

SCHOOL IMPROVEMENT PLAN

Newton County Schools

Cover Page

School Name: Oak Hill Elementary

Name of Principal: Brenda Gammans School Year: 2010-2011

Title I: School-Wide Program: X Targeted Assistance: _____

Needs Improvement Status: Status: NI Year: 0 1 2 3 4 5 6 7

Sanctions Implementing (Select all that apply):

X **School Improvement Plan** (School Improvement Plans will be submitted to the LEA per system guidelines. Needs Improvement schools will submit plans to the LEA for approval in October 2010.)

_____ **School Choice**

_____ **Supplemental Services**

_____ **Corrective Action** (The Corrective Action Addendum will be submitted to the LEA along with the School Improvement Plan in October 2010.)

_____ **Restructuring** (LEA approved School Improvement Plans with the Restructuring Addendums will be submitted to the Georgia Department of Education by January 31, 2011.)

Principal's Signature: _____ Date: _____

Title I Director's Signature: _____ Date: _____

Superintendent's Signature: _____ Date: _____

**School Improvement Plan
Newton County Schools
2010-2011**

School Name: _____ *Oak Hill Elementary* _____

School Year: _____ 2010-11 _____

AYP/CRCT Goals

1. To earn Adequate Yearly Progress (AYP) at the end of the 2010-2011 school year per the federal No-Child-Left-Behind (NCLB) accountability system.
2. To demonstrate an increase of 3% in student proficiency, per each NCLB subgroup over the prior year in Reading/English Language Arts, writing, science, social studies, and Mathematics.
 - a. In social studies the subgroup All students that will meet and exceed standards to 79% or more, the subgroups black will meet and exceed standards to 73% or more, the subgroup white will meet and exceed standards to 83% or more, the subgroup SWD will meet and increase standards to 63% or more and the subgroup economically disadvantaged will meet and exceed standards to 70% or more.
 - b. In science the subgroup All students will meet and exceed standards to 81% or more, the subgroups black will meet and exceed standards to 75% or more, the subgroup white will meet and exceed standards to 86% or more, the subgroup SWD will meet and increase standards to 63% or more and the subgroup economically disadvantaged will meet or exceed standards to 76% or more.
 - c. In reading/English language arts the subgroup All students will meet and exceed standards to 90% or more, the subgroup black will meet and exceed standards to 89.9% or more, the subgroup white will meet and exceed standards to 90% or more, the subgroup SWD will meet and exceed standards to 76.8% or more and the subgroup economically disadvantaged will meet and exceed standards to 90% or more.
 - d. In math the subgroup All students will meet and exceed standards to 81.8% or more, the subgroup black will meet or exceed standards to 73.3% or more, the subgroup white will meet or exceed standards to 87.5% or more, the subgroup SWD will meet or exceed standards to 62.5% or more and the subgroup economically disadvantaged will meet or exceed standards to 75.3% or more.
3. To achieve at a minimum Safe Harbor for the SWD subgroup.
 - a. In mathematics, to have at 36.45% or less in the does not meet standards category.
 - b. In Reading/ELA to have 23.58% or less in the does not meet standards category.

The action plans for Reading, English/Language Arts, Mathematics, Special Education – Differentiation & Co-teaching, Writing, Parent Involvement, and Kindergarten described in this plan will help to achieve the above goals.

**School Improvement Plan
Newton County Schools
2010-2011**

School Name: _____ *Oak Hill Elementary* _____

School Year: _____ 2010-11 _____

Action Plan for Reading

Measurable Goals:

By SY 2012, 90% of students will score at or above grade level in Reading as measured by the GCRCT.

Increase student achievement in Reading as measured by the GCRCT, with a minimum of 95% test participation for all student groups:

- Grade 3 from 90% meeting/exceeding standards in SY2010 to 90% or more meeting/exceeding standards in SY2011.
 - Students with Disabilities in Grade 3 from 61% meeting/exceeding in SY2010 to 65% meeting/exceeding standards in SY2011.
- Grade 4 from 95% meeting/exceeding standards in SY2010 to more than 90% meeting/exceeding standards in SY2011.
 - Students with Disabilities in Grade 4 from 86% meeting/exceeding in SY2010 to 87% meeting/exceeding standards in SY2011.
- Grade 5 from 88% meeting/exceeding standards in SY2010 to 90% meeting/exceeding standards in SY2011.
 - Students with Disabilities in Grade 5 from 64% meeting/exceeding in SY2010 to 70% meeting/exceeding standards in SY2011.

Specific Academic Areas within Content (domains) to be addressed:

Literary Comprehension grade 3 - (69%) grade 4 (75%) grade 5 (71%)
Reading for information grade 3 (60%)
Reading skills and vocabulary acquisition grade 4 (73%) grade 5 (65%)
Information and Media literacy grade 5 (65%)

Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
				Artifacts	Evidence of Impact on Student Learning
Each grade level will develop and use grade level at-risk lists that show strengths and weaknesses for all students in the area of reading. All supplemental teachers will participate in the development of grade level at-risk lists and use them in planning instruction.	Aug. 2010-on-going	\$0 School Budget	Teachers (All) Asst. Principal	Reports from: DIBELS, GKIDS STAR Testing EIP Checklists EBIS STEEP	ITBS Results, CRCT Results, Reports from DIBELS, GKIDS, STAR, & Benchmarking (OAS). CogAT, STEEP
Monitor the implementation of the aligned, curriculum in reading with all students, including students with disabilities. Teachers will use a variety of resources to supplement direct instruction in reading including Houghton-Mifflin materials, Accelerated Reader, etc.	Aug. 2010-On-going	\$200 Library Budget	Teachers Asst. Principal Principal Media Specialist	AR Tests STAR Tests SRA Benchmarks (OAS) Houghton-Mifflin Unit Tests eLearn sites Education City	ITBS Results, CRCT Results, Reports from DIBELS, GKIDS, STAR, & Benchmarking (OAS). CogAT, STEEP
All teachers will utilize Learning Focused School (LFS) strategies and Marzano's strategies with special emphasis on building background knowledge, acquisition lessons, essential questions, graphic organizers, activating and accelerating learning, cognitive thinking strategies, summarizing, extending and refining activities, deductive and inductive reasoning, assessment, unit planning, writing, and other effective teaching strategies.	Aug. 2010-On-going	\$0	Teachers Asst. Principal Principal	Lesson Plans Observations both formal and informal	ITBS Results, CRCT Results, Reports from DIBELS, STAR, & Benchmarks, Houghton-Mifflin Unit Tests, STEEP tests

<p>Supplemental teachers will provide differentiated support to targeted students using SRA Corrective Reading and SRA Reading Mastery. Intervention by Design will be purchased by Title I funds. Special education teachers will provide resource services to students with disabilities as appropriate in grades K-5. Domain weaknesses will be included in areas addressed through supplemental services.</p>	<p>Aug. 2010-On-going</p>	<p>\$4000 Title I Budget (anticipated)</p>	<p>Sp. Ed., EIP, and Title I Teachers Asst. Principal</p>	<p>Lesson Plans Teacher EIP Checklists team planning minutes centers Teacher data notebooks</p>	<p>ITBS Results, CRCT Results, Reports from DIBELS, STAR, & Benchmarks, Houghton-Mifflin Unit Tests, Steep tests,</p>
<p>Provide instructional extension program for students scoring below 800 on the reading CRCT in grades 3 and 5 and other students that are identified by the teachers in Title I, EIP, Regular Ed. or Special Education that need extra time to master GPS skills. Utilize CRCT on-line released test items, and the On-line Assessment System (OAS) to reinforce skill development in areas of weakness. Utilize computer lab to access OAS.</p> <p><i>IF APPROVED AFTER Budget cuts!</i></p>	<p>TBA</p>	<p>\$TBA Instructional Extension Budget (if funded)</p>	<p>Principal Asst. Principal Selected Teachers Computer lab para</p>	<p>Instructional Extension lesson plans OAS Reports Inst. Ext. Pre-test/Post Test</p>	<p>CRCT Results, Reports from DIBELS, STAR, Houghton-Mifflin Unit Tests, OAS Reports, STEEP reports</p>
<p>Each grade level (1-5) will create tests for Reading from the domains using OAS. Teachers will modify their instruction to make sure that all students are exposed to all the GPS in reading. Students that have not mastered the domain will receive remediation from their teacher(s).</p> <p>All teachers have received training in differentiated instruction. The teachers will begin to use differentiated instruction in reading to cover all the GPS in their grade level. This will include the use of literacy centers in grades 1-5.</p>	<p>August 2010-On-going</p>	<p>\$0</p>	<p>Principal Asst. Principal Selected Teachers</p>	<p>Lesson Plans Grade Level Minutes Copies of Sign-in Sheets</p>	<p>CRCT Results, Reports from DIBELS, STAR, Houghton-Mifflin Unit Tests, OAS Reports; STEEP reports</p>

<p>Share the school's reading goals and Adequate Yearly Progress (AYP) information with parents. Offer sessions for parents to learn how to provide additional support for their children at home.</p> <p>Conduct Curriculum Night and parent meetings for each grade level to inform parents of grade level expectations, ways to help children succeed in school, and student retention policies (K-5). Parent Home-School Information Letters will be sent home to parents.</p> <p>Provide parents with information on how to access CRCT on-line practice.</p> <p>Conference with parents on students' strengths and weaknesses. Conference and meeting with parents on how they can help their child at home.</p>	<p>Aug. 2010- May 2011</p>	<p>\$0 School Budget \$250 for Home School Connection via Title I budget</p>	<p>Teachers Asst. Principal Principal Counselors</p>	<p>Sign-in Sheets Copy of Information /Letters sent Newsletters on the website Home-School Connection letters</p>	<p>CRCT Results, Reports from DIBELS, STAR, Houghton-Mifflin Unit Tests, OAS Reports, STEEP reports</p>
<p>All teachers and students will have access to the Education City, and OAS Programs to practice CRCT skills that have been taught in reading in grades 3-5. (If any other new software that is better than what is listed, it will be reviewed and may be substituted for the above listed software.)</p>	<p>Sept. 2010- May 2011</p>	<p>\$3500 (approx) Title I Budget</p>	<p>Teachers Asst. Principal Computer Lab Para</p>	<p>Star and AR reports Education City reports,</p>	<p>Education City Reports, Star reports, and AR reports OAS Reports</p>
<p>Increase the technology that both teachers and students can use – in particular interactive boards, slates, projectors, computer remote clickers, computers, active boards, slates, active votes, and other appropriate technology that may be developed and not listed in this report.</p>	<p>Sept. 2010- May 2011</p>	<p>\$2000(approx) Title I budget</p>	<p>Teachers Students Computer lab par AP principal</p>	<p>Walkthrough observations and lesson plans</p>	<p>CRCT Results, Reports from DIBELS, STAR, Houghton-Mifflin Unit Tests, OAS Reports, STEEP reports</p>

**School Improvement Plan
Newton County Schools
2010-2011**

School Name: _____ *Oak Hill Elementary* _____

School Year: _____ 2010-11 _____

Action Plan for English/Language Arts

Measurable Goals:

By SY 2012, 90% of students will score at or above grade level in English/Language Arts as measured by the GCRCT.

Increase student achievement in English/Language Arts as measured by the GCRCT, with a minimum of 95% test participation for all student groups:

- Grade 3 from 88% meeting/exceeding standards in SY2010 to 89% meeting/exceeding standards in SY2011.
 - Students with Disabilities in Grade 3 from 53% meeting/exceeding in SY2010 to 60% meeting/exceeding standards in SY2011.
- Grade 4 from 92% meeting/exceeding standards in SY2010 to greater than 90% meeting/exceeding standards in SY2011.
 - Students with Disabilities in Grade 4 from 61% meeting/exceeding in SY2010 to 66% meeting/exceeding standards in SY2011.
- Grade 5 from 98% meeting/exceeding standards in SY2010 to 90% or greater in meeting/exceeding standards in SY2011.
 - Students with Disabilities in Grade 5 from 82% meeting/exceeding in SY2010 to 83% meeting/exceeding standards in SY2011.

Specific Academic Areas within Content (domains) to be addressed:

Grammar and Sentence Construction	grade 3 (69%)	grade 5 (74%)
Research and Writing Process	grade 3 (71%)	grade 4 (69%)

Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
				Artifacts	Evidence of Impact on Student Learning
Each grade level will develop and use grade level at-risk lists that show strengths and weaknesses for all students in the area of English/Language Arts. All supplemental teachers will participate in the development of grade level at-risk lists and use them in planning instruction.	Aug. 20010 -on-going	\$0	Teachers (All) Asst. Principal	EIP Checklists HM LA books/ Workbooks OAS Benchmark	ITBS Results, CRCT Results, Reports from OAS Benchmarks Report
All teachers will utilize and Marzano's strategies with special emphasis on building background knowledge and Learning Focused School (LFS) strategies with special emphasis on acquisition lessons, essential questions, graphic organizers, activating and accelerating learning, cognitive thinking strategies, summarizing, extending and refining activities, assessment, unit planning and other effective teaching strategies.	Aug. 2010- On-going	\$0	Teachers Asst. Principal Principal	Lesson Plans Observations both formal and informal	ITBS Results, CRCT Results, Reports from OAS benchmarks Houghton-Mifflin Tests,
Teachers will implement Daily Oral Language (DOL) in every classroom, including Special Needs Classrooms.	Aug. 2010- May 2011	\$150 Title I budget	Teachers Asst. Principal	Lesson Plans Observations both formal and informal	CRCT Results, Houghton-Mifflin Tests, OAS Tests
Provide instructional extension program for students scoring below 800 on the Language Arts on CRCT in grades 3 and 5 and other students that are identified by the teachers in Title I, EIP, Regular Education or Special Education that need extra time to master GPS skills. Utilize CRCT on-line released test items, and the On-line Assessment System (OAS) to reinforce skill development in areas of weakness. Utilize computer lab to access OAS. <i>If funded in the budget.</i>		Instructional Extension Budget <i>(if funded)</i>	Principal Asst. Principal Selected Teachers Computer lab para	Instructional Extension lesson plans OAS Reports Inst. Extension Pre-test/Post Tests	CRCT Results, Houghton-Mifflin Tests, OAS Benchmark Reports

<p>Each grade level (1-5) will create tests for English/Language Arts from the domains using OAS. Teachers will modify their instruction to make sure that all students are exposed to all the GPS in English/Language Arts. Students that have not mastered the domain will receive remediation from their teacher(s).</p> <p>All teachers have received training in differentiated instruction and in LFS. The teachers will continue to use differentiated instruction and LFS strategies in English/Language Arts to cover all the GPS in their grade level. Teachers will receive training in Marzano's strategies with special emphasis on building background knowledge.</p> <p>All teachers and students will have access Education City programs, and OAS to help in Language Arts Skills in grades K-5.</p>	<p>August 2010-On-going</p>	<p>\$300.00</p>	<p>Principal Asst. Principal Teachers</p>	<p>Lesson Plans Grade Level Minutes Copies of Sign-in Sheets</p>	<p>CRCT Results, Houghton-Mifflin Tests, OAS Reports Education City Reports</p>
<p>Each grade level will focus on the elements of the writing process. LFS strategies will be used to reinforce the writing process.</p> <p>Students in grades 3-5 will maintain a writing portfolio throughout the year. It will be reviewed by the teacher and used as an aide to plan writing instruction.</p>	<p>August 2010-On-going</p>	<p>\$200 School Budget</p>	<p>Principal Asst. Principal Teachers</p>	<p>Lesson Plans Grade Level Minutes Copies of Sign-in Sheets Students' Writing Portfolios</p>	<p>CRCT Results, Houghton-Mifflin Tests, OAS Reports, Students' Writing Scores in 3rd and 5th Grade</p>

<p>Share the school's goals and Adequate Yearly Progress (AYP) information with parents. Offer sessions for parents to learn how to provide additional support for their children at home.</p> <p>Conduct Curriculum Night and parent meetings to inform parents of grade level expectations, ways to help children succeed in school, and student retention policies (K-5).</p> <p>Provide parents with information on how to access CRCT on-line practice.</p> <p>Conference with parents on students' strengths and weaknesses. Conference and meet with parents on how they can help their child at home.</p>	<p>Aug. 2010- May 2011</p>	<p>\$50 School Budget, \$100 Title I budget</p>	<p>Teachers Asst. Principal Principal Counselors</p>	<p>Sign-in Sheets Copy of Information /Letters sent</p>	<p>CRCT Results, Houghton-Mifflin Unit Tests, OAS Reports</p>
---	--------------------------------	---	--	--	---

**School Improvement Plan
Newton County Schools
2010-2011**

School Name: _____ *Oak Hill Elementary* _____

School Year: _____ 2010-11 _____

Action Plan for Mathematics

Measurable Goals:

By SY 2012, 85% of students will score at or above grade level in Mathematics as measured by the GCRCT.

Increase student achievement in Mathematics as measured by the GCRCT, with a minimum of 95% test participation for all student groups:

- Grade 3 from 74% meeting/exceeding standards in SY2010 to 78% meeting/exceeding standards in SY2011.
 - Students with Disabilities in Grade 3 from 30% meeting/exceeding in SY2010 to 60% meeting/exceeding standards in SY2011.
- Grade 4 from 77% meeting/exceeding standards in SY2010 to 79% meeting/exceeding standards in SY2011.
 - Students with Disabilities in Grade 4 from 62% meeting/exceeding in SY2010 to 68% meeting/exceeding standards in SY2011.
- Grade 5 from 84% meeting/exceeding standards in SY2010 to 85% meeting/exceeding standards in SY2011.
 - Students with Disabilities in Grade 5 from 45% meeting/exceeding in SY2010 to 60% meeting/exceeding standards in SY2011.

Specific Academic Areas within Content (domains) to be addressed:

Number and Operations	grade 3 (63%)	grade 4 (68%)	grade 5 (65%)
Measurement	grade 3 (59%)	grade 4 (69%)	grade 5 (68%)
Geometry	grade 3 (63%)	grade 4 (66%)	grade 5 (69%)
Algebra	grade 3 (76%)		

Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
				Artifacts	Evidence of Impact on Student Learning
Each grade level will develop and use grade level at-risk lists that show strengths and weaknesses for all students in the area of mathematics. All supplemental teachers will participate in the development of grade level at-risk lists and use them in planning instruction.	Aug. 2010-on-going	\$0	Teachers (All) Asst. Principal	EIP Checklists OAS Tests Harcourt Tests	ITBS Results, CRCT Results, Harcourt Tests, OAS Tests, Math Frameworks tests, Education City reports
Monitor the implementation of the curriculum in math with all students, including students with disabilities. Teachers will use a variety of resources to supplement instruction in math. Students with disabilities and other selected students in grades 3-5 will use the ALEKS program. Students in grade 2 will use Otter Creek Math.; students in grades 3 -5 will use Otter Creek math as an intervention in tiers 2 & 3.	Aug. 2010-May 2011	\$0	Teachers Asst. Principal Principal	OAS Tests NCSS framework tests Harcourt Tests ALEKS reports	ITBS Results, CRCT Results, Harcourt Tests, OAS Tests, Math Frameworks tests, Education City reports Otter Creek Reports, ALEKS reports
All teachers will utilize Marzano's strategies with special emphasis on building background knowledge. Learning Focused School (LFS) strategies with special emphasis on acquisition lessons, essential questions, graphic organizers, activating and accelerating learning, cognitive thinking strategies, summarizing, extending and refining activities, assessment, unit planning and other effective teaching strategies.	Aug. 2010-On-going	\$400 Title I and School budget	Teachers Asst. Principal Principal	Lesson Plans NCSS math frameworks test Observations both formal and informal	ITBS Results, CRCT Results, Harcourt Tests, OAS Tests, Math Frameworks tests, Education City reports

<p>Supplemental teachers will provide differentiated support to targeted students. Harcourt Math, On-line math assessment practice materials and manipulatives will be used to strengthen math skills. Special education teachers will provide resource services to students with disabilities as appropriate. The Mastering Math Curriculum will be used with selected students with disabilities. Domain weaknesses will be included in areas addressed through supplemental services.</p>	<p>Aug. 2010- On-going</p>	<p>\$200 Special Education Budget/Regular Education budget</p>	<p>Teachers Asst. Principal Principal</p>	<p>OAS Tests Harcourt Tests</p>	<p>CRCT Results, Harcourt Tests, OAS Tests, Math Frameworks tests, Education City reports</p>
<p>Teachers will receive training in Marzano’s strategies with special emphasis on building background knowledge.</p> <p>Teachers will use centers to teach mathematics. ETA’s CenterStage Math will be used and purchased. Math manipulatives and books to help teachers implement the math standards will be purchased.</p>	<p>Aug. 2010- May 2011</p>	<p>\$4000 Title I</p>	<p>Teachers Asst. Principal Principal</p>	<p>Sign-in Sheets Lesson Plans</p>	<p>CRCT Results, Harcourt Tests, OAS Reports, Math Frameworks tests, Education City reports, I-Succeed reports</p>
<p>Provide instructional extension program for students scoring below 800 on the math CRCT in grades 3 & 5. Utilize Harcourt materials, to reinforce skill development in areas of weakness. Utilize computer lab to access OAS tests. The new Harcourt materials for on-line will be used.</p> <p><i>This will be done if it is funded.</i></p>	<p>TBA</p>	<p>\$TBA <i>(if funded)</i></p>	<p>Asst. Principal Selected Teachers Computer Lab para</p>	<p>Instructional Extension lesson plans OAS Reports Inst. Ext. Pre- test/Post Test</p>	<p>CRCT Results, Harcourt Tests, OAS Tests, Math Frameworks tests, Education City reports</p>

<p>Share the school's goals and Adequate Yearly Progress (AYP) information with parents. Offer sessions for parents to learn how to provide additional support for their children at home.</p> <p>Conduct Curriculum Night and parent meetings for each grade level to inform parents of grade level expectations, ways to help children succeed in school, and student retention policies (K-5).</p> <p>Provide parents with information on how to access CRCT on-line practice. Materials such as Home-School Connection math will be sent home.</p> <p>Conference with parents on students' strengths and weaknesses. Conference with parents on how they can help their child at home.</p>	<p>Aug. 2010- May 2011</p>	<p>\$250 Title I</p>	<p>Teachers Asst. Principal Principal Counselors</p>	<p>Sign-in Sheets Copy of Information /Letters sent Home School Connection</p>	<p>CRCT Results, Harcourt Tests, OAS Reports, Math Frameworks tests, Education City reports, I-Succeed reports</p>
<p>Students with math weaknesses will participate in the I-Succeed math program in grades 3-5. Students will also participate in ALEKS program, Education City, and other technology programs that would assist the students in mathematics.</p>	<p>Sept. 2010- May 2011</p>	<p>\$4000(approx) Title I</p>	<p>Teachers Asst. Principal Computer para</p>	<p>I-Succeed Reports, OAS reports, Education City Reports</p>	<p>I-Succeed Reports, Education City Reports, , OAS Reports, ALEKS reports, Math Frameworks tests, Education City reports</p>
<p>All teachers and students will have access to the Education City and OAS programs to practice CRCT skills that have been taught in mathematics in grades 3-5. Selected students will have3 access in I-Succeed programs.</p>	<p>Sept. 2010- May 2011</p>	<p>\$2000 Title I budget</p>	<p>Teachers Asst. Principal</p>	<p>I-Succeed Reports, OAS reports, Education City Reports</p>	<p>I-Succeed Reports, Education City Reports, , OAS Reports, ALEKS reports, Math Frameworks tests, Education City reports</p>

Action Plan for Special Education, Differentiation, and Co-teaching

School Improvement Plan for Kindergarten

Action Plan for Improving Parent Involvement

**School Improvement Plan
Newton County Schools
2010-2011**

School Name: _____ Oak Hill Elementary _____

School Year: _____ 2010-11 _____

Measurable Goal: Increase parent/guardian involvement.					
Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Means of Evaluation	
				Artifacts	Evidence of Impact on Student Learning
Conduct at least five Title I programs.	Aug. 2010- May 2011	Title I funds	Asst. Principal Title I Teachers Principal Central Office Staff Media Specialist	Sign-in Sheets Parent Title I program evaluations	CRCT Results, Harcourt Tests, OAS Reports, HM tests, Dibels, STEEP, & m-Class Math
Conduct Curriculum Night, Conference Days, parent information sessions, student programs and student recognition programs. Train parents in the use of OAS, Infinite Campus, and Education city.	Aug. 2009- May 2010	Title I funds \$500 (approx)	Asst. Principal Selected Teachers Principal Counselor	Sign-in sheets Parent Title I program evaluations	CRCT Results, Harcourt Tests, OAS Reports, HM tests, Dibels, STEEP, & m-Class Math Reports from Education City and ALEKS, E- Learn
Conduct quarterly PTO meetings and quarterly school council sessions. Send home newsletters such as Home-School Connection. Set up a Parent Center with information booklets (such as Channing Bete, etc.)	Aug. 2009- May 2010	\$500 Title I (approx)	Asst. Principal Teachers Principal Parent Representatives	Dates of Visits Sign-in sheets and/or minutes of meetings	CRCT Results, Harcourt Tests, OAS Reports, HM tests, Dibels, STEEP, & m-Class Math

Use the student messenger program, agendas, e-learn websites, OHE website, and Wednesday folders to inform parents/guardians about various programs and happenings at OHE.	Aug. 2009- May 2010	\$850 Title I (approx)	Principal, Asst. Principal, Secretary, Central Office	Records of calls Wednesday folders	CRCT Results, Harcourt Tests, OAS Reports, HM tests, Dibels, STEEP, & m-Class Math
--	------------------------	---------------------------	--	---	---

