards, ipads,Document Cameras, Slates and student response systems in all core subject areas.	2, 9	Campus Administrators Principals	Library Check-Out Lesson Plans Wallk Throughs				
	Funding Sources: 299 - Title I & II Pooled Funds - $57504.00						
2) Provide instructional software in all subjects. (i.e. IStation, Think Through Math, etc.) for at-risk students to increase mastery.	9	Campus Administrators Teachers	Teacher Feedback Walk-Throughs Reports				
	Funding Sources: 199 - SCE - $7102.00						
3) Schedule students to receive hands-on technology instruction provided by instructional aide under the supervision of campus administrator		Campus Administrators, Instructional Aide	Computer Lab schedule				

= Accomplished = Considerable = Some Progress = No Progress = Discontinue

State Compensatory

Personnel for Hamblen Elementary School:

Name	Position	Program	FTE
Cheryl Childs	Math Specialist		
Cristal Diliegros	Aide		100%
Pam Stelly	Reading Specialist		100%
Tina McKnight	Aide		100%

Title I

Schoolwide Program Plan

We Provide: Staff Development, instructional materials and supplies in English and Spanish, RTI Materials, Books, Science Lab consumables, instructional consultants and parental involvement activities.

These programs will provide additional assistance for students that are At Risk and help maintain a Highly Qualified Faculty

2016-2017 Campus Education Improvement Committee

Committee Role	Name	Position
Admin	Constance Norfleet	Principal
Admin	Diorica Cavazos	Assistant Principal
Business Representative	Julia Arceneaux	
Classroom Teacher	Theda Aiken	4th Grade
Classroom Teacher	Kristen Catalano	3rd Grade
Classroom Teacher	Laura Cox	2nd Grade
Classroom Teacher	Charnea Jones	5th Grade
Classroom Teacher	Michelle McDaniel	1st Grade
Classroom Teacher	Patricia Rene	Kindergarten
Community Representative	Kent Wilson	
District-level Professional	Veronica Pasternack	Federal Programs Director
Non-classroom Professional	Valarie Baker	Counselor
Non-classroom Professional	Pam Stelly	Reading Specialists
Non-classroom Professional	Ryan Wolf	PE
Parent	Rachel McNelty	