

KILGORE HEIGHTS EL

Campus Improvement Plan

2010/2011

Date Reviewed: 10/15/10

Date Approved: 10/15/10

Heights Comprehensive Needs Assessment

COMPREHENSIVE NEEDS ASSESSMENT
TITLE I SCHOOLWIDE COMPONENT # 1
(Relates to NCLB component # 1)

The following student performance information documents were used to conduct a needs assessment for student achievement in Kilgore I.S.D. An in-depth review and disaggregation of data by the district site-based committee led to the development of the goals, objectives, and strategies included in the District Plan of Action.

State accountability report (AEIS)

Texas Primary Reading Inventory

Boehm

Star Early Literacy

Waterford

ILE

Circle Assessment

Reading A-Z

Reading Proficiency Test in English

PBMAS Report

District Committee Recommendations

Instructional Departments Recommendations

PEIMS Report 415 Discipline Referrals

Staffing Needs

Benchmark Tests

Student Academic Assessments

NGS educational record of priority services for migrant students

Attendance rates disaggregated by student groups and gender

Prevalence of risk and protective factors

Annual Migrant Survey

Class size

PEIMS 425 Record Incident Report

Tobacco, alcohol, and other drug-use incident data

Evaluations of professional development activities

Evaluation of policies and procedures to ensure a positive impact on student performance

FINDINGS: Analysis of the cited data indicates:

1. Increase in academic performance for all populations in reading, writing, math, and science.
2. There is a slight gap in Reading performance scores between the African-American population and other student groups tested.
3. Need for programs targeting language acquisition.
4. Need to intensify instruction for Special Education and LEP students in all areas to meet recommended achievement status.
5. Systemic alignment from Pre K - 1st grades, horizontally and vertically.

The following funding sources support the strategies implemented to address the identified needs:

Title I
Title II, Part D
Title III
Title IV
Title V
OEYP
OFYP
Accelerated Reading Program
Accelerated Math Program
Local Funds
Pre-K Expansion Grant
Headstart

KILGORE HEIGHTS EL

Mission

Mission Statement

Kilgore ISD is a community committed to doing WHATEVER IT TAKES in helping all students reach a high level of academic achievement as determined by state and national standards with the ability to creatively think, lead, collaborate, communicate and thrive in our local and a global society. We commit to a comprehensive system of support to assure this outcome. We believe our mission includes the education and preparation of our students for lifelong academic as well as workf

Vision

With leadership from our superintendent, the district site-based decision-making committee that represents all district stakeholders has collaboratively developed this plan. All students need to develop essential academic skills and to acquire a knowledge base on which to build lifelong learning. All students will be taught a core curriculum of English Language Arts, mathematics, science, social studies, fine arts, health, physical education, and technology literacy. All students will acquire

Nondiscrimination Notice

KILGORE HEIGHTS EL does not discriminate on the basis of race, 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.

KILGORE HEIGHTS EL Site Base

Name	Position
Adams, Kathy	Parent
Beck, Julie	Business Professional
Griffith, Deana	Kilgore Heights Elementary Assisnt Principal
Hatter, Gwen	Pre K Teacher
Jones, Jason	Community Member
Lomas, Petra	Heights Receptionist
Nichols, Jessica	Kindergarten Teacher
Roberts, Cassie	School Nurse
Stanfield, Pam	Kindergarten Teacher
Sweatnam, Joy	District Wide Professional
Toon, Kathryn	Title Math Teacher
Warren, Cindy	Head Start Teacher

Resources

Resource	Source
IDEA Special Education	Federal
Title I	Federal
Title IIA Principal and Teacher Improvement	Federal
Title IID Technology	Federal
Title III Bilingual / ESL	Federal
Title IV Safe and Drug Free	Federal
Activity Funds	Local
Local Funds	State
State Compensatory	State

Academic Performance Chart

	2005-2006						2006-2007						2007-2008*					
	Reading	Math	Writing	Soc.St.	Science		Reading	Math	Writing	Soc. St.	Science		Reading	Math	Writing	Soc. St.	Science	
All	85%	71%	89%	84%	69%		86%	78%	93%	84%	72%		88%/91	80/79	90%/94	86%/90	80%/71	
Male	81%	70%	83%	86%	71%		83%	78%	92%	85%	73%		80/80	80/80	86%/91	90%/93	80%/76	
Female	88%	71%	95%	83%	68%		89%	78%	94%	83%	71%		80/78	80/78	95%/98	86%/87	80%/67	
Afr. Am.	75%	52%	88%	72%	43%		79%	65%	90%	73%	60%		80/64	80/64	90%/94	80%/84	80%/58	
Hispanic	71%	61%	81%	70%	53%		75%	74%	89%	73%	62%		80/76	80/76	84%/91	80%/80	80%/55	
White	91%	78%	92%	90%	80%		92%	83%	95%	90%	79%		80/85	80/85	94%/96	92%/94	80%/80	
Eco. Dis.	76%	59%	85%	71%	56%		79%	69%	88%	71%	57%		80/86	80/72	87%/91	80%/83	80%/58	
At Risk	72%	49%	80%	72%	46%		73%	58%	87%	70%	51%		80%/81	80/60	80%/85	80%/79	80%/47	
LEP	51%	53%	70%	31%	32%		51%	62%	71%	37%	41%		70%/68	70/62	70%/85	70%/52	70%/28	
Sp. Ed.	60%	43%	92%	78%	63%		58%	44%	77%	44%	17%		80%/75	80/65	80%/75	80%/60	80%/33	

	05-06	06-07	07-08*
Attendance	95.2%	95.6	

	05-06	06-07	07-08*
Completion Rate	91.3%	94.3	
At Risk Completion Rate	85.7%	86.4	

	05-06	06-07	07-08*
Dropout Rate	0.0%	0.0	

	05-06	06-07	07-08*
Recom. HS Program	57.6%	59.0	

	05-06	06-07	07-08*
SAT/ACT			
Tested	39.4%	46.6	
Above Criteria	23.3%	18.8	

*Goal/Actual

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2010/2011 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue benchmark testing for mastery of TEKS/TAKS objectives. SWC# 7 (Title I SW: 1) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Counselor(s), Department Heads, Principal	2 times a year	(F)Title I	90% mastering at least 85% tested objectives.
2. Provide appropriate interventions for identified at-risk and other students not reaching desired academic performance levels: <ul style="list-style-type: none"> • Lower student/teacher ratio • Tutorial classes • Research-based teaching strategies including modeling, tactical learning, cooperative learning, manipulatives • Career awareness • Title I • AR * Waterford Lab * Destination Math Lab * ESL SWC# 2, 8, 10 (Title I SW: 2) (Target Group: AtRisk) (NCLB: 1)	Principal	each 6 weeks	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (L)Activity Funds, (S)State Compensatory	90% obtaining report card grade of at least 75 and mastering at least 85% tested objectives.
3. Continue staff meetings to strengthen TEKS vertical and horizontal alignment. SWC# 7 (Target Group: All) (NCLB: 1)	Principal	December - May	(F)Title IIA Principal and Teacher Improvement	90% Mastering at least 85% tested objectives
4. Maintain training, as needed for Reading and Math initiatives. (Relates to NCLB component #2) SWC# 4, 10 (Target Group: AtRisk) (NCLB: 1)	Principal	6 weeks	(F)Title I, (S)Local Funds	Benchmark scores indicating 90% mastering at least 85% tested objectives
5. Purchase library materials to ensure optimum resources for enhancing student achievement. SWC# 8, 10 (Target Group: All) (NCLB: 1)	Principal	9 months	(S)Local Funds	Informal surveys and needs assessments.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Provide summer school for identified at-risk students. (Target Group: AtRisk) (NCLB: 1)	Principal	May - September	(F)Title III Bilingual / ESL, (S)Local Funds	90% eligible students served 90% students meeting grade level expectations
7. Provide opportunities for parents and community members to become partners: (Relates to NCLB component #6) <ul style="list-style-type: none"> • District/campus committees • Campus Parent Resource Centers • Parent compacts • Staff development needs/plans • Meet the Teacher • Open House(s) • Orientations • Parenting skills classes • Parent Involvement Day(s) • Computer access • Safe and Drug Free programs • PTA • Kilgore Economical Development Council • Parent literacy training • Wellness Plan SWC# 5, 10 (Target Group: All) (NCLB: 1)	Counselor(s), Principal	Monthly	(F)Title I, (S)Local Funds	At least 10% increase in participation over same event last year.
8. Ensure an interpreter for all parent meetings. SWC# 5 (Title I SW: 2,6) (Target Group: H, ESL) (NCLB: 1)	Teacher(s)	May	(F)Title I	10% increase in attendance by non-English speaking parents.
9. Maintain a functional pre-referral student intervention assistance team on each campus. SWC# 2, 8 (Title I SW: 2) (Target Group: All, SPED) (NCLB: 1)	Executive Director of Special Programs, Principal	December	(S)Local Funds	90% reduction in referrals to special ed of non-qualifying students.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. Educate all students with disabilities in the least restrictive environment. SWC# 2 (Title I SW: 2) (Target Group: SPED) (NCLB: 1)	Executive Director of Special Programs, Principal	August, October, May	(F)IDEA Special Education, (S)Local Funds	Increase in number of students taking TAKS/TAKS-Accommodated on level.
11. Maintain a trained behavior intervention team on each campus. (Target Group: All) (NCLB: 1)	Principal	September, December	(S)Local Funds	100% team members appropriately trained.
12. Continue "Learning for Life" curriculum SWC#2 (Target Group: All) (NCLB: 1)	Assistant Principal(s), Counselor(s), Lead Teacher, Principal	ongoing	(L)Activity Funds	Review lesson plans
13. Support and facilitate KISD Technology Plan. (Relates to NCLB component #2) SWC# 4,10 (Title I SW: 10) (Target Group: All) (NCLB: 1)	Director of Technology	September, January	(F)Title IID Technology, (S)Local Funds	Identified projects meeting timelines.
14. Support intent of Title I School wide programs: (Relates to NCLB component #2 & 3)•Kilgore Heights •Chandler Elementary •Kilgore Intermediate SWC#2,8,10 (Title I SW: 1) (Target Group: H, ESL, Migrant) (NCLB: 1,3)	Executive Director of Special Programs, Principal	Each 6 weeks	(F)Title I	At least 85% students reaching minimum academic standards.
15. Support campus activities to ensure successful transition of pre-school students into kindergarten and kindergarten students to first grade. (Relates to NCLB component #2, 7, & 10). (Title I SW: 7) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Principal	September	(F)Title I, (S)Local Funds	At least 80% kindergarten students scoring at least 70 on skills inventory.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>16. Facilitate staff development to address identified needs: (Relates to NCLB components #4 & 8)•Data disaggregation • Data analysis • Benchmark item analysis • Importance of parental involvement • Technology • Conflict resolution • Discipline management • Workshops, conferences, seminars • Strategies for working with at-risk students • CPR • Program-specific updates • Higher level/critical thinking skills • District procedures/criteria for placing students in special programs. SWC#3,4,10 (Title I SW: 1,2,3,4) (Target Group: All) (NCLB: 1)</p>	<p>Executive Director of Special Programs, Principal</p>	<p>Aug/Sept,January ,May</p>	<p>(F)Title I</p>	<p>At least 85% students from each population meeting minimum expectations each 6 weeks 100% students served by appropriate programs</p>
<p>17. Continue to provide enrichment program and advanced placement classes for identified Gifted/Talented students. (Relates to NCLB component #9) (Title I SW: 3) (Target Group: GT) (NCLB: 1)</p>	<p>Executive Director of Special Programs, Principal</p>	<p>Aug/Sept, January</p>	<p>(S)Local Funds</p>	<p>100% GT students meeting minimum passing standards 90% identified students meeting commended</p>
<p>18. Continue to provide resources such as United Streaming from National Geographic to teachers and students to facilitate student growth and academic performance. (Title I SW: 2) (Target Group: All) (NCLB: 1)</p>	<p>Director of Technology, Executive Director of Special Programs, Principal</p>	<p>October</p>	<p>(F)Title I, (S)Local Funds</p>	<p>85% students score at least 70% on teacher developed assessments</p>
<p>19. Provide needed staff development to ensure staff is highly qualified. (Relates to NCLB component # 5)SWC#3,4,10 (Title I SW: 4) (Target Group: All) (NCLB: 1)</p>	<p>Assistant Superintendent(s)</p>	<p>August,October,May</p>	<p>(F)Title IIA Principal and Teacher Improvement, (S)Local Funds</p>	<p>100% staff highly qualified Benchmark scores indicating 90% students mastering at least 85% objectives tested</p>

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
20. Develop a curriculum management plan that provides for alignment, data analysis, and monitored assessment through the use of the Kilgo curriculum alignment techniques and the forethought on line curriculum management tool to assure that all instruction is aligned vertically, horizontally and made available through out the district. (Target Group: All) (NCLB: 1,2,5)	Assistant Superintendent(s), Instructional Facilitator, Principal, Superintendent(s)	1 year	(S)CATE Funds, (S)Local Funds, (S)State Compensatory	ongoing program evaluation
21. Implement technology based instruction throughout the district through the i-learn program enhanced with computer based softwares: Imagine learning Waterford Destination Math Earobics Accelerated Reading/Math Rosetta Stone (Title I SW: 1,2,8,9,10) (Target Group: All) (NCLB: 1,2,5)	Director of Technology, Lead Teacher, Principal	September 09	(F)Title IID Technology, (S)Local Funds	Yearly Program evaluations
22. Maintain a functional Response to Intervention assistance team on campus. SWC#2 & 8 (Title 1:2) Targeted group: At Risk NCLB: 1 (Title I SW: 1,3,4,5,6,7,8,9) (Target Group: AtRisk) (NCLB: 1,3,4)	Assistant Principal(s), Lead Teacher, Principal, Program Director, Special Ed Teachers, Teacher(s)	ongoing	(F)Title I, (S)Local Funds	Ongoing program evaluation

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Objective 2. All limited English proficient students will become proficient in English and reach high academic standards as reflected in the Academic Performance Chart. (Relates to NCLB components 2, 3, 6, 9, and 10)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that all LEP students become proficient in English through the following: Increased ESL time for identified students Vertical alignment of adopted materials Correlation of Adopted/supplemental materials and TEKS (Target Group: H, LEP) (NCLB: 1,2)	ESL Coordinator, Principal, Program Director	December February April	(F)Title III Bilingual / ESL, (S)Local Funds	100% of students participating and demonstrating increased levels of proficiency
2. Participate in Region VII cooperative: Training and Technical Assistance (Target Group: H, LEP) (NCLB: 2)	ESL Coordinator, Program Director	January May	(F)Title III Bilingual / ESL	Are district needs being met through Cooperative.
3. Provide appropriate supplementary instructional materials to ensure English proficiency. (Target Group: LEP) (NCLB: 2)	ESL Coordinator, Principal	Every 6 weeks	(F)Title III Bilingual / ESL	90% of students meeting academic standards.
4. Encourage parental awareness and involvement (NCLB #6) Interpreters Small group meetings Home Visits (Target Group: H) (NCLB: 2)	ESL Coordinator, Principal, Program Director	December April	(F)Title III Bilingual / ESL	At least 50% of homes represented at meetings.

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Objective 3. Kilgore Heights will recruit and maintain a high skilled, highly qualified and innovative staff in all positions through appropriate training and staff development, and retain at least 95% of this staff from year to year to provide a quality of education for all students. (Relates to NCLB component # 3, 4, and 5)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide staff development to ensure that staff is highly qualified. (NCLB component #5) (Title I SW: 4) (Target Group: All) (NCLB: 3)	Assistant Superintendent(s), Principal, Superintendent(s)	All year	(S)Local Funds	100% of staff highly qualified.
2. Cooperate with area colleges, universities, Region VII teacher education as well as other alternative certification programs to ascertain qualified applicants. (Title I SW: 3) (Target Group: All) (NCLB: 3)	Assistant Superintendent(s), Executive Director of Special Programs, Personnel Director	Throughout year	(S)Local Funds	100% highly qualified staff
3. Align employee job descriptions with evaluation instruments. (Target Group: All)	Assistant Superintendent(s), Personnel Director, Principal	On going	(S)Local Funds	Monitor progress toward completion of instruments.
4. Provide comprehensive leadership development programs to encourage teachers to enter administrative programs and assist current administrators in development of their skills (Title I SW: 3) (Target Group: All) (NCLB: 3)	Superintendent(s)	On going	(S)Local Funds	Evaluation of number of teachers in administrative programs and review of administrative staff development.
5. Provide opportunities for paraprofessionals to attend school by providing time off, comp time and flexible scheduling opportunities. (Title I SW: 3) (Target Group: All) (NCLB: 3)	Principal	On going	(S)Local Funds	Review of number of paras attending classes each year.
6. The district will require administrators to monitor instruction through increased walk throughs and the PDAS evaluation system. (Title I SW: 3,8,10) (Target Group: All) (NCLB: 3)	Assistant Superintendent(s), Principal	On going	(L)Activity Funds, (S)Local Funds	Weekly walk through counts as documented by Deputy Superintendent.

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Objective 4. Kilgore Heights will establish learning environments for all students and staff that are safe, drug-free, and conducive to learning and employee effectiveness and that will decrease disciplinary referrals by 5% each year. (Relates to NCLB component # 2 and 10)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review and revise the student code of conduct to ensure strategies are in place to address: Unwanted verbal and physical abuse Sexual Harassment Bullying Dating violence Sexual abuse of children Alcohol awareness Parenting awareness (Target Group: All) (NCLB: 4,5)	Assistant Principal(s), Executive Director of Special Programs, Principal	June 2009-June 2010	(F)Title IV Safe and Drug Free, (S)Local Funds	Revisions completed
2. Continue usage of character development programs to promote parent involvement and student development. Watch D.O.G.S. Character Counts Back Pack Program Learning for Life (Title I SW: 6) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor(s), Principal	September-May	(S)Local Funds	10% reduction in office referrals, suspensions and corporal punishment.
3. Implement the district and campus wellness plans through the district SHAQ committee. (Target Group: All)	Executive Director of Special Programs	October	(S)Local Funds	Meeting Notes
4. Implement district and campus Emergency Operation plans in conjunction with SRO and city officials. (Target Group: All) (NCLB: 4)	Executive Director of Special Programs, Principal, Superintendent(s)	September	(S)Local Funds	Review of plan.
5. Provide opportunities for faculty, staff and students to obtain flu shots, vaccines, blood screening, hepatitis B, mammograms and other health related vaccinations and screening as can be provided by the district. (Target Group: All) (NCLB: 4)	School Nurse	ongoing	(S)Local Funds	Staff and student participation records

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Manage disruptive behavior on campuses through Staff development starting from Texas Behavior Support Initiative and CPI training. (Target Group: All) (NCLB: 4)	Principal, Special Ed Teachers	2 times a year	(F)IDEA Special Education	100% of campuses have trained team.

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Objective 5. Kilgore Heights will maintain an effective attendance and dropout prevention program that encourages all students to maintain a 95% attendance rate and obtain a high school diploma.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to provide school supplies for student identified as homeless. (Title I SW: 2,9) (Target Group: AtRisk) (NCLB: 4,5)	Principal, Teacher(s)	August January	(S)Local Funds	Supplies donated or purchased during school year. 100% of needy served.
2. Implementation of a back pack food program that provides snacks for students on weekends and school breaks. (Title I SW: 2,9) (Target Group: AtRisk) (NCLB: 4)	Counselor(s), Principal, Teacher(s)	Weekly	(S)Local Funds	Number of students receiving backpacks. 100% of needy served.
3. Implement an attendance program to crackdown on excessive absences as well as tardies at all campuses. (Title I SW: 2,6) (Target Group: All) (NCLB: 5)	Peims Coordinator, Principal	On going	(S)Local Funds	Attendance rate above 95% Drop out rate below state average.
4. Promote communication among students, parents, and teachers concerning the advantages of staying in school: Personal communication News letters Websites Meetings Phone calls (Title I SW: 6) (Target Group: All) (NCLB: 5)	Counselor(s), Principal, Teacher(s)	on going	(S)Local Funds	Drop out rate less than 1%
5. Continue to increase the number of counseling opportunities through the use of local agencies for substance abuse, family issues and student development. (Target Group: All) (NCLB: 4,5)	Counselor(s), Principal, Program Director	Summer	(S)Local Funds	Counselors on every campus.

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Objective 6. Kilgore Heights will provide and promote opportunities to develop skills attitudes, and/or practices characteristic of productive, community-minded adults: citizenship skills, honorable behavior, self-esteem, respect for others, accountability for ones actions and healthy lifestyles will all be a part of this program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establishment of character development programs to develop students ability to communicate and be productive citizens. (Character counts, Learning for Life, Vision management, Watch Dogs) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor(s), Lead Teacher, Principal	September 2009 ongoing	(S)Local Funds	Principal presentation of groups at board meeting.
2. Continuation of outside counseling programs for student development. (ETCADA, MEntoring Program, Sabine Valley, Star Program) (Target Group: AtRisk)	Counselor(s), Principal	September	(O)grants	Counselor records of outside meetings
3. Provide counselors for every campus to enhance the development of all students academically, socially and emotionally. (Target Group: All)	Superintendent(s)	September 2009	(S)Local Funds	Counselors on 100% of campuses.

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Objective 7. Parents, staff and community stakeholders will work jointly together to enhance the quality and effectiveness of our schools.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish the CSI community involvement program to invoke community and business partnerships with schools in local campus activities. (Title I SW: 6) (Target Group: All)	Principal	September 2009	(S)Local Funds	Group partnerships increase by 10%
2. Establish parental involvement programs that will get parents involved in daily campus activities. (Watch D.O.G.S., parent volunteers, PTA) (Target Group: All) (NCLB: 4)	Assistant Principal(s), Counselor(s), Principal	September 2009	(S)Local Funds	Implementation of programs
3. Communicate with all stakeholders about student activities through the use of advertisements, web site, newspaper and other media avenues. (Target Group: All)	Director of Technology, Principal, Superintendent(s)	On going	(S)Local Funds	Stakeholder surveys.
4. Expand the educational foundation to involve more parents and community stakeholders. (Target Group: All)	Superintendent(s)	May 2010	(S)Local Funds	Board membership includes 20% parents.
5. Establish better communication with parents and community through the use of website surveys, family access, parental access as well as other technology applications that will better inform parents. (Title I SW: 6) (Target Group: All)	Director of Technology, Principal, Superintendent(s)	September 2009 ongoing	(S)Local Funds	Stakeholder surveys.
6. Implement parental programs that teach parenting skills, language, strategies to help increase student academics. (Title I SW: 6) (Target Group: All, LEP)	ESL Coordinator, Principal, Program Director	May 2010	(S)Local Funds	program implementation
7. Establish relationships with local churches that provides students additional positive relationships in their lives. (Title I SW: 6) (Target Group: H, AA)	Principal, Program Director, Superintendent(s)	January 2010 May 2010	(S)Local Funds	Church participation increases by 10 %

KILGORE HEIGHTS EL

Goal 1. Goal: Kilgore Heights is a campus committed to doing WHATEVER IT TAKES in helping all students reach a high level of academic achievement as determined by state and national standards with the ability to creatively think, lead, collaborate, communicate and thrive in our local and global society. We commit to a comprehensive system of support to assure this outcome. We believe our mission includes the education and preparation of our students for lifelong academic as well as workforce opportu

Objective 8. Kilgore Heights will provide opportunities to engage our diverse educational community to effectively participate in the academic, social, and leadership aspects of the educational community through promoting the value of school, home and community relations to student achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish diversity teams on each campus to address minority test scores, parent involvement and other related issues. (Title I SW: 2,6,9,10) (Target Group: H, AA) (NCLB: 1,2,5)	Counselor(s), Principal	September 2009	(S)Local Funds	Team meeting minutes
2. Create and implement a minority initiative that is created by the district and campus diversity teams to address district wide minority issues. (Title I SW: 2,6,9,10) (Target Group: H, AA) (NCLB: 1,2,5)	Superintendent(s)	September 2009	(S)Local Funds	District Web site posting of initiative.
3. Provide diversity training for all district employees. (Title I SW: 3,4,9,10) (Target Group: H, AA) (NCLB: 1,2,5)	Principal, Superintendent(s)	May 2010	(S)Local Funds	Staff Development records
4. Provide culturally responsive strategies for all teachers for implementation in the classroom. (Title I SW: 4,9,10) (Target Group: All) (NCLB: 1,2,5)	Assistant Principal(s), Campus Instructional Technologist, Department Heads, Instructional Facilitator, Principal	September 2009	(F)Title IIA Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (S)Local Funds	Lesson plans show 100% participation
5. Provide opportutnites for minority parents to be involved as commiittee members for all district and campus committees. (Target Group: H, AA) (NCLB: 1,2)	Principal, Superintendent(s)	September 2009	(S)Local Funds	Review makeup of all district and campus committees. Minority membership uis equal to school demographics.

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Objective 9. Communication among district employees, students, parents and the community at large will be accurate, consistent, timely, effective and interactive.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish communication channels that allow all stakeholders to receive information in a timely manner. (Title I SW: 6) (Target Group: All) (NCLB: 2)	Assistant Superintendent(s), Director of Technology, Principal, Superintendent(s), Teacher(s)	09-10 school year	(S)Local Funds	Stakeholders survey. 100% on web
2. Establish a web site that provides all necessary campus and district information for all stakeholders. (Parent access, employment, district forms, etc.) (Title I SW: 6) (Target Group: All) (NCLB: 2)	Director of Technology	On going	(S)Local Funds	View Web site for 100% of information.
3. Establish teacher websites that allow parents to obtain academic as well as classroom information in a timely manner. (Title I SW: 6) (Target Group: All)	Director of Technology, Principal, Teacher(s)	May 2010	(O)Educational Foundation, (S)Local Funds	View Web sites for 100% participation.
4. Provide interpreters for all parents meetings. (Title I SW: 2,6,10) (Target Group: H, ESL, Migrant, LEP) (NCLB: 2)	ESL Coordinator, Principal, Program Director	September 09	(F)Title III Bilingual / ESL	Interpreters at 100% of all meetings
5. Install a calling system that allows parents to be contacted about all school issues.(weather, school closing. meetings etc.) (Target Group: All)	Director of Technology	May 2010	(S)Local Funds	Install system
6. Utilize local media opportunities to promote the school district and its upcoming events. (Target Group: All)	Assistant Superintendent(s), Personnel Director	January 2010	(S)Local Funds	Media publications

KILGORE HEIGHTS EL

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Objective 10. The financing of education at KISD will be equitable and adequate for all students and will be centered on student needs. It will reflect fiscal responsibility through awareness, evaluation, education, communication and collaboration.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish a budgeting system based on student needs that is equitable for all academic as well as extra curricular areas. (Target Group: All) (NCLB: 1,2,4)	Assistant Superintendent(s), Business Manager, Principal, Program Director, Superintendent(s)	July Budget	(S)Local Funds	2010-2011 Budget
2. Establish campus and program budgets based on student numbers that is fair and equitable. (Target Group: All)	Assistant Superintendent(s), Business Manager, Principal, Superintendent(s)	2010-2011 Budget	(S)Local Funds	2010 Budget presentation.

KILGORE HEIGHTS EL

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Objective 11. Kilgore Heights will provide teachers and students the opportunities to compete in a diverse, technological and global society and will provide technology as an integrated component of every classroom to support instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement Phase 1 of the I-learn technology program. (Title I SW: 1,2) (Target Group: All) (NCLB: 1,2)	Director of Technology, Superintendent(s)	09-10 school year	(O)Educational Foundation	Plan review. 100% of plan completed.
2. Continue updating district technology through 5 year technology replacement plan. (Title I SW: 1,2,4) (Target Group: All) (NCLB: 1,2)	Director of Technology	yearly	(F)Title IID Technology, (S)CATE Funds, (S)Local Funds, (S)State Compensatory	Review of 5-year program
3. Monitor and access cutting edge technology and purchase as determined by district needs. (Title I SW: 2,4) (Target Group: All) (NCLB: 1,2)	Director of Technology, Principal, Teacher(s)	yearly	(F)Title IID Technology	Technology purchases
4. Provide students and teachers with cutting edge technology to be used in the classroom. (Title I SW: 2,4) (Target Group: All) (NCLB: 1,2)	Director of Technology, Principal, Superintendent(s)	2009-2010-2011	(S)Local Funds, (S)State Compensatory	Technology purchased

KILGORE HEIGHTS EL

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Objective 12. Kilgore Heights will continually monitor and update facilities to provide the most effective learning environment for students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campuses will be monitored by administration to determine routine facility needs. (Target Group: All) (NCLB: 4)	Custodial Staff, Principal	Weekly	(S)Local Funds	Work orders and walk through notes.
2. Perform a yearly walk through of all campuses to evaluate facility needs. (Target Group: All) (NCLB: 4)	Maintenance Director, Principal, Superintendent(s)	January	(S)Local Funds	Ongoing evaluation of campus
3. Perform routine maintenance checks on all facilities and do yearly deep cleaning and updates on all campuses. (Target Group: All) (NCLB: 4)	Maintenance Director	Weekly	(S)Local Funds	Principal review of campuses.

ESC Region #: VII	Bilingual Education / ESL Monitoring System		Stage of Intervention: 1-A
LEA: Kilgore ISD	2008-2009		Submittal Date: (on file)
Co/District #: 092-902	Continuous Improvement Plan		
<p>Desired results/goals identified in the BE-ESL continuous improvement plan should be integrated, as appropriate, into LEA and campus improvement planning processes. The LEA must ensure that staff members on each campus have a clear understanding of the LEA's CIP activities. Campus principals must disseminate the CIP to all faculty members and conduct training regarding implementation of CIP activities, including individual staff responsibilities for implementation and evaluation. The LEA must also conduct monitoring to determine the progress of implementation of CIP activities and evaluate completed activities to determine results related to student performance. The LEA must provide the TEA with updates regarding implementation, monitoring, and evaluation activities upon request.</p>			

DESIRED RESULT <i>Goal(s) that address each identified area of improvement, including necessary correction of noncompliance</i>	MEASURABLE EVIDENCE OF CHANGE <i>Qualitative and/or quantitative measures of student performance/program improvement</i>	ACTIVITIES <i>Describe the new strategies, initiatives, and/or redesign activities that will be implemented to improve key program components and systems to attain the desired result.</i>	RESOURCES <i>Materials/supplies, fiscal, and personnel needed to implement activities</i>	TIMELINES <i>Initial (beginning) Interim (formative) and Final (summative) for evaluation purposes</i>
TAKS Reading/ELA ESL students will exceed target of 70% to meet standard	District results: Campus Benchmarks, State Assessments	TALA Training, Differentiated Instruction, Co-teaching and Singleton Achievement Teams	TEA initiatives, Region VII ESC, Title III Funds, KISD Admin and ESL Staff	Aug. 08 Feb. 09 June 09

DESIRED RESULT <i>Goal(s) that address each identified area of improvement, including necessary correction of noncompliance</i>	MEASURABLE EVIDENCE OF CHANGE <i>Qualitative and/or quantitative measures of student performance/program improvement</i>	ACTIVITIES <i>Describe the new strategies, initiatives, and/or redesign activities that will be implemented to improve key program components and systems to attain the desired result.</i>	RESOURCES <i>Materials/supplies, fiscal, and personnel needed to implement activities</i>	TIMELINES <i>Initial (beginning) Interim (formative) and Final (summative) for evaluation purposes</i>
<p>Curriculum alignment to facilitate closing gaps in content areas, esp. Science and Social Studies.</p>	<p>Close achievement gaps in sub-population groups – District Benchmarks, TAKS</p>	<p>Margaret Kilgo: 1. Scope & Sequence Training 2. Data/Instructional Design 3. Assessment Training</p>	<p>Supt. and Admin Staff, Campus Principals and Department Lead Teachers; District Professional Development Funds</p>	<p>Training Dates - 1. K-12, June 2008 2. Oct. 2008 3. Jan. 2009 Evaluation – June 09</p>
<p>On TAKS Social Studies, Kilgore ISD ESL students will exceed target of 65% to meet standard and TAKS Science – exceed target of 45%.</p>	<p>District results: campus benchmarks and state assessments</p>	<p>Differentiated Instruction, Co-teaching, Latino Family Literacy, Spring 2009, 80% grade 7 teacher participation in Texas Adolescent Literacy Academy (TALA), Summer 2009;.</p>	<p>KIS, MLMS and KHS Staff; Title III funds; ESL Funds.</p>	<p>Initial (Aug. 08) Interim (Feb. 09) Final (June 09)</p>

Follow-Up Activities

After the interim benchmark for evaluation, what will we do if the initial plan isn't working?

Re-evaluate best practices in order to implement SI training and methods with support from campus and district administration; extra duty pay for approved after school planning, SI and/or content specific training. MLMS will group 6th and 7th grade ESL students with a cluster of teachers who have received specialized SI training and attended TALA, Summer 2008 and 2009.

ESC Region #: VII	Special Education Monitoring System 2008-2009		Stage of Intervention:	1b
LEA: Kilgore ISD			Submittal Date: 01/07/2009	
Co/District #: 092902	Continuous Improvement Plan			
Desired results/goals identified in the special education monitoring continuous improvement plan should be integrated, as appropriate, into LEA and campus improvement planning processes. The LEA must ensure that staff members on each campus have a clear understanding of the LEA's CIP activities. Campus principals must disseminate the CIP to all faculty members and conduct training regarding implementation of CIP activities, including individual staff responsibilities for implementation and evaluation. The LEA must also conduct monitoring to determine the progress of implementation of CIP activities and evaluate completed activities to determine results related to student performance. The LEA must provide the TEA with updates regarding implementation, monitoring, and evaluation activities upon request.				

DESIRED RESULT	MEASURABLE EVIDENCE OF CHANGE	ACTIVITIES	RESOURCES	TIMELINES
<i>Goal(s) that address each identified area of improvement, including necessary correction of noncompliance</i>	<i>Quantitative and/or qualitative measures of student performance/program improvement</i>	<i>Describe the new strategies, initiatives, and/or redesign activities that will be implemented to improve key program components and systems to attain the desired result.</i>	<i>Materials/supplies, fiscal, and personnel needed to implement activities</i>	<i>Initial (beginning) Interim (formative) and Final (summative) for evaluation purposes</i>
Increase the percentage of sp ed students passing social studies TAKS	Average 3 year % passing will be equal to or greater than 55%	Continue implementation of Margaret Kilgo targets begun this summer using standardized benchmarks and appropriate overlapping of scope and sequence to increase student growth.	Teaching staff Curriculum director Principals Planning /collaboration time Teacher training Consultant Local funding	January 2009 March 2009 June 2009
		Use the data from DMAC to focus instruction on student needs/objectives	Special ed and general ed staff Curriculum director Principals Contract with Reg 7 for DMAC services Local funding	

DESIRED RESULT <i>Goal(s) that address each identified area of improvement, including necessary correction of noncompliance</i>	MEASURABLE EVIDENCE OF CHANGE <i>Qualitative and/or quantitative measures of student performance/program improvement</i>	ACTIVITIES <i>Describe the new strategies, initiatives, and/or redesign activities that will be implemented to improve key program components and systems to attain the desired result.</i>	RESOURCES <i>Materials/supplies, fiscal, and personnel needed to implement activities</i>	TIMELINES <i>Initial (beginning) Interim (formative) and Final (summative) for evaluation purposes</i>
		Computer assisted instruction, drill and assessment for remediation/reteaching of TEKS at middle and high school campuses.	Study Island United Streaming video Technology to implement Local and sp ed funding	
Increase the percentage of sp ed students graduating RHSP or DAP	With the graduating class of 2010-2011 the percentage of sp ed student graduating recommended or distinguished will increase to 6.5%	Meetings with parents and students at the 8 th and 9 th grades to encourage recommended or distinguished program. This will be in conjunction with transition meetings and development of 4 year plans.	Transition coordinator Counselors at Middle and High Schools Diagnosticians Administrators Graduation Plan Brochures Transition packets	January 2009 September 2009 May 2010 September 2010 May 2011
		Sp ed students have been targeted in 8 th , 9 th , 10 th and 11 th grade and will be closely monitored by diagnostician, transition coordinator, and high school counselors ensuring accommodations and supports are in place for student progress in recommended or distinguished required courses.	Diagnostician Counselors Special ed staff Transition coordinator	

DESIRED RESULT <i>Goal(s) that address each identified area of improvement, including necessary correction of noncompliance</i>	MEASURABLE EVIDENCE OF CHANGE <i>Qualitative and/or quantitative measures of student performance/ program improvement</i>	ACTIVITIES <i>Describe the new strategies, initiatives, and/or redesign activities that will be implemented to improve key program components and systems to attain the desired result.</i>	RESOURCES <i>Materials/supplies, fiscal, and personnel needed to implement activities</i>	TIMELINES <i>Initial (beginning) Interim (formative) and Final (summative) for evaluation purposes</i>
		Sp and general ed teachers will receive training in co-teach strategies to be implemented in classrooms .	Consultants Local and special ed funding Sp ed Director Curriculum Director Principals	
The district will increase the percentage of students age 3-5 served in 40/41 instructional arrangements.	The district percentage will be at least 4.1%.	Special ed inclusion/resource teacher will continue as support in general ed classrooms . She will receive further training in inclusionary practices.	Sp Ed teacher Region 7 training Consultants Sp ed funding	January 2009 October 2009 January 2010
		Paraprofessional will be added for extra support in general ed setting for inclusion of students coded 45.	Sp Ed funding Training	
		District to continue collaboration with early childhood day care centers to provide intervention and services for students meeting eligibility.	Sp Ed director Diagnostics Sp Ed personnel Special Ed funding	
The district will show a decrease in the disproportionate rate of African Americans identified for sp ed services.	The difference in district percentage of AA students and sp ed percentage of AA students will be less than 6 %.	Classroom teachers will receive training at all campuses to address culturally responsive intervention and instruction	Sp Ed staff General Ed staff Training Region 7 Consultants Administrators	January 2009 June 2009 October 2009

DESIRED RESULT <i>Goal(s) that address each identified area of improvement, including necessary correction of noncompliance</i>	MEASURABLE EVIDENCE OF CHANGE <i>Qualitative and/or quantitative measures of student performance/program improvement</i>	ACTIVITIES <i>Describe the new strategies, initiatives, and/or redesign activities that will be implemented to improve key program components and systems to attain the desired result.</i>	RESOURCES <i>Materials/supplies, fiscal, and personnel needed to implement activities</i>	TIMELINES <i>Initial (beginning) Interim (formative) and Final (summative) for evaluation purposes</i>
		Continue with early childhood intervention in Pre K and Headstart classes at Kilgore Heights	Pre-K funding Head Start funding Local funding General ed teachers Training in strategies for intervening Administrators Technology/Software	
		The district will use the response to intervention and cross battery assessment to determine eligibility for specific learning disability rather than discrepancy model.	Diagnosticians LSSP/Behavior consultant Administrators Intervention team and programs/strategies in place on every campus Local funding Sp ed funding	
		Teachers on each campus will receive more training on intervention strategies and monitoring and documenting in both behavior and academic areas for implementation in RTI process.	Principals Curriculum director Local funding Region 7 Consultants	

Follow-Up Activities

After the interim benchmark for evaluation, what will we do if the initial plan isn't working?

1. Meet with campus and/or district administrators as well as site-based committees to determine further intervention strategies for ensuring success of the identified activity.
2. Provide any additional training as indicated.

Corrective Action			
The LEA must address the status of any previous corrective action and develop a plan for any new or continuing noncompliance.	Corrective Action Activities	Timeline for Implementation	Current Compliance Status <i>(for previously identified noncompliance, state when noncompliance initially was identified)</i>
Identify Areas of Noncompliance. Enter the topic and specific legal reference from the CFR, TEC, or TAC.			

Corrective Action			
The LEA must address the status of any previous corrective action and develop a plan for any new or continuing noncompliance.			

