

Willard Ross Stuard Elementary School



Campus Plan 2010-2011

Last Updated: ___/___/___

Title I School wide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

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Site Base Committee Members

Susan Brewer

Katherine Greathouse

Chris Bates

Amanda Childress

Zan Thorp

Martha Faulkner

Julie Frey

Kayla Elliott

Lisa Heitz

Stephanie Adams

Ron Shelton

Parent Representative

Shellie Phillips

Business/Community Representative

Justin Lisle

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Guiding Principles of Willard Ross Stuard Elementary School

- Be Honest
 - Be Respectful
 - Be Responsible
 - Be Caring
 - Be Cooperative
- ...And Reach For the Stars

Our Mission

Our mission is to educate every child in a supportive environment and to develop life-long learners and responsible citizens.

Our Motto

Aspera ad Astera—Reach for the Stars

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Stuard Elementary School Comprehensive Needs Assessment 2010-2011 School Year

Demographics

Narrative: Stuard Elementary is a campus serving K through 5th grades. There are 50 staff members: 38 teachers, 4 professional support, 3 campus administrators and 5 educational aides.

Our campus is 93.7% White, 3.7% Hispanic, 1% African American, 1% Native American and 0.5% Asian/Pac. Islander. There are 9% of our students receiving Special Education services and 4.4% of our students are served in the Gifted and Talented program. The attendance rate is 96%. The student teacher ratio is 15.3 to 1. There were no students with disciplinary placements. The demographics of our campus have been consistent for the past three years.

Strengths: The student population has been consistent in comparison data for the past three years. The mobility rate is consistently below the state average.

Needs: Although it is not glaringly evident in our demographics, our student needs are changing. They are not the same type of students that the school has had in years past. Student diversity is increasing slightly each year and we must be prepared to meet the needs of all students.

Note: Stuard Elementary is not a Title I school wide or targeted assisted campus. The last column "Title SC", is included on each page of the plan to denote NCLB categories for other Title funds (II and III).

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School Context & Organization

Narrative: Stuard elementary is one of 4 elementary schools in Aledo ISD.

In addition to receiving state and local funds, Stuard receives Title II and Title III Federal Funds.

School decision making is a coordinated effort of a site based Campus Planning Committee (CPC) consisting of teachers, a teaching assistant, campus administrators, a business representative and a parent representative.

Our school has basically remained the same for the past three years. There was a need for differentiated instruction (small groups) in reading and math. We were able to meet that need through our Literacy teacher and small group instruction. We are continually analyzing student data to ensure that all student needs are met through individualized instruction or small group instruction. This has been in the form of reorganization of schedules, grade level meetings and training in balanced literacy.

Strengths: Our school works well as a team. When there is a student or teacher need, other staff members are quick to offer help and resources. Staff members have been open to the changes that have been made in the best interest of student success.

Needs: We must remain open to change and be able to adapt to the changing student needs. We must be vigilant in assessing our student needs and making any changes necessary to our scheduling to accommodate their increasingly diverse needs.

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Student Achievement

Narrative: Student achievement has been traditionally excellent. Students consistently score well on TAKS tests in Reading, Math, Writing and Science. Our school has been recognized as an Exemplary School for the past three years. We have also received Gold Performance Acknowledgements in Reading/ELA, Writing, Math and Science.

Strengths: Student achievement is consistent in all grade levels (TAKS and TPRI). Teachers are able to meet the academic needs of the students while pushing them to excel into commended scores on TAKS. This is a school-wide effort from Kindergarten to Fifth grade, from Computer Lab to Science Lab, from PE to Library and from the Office to the Cafeteria.

Needs: Student academic needs are changing slightly. We are encountering students who are not typical Stuard students. They are struggling in reading and math at the lower grades and need differentiated and small group instruction in the classroom. Although we are meeting many student needs, we need to be sure that we consider all least restrictive placements through the Literacy Teacher and RtI before we make the move to Special Education referrals.

TAKS data (all students)

	<u>Percent passing in 2010</u>	<u>Percent passing in 2009</u>
Reading	99%	98%
Math	99%	99%
Science	95%	95%
Writing	99%	99%

Special Education Referral Data

Total Referrals – 18 or 16%	Grades referred: EE – 7	4 th - 0
Qualified – 14 or 82%	PK – 0	5 th - 1
DNQ 4 or 18% (1 private)	K - 1	
Not Completed 1	1 st - 5	
Parent withdrew request 1	2 nd - 2	
Still pending 0	3 rd - 3	

Eligibility Codes: LD = 4, SI = 8, TBI = 1, OHI = 1

Private School Referrals = 1

Dyslexia Referrals = 0

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Curriculum, Instruction & Assessment

Narrative: The curriculum, instruction and assessment are strengths at our campus. Instruction and assessment are aligned. There are many conversations about curriculum at Stuard which leads to the sharing of many instructional techniques that can benefit all students. Successes on state assessments are evidence to our aligned curriculum and consistent instruction in the classrooms.

Strengths: Sharing of ideas, team planning and consistent instruction are all strengths. Success on state mandated assessments and sharing in the education of our students is a definite strength. Parental support is also a major strength in our student and staff success.

Needs: Although our student demographics aren't changing in an extreme manner, the student needs appear to be changing. The differences in student abilities from the top of the class to the bottom are becoming larger. More students are experiencing difficulty in receiving instruction in the same manner as the majority of the students in class. This means that teachers will need to be more aware of their instructional delivery to better reach all students in a class.

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School Culture & Climate

Narrative: The climate and culture of Stuard Elementary is excellent. There is a sense of professionalism and team when interacting with all staff. Students are empowered to be leaders within themselves as well as within our school. There are many opportunities for students and staff alike to be leaders within the school. This leadership results in a positive, supportive environment for students and parents. Stephen Covey's 7 Habits has played an instrumental role in galvanizing the students, parents and staff to help create the portrait of an Aledo graduate.

Strengths: Empowered staff and students, professionalism by the staff, staff team work, parental support and administrative support. Students, parents and staff feel safe at school and are able to focus on learning.

Needs: Although the Covey Leadership model has been implemented at Stuard for the past two years, we will work to ensure school wide buy in from all stakeholders. We will reassess how the leadership models fits within our school so that our students can get the most out of themselves as individuals. We are planning a re-launch of this program for spring 2011. Safety is also a concern that has begun to be addressed through new policies and procedures. Parents are beginning to honor the safety issues that have been an issue at Stuard in the past. The safety issues have also played a part in allowing the teachers to be able to teach as soon as the first bell rings.

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Technology

Narrative: There have been technology upgrades the past two years. The student to computer ratio has been improved upon. There is, approximately, one computer for every 5 students. There are Smart Boards, short-throw projectors, speakers, document cameras, portable workstations and laptops for every classroom teachers. Staff development has been provided to all staff to ensure that instruction is enhanced through technology. Extenda-stations have been placed in every classroom providing more opportunities for students to access technology to enhance their learning.

Strengths: Technology upgrades in every classroom. Appropriate staff development and resources available to all staff. Technology work order system in place to allow for direct teacher assistance in a very short turnaround time. Technology is updated and available daily. Technology and operations work in unison to allow as little downtime as possible for computers and technology equipment.

Needs: As the students need change access to varied instruction through technology is imperative. We need to be sure that we are keeping up with the latest technological advances to reach each student and to help all students excel as our society becomes more and more technologically advanced. Software that can enhance and support classroom instruction should be sought out and made available to all students.

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Family & Community Involvement

Narrative: There is a very real sense of community with the Stuard Elementary family. Parents, staff and students all feel a part of the process. Communication has played an instrumental role in keeping everyone on the same page and striving for the same goal. Our families are very important to the educational process as well as to the safety and security of our school.

Strengths: Watch D.O.G.S program, procedural changes, Raptor sign in/out system, Volunteer coordinator, PTO, marquee sign and school newsletters all help to make our parents feel a part of the school and the educational process.

Needs: Some of the procedural changes have caused some concerns with some parents. Communicating with all stakeholders is paramount in garnering support of the changes. Staff needs to be all committed to the changes to help facilitate the new procedures. School wide procedures need to be revisited regularly at CPC meetings to ensure consistency and relevancy.

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Staff Quality, Recruitment & Retention

Narrative: Stuard Elementary staff members are all considered highly qualified by NCLB standards. Staff development opportunities are offered to help staff meet the identified needs of the students. Staff input is solicited throughout the year to empower all staff to reach their full potential. There are open lines of communication to the administrative staff to make sure the expectations are the same for all students, staff and parents.

Strengths: Professional staff is 100% highly qualified. Various resources are provided to all staff including staff development, department meetings, grade level meetings and administrative meetings. Faculty meetings are scheduled once a month, CPC meetings are scheduled once a month and grade levels are required to meet once a week. A sign in sheet, agenda and minutes (SAM) is required at all meetings. There is administrative support of the staff.

Needs: All staff is expected to grow and to be challenged. Administration must be prepared to encourage and coach staff to reach their full potential. A comprehensive research based professional development on differentiated instruction, reaching all students and RtI is needed. Teacher support systems must work together to help retain quality professional staff.

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All Strategies/Action Steps are scheduled to be completed during the 2010-2011 school year.

Goal #1: Students will meet or exceed educational performance standards.

Objective: Increase achievement for all students and eliminate achievement gaps in reading/ELA and writing

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1.1 Utilize the Literacy Lab to work with identified students on specific skills in reading.	Literacy and Math Lab Teacher, Campus admin and campus staff	Literacy Lab materials (SCE funds \$750.00), Personnel SCE funds (\$45,725.00) 1 FTE and MTA for dyslexia	6 weeks reporting period	TAKS, TPRI, Teacher observations, bench-marks	Benchmarks, PDAS	CNA, RS, HQ, PD, A, M. C
1.2 Utilize a district-wide RtI process that focuses on team problem solving including a variety of support services.	Campus staff, campus admin, special education staff	RtI committee, Grade level meetings, RtI notebooks	6 weeks reporting period	Sign in sheet, Agenda and Minutes (SAM) from meetings, weekly assessments, TAKS, TPRI	RtI notebooks, reports cards, assessment reports	CNA, RS, HQ, PD, A, M. C
1.3 Use flexible reading groups to address needs of individual students	Campus teachers, Lit. Teacher, campus admin.	TPRI data, TAKS data, DRA, Report card info.	6 weeks reporting period	Walk throughs, SAM from meetings	TPRI reports, Benchmark scores, DRA reports	CNA, RS, HQ, PD, A, M. C
1.4 Utilize appropriate materials to review and remediate TAKS and TEKS objectives	Campus teachers, Campus admin, Special education staff	ARI/AMI (\$1300.00), Lit. Teacher, Campus staff, Campus Admin.	Bi-weekly	Benchmarks, TPRI, TAKS test	TAKS tests, TPRI	CNA, RS, HQ, PD, A, M. C

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Objective: Increase achievement for all students and eliminate achievement gaps in reading/ELA and writing

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1.5 Meet or exceed AYP targets for all student and student groups by utilizing a variety of instructional methods based on identified student performance needs	Campus teachers, Special Education teachers, Campus admin, Lit. teacher	Computer lab, Successmaker lab, TPRI, benchmarks	6 weeks reporting period	PDAS walkthroughs, Benchmarks, TPRI data	AEIS and AYP reports	CNA, RS, HQ, PD, A, M. C
1.6 Meet or exceed Gold Performance Acknowledgement Standards for percent of students scoring at or above commended on TAKS as identified on AEIS	Classroom teacher, Campus admin	Successmaker lab, Reading/Writing camps	Yearly	AEIS results, PDAS walkthroughs	AEIS reports, benchmark results	CNA, RS, HQ, PD, A, M. C
1.7 Process writing techniques will be utilized to improve or maintain student performance above 90% on the writing section of the TAKS test in 4 th grade	Campus teachers, Campus admin, Lit. teacher	Aledo Writing process, Tutorials, Writing camp	After each benchmark	Benchmark results meetings, AEIS results	Benchmark results, AEIS reports	CNA, RS, HQ, PD, A, M. C
1.8 Students tested in TELPAS will show one year's growth each year in listening, speaking, reading and writing	ESL teacher, Campus teachers, Campus admin	Title 3 funds (\$4000.00), ESL teacher, Lit teacher, TPRI, ESL budget (\$330.00)	Yearly	AEIS results	AEIS reports, TELPAS reports	CNA, RS, HQ, PD, A, M. C
1.9 Provide summer school extended year reading intervention for students in grades K-5.	Summer school staff, summer school special education staff	Title I - \$60,000.00 Title II - \$2,000.00	June 2011	Summer school attendance	Summer school report cards and assessments	CNA, RS, HQ, PD, A, M.

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Goal #1: Students will meet or exceed educational performance standards.

Objective: Increase achievement for all students and eliminate achievement gaps between student groups in math

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
2.1 Complete district benchmark testing and use the results to address the areas of need for individual students and grade levels	3, 4 and 5 teachers, Computer lab teacher, Campus admin.	Eduphoria software, Campus staff, Campus admin	Oct. 14, 2010, Feb. 10, 2011	Comparative Eduphoria benchmark data	AEIS data on TAKS math in all groups	CNA, HQ, A, M, C
2.2 Utilize RtI team to identify and remediate students in need of math assistance	Campus teachers, Campus admin	Successmaker, Math Camp, Tutorials	Monthly	RtI notebooks, PDAS walkthroughs, SAM meeting notes	Comparative data of RtI notebooks, post test, Successmaker data	CNA, HQ, A, M, C
2.3 Identify and provide appropriate differentiated learning opportunities for students who are performing above grade level	GT teacher, Campus teachers, Campus admin	GT budget, Campus budget, GT curriculum	6 weeks reporting period	GT teacher lesson plans, Campus staff lesson plans	AEIS data, Parent and student survey	HQ, RS, A, C
2.4 Meet or exceed Gold Performance Acknowledgement Standards for percent of students scoring at or above commended on TAKS as identified on AEIS	Classroom teacher, Campus admin	Successmaker lab, Math camp	Yearly	AEIS results, PDAS walkthroughs	AEIS reports, benchmark results	CNA, RS, HQ, PD, A, M. C
2.5 Provide summer school extended year math interventions for students in grade K-5	Summer school teaching staff	Title I - \$60,000.00 Title II - \$1,000.00	June 2011	Summer school attendance	Summer school report cards and assessments	CNA, RS, HQ, PD, A, M. C

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Goal #1: Students will meet or exceed educational performance standards.

Objective: Increase achievement for all students and eliminate achievement gaps between student groups in science

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
3.1 Students will use the Science Lab for hands-on, interactive experiments using the appropriate equipment with specific instruction on procedures	Science Lab teacher, Campus teacher	Science Lab teacher, Campus teachers, Science budget, Campus budget	6 weeks reporting period	Science lesson plans, PDAS walkthroughs, Science expenditures	Completed student lab work, PDAS walkthroughs, Science Fair	CNA, HQ, A, M, C
3.2 Integrate science into core areas in the homeroom classrooms	Campus teachers, Campus admin	Science Lab budget, Campus budget	6 weeks reporting period	Classroom teacher lesson plans, PDAS walkthroughs	PDAS walkthroughs, TAKS benchmarks	CNA, HQ, A, M, C
3.3 Teachers may invite local experts to address the students in various science fields of study	Science Lab teacher, Campus teacher, Local experts	Science Lab teacher, Science budget, Campus budget	6 weeks reporting period	Classroom teacher lesson plans, PDAS walkthroughs	Student surveys, Parent surveys, Staff surveys, TAKS benchmarks	CNA, HQ, A, M, C
3.4 Utilize a district-wide Response to Intervention approach that focuses on team problem solving including a variety of support services	Campus admin, Campus teachers	Campus teachers, Campus admin	6 weeks reporting period	RtI SAM notes, RtI folders	RtI folders, Progress monitoring data	CNA, HQ, A, M, C
3.5 Improve or maintain TAKS science skills for all student groups at or above 90% utilizing a variety of instructional methods based on identified student needs in grade 5	Campus teachers, Science teacher, Campus admin	Campus teacher, Campus admin	Oct. 5, 2010 and Feb. 8 2011	TAKS benchmark testing	AEIS data	CNA, HQ, A, M, C

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Goal #1: Students will meet or exceed educational performance standards.

Objective: Increase achievement for all students and eliminate achievement gaps between student groups in social studies

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
4.1 Teachers will integrate social studies into other core areas	Campus teachers, Campus admin	Supplemental materials, Classroom lesson plans	6 weeks reporting period	Classroom teacher lesson plans, PDAS walkthroughs	PDAS walkthroughs, classroom social studies assessments	CNA, RS, HQ, A, C
4.2 Coordinate a school wide celebration of Celebrate Freedom Week and Constitution Day	Campus teachers, Campus admin	Supplemental materials, TEA website, Campus staff	First 6 weeks of school	Campus documentation, Classroom teacher lesson plans	PDAS walkthroughs, classroom social studies assessments	CNA, RS, HQ, A, C
4.3 Teachers may invite local experts and community leaders to address student groups on various fields of study	Campus staff, Campus admin	Campus staff, Campus admin, Campus budget	6 weeks reporting period	Classroom teacher lesson plans, PDAS walkthroughs	Student surveys, Parent surveys, Staff surveys	CNA, RS, HQ, A, C

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Goal #1: Students will meet or exceed educational performance standards.

Objective: Identify student needs and intervention services for special education students to increase student achievement in all core content areas.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
5.1 Improve or maintain the percentage of special education students demonstrating mastery on the reading, writing, math and science sections of TAKS/TAKS Accommodated/TAKS-M/TAKS Alt.	Campus staff, Campus admin, ARD committee	AEIS data, ARD committee minutes, IEP goals	Oct. 29, 2010, Jan. 28, 2010 and Feb. 25, 2010	AEIS data, PEIMS data, ARD meeting minutes	AEIS data, ARD documentation, PBMAS	CNA, RS, HQ, PD, T, A, M, C
5.2 Utilize RtI committee to identify students in need of assistance and to address their needs individually	RtI committee, Campus staff, Campus admin	RtI committee SAM, Successmaker	Monthly	RtI folder, RtI committee SAM, PDAS walkthroughs	PDAS walkthroughs, RtI meeting SAM	CNA, RS, HQ, PD, T, A, M, C
5.3 The percentage of special education students participating in all TAKS test will remain at or above state average and No Child Left Behind (NCLB) requirements (1%/2%)	Campus staff, Campus admin, ARD committee	Successmaker Lit. teacher, Benchmark data, Tutorials	6 weeks reporting period	ARD documentation	AEIS data, ARD documentation, PBMAS	CNA, RS, HQ, PD, T, A, M, C
5.4 Consider related services for each student with disabilities through a team approach and provide a variety of service delivery options	Campus staff, Campus admin, ARD committee	Individual with Disabilities Act (IDEA) , Supplemental materials and services	At every annual ARD	PEIMS data, AEIS data	Related services contacts, PDAS walkthroughs	CNA, RS, HQ, PD, T, A, M, C
5.5 Consider a continuum of placement options, supplementary aides and services based upon the student's needs and Individual Education Plan (IEP) results in a least restrictive placement of the student (LRE)	Campus staff, Campus admin, ARD committee	Individual with Disabilities Act (IDEA) , Supplemental materials and services	At every annual ARD	ARD meeting minutes	ARD documentation, IEP documentation, 125% report and PBMAS	CNA, RS, HQ, PD, T, A, M, C

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<p>5.6 A team of qualified staff will appropriately use the re-evaluation process and focus assessment results on instructional implications</p>	<p>Campus staff, Campus admin, District Special Ed. Staff</p>	<p>Individual with Disabilities Act (IDEA) , Supplemental materials and services</p>	<p>Aug. 2010 – May 2011</p>	<p>Annual ARD minutes</p>	<p>ARD documentation, IEP documentation</p>	<p>CNA, RS, HQ, PD, T, A, M, C</p>
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Goal #1: Students will meet or exceed educational performance standards.

Objective: Enhance instruction and services for Gifted and Talented (GT) students and program

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
6.1 Enhance instruction and services for GT students through curriculum development includes Texas Performance Standards Project (TPSP), Grades K-5	GT teacher, Campus staff, Campus admin	GT budget (\$2500.00), Region XI	6 weeks grading period	PDAS walkthroughs, Differentiated lesson plans	Classroom teacher lesson plans, GT teacher lesson plans, PDAS walkthroughs	CNA, HQ, A, C
6.2 Provide GT training for teachers, administrators and counselors according to the requirements in the Texas state plan for Gifted and Talented	AISD GT teachers, Campus admin	GT budget (\$2500.00), Region XI	De. 2010	GT training certificates, GT teacher, Sign in sheets	GT training sign in sheets, GT training certificates	CNA, HQ, PD, C
6.3 Provide parent feedback regarding child's assessment results and progress in the GT program	GT teacher, Campus admin	GT teacher, Campus staff, Campus admin	Weekly	Parent surveys	Parent survey results, Parent contact logs	PI, C
6.4 Provide students with appropriate needs accelerated instruction in reading and math as needed	GT teacher, Campus staff	Campus staff, GT teacher, Successmaker	Weekly	Campus teacher lesson plans, Computer logs	PDAS walkthroughs, student surveys	CNA, HQ, A, C
6.6 GT specialist assists and consults with classroom teachers regarding resources, differentiation and enrichment activities	Campus teachers, GT teachers	Campus staff, Campus admin, GT teacher	Weekly	SAM sheets, PDAS Walkthroughs, Campus teacher lesson plans	Campus staff lesson plans, SAM sheets, PDAS walkthroughs	CNA, HQ, A, C
6.7 Follow state mandated testing procedures and district policies for identifying GT students in all grade levels including newly enrolled students	GT teachers, Campus teachers, Campus admin	Campus staff, Campus admin, GT teacher	Weekly	GT tests results, PEIMS data	GT referrals, GT testing results, PEIMS data	CNA, A, C

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6.8 Gifted/Talented specialists provides pull out services for grades K - 5	GT teachers, Campus teachers, Campus admin	Campus staff, Campus admin, GT teacher	Weekly	GT tests results, PEIMS data	GT referrals, GT testing results, PEIMS data	CNA, A, C
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Goal #1: Students will meet or exceed educational performance standards.

Objective: Meet or exceed attendance rates for all students

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
7.1 Grade level meetings to discuss attendance issues	Campus staff, Campus admin	PEIMS data, Attendance records	Monthly	SAM notes	PEIMS data, Attendance data	CNA
7.2 Parents will be contacted by classroom teachers after 3 absences and after 3 subsequent absences	Campus staff, Campus admin	Campus secretary, PEIMS data	Weekly	Copy of Parent Contact Log, Written documentation	PEIMS data, Attendance data	PI
7.3 Inform parents of Parent Portal on the AISD website to track student attendance	Campus staff, Campus admin	District website, Parent newsletters	Weekly	Copy of newsletters, marquee sign	Parent survey, Staff Survey	PI

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Goal #2: Safe School Environment – Promote a safe, orderly and threat free school climate.

Objective: Provide a safe and drug free environment that promotes academic success.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
8.1 Implement safe and drug free school activities including bullying prevention and student responsibility	Counselor, Campus staff, Campus admin	Red Ribbon Week activities, Counselor’s budget (\$500.00)	Oct. 2010	Lesson plan, PDAS walkthroughs	Student survey, Parent survey, Teacher survey	CNA, RS, HG, C
8.2 Review, revise, publish and disseminate student code of conduct	Campus staff, Campus admin	District website	August 2010	Link on website, Parental receipt page	Student survey, Parent survey, Parental receipt page	CNA, RS, HG, C
8.3 Counseling/ Character Ed. program for each class	Counselor, Classroom teacher	Counselor, Supplemental materials (\$500.00)	Once per 6 weeks	Lesson plan, Walkthroughs	Student survey, Parent survey	CNA, RS, HG, C
8.4 Counselor will meet with students that have specific needs (grief, bullying, making friends)	Counselor, Campus admin	Counselor	Weekly	Counselor contact log	Discipline referral data	CNA, RS, HG, C
8.5 Promote and present CyberSmart week for all grade levels	Campus staff, Campus admin, Lessons on AISD website	Campus staff, Marquee sign	Sept. 2010	Lesson plans, PDAS walkthroughs	Student survey, Parent survey	CNA, RS, HG, C

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8.6 Administer the Fitness Gram to students in grades 1-5	Campus staff, Campus PE teacher, Campus PE teaching assistants, Campus admin	PE budget	Spring 2011	Lesson plans, PDAS walk throughs, Fitness Gram documentation	Fitness Gram documentation, Parent survey, student survey, staff survey	CNA, RS, HG, C
8.7 Utilize CATCH Health curriculum in grades K-5	Campus staff, Campus Admin	Campus budget	Annually	Lesson plans, PDAS walk throughs	Student survey, Parent survey, Staff survey	CNA, RS, HG, C
8.8 Provide teachers and parent representatives to serve on the School Health Advisory Committee (SHAC)	Campus staff, Campus admin, Parent volunteer	Counseling budget, campus budget	Sept. 2010 – May 2011	SHAC sign in sheets, SHAC committee reports to campus staff	Student survey, Parent survey, Staff survey	CNA, RS, HG, C

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Goal #3: Technology – Increase achievement for all students utilizing varied means of technology
Objective: Enhance instruction, services and communication through technology for students, teachers and parents.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
9.1 Maintain a campus website	Campus admin, Campus technology contact	Local funds	Weekly	Parent survey, Staff survey	Parent survey, Staff survey	CNA, PI
9.2 Promote and publicize AISD's Parent Portal to access grades and attendance	Campus staff, Campus admin	Marquee sign, Local funds	Monthly	Parent survey, Staff survey, Newsletters	Parent survey, Staff survey	CNA, PI
9.3 Utilize SMART response system to assess student knowledge	Campus staff, Campus admin	Local funds	Daily	Parent survey, Staff survey	AEIS data, Parent survey, Student survey	CNA, RS, HQ, A, C
9.4 Provide training in technology for students and staff	District tech team, Campus staff, Campus admin	Local funds	Monthly	Parent survey, Staff survey, Sign in sheets	Parent survey, Staff survey, Student survey	CNA, PD, HQ
9.5 Provide access for classroom staff to publish and maintain a classroom web page	Campus technology contact, Campus admin	Local funds	Weekly	Staff survey, Help Desk referrals	Parent survey, Staff survey	CNA, PD, PI
9.6 Utilize software to create, analyze and plan testing including TAKS benchmarks and 6 weeks testing	Campus staff, Campus admin, District tech team	Local funds	Monthly	Staff survey, SAM from benchmark meetings	AEIS data, Staff survey, Benchmark data	CNA, HQ, RS, A, M, C

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9.7 Continue the development of technology committee and campus technology leaders to assist with integration of technology in the classroom	Campus staff, Campus admin, District tech team	Local funds	Monthly	Staff survey, SAM from benchmark meetings	AEIS data, Staff survey, Benchmark data	CNA, HQ, RS, A, M, C
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Goal #4: School/Parent/Community Involvement- All members of the school community will be partners in the educational process.

Objective: Maintain a partnership between school, community, business and service organizations and increase parental communication.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
10.1 Utilize monthly newsletters to inform and promote school and district information	Campus staff, Campus admin	Local funds	Monthly	Newsletters	Parent survey, Staff survey, Student survey	CNA, PI
10.2 Utilize the Alert Now system to inform families of upcoming events	Campus Admin	Local funds	Monthly	Alert Now call distribution list	Alert Now call distribution list, Parent survey, Student survey	CNA, PI
10.3 Use the Community News to promote items of interest occurring at school	Campus staff, Campus admin	Local funds	Monthly	Community News	Parent survey, Staff survey	CNA, PI
10.4 Include parents and community members on the Campus Plan Committee (Site-Based Decision Making Team)	Campus admin, Community members	Parent newsletter	Monthly	SAM notes from CPC meetings	Parent survey, Staff survey	CNA, PI
10.5 Schedule Meet the Teacher Night, Curriculum Night, Science Exploration Fair, Spring Carnival and Family Math and Science Night	Campus staff, Campus admin, District staff	Local funds	August 19, 2010 and May 2011	Calendar, Parent sign in sheets	Sign in sheets, Parent survey, Staff survey	CNA, PI
10.6 Use the marquee sign to disseminate information to the community	Campus admin	Local funds, marquee sign	Weekly	Marquee sign	Parent survey, Staff survey	CNA, PI

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Goal #5: Personnel – Maintain 100% of academic core subject area classes taught by highly qualified teachers.

Objective: Aledo ISD will recruit, train and retain 100% highly qualified teachers.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
11.1 Maintain 100% of highly qualified core academic subject area teachers	Campus admin, Superintendent, Certification specialist, Asst. Supt. Special Programs	Certification specialist	Aug. 20, 2010	Highly Qualified Report	100% of staff will be highly qualified, personnel records, highly qualified campus report/principal's attestation for the 2010-11 school year	HQ, R/R
11.2 Maintain 100% of core academic subject area classes taught by highly qualified teachers	Campus admin, Deputy Superintendent, Certification specialist, Asst. Supt. Special Programs	Teacher schedules, Certification specialist	August 2010	Highly Qualified Report	100% of core academic subject areas taught by highly qualified teachers, personnel records, highly qualified campus report	HQ, R/R
11.3 Maintain percentage of teachers receiving high quality professional development	Campus admin, Deputy Superintendent, Certification specialist, Asst. Supt. Special Programs	Title II (\$5787.00), Local funds, IDEA federal funds (\$2000.00)	August 2010 – June 2011	Staff development records, Savvy Cat records	Documentation of professional development sessions on file	PD, R/R, C
11.4 Ensure low income/minority students are not taught at higher rates than other student groups by inexperienced, out of field or non highly qualified teachers	Campus admin, Campus staff, District staff	Campus schedule	August 2010	Highly Qualified Report	100% of staff will be highly qualified – personnel records, salary/benefit records	HQ, R/R

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11.5 Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies on multiple sites and maintaining an active web page	Campus admin, Webmaster, Deputy Superintendent	Budget recruiting schedule, Certification specialist, Central Admin.	March- May 2011	Highly Qualified Report	100% of staff will be highly qualified – personnel records, salary/benefit records	HQ, R/R
11.6 Continue an effective teacher mentoring system in order to retain highly qualified staff	Campus admin, Superintendent, Deputy Superintendent, Teacher mentors	Local Funds	August 2010	Professional Progress reports	Mentor assignments, New teacher professional progress reports	HQ, R/R, PD
11.7 Assist any late hire teachers to meet highly qualified requirements in a timely manner	Campus admin, Deputy Superintendent, Certification specialist	Local Funds	Fall 2010 – Spring 2011	Human Resource records, Highly Qualified report	Highly Qualified worksheets, TExES registration and results	HQ, R/R, PD
11.8 Attract and retain highly qualified teachers	Campus admin, Deputy Superintendent, Certification specialist	Local Funds	Spring 2011	Teacher turnover rate	Recruiting schedule, AISD website	HQ, R/R
11.9 Analyze and review data from current core subject teachers' transcripts, certifications, testing, staff development, in-service records to ensure that all meet highly qualified status	Certification specialist	Local Funds	August – September 2010	Teacher schedules, Highly Qualified report	Personnel records, Highly Qualified worksheets	HQ, R/R

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11.10 Analyze and review data from prospective core subject teachers' transcripts, certifications, testing, staff development, in-service records to ensure that all meet highly qualified status	Campus admin, Deputy Superintendent, Certification specialist	Local Funds	As recommended for hire	AEIS reports, Highly Qualified Reports	Personnel records, Highly Qualified worksheets	HQ, R/R
11.11 Report annually to stakeholders the status of the campus towards meeting the state's highly qualified goal	Campus admin, Asst. Supt. Of Special Programs	Local Funds	December 2010	School board minutes	Highly Qualified Public Report, Principal's Attestation, NCLB Compliance Report	HQ, R/R
11.12 Train/provide updates to professional staff regarding: <ul style="list-style-type: none"> ❖ 504 policies and procedures, ❖ Dyslexia policies and procedures, MTS (Multisensory Teaching Sensory Approach), ❖ Identification, recruitment and services for Homeless and Migrant students, ❖ Assessment, ❖ ESL certified TELPAS raters, Professional Development Appraisal System (PDAS), ❖ ELPS training and ESL Methodologies and Strategies 	District admin, Campus admin	504 coordinator, Dyslexia coordinator, Dyslexia staff, District Homeless/Migrant Liaison, Counselors, PEIMS clerk, Training materials	Jan 2011- June 2011	Documentation of staff development (i.e. sign in sheets, agenda, evaluations)	All staff will be proficient in their instructional needs for the 2010 – 2011 school year	CNA, PD, C

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<p>11.13 Require staff development as a condition for employees:</p> <ul style="list-style-type: none"> ❖ Aledo Writing Process (fall elementary staff), ❖ Professional Development Appraisal System Training, ❖ Texas Behavior Support Initiative (TBSI), ❖ New Teacher Orientation, ❖ ESL certification, ❖ TELPAS certification, ❖ Texas Primary Reading Inventory (TPRI) grades K 2, ❖ Crisis Prevention Intervention (CPI), ❖ Gifted and Talented training, Texas Reading Academies, ❖ ELPS training and ESL Methodologies and Strategies 	<p>Campus Admin, Deputy Superintendent, Special Services director</p>	<p>Local Funds, District/Campus Trainers, On-line Training Modules, Region XI, Title II ((\$9097.00), Title III (\$5787.00)</p>	<p>August 2010 – June 2011</p>	<p>Documentation of staff development (i.e. sign in sheets, agendas and evaluations)</p>	<p>All staff will be proficient in their instructional needs for the 2010-2011 school year</p>	<p>PD, R/R, C</p>
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Goal #6: Identify and provide services to homeless and migrant students.

Objective: To provide a safe environment that promotes academic success for homeless and migrant students.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
12.1 All staff will be trained in the identification of homeless students including enrollment procedures and staff referrals	SPED staff, Campus staff, Campus admin	SPED department, Homeless documentation	Sept 2010	Staff sign in sheet, Staff referrals	Staff referrals, Staff survey	CNA, T, C
12.2 Provide appropriate services for homeless students including free/reduced lunch	Campus staff, Campus admin, Campus food service	Local funds, Title I - \$1183	Daily	Food service documentation	Parent survey, Staff survey, Written record of services provided	CNA, T, C
12.3 Identify the needs of migrant students who are failing or at risk of failing academic subjects and/or state assessments and provide remedial services	Campus staff, Campus admin	Successmaker, TAKS benchmarks, Progress reports, Report cards, Region XI SSA	Weekly	SAM reports from weekly meetings, RtI notebooks	AEIS data, Staff survey	CNA, T, C

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