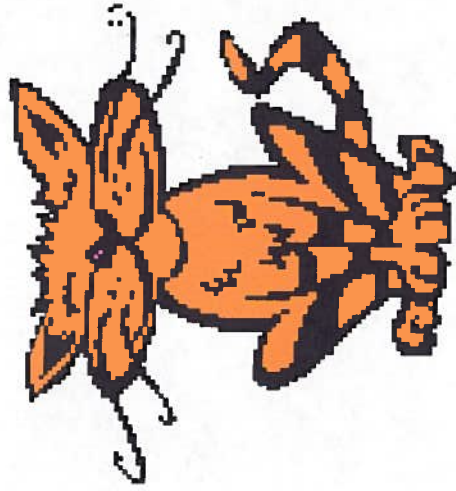




Coder Campus Plan 2011-2012

Title I Schoolwide 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 = Cinate Programs
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Last Updated: 10/10/2011

CODER CAMPUS COMMITTEE MEMBERS

2011-2011

<u>GRADE</u>	<u>TEACHER</u>	<u>YEAR</u>	<u>START</u>
KINDER (PRE-K, PPCD)	Lynda Wright	2 yr.	2010-2011
1 st Grade	Carol Rodgers	2 yr.	2011-2012
2 nd Grade	Caren Tyer	2 yr.	2010-2009
3 rd Grade	Jana Truax	2 yr.	2011-2012
4 th Grade	Chris Shreckengast	3 yr.	2010-2011
5 th Grade	Cheryl Lucas	3 yr.	2011-2012
Sp. Ed., Diag., Speech, LA/MT, Counselor	Susan Stirewalt Jerry Ballard Michelle Yates	3 yr. 3 yr. 3 yr.	2010-2011 2011-2012 2011-2012
Library, P.E., Music, ESL, Nurse, G/T, Computer	Linda Smith Kathy Schneider	3 yr. 3 yr.	2010-2011 2011-2012
District Rep.	Rhonda Wilson Becky Shaunfield	2 yr. 3 yr	2008-2009 2008-2009
AS, MM, CP, 2 parents, 1 community, 1 business			
Parents –	Tonya Matlock Patti Oaks		
Community –	Mike Moore		
Business –	Kevin Wright (Town and Country Bank)		

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Mattie Coder Elementary School

Comprehensive Needs Assessment

2011-2012

Demographics

Coder Elementary School is located at 12 Vernon Road in Aledo, Texas. It is one of four elementary schools that serve students in Kindergarten through 5th grade. Coder is home to Aledo ISD's only Pre-K program that provides early intervention to 4 year old students prior to entering Kindergarten. It is also home to an Early Childhood classroom that consists of children ages 3-5 that have been identified with special needs and are integrated with Aledo ISD employee's children that are receiving preschool curriculum.

Coder Elementary School has a population of 394 students. The ethnic representation is 0.5% African American, 7.4% Hispanic, 89.3% White, 1.5% Native American and 1.3% Asian/Pacific Islander. There are 18.5% of students, who are economically disadvantaged, 4.3% are Limited English Proficient (LEP), 11.4% Special Education and 16.2% of the population falls into the at-risk category. The students of Coder Elementary have an attendance rate of 95.6% each day and the student to teacher ratio is 13.4 to 1. The staff is 100% White female and the average years of experience for instructional staff at Coder are 15.2.

Coder's strengths are a well-established and friendly learning community that promotes many school/family/community partnerships, high instructional expectations, and a wide variety of opportunities for students to expand their learning experiences. Coder is growing in population, diversity, and varied economic backgrounds and has a belief that all students can learn. With that thought in mind, there is focus put on character education and leadership skills through activities involving all students. Also, specific attention is given to student achievement through balanced literacy, interactive technology, project-based learning, formal and informal assessments, and small group differentiated instruction.

The data sources used for generating the demographic information were enrollment, attendance, gender and ethnicity information, special program participation, at-risk by categories, teacher/student ratios, retention rates, and discipline referrals.

Mattie Coder Elementary School

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Comprehensive Needs Assessment

2011 - 2012

School Context and Organization

Coder Elementary School is a pre-kindergarten through fifth-grade elementary school in Aledo ISD. The Coder staff sets high academic expectations for students and focuses daily on the ultimate goal of maximizing student achievement. This is reflected in our 2011-2012 theme *every heart, every mind, every day*. In addition to receiving state and local funds, the school also receives federal funds.

The Coder Campus Planning Committee, which assists the campus principal in making decisions, is made up of administrators, teachers, parents, and a community member. The textbook and School Health Advisory Committee (SHAC) are also decision making committees. Parents and community are actively involved at Coder Elementary and support our goal of maximum student achievement through our volunteer program, mentor program, Watch D.O.G.S. (Dads Of Great Students), high school mentors, community partners, and our Coder Campus Planning Committee. Data Sources include the 2010-2011 AEIS report

Strengths:

- Staff is highly involved and vested in maximizing student achievement
- Staff sets high academic expectations for students
- Parent climate survey and student interviews reveal a welcoming and respectful atmosphere within the school

Needs:

- Execute a school-wide standard procedures and practices for common areas such as the hallway, lunchroom, playground, and restrooms
- Clearly defined areas in which the staff has an active role in decision making
- Review of staffing and rotation schedule with teacher input

Coder Elementary School

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Last Updated: 10/10/2011

Comprehensive Needs Assessment

2011-2012

Student Achievement

At Coder Elementary School, all students consistently make progress and achieve high academic standards. Teachers use formal and informal assessments to monitor student progress in a learner-centered, teacher-facilitated classroom. Intervention techniques like small group instruction, flexible grouping, and targeted skill instruction are used to increase student achievement. Teachers manipulate the content of lessons, the process of learning, and the student products to differentiate instructional strategies used to meet the needs of diverse learners in our school. The staff of Coder Elementary collaborates weekly during grade-level team meetings to educate, develop, and support all students to reach their personal potential.

Identified areas of improvement include targeting specific K-2 reading skills of phonemic awareness, oral reading fluency, and reading comprehension monitored through TPRI and DRA levels and specific K-2 math skills based on quantitative assessment results monitored through Accelerated Math. Identified areas of improvement for science include targeting specific knowledge and skills based on student achievement data. Another area for improvement would include implementation of vertical planning, separately with the grade below and the grade above, to facilitate the identification of specific curriculum strengths and needs. Data sources included 2010-2011 AEIS report, TAKS scores, TELPAS scores, DRA scores, and TPRI scores.

Strengths:

- The majority of students meets or exceeds the state standards on TAKS tests
- The school uses early student identification through formal and informal assessments to meet the needs of struggling students
- Family and community involvement through PTO, Coder Campus Committee, mentors, field trips, family nights, and special event days encourage student initiative and success
- Weekly grade-level collaboration allows for specific planning or training to support all students

Needs:

- To target the specific K-2 reading skills of phonemic awareness, oral reading fluency, and reading comprehension based on the student achievement data of TPRI and DRA
- To target the specific science knowledge and skills based on student achievement data
- To maintain and improve student performance in reading, writing, math, and science in all student groups while targeting identified sub group needs
- Implementation of vertical planning, separately with the grade below and the grade above, to facilitate the identification of specific curriculum strengths and needs

Mattie Coder Elementary School

Last Updated: 10/10/2011

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Comprehensive Needs Assessment

2011 - 2012

Curriculum, Instruction and Assessment

Coder Elementary School has much strength in the area of curriculum, instruction, and assessment. The staff utilizes the scope and sequence in each instructional area which aligns with the Texas Assessment of Knowledge and Skills. Instructional resources such as technology i.e. SmartBoards, computers on wheels, Balanced Literacy K-2 library, a process-based science lab with after school opportunities for extended enrichment through science club, and the media center are used to enhance student achievement. These provide a basis for differentiated instruction for all students. Weekly grade level and data day collaboration contributes to improved instructional decisions.

Identified areas of improvement cited as high priority include additional strategies and resources to refine writing skills and ongoing professional development for implementing state standards.

Data sources included 2010-2011 AEIS report, TAKS scores, Telpas scores, DRA scores, and TPRI scores.

Strengths:

- The scope and sequence utilized for student instruction is aligned with the TEKS
- Instructional resources such as technology i.e. SmartBoards, computers on wheels, literacy library, science lab, and media center are used to enhance achievement
- Weekly grade-level and data day meeting collaboration is used for improving instructional decisions
- Disaggregation of TPRI and DRA data three times a year to target differentiated instruction for students in kindergarten through second grade
- Available assessment data consistently used to determine school-wide curriculum and teaching strategies in order to differentiate instruction for every student, every day.

Needs:

- Opportunities provided for vertical alignment of curriculum in all core subjects
- Continued staff development for resourceful utilization of assessment data, including Eduphoria
- Implement and incorporate assessment tools for math to produce quantitative results (Accelerated Math)
- Incorporate benchmark assessment tools for science, focusing on grades 3-5
- Professional development for utilizing resources available at Coder Elementary for process-based science instruction
- Supplemental math resources to develop and enhance critical higher level thinking skills
- Additional strategies and resources to refine writing skills
- Ongoing professional development for implementing state standards
- Continued staff development for resourceful utilization of assessment data, including Eduphoria

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Mattie Coder Elementary School

Comprehensive Needs Assessment

2011-2012

“We are here to educate, nurture, and value our children as if they are precious jewels.

We will prepare our students for the future, impact their lives, and empower them to fulfill their dreams.

In supporting the community and each other, we will make a difference.”

- The Coder Elementary Staff, 2010-2011

School Culture and Climate

This collaborative mission statement embodies the values, beliefs, and culture shared by the parents, community, staff, and students of Coder Elementary. Eighty-one percent of the parents responding to the Aledo ISD 2010-2011 Parent Climate Survey gave Coder Elementary an overall grade of an A or B. Nineteen percent would award a C or below. Parents and community are welcome and are encouraged to participate in special events and activities at this campus. Parents are confident that their children are safe at school. Their impression of Coder is that Coder has a respectful and great atmosphere. One of the strengths is that Coder has many opportunities for students to participate in extracurricular activities both before and after school. Teachers have a clear understanding of TEKS and STAAR expectations for their subject or grade level curriculum and feel empowered to make decisions regarding classroom instruction. Teachers target instruction to meet campus and district goals. The teachers feel that the campus promotes partnerships with community organizations, agencies, and businesses to address the needs of students and families.

All needs in the area of school climate and culture at Coder Elementary are relative. In comparison to Coder's other percentages in the Aledo ISD 2010-2011 Teacher Climate Survey, several areas in the *Teaching Satisfaction and Collaboration* section indicate a need for improvement. Those areas include a sense of unity throughout the campus, cooperation among teachers, flexibility and receptiveness to change, teachers' talents known and utilized by campus administration, and individuals feeling they are a vital part of the team and treated as a professional. In the Aledo ISD 2010-2011 Parent Climate Survey indicates that there is a general need for excitement and the recognition of student's successes. There is also an overall lack of communication from both administration to teachers and teachers to parents.

Data sources include the Aledo ISD 2010-2011 Teacher Climate Survey, Aledo ISD 2010-2011 Parent Climate Survey and responses.

Strengths:

- Parents and community feel welcome and are encouraged to participate in special events and activities at this campus
- Parents are confident that their children feel safe at school
- Parents feel that grades accurately reflect student progress and knowledge of subject area skills
- Teachers feel empowered to make decisions regarding classroom instruction
- Teachers feel they have a clear understanding of TEKS and STAAR expectations for their subject or grade level curriculum
- Teachers target instruction to meet campus and district goals
- The teachers feel that the campus promotes partnerships with community organizations, agencies, and businesses to address the needs of students and families.

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Needs:

- Increase staff participation in school community events
- The recognition of student's successes
- Cooperation among teachers at this campus
- Flexibility and receptiveness to change at this campus
- Teachers' talents to be known and utilized by campus administration
- For individuals to feel they are a vital part of the team and are treated as professionals

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Mattie Coder Elementary School

Comprehensive Needs Assessment

2011-2012

Technology

In recent years, Coder Elementary School has improved technology through new equipment and training. The addition of Smart Boards and teacher work stations has created an interactive learning environment. Other technology includes Smart Boards, document cameras, teacher workstations, classroom Extenda computers, dista, Senteo clickers, mobile laptop carts, digital probes, and microscopes. With the new technology came effective teacher training including on-campus trainers for Smart Boards and Notebook Software, after school and summer classes including Senteo, Office 2010, Smart Board mini sessions, and online software training. The training is ongoing and relevant to teacher and student needs. The technology is supported by a help desk with knowledgeable and dedicated staff. Parents, teachers, and students use the district and campus websites to stay informed and share information. Overall, Coder Elementary uses technology effectively. Identified areas of improvement include on-campus technical support, access to more websites, time to collaborate and plan for technology, and a forum on the network for teachers to share information about technology.

Data Sources include Aledo ISD District Strategic Plan, Texas Technology TEKS, Aledo ISD Star Chart, Aledo ISD Technology Plan, and Acceptable Use Policy

Strengths:

- Excellent technology and software sources including Smart Boards, document cameras, teacher workstations, classroom Extenda computers, Senteo clickers, mobile laptop carts, digital probes, microscopes, Windows, Office 2010, Success Makers, STEM Scopes, and Notebook Software
- Relevant and ongoing training for technology including on-campus trainers for Smart Boards and Notebook Software, after school and summer classes including Senteo, Office 2010, Smart Board mini sessions, and online software training, SchoolFusion
- Access to knowledgeable staff at the help desk on phone and email
- SchoolFusion website available to parents, teachers, and students

Needs:

- Time to collaborate and plan for technology with peers
- Forum on the network for all grade levels to share information including teacher created lessons and helpful websites

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Mattie Coder Elementary School

Comprehensive Needs Assessment

2011-2012

Family and Community Involvement

The mission of Coder Elementary School is to provide each individual a safe and nurturing environment, for social and academic growth, in preparation for the challenges ahead. The staff believes that family and community involvement in the school is an important factor to help attain the mission that we strive to conquer each year. Coder faculty and students encourage family and community participation in meaningful activities that support school climate and student learning. Some of those events include curriculum night, science exploration night, book fair, choir, student council programs, literacy activities, reading day, runner's club, and special event nights. There are many community businesses, partners, and social service agencies that work with the school to provide multiple resources such as mentors, Advocats, Connections/Kids Hope, financial assistance, or resourceful information that support Coder's staff and families.

The data sources examined for assessing the strengths and needs of family and community involvement are parent volunteer information, PTO newsletter, PTO committee descriptions and chairpersons, PTO volunteer data, list of community and social service agencies, list of community business partners, and information from demographic school data, AEIS Report, and the 2010-2011 Parent Climate Survey.

Strengths:

- Strong Parent / Teacher Organization (PTO) which supports the school with volunteers, time, money, and resources that are utilized by the school and its families.
- The school encourages community and family involvement by providing meaningful activities like Reading Day, Grandparents Day, special programs, family event nights, curriculum night, book fair, Watch Dog Program for Dads, volunteers, etc.
- Good communication through newsletters, notes, marquee, AlertNow phone calls, Facebook, and school web-site.
- Positive relationships with school mentors and social service agencies like the Center of Hope, AdvoCats, and Connections/Kids Hope
- Staff and parent representation on District and Campus committees that include the Coder Campus Committee, DWELC, and SHAC.

Needs:

- A staff representative at monthly PTO volunteer meetings.
- Staff shows enthusiasm when working with parents and community
- More specific focused communication in a timely manner

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Coder Elementary School

Comprehensive Needs Assessment

2011-2012

Staff Quality, Recruitment and Retention

Coder Elementary has an experienced and highly qualified staff of 30 teachers and 14 support staff. This skilled staff averages 15.2 years of teaching experience and most staff members not only have varied teaching experience, but also have endorsement certificates such as ESL, Gifted and Talented, Early Childhood, or Special Education. Coder staff members participate in professional development activities that integrate cross-curricular instruction. The teachers are specifically trained in differentiating instruction, balanced literacy, interactive technology (Smartboard) and project based learning. All new teachers are required to have hours of staff development that includes: PDAS Training, TBSI Training, New Teacher Orientation, ESL Certification, Telpas Certification, TPRI Training (k-2) Crisis Prevention Intervention, Gifted and Talented Training, Kilgo Training, and Texas Reading Academies.

Data Sources included in needs assessment are teacher certification, paraprofessional and other staff qualifications, student achievement, staff mobility and stability, professional development data, and teacher student ratio.

Strengths:

- Professional staff is 100% highly qualified
- Staff attends research based staff development in differentiating instruction, balanced literacy, interactive technology, and project based learning.
- Reading consultant provides ongoing professional development in literacy centers, TPRI strategies, and small group instruction
- Technology professional development included effective use of Smartboards, classroom response systems, Cyber Safety, website production and online parent portal
- Science teacher attends MASS meetings to collaborate with other science teachers within the region

Needs:

- Staff Training in Tier 2 intervention strategies and monitoring
- Hire highly qualified culturally diverse staff members

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All Strategies/Action Steps are scheduled to be completed during the 2011-2012 school year.

Goal #1: STUDENT ACHIEVEMENT / INSTRUCTION

Objective: To maintain or improve student performance in the areas of Reading and Writing

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1.1 Evaluate last year TAKS scores in writing and reading to assess students needs in grades 4-5	Administration and Staff	TEA Reports, Release TAKS Tests, AEIS Reports Eduphoria	Aug – Sept 2011	Data disaggregation chart	Evidence of analysis on file at Coder	M HQ A CNA
1.2 Achieve 90% or greater on state assessments in reading and writing scores for all students in grades 3-5 by utilizing a variety of instructional methods based on identified student performance needs	Administration and Staff	TEA Reports, AEIS Reports Title I \$1940.00 Eduphoria	Aug 2011 – June 2012	Lesson plans	STAAR scores at Coder	HQ M A CNA
1.3 Writing techniques will be utilized daily in grades PK-5 to improve or maintain student and student groups performance on the writing section of the STAAR when tested at grade 4	Administration and Staff	TEA Reports, AEIS Reports	Aug 2011 – June 2012	Writing Folders Lesson plans	STAAR scores, lesson plan documentation on file, Benchmark documentation on file. Conference Sheets	HQ M CNA
1.4 Monitor student performance on STAR (K, 1 & 2) Beginning, middle, end of year administration	Administration, K, 1,2 staff LMT Teacher	Computer Lab Reports, STAR results	Sept 2011– May 2012	Data day agenda	Documentation on file at Coder	HQ A M CAN

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1.5 Use of ongoing assessments (Benchmarks) to monitor students progress in grades K-5 in reading and writing	Administration and Staff	TEA Report Tests AEIS Reports Success Maker	Oct 2011 – April 2012	Data day agenda	STAR DRA Running Records Anecdotal records	HQ A M CNA
1.6 Using TAKS data to identify and remediate reading and writing skills for students by student groups in a non-discriminating way	Administration and Staff	Physical Education TEKS , The Magic of Movement and It's Link to Learning, Ready to Use Physical Education Activities, UIL Competition, Leap Frog Program Personnel SCE funds \$23,900.00 – 1 FTE Eduphoria	Aug 2011 – June 2012	Data day agenda	Maintain or increase to 90% and above in all grade levels and student groups.	M CNA
1.7 Monitor ESL performance in Listening, Speaking, Reading and Writing in grades Pre-K – 5 to maintain continuous progress	Administration and Staff	Counselor and Staff Eduphoria	Aug 2011 – June 2012	Computer lab reports TELPAS	AMAO TELPAS Reports STAAR	HQ A M
1.8 ESL students will make 1 year's growth on the TELPAS in listening, speaking, reading, and writing	Administration and Staff	Success Maker, LAMT, Labs, Supplemental Materials, Tutorials, Benchmark data	Aug 2011 – June 2012	TELPAS scores	TELPAS Reports	HQ A M

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1.9 Increase the percentage of Students scoring 3 & 4 on the STAAR written composition by having all students write daily in grades PK-5 across the content areas	Administration and Staff	Supplemental Materials	Aug 2011 – June 2012	Lesson plans Writing Folders	Evidence of analysis on file Lesson plans Write Traits rubric	HQ M C
1.10 To reinforce reading and writing skills through the integration of movement and academic skills and the use of inclusive musical activities, and participation in academic competitions	Administration and Staff Parents	Documentation on file at campus	Aug 2011 – June 2012	Lesson plans Certificates of participation	Documentation on file through lesson plans	HQ PI M C
1.11 Reinforce and increase reading Comprehension and fluency in Grades K-5	Administration and Staff	Fluency Scope	Aug 2011 – June 2012	Lesson plans	State Assessments Documentation on file in classrooms	HQ PI M
1.12 Provide summer school extended year services for students in grades K-2 based on STAR results as well as identified students according to the Student Success Initiative.	Administration	Success Maker Supplemental Materials Title I \$1940.00 Campuses, ARI Funds Title I funds	June – July 2011	Summer school rosters Parent information forms	STAR – Data Conduct extended summer program with documentation on file and monitor student achievement/needs.	M C
1.13 Increase Accelerated reading levels in grades 2-5	Administration Campus Staff	Success Maker Accelerated Reader	Aug 2011 – June 2012	Accelerated Reader	Gains in numbers will be compared yearly.	HQ M

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1.14 Meet or exceed Gold Performance Acknowledge Standards for the percentage on STAAR as identified on the Academic Excellence Indicator System (AEIS)	Campus Staff	Success Maker, Supplemental Materials, CATS	Aug 2011 – June 2012	Lesson plans Data days Benchmarks	Documentation on file at campus.	HQ M CNA
1.15 Identify and provide appropriate differentiation learning opportunities for students who are performing above grade level.	Campus Staff GT Specialist	Supplemental Materials Success Maker Accelerated Reader	Aug 2011 – July 2012	Lesson plans	Documentation on file at campus	HQ M
1.16 Continue to utilize Pre-referral / RTI committee.	Administration and Staff	Counselor and Staff	Aug 2011 – June 2012	Sign-in sheets	Evidence of meeting on file with counselor	HQ M A

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Goal #2: STUDENT ACHIEVEMENT / INSTRUCTION MATHEMATICS
Objective: To maintain or improve student performance in the area of Math

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
2.1 Evaluate last year TAKS scores in Mathematics to assess student needs in grades 4-5	Administration and Staff	TEA Reports, AEIS Reports Eduphoria	Aug – Sept 2011	Dissagregation data sheet	Evidence of analysis of TAKS data on file at Coder Agenda	HQ A CNA
2.2 Maintain or improve to at least 90% on state assessments Mathematics scores for all students and student groups in grades 3-5 utilizing a variety of instructional methods based on identified student performance needs	Administration and Staff	TEA Reports, AEIS Reports Title I \$1940.00TX Math Diagnostic System (TMDS) Eduphoria	Aug 2010– June 2011	Lessons plans Benchmark	Evidence of analysis on state assessments data on file at Coder Agenda Performance Assessment	HQ A M CNA
2.3 Maintain or improve the percentage of special services students meeting or exceeding minimum expectations on the mathematics section of the state assessments	Administration and Staff	TEA Reports, AEIS Reports Eduphoria	Aug 2011 – June 2012	Lesson plans	Evidence of analysis of state assessments data on file at Coder Agenda	HQ M CNA
2.4 Use of ongoing assessments to monitor student progress in mathematics	Administration and Staff	Computer Lab Reports Eduphoria	Aug 2011 – June 2012	Accelerated Math SuccessMaker	Benchmark assessments analyzed and on file at Coder Accelerated Math Reports Success Maker Reports	A M
2.5 Identify and remediate STAAR Math skills for students by student groups in a non-discriminating way	Administration and Staff	TEA Report AEIS Reports Success Maker Eduphoria	Aug 2010 – June 2011	Small group tutorial Lesson plans Success Maker Reports	Maintain or increase to 90% and above in all grade levels and student groups	A M CNA

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2.6 To reinforce math skills through the integration of movements and academic skills, the use of inclusive musical activities, and participation in academic competitions.	Staff Administration Parents	Physical Education TEKS, The Magic of Movement and It's Link to Learning, Ready to Use Physical Education Activities, UIL Competition, Leap Frog Program	Aug 2011 – June 2012	Lesson plans	Documentation on file through lesson plans	HQ PI M
2.7 Continue to utilize Pre-referral / RTI committee.	Administration and Staff	Counselor and Staff	Aug 2011 – June 2012	Sign-in sheets	Evidence of meeting on file with counselor	HQ M A
2.8 Meet or exceed AYP targets for all students and student groups by utilizing a variety of instructional methods based on identified student' performance needs.	Campus Staff	Success Maker, LMT, Labs, Supplemental Materials, Tutorials, Benchmark data Euduphoria	June– Aug 2011	Lesson plans	The percentage of students meeting requirements will increase according to AYP targets. Gains in AYP will be compared for each group from one year to the next.	C CNA
2.9 Meet or exceed Gold Performance Acknowledgement Standards for the percent of Examiners scoring at or above Advanced Academic Performance on STAAR as identified on the Academic Excellence Indicator System (AEIS)	Campus Staff	Success Maker Supplemental Materials	June – Aug 2011	Success Maker Reports Lesson plans	Gains in numbers will be compared yearly	HQ M

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2.10 Identify and provide appropriate differentiation learning opportunities for students who are performing above grade level.	Campus Staff GT Specialists	Documentation on file at campus	June – Aug 2011	Lesson Plans	Lesson plans and differentiation checklist	HQ M CNA
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Goal #3: STUDENT ACHIEVEMENT / INSTRUCTION
Objective: To maintain or improve student performance in the area of Science and Social Studies

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
3.1 PK-5 teachers will assist in strengthening science and social studies TEKS through various resources	Administration and Staff	*Daily Oral Geography Atlas studies *Weekly Reader & Scholastic *Time for Kids *Internet/computer programs *Field Trips *AIMS *Playground Map United Streaming Region XI Virtual Field Trips Bridging II STAAR II	Aug 2011 – June 2012	Check-out logs Lesson plans	Tests Observations / Experiments Lesson Plans Benchmark testing	HQ M
3.2 Gifted and Talented specialist provides materials and activities to extend and enrich science and social studies through C.A.T.S. and Bright Ideas	Gifted and Talented Specialist	G/T Curriculum	Aug 2011– June 2012	Lesson plans	Tests Observations Lesson Plans	HQ M C

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3.3 Maintain or improve to at least 90% on state assessment Science scores for all students in grade 5 by utilizing a variety of instructional methods based on identified student performance needs	Administration and Staff	TEA Report, AEIS Reports TITLE I \$1940.00 Science Lab, TX Diagnostic System (TSDS) Measuring Up to STAAR Lone Star Seeing Science Structures TEA Interactive on-line Study Guide STEM Scopes	Aug 2011 – June 2012	Lesson plans Benchmark scores	Weekly formative assessments	HQ C CNA
3.4 Evaluate last year TAKS scores in science to assess students needs and campus instructional focuses	Administration and Staff	TEA Report, AEIS Reports Title I \$1940.00	Aug 2011 – Sept 2012	TAKS data	Evidence of analysis on file at Coder	HQ C CNA
3.5 Use ongoing assessments (and Benchmarks) to monitor students Progress in grades K-5 in science	Administration and Staff	TEA Report AEIS Reports Title I \$1940.00	Aug 2011 – June 2012	Lesson plans Benchmark scores	Benchmark assessments analyzed and information on file at Coder	HQ A M CNA

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3.6 Meet or exceed Gold Performance Acknowledgement Standards for the percentage of examinees scoring at or above commended performance on STAAR as identified on the Academic Excellence Indicator System (AEIS)	Campus Staff	Success Maker, Supplemental Materials, Science Lab STEM Scopes	Aug 2011 – June 2012	Sign-out logs Lesson plans	Gains in numbers will be compared yearly	HQ M CNA
3.7 Identify and provide appropriate differentiation learning opportunities for students who are performing above grade level in science and social studies	Campus Staff GT Specialist	Supplemental Materials, Science Lab, Science Club Interactive on-line study guide Science Night	Aug 2011 – June 2012	Lesson plans	Documentation on file at Coder	HQ M
3.8 Maintain or improve the percentage of special service students meeting or exceeding minimum expectations on the science section of the STAAR	Administration and Staff	TEA Reports, Released STAAR TEST, AEIS Reports, Science Lab	Aug 2011 – June 2012	Lesson plans	Evidence of analysis of state assessments data on file at Coder	HQ M A CAN
3.9 Identify and remediate STAAR science skills for students by student groups in a non discriminating way	Administration and Staff	TEA Reports, AEIS Reports, Success Maker, Science Lab, TX Science Diagnostic System (TSDS) Interactive on-line study guide Study Island Science Lab, Science Materials, STEM Scopes	Aug 2011 – June 2012	RTI Science tutorial Lesson plans	Maintain or increase to 90% and above in student groups	M

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3.10 Provide science lab experience for grades Pre-K - 5	Science Lab Teacher and Classroom Teacher	Science Budget	Aug 2011 – June 2012	Lesson plans	Completed labs, Lesson Plans	HQ M
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Goal #4: STUDENT ACHIEVEMENT / INSTRUCTION
Objective: To maintain or improve Gifted and Talented services to students

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
4.1 Gifted/Talented specialist provides materials for classroom use to extend and enrich the curriculum and offer differentiated strategies including Texas Performance Standards Project (TPSP), grades K-5	Gifted/Talented Specialist	G/T Budget G/T Curriculum TEKS	Aug 2011 – June 2012	Lesson plans	Teacher feedback, student products	HQ
4.2 Gifted/Talented specialist provides pull-out services (BRIGHT IDEAS – Grades 3-5) and CATS	Gifted/Talented Specialist	G/T Budget G/T Curriculum TEKS	Sept 2011– May 2012	Class rosters Lesson plans	Lesson plans and calendars on file, student evaluations	HQ
4.3 Teachers serving Gifted and Talented will have 30 hours in Gifted Talented training and a continuing 6 hours each year	Gifted/Talented Specialist	G/T Budget Title II Part A \$6,300.00	Dec 2011	Sign-in certificates	See Staff Development documentation sheets Summer Staff Development 2011	HQ
4.4 Provide gifted/talented training for teachers, administrators and counselor to the requirements in the Texas State Plan for Gifted and Talented	Gifted/Talented Specialist	G/T Budget Title II Part A \$6,300.00 Staff Development Budget	Dec 2011	Certificates	See Staff Development documentation sheets Summer Staff Development 2011	PD
						C

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4.5 Cluster identified gifted / talented students in homeroom classes	Campus Administration Gifted/Talented Specialist	G/T Budget	August 2011	Class rosters	Class Roll Cards	C
4.6 Provide parent feedback regarding child's assessment results and progress in the program	Gifted/Talented Specialist	G/T Form	Sept 2011	Letters	Documentation on file with G/T Specialist	C HQ
4.7 Differentiate instruction across all content areas for identified G/T students	Gifted/Talented Specialist Classroom Teacher	Checklist	Aug 2011 – June 2012	Lesson plans	Lesson plans on file Checklist	

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Goal #5: EARLY CHILDHOOD TRANSITION / STUDENT ACHIEVEMENT / EARLY CHILDHOOD TRANSITION

Objective: To provide a safe and supportive school environment that promotes academic success for all students provide communication and training, as appropriate, to assist early childhood students in their transition to public school

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
5.1 Provide opportunities for community, preschool teachers and day care providers to participate in appropriate staff workshop training sessions and classroom observations	Campus Administrators, Campus Staff, District Administration	Classroom Teachers LAMT Teacher	Aug 2011 – June 2012	Sign-in sheets Logs	Sign-in sheets Agendas Successful day care attendance	C
5.2 Continue students from Head Start or ECI programs with 120 days meetings to ensure continuing services (transition)	Campus Administrators, Campus Diagnostician	PEIMS Data Classroom Documentation	Aug 2011 – June 2012	Minutes from meeting, Attendance	Minutes from Meetings SPP #7, # 12	C
5.3 Continue to provide the opportunity for kindergarten screening and parent conferences in conjunction with kindergarten enrollment	Campus Administrator, Counselor, Nurse	PEIMS Data Classroom Documentation	Mar – June 2012	Sign-in logs	Results of Screening Results on File Sign-in Sheets	C
5.4 Invite future kindergarteners or preschool age children to participate in Early Childhood Literature activities	Campus Administrator, Counselor	Campus funds SCE Supplies \$500.00	May 2012	Sign-in	Attendance Community, parent and student feedback	C
5.5 Provide ESL screening and parent conferences in conjunction with Pre-K Enrollment	Campus Administrator, Counselor, ESL Teacher	Screening Documentation	April – Aug 2011	Sign-in logs PEIMS	Results of screening, Results on file, Sign-in sheets	C

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Goal #6: SAFE SCHOOL ENVIRONMENT
Objective: To provide a safe and supportive school environment that promotes academic success for all students

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
6.1 Maintain program using high school students as campus mentors	Campus Administrators, Classroom Teachers, Counselor	High School Students	Daily	Student sign-in	Teacher Evaluations Record of Attendance	C
6.2 Monitor student absences and contact parent of students with chronic absenteeism	Classroom Teachers, Campus Administrators	PEIMS Data Classroom Documentation	Daily	PEIMS Data Attendance Meetings Parent contact logs	School attendance records Teacher logs of contacts Letter in cum file	C
6.3 Monitor student tardies	Classroom Teachers, Campus Administrators	PEIMS Data Classroom Documentation	Daily	Raptor Data Teacher data	Parent Conferences, Student Handbook, Attendance Committee Meeting Minutes	C
6.4 Safe and drug free school/community activities addressed during Red Ribbon Week	Classroom Teachers, Campus Administrators, Counselor, SHAC	Campus funds	Oct 2011	Purchase Orders Announcements Letters home	Parent letter Classroom lesson plans	C

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6.5 Continue parent public awareness program for alcohol/drug prevention	Classroom Teachers, Campus Administrators	Campus funds	Oct 2011	Purchase Orders Announcements Letters home	Letter goes home the week before Red Ribbon Week to encourage participation from home Books and videos with suggested reading list and internet sites made available	C
6.6 Teachers identify students in need of reading support and refer to LAMT class for remediation	Classroom Teachers, Campus Administrators, LAMT Teachers	Report Cards Assessment Data Observation Title I \$1940.00 Portion of	Sept 2011 - May 2012	Data Day – agenda, sign-in	Teacher Observation STAAR, TPRI 3 week progress notice from LAMT teacher	C M A
6.7 Provide additional computer lab support for students identified at-risk or English as a Second Language	Computer Lab Teacher	Report Cards Assessment Data Observation	Sept 2011– June 2012	Data Day – agenda, sign-in	STAAR scores Computer Lab reports	C M
6.8 Provide a.m./p.m. tutoring services for students who need remediation	Classroom Teachers, Campus Administrator, Computer Lab Teacher	Report Cards Assessment Data Observation Title III funds	Sept 2011 – April 2012	Payroll sheets Sign-in sheets	STAAR scores Teacher evaluation Benchmarks Participation Grades	C

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6.9 Provide a comprehensive counseling program which will include a classroom guidance program for all students and a responsive service through individual referrals.	Campus Administrators Counselor Campus Staff SHAC	Assessment Data Observation Supplemental Materials Character Counts	Aug 2011 – June 2012	Counselors' schedule	Teacher survey Parent survey List of students serviced Record of attendance	HQ C
6.10 Train staff on appropriate interaction with children and identification of potential abuse and emotional health issues	Counselor, administrators	Parker County Child Abuse Board and Approved SHAC materials	Aug 2011 – June 2012	Sign-In sheets Agendas and minutes	On file with counselor and administrator	P D
6.11 Raise awareness and address bullying; including cyberbullying	Campus Administrator and Technology Director	Cyber-Smart Counselors, Campus-specific programs, Staff Training	Sept 2011 – May 2012	Lessons offered during cyber safety week, Newsletters, Professional Development	Decrease in number of bullying instances	PD PI C
6.12 Continue staff mentoring program with students identified by teachers, parents or administrators pairing adults with students through the (PAWS) program and Connections/Kids Hope	Counselor, Classroom Teachers, Campus Administrators, Parents	Report Cards Assessment Data Observation	Sept 2011 – May 2012	Sign-in sheets Permission forms	Staff survey Participation file Program evaluation	PI C
6.11 Maintain campus perfect Attendance all grade levels, A, and B honor roll (3 rd – 5 th grade) incentives for students	Campus Administrators, Classroom Teachers	Certificates TEXIS- Gradebook	Aug 2011 – June 2012	Report cards TEXIS – reports	Report Cards School attendance records	C

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6.12 Utilize a classroom social contract implemented through Capturing Kids' Hearts	All Staff	List of Character Traits List of Activities Capturing Kid's Heart Social Contracts Title II \$6,300.00	Aug 2011– June 2012	Social Contract Staff Mtg. Agenda	Teacher Survey Monitor Discipline Referrals	C
6.13 Utilize Aledo ISD Core Values	All Staff	Core Values	Aug 2011– June 2012	Core Values Staff Mtg. Agenda	Staff Survey	C
6.14 Maintain a program to develop the leadership skills of a targeted group of 4 th & 5 th graders. (Student Council)	Counselor Teachers Administrators	Leadership Assessment Checklist	Oct 2011– May 2012	Application forms Voting forms Sign-in sheets	Teacher Survey Parent Survey	C
6.15 Utilize a district-wide pre-referral response to intervention (RTI) process that focuses on team problem solving including a variety of support services (Initial Assessment)	Campus Administrators, Classroom Teachers, Counselor	RTI Committee ARD 504	Aug 2011– June 2012	Sign-in sheets Agendas	ARDs IEPs Pre-Referral Meeting Minutes	C
6.16 Related services are considered for each student with disabilities through a team approach and provided in a variety of service delivery options (Related Services)	Campus Administrators, Classroom Teachers, Counselor	Pre-Referral Committee ARD 504 IDEA Federal Funds	Annual ARDs	ARD paperwork	ARDs IEPs Pre-Referral Meeting Minutes	C

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6.17 A team of qualified personnel/parent appropriately use revised re-evaluation process and focus assessment results on instructional implications (Re-evaluation)	Campus Administrators, Classroom Teachers, Counselor	Pre-Referral Committee ARD 504 IDEA Federal Funds for Diagnostician	Annual ARDs	ARD paperwork Parent training ARD	ARDs IEPs Pre-Referral Meeting Minutes	C CAN
6.18 Professional team/parent will consider a continuum of placement options, supplementary aides and services based upon the student's needs and IEP which result in least results in least restrictive placement of student (LRE)	Campus Administrators, Classroom Teachers, Counselor	Pre-Referral Committee ARD 504 IDEA Federal Supply Equipment Funds	Annual ARDs	ARD paperwork Parent training ARD	ARDs IEPs Pre-Referral Meeting Minutes 125 % Report PBMAS	C CAN PI
6.19 Provide staff/parents with a copy of the district code of conduct	Campus Administrators, Classroom Teachers	District Code of Conduct	Aug 2011	Signature forms Website access	Parent Signature Sheet on file in student's cumulative record folder	C
6.20 Appropriate services will be provided for homeless students including free/reduced lunch, tutoring, clothing, supplies and medical referrals.	Coder Staff, Homeless Liaison, PTO, Advocats, Computer Lab, SMART	Title I Funds \$1940.00 Community Resources SSA Region XI	Aug 2011– June 2012	PEIMS report Homeless documentation sheet Parent contact info.	Forms on File, Advocats documentation on file, Homeless liaison documentation on file	C A M
6.21 Prioritize needs of migrant students who are failing or at risk of failing academic subjects and/or state assessment and provide remedial services	Coder Staff, Homeless Liaison, PTO, Advocats, Computer Lab, SMART	Title I Funds \$1940.00 Community Resources SSA Region XI	Aug 2011– June 2012	PEIMS report Homeless documentation sheet Parent contact info.	Forms on File, Advocats documentation on file, Homeless liaison documentation on file	C A M

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6.22 Maintain a scholarship program for selected students who participate in the high school mentoring program.	Campus Administrators High School Mentor Supervisor	Scholarship Applications	March 2012 – May 2012	Deposits	Applications on file	C
6.23 State and district nutritional guidelines will be shared with parent, students, and teachers.	Campus Administrators	District Food Service Personnel	Aug 2011	Student handbook	Student handbook, copy of all nutritional announcements on campus	C
6.24 Continue using CATCH Health Curriculum and administering Fitness Gram in required grade levels	Campus Administrators, Classroom Teachers, P.E. Teachers	Campus Food Service Data	Aug 2011– June 2012	Lesson plans data	POS Documentation Computer reports	C

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Goal #7: 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.
7.1 Maintain on-line Parent Portal for parents to access grades and attendance.	Central Office	Website, Office Correspondence	Aug 2011 – July 2012	Parent feedback	Parent Survey	C CNA
7.2 SchoolFusion website maintained and updated by webmaster	Webmaster Campus Administrator	Schoolfusion	Aug 2011 – June 2012	Website	Informed Parents	PD PI
7.3 SchoolFusion teacher websites updated and maintained by instructional staff	Instructional Staff	Website	Aug 2011 – June 2012	Website	Informed Parents	PD PI
7.4 Expand the use of Classroom Response Systems to collect student data and address specific areas of need.	Classroom Teachers	Evaluation	Aug 2011 – June 2012	Lesson Plans	Evaluations	PI
7.5 Continue the development of technology committees and campus technology leaders to assist with integration of technology in the classroom.	Campus Administrators	Technology	May 2012	Agendas Sign-in	Record of event, lesson plans AISD Staff Resources	PI
7.6 Provide opportunities, at the campus to learn instructional technology.	Web Master	Technology Budget,	Aug 2011 – July 2012	Sign-in sheets Agenda	Lesson plans, documentation of Staff development	CNA PD

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7.7 Provide on-line Cyber Safety Lessons to be taught during Cyber Safety Week.	Staff	On-line lessons	Sept 2011	Lesson plans	Lessons Plans	CNA
7.8 Provide SmartBoards and training for all teachers in instructional areas.	Administration and Staff	Local funds	Aug 2011 – July 2012	Sign-in sheets, Lesson plans	Lesson plans, documentation of Staff development	CNA, PD

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Goal #8: SCHOOL / PARENTAL / COMMUNITY INVOLVEMENT
Objective: To improve communication and partnerships among parents, school and community members

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
8.1 Provide access of district facilities for community organizations	Central office	Church Meeting, Football, Soccer, YMCA, Lions Club, Bootcamp	Aug 2011– July 2012	District calendar faculty use	Documentation of reservations from online facility use system	C
8.2 Maintain a collaborative process for continuous transition planning from parents, students, and community agencies (Transition)	Campus Administrators Central Office	Needs assessment & Survey evaluation	Aug 2011– June 2012	Agenda Sign-in sheets	Scheduled Meetings	T C
8.3 Provide a parent compact in the student handbook to share educational responsibilities between student, parent & teacher	Site-Based Committee	Evaluation	Aug 2011	Compact in handbook	Signed compact on file Compact available online	PI
8.4 Provide a parent survey to evaluate needs and identify possible parent education programs	Site-Based Committee	TEA Resources	May 2012	Survey Survey results	Parent Survey	PI
8.5 Maintain campus website	Web Master of Campus/District	Technology Budget, Web Master	Aug 2011 – July 2012	Website	On-line web page	C
8.6 Maintain Staff Website	Instructional Staff	Technology Budget, Webmaster	Aug 2011 – June 2012	Website	On-line webpage	C

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8.7 Seek newspaper/media coverage of events	Campus Administrator, Staff, District Public Relations Personnel Web Master, PTO	Local newspaper District PR Dept Bearcat Vision	Aug 2011 – June 2012	Newspaper Aledo ISD Communicator	Increased coverage by media	C
8.8 Schedule conferences and curriculum night	Campus Administrator and staff	Calendar schedule	Aug 2011- June 2012 Sept 1, 2011	Parent sign-in sheets Agenda	Guest registers on file at Coder	PI
8.9 Promote PTO meetings	Campus Administrator and Staff	Web page Campus Newsletter PTO Newsletter Marquee	Aug 2011– June 2012	PTO newsletter	Flyers Increased attendance	PI
8.10 Promote school/community involvement in planning process	Campus Administrator and Staff SHAC	Site-Based Committee District Planning Committee District Health Committee (SHAC)	Aug 2011– June 2012	Agenda Sign-in sheets	Representation on Site-Based Committee	PI
8.11 Provide the opportunity for family involvement through such programs as Date with Dudes, Mornings with Moms, Grandparent Luncheons (T1), Reading Day, Family Science Night, Watch DOGS	Campus Administrator and Staff	Campus Newsletter Grade Level Newsletter Newspaper Website	Aug 2011– June 2012	Sign-in sheets Pictures	Attendance Participation	PI

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8.12 Offer after school enrichment activities for students such as, art, choir, Spanish, and Runners Club classes. Disney Planet, Student Council, Tutoring	Designated Teacher Parent Volunteers	School Parent Volunteers, High School Student Aide	Sept 2011– May 2012	Enrollment forms	Parent Survey Sign-in Sheets	C PI
8.13 Maintain Parent Information Resource Center	Librarian, Counselor	Library Center/ Parent Info Center (outside office)	Aug 2011– June 2012	Forms	Parent Survey Library Records	C
8.14 Cooperatively serve economically disadvantaged families.	Campus Administration	Center of Hope Advocat Organization Local Churches	Aug 2011– June 2012	Parental Contact Documentation	Documentation of referrals to outside organizations	C

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Goal #9: STAFF DEVELOPMENT / PERSONNEL

Objective: To improve training, recruitment, screening, hiring and training of personnel through district and campus level staff development consistent with the goals and objectives of each

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S
9.1 Continue informal inter-grade level meetings at least one time per year to discuss curriculum (k-1, 1-2, 2-3, 3-4, 4-5)	Conducted by grade Levels, Campus Administrators	TEKS, Teacher Resources	April 2012– May 2012	Sign-in sheets	Improved curriculum alignment & planning	C
9.2 Staff Survey yearly	Campus Administrators and Staff	Survey	May 2012	Survey	Improved communication, survey results on file in office	T C
9.3 New Teacher Induction Process for all teachers new to district and campus – to cover a two year period	Campus Administrators, Assigned Mentor Teachers	PDAS Training, Mentor	Aug 2011– June 2012	Sign-in sheets	Survey results, observations, Documentation in all new teacher files	PI
9.4 Continue to provide training for staff and students in the use of technology in the classroom	Campus Administrators, Staff	Teacher Requests, TEKS, Needs Assessment Title II \$6,300.00	Aug 2011– June 2012	Sign-in sheets	Increase use of technology in the classroom	PI
9.5 Provide each teacher with a copy of Harry Wong's <u>The First Days of School</u> and include training during new teacher orientation	Campus Administrators, District Administration	First Days of School Book	Aug 2011	Sign-in sheets	Distribute text Agenda on file	C
9.6 Provide a Coder teacher Handbook	Campus Administrators	TASB Handbook	Aug 2011	Handbook Sign-in sheets	Documentation of handbook distribution in student records	C

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9.7 Provide 60 hours of staff development as a condition of employment (2 years to complete)	Campus Administrators, Central Office	Title I \$1,940.00, Title II Part A \$6,300.00, Title III \$11,394.00 Professional Development Teacher Survey IDEA Federal Funds	Aug 2011– June 2012	Certificates	Agendas on file at Coder Evaluations on file at Coder Sign-in sheet on file at Coder	PI
9.8 Provide training for staff in campus wide instructional strategies (504, dyslexia)	Campus Administrator, Classroom Teachers	Title II Part A \$6,300.00 Title III \$11,394.00	Aug 2011– June 2012	Sign-in Sheets Agenda	Agendas on file Evaluation on file Sign-in sheet on file	PI
9.9 Provide training for staff in campus wide instructional strategies and methodologies (ESL)	Campus Administrator Classroom Teachers	Title II Part A \$6,300.00 Title III \$11,394.00	Aug 2011– June 2012	Sign-in Sheets Agenda	Agendas on file Evaluations on file Sign-in sheet on file	PI
9.10 Maintain/provide 6 hour update of gifted & talented staff development yearly	Gifted/Talented Teacher	G/T Curriculum G/T Budget	Aug 2011– Sept 2012	Sign-in sheets	Surveys Agendas on file with sign-in sheets Teacher evaluations	PI
9.11 Provide staff development for ESL teachers and Certified Telpas raters	Campus Administrators, ESL Certified Teachers	Title III \$11,394.00	Oct 2011	Certificate	Lesson Plans Increased use of ESL strategies in the classroom	C PI
9.12 All staff will be trained in the identification & services offered to homeless students including enrollment procedures and staff referrals	Homeless Liaison, PEIMS, Campus Admin	AISD Homeless Procedure Manual Title I \$1,940.00	Sept 2011	Sign-in sheets	Sign-in Sheet and Agenda on file at Coder	C

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9.13 Implement distance learning opportunities for staff	Teachers District/Campus Administration	Mobile Distance Learning Lab, Technology Budget	Aug 2011– June 2012	Sign-in sheets	Distance learning opportunities provided	CNA
9.14 Develop communication and awareness opportunities for students, staff and public regarding technology enhancements	School Board District Administration, Campus	Website Various media resources, School Board Newsletter	Aug 2011– June 2012	Website	Information disseminated and on file	CNA
9.15 Provide Capturing Kids Hearts Staff Development for all teachers	Campus Administration	Campus Budget Title II \$6,300.00	Nov 2011	Certificate	Number of staff trained	PD
9.16 Provide staff development and early release days based on identified instructional needs.	District Administration, Campus Administration	Calendar, Budget, Assessment Results, Surveys, Title II \$6,300.00 Funds	Dec 2011	Sign-in sheets Agenda	Documentation of Professional Development (i.e., Sign-In Sheets, Agendas, Evaluations)	PD
9.17 Train/provide updates to professional staff regarding: • 504 policies/procedures • Dyslexia policies/procedures, MTA (Multi-Teaching Sensory Approach) • Identification, recruitment, and services for homeless and migrant students • Assessment • ESL certified TELPAS raters • Professional Development Appraisal System (PDAS)	District Administration, Campus Administration	504 Collaboration Dyslexia Collaboration, Dyslexia Staff, District Homeless/Migra nt Liaison, Counselors, PEIMS Clerk Staff, Training Materials	Aug 2011– Dec 2011	Sign-in sheets Agenda	Documentation of Training/Updates (i.e., Sign-In Sheets, Agendas, Evaluations)	PD

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9.18 Attract and retain highly qualified teachers.	Board of Trustees, Central Admin	Budget Recruiting schedule, Certification Specialist, Central Admin.	Mar – Sept 2011	Website	100% of staff will be highly qualified – personnel records, salary/benefit packages.	CNA R/R
9.19 Conduct recruitment activities to ensure highly qualified personnel in all postings. Activities will include participating in job fairs, posting vacancies on multiple sites and maintaining a webpage.	Deputy Superintendent, Certification Specialist, Campus Principal, Webmaster, New Teachers, High School Students	Local Funds, Recruitment Schedule	Mar – Sept 2012	Website	Numbers of Positions Posted, Number of Applications Received, Job Fair Sign-In Sheets, AISD Website	CNA R/R
9.20 Maintain an effective teacher mentoring system in order to retain highly qualified staff.	Deputy Superintendent, Certification Specialist, Campus Principal, Webmaster, New Teachers, High School Students	Local Funds, State Mentoring Program	Aug 2011– June 2012	Mentoring Survey	Mentor Assignments, New Teacher Professional Progress Reports, New Teacher Survey	CNA R/R
9.21 Assist any late hire teachers to meet highly qualified requirements in a timely manner.	Certification Specialist	Local Funds	Sept 2011	Certifications	Highly Qualified Worksheets, Texas Examination of Educator Standards (TExES) Registration and Results	CNA R/R

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9.22 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.	Deputy Supt., Assistant Supt. For Special Programs, Certification Specialist, Campus Principals	Local Funds	Aug 2011 – July 2012	Certifications	Teacher Schedules, Personnel Records, Highly Qualified Worksheets	CNA R/R
9.23 Maintain percentage of highly qualified core academic subject area teachers to meet 100%.	Deputy Supt., Assistant Supt. Of Special Programs, Certification Specialist, Campus Principal	Local Funds	Aug 2011	Certifications	Personnel Records, Highly Qualified Campus Reports, Principal's Attestation Report	CNA R/R
9.24 Maintain the percentage core academic subject area classes taught by highly qualified teachers to meet 100%.	Deputy Supt., Assistant supt. Of Special Programs, Certification Specialist, Campus Principal	Local Funds	Aug 2011	Certifications	Teacher Schedules, Personnel records, Highly Qualified Campus Reports	CNA
9.25 Maintain the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to meet 100%	Deputy Supt., Assistant Supt. Of Special Programs, ESL Director, Campus Principal	Title I Funds, \$1,940.00, Title II, \$6,300.00, Funds, Title III Funds, \$11,394.00	Aug 2011	Certifications	Documentation of Professional Development (i.e., Sign-In Sheets, Agendas, Evaluations	CNA R/R
9.26 Maintain the percentage of teachers receiving highly qualified professional development to meet 100%.	Deputy Supt., Assistant Supt. Of Special Programs, Campus Principal	Title I Funds, \$1,940.00, Title II Funds, \$6,300.00, Title III Funds, \$11,394.00	Aug 2011– June 2012	Certifications	Documentation of Professional Development (i.e., Sign-In Sheets, Agendas, Evaluations)	CNA PD

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9.27	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.	Assistant Supt. of Special Programs, Campus Principal	Local Funds	Aug 2011	Certifications	AEIS Report, PEIMS	CNA R/R
9.28	Report annually to stockholders the status of the district and all campuses toward meeting the state's highly qualified target goal.	Deputy Superintendent, Special Services Director, ESL Cinator, Campus Principal, Campus Administration	Local Funds	Dec 2011	School Board Agenda Report	Highly Qualified Public Report, Principal's Attestation, NCLB Compliance Report, AISD Website	CNA
9.29	Require staff development as a condition for employment: - Professional Development Appraisal System (PDAS) Training - Texas Behavioral Support Initiative (TBSI) - New Teacher Orientation - ESL Certification - TELPAS Certification - Texas Primary Reading Inventory (TPRI), Grades K-2 - Gifted and Talented Training - Texas Reading Academics - Balanced Literacy (K-2) - ELPS	Deputy Superintendent Campus Administrator	Local Funds, District/Campus Trainers, On-Line Training Modules, Region XI	Aug 2011- June 2012	Certificates	Documentation of staff Development (i.e., Sign-In Sheets, Agendas, Evaluations)	R/R PD CNA

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9.30 Use teacher leaders to facilitate staff development	Campus Administrator	Local Funds	Aug 2011-June 2012	Agendas, Sign-in sheets	Documentation of staff Development (i.e., Sign-In Sheets, Agendas, Evaluations)	RS
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