



# Coder Campus Plan

## 2010-2011

Last Updated: \_\_\_/\_\_\_/\_\_\_

**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

**Assessment:** AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, TAKS = Texas Assessment of Knowledge and Skills, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

## CODER CAMPUS COMMITTEE MEMBERS 2010-2011

<u>GRADE</u>	<u>TEACHER</u>	<u>YEAR</u>	<u>START</u>
KINDER (PRE-K, PPCD)	Lynda Wright	2 yr.	2010-2011
1 <sup>st</sup> Grade	D'Ann Haffner	2 yr.	2010-2011
2 <sup>nd</sup> Grade	Caren Tyer	2 yr.	2010-2009
3 <sup>rd</sup> Grade	Cheryl Lucas	2 yr.	2010-2011
4 <sup>th</sup> Grade	Chris Shreckengast	3 yr.	2010-2011
5 <sup>th</sup> Grade	Ingrid Galusha	3 yr.	2010-2011
Sp. Ed., Diag., Speech, LA/MT, Counselor	Susan Stirewalt	3 yr.	2010-2011
Library, P.E., Music, ESL, Nurse, G/T, Computer	Linda Smith	3 yr.	2010-2011
District Rep.	Rhonda Wilson	2 yr.	2008-2009
	Becky Shaunfield	3 yr	2008-2009

AS, MM, CP, 2 parents, 1 community, 1 business

Parents – Tonya Matlock  
Patti Oaks  
Angie Robb

Community – Mike Moore

Business – Kevin Wright (Town and Country Bank)

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# Mattie Coder Elementary School

## Comprehensive Needs Assessment

2010-2011

### Demographics

Coder Elementary School is a Title I Schoolwide campus located at 12 Vernon Road in Aledo, Texas. It is one of four elementary schools that serve students in Kindergarten through 5<sup>th</sup> 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 a Preschool Program for Children with Disabilities (PPCD) that supports children ages 3-5 that have been identified with special needs. It is a well-established, friendly, and community- supportive school. 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.

Coder Elementary School has a population of 437 students. That population is 62% male and 38% female. The ethnic percentages are 88% Caucasian, 10% Hispanic, and 2% other which includes African American, Native American, and Asian or Pacific Islander. The students at Coder have a 96.36% attendance rate each day. There are 20% of students who are economically disadvantaged, 14% of students who are receiving special education services, 5% of students who receive ESL services, and 20% of the student population fall into the at-risk category. The instructional staff of Coder is 100% White Caucasian with a student/staff ratio of 1:17.

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

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Mattie Coder Elementary School  
Comprehensive Needs Assessment  
2010 - 2011

**School Context and Organization**

Coder Elementary School is a Pre-K -5<sup>th</sup> grade elementary school in Aledo ISD. In addition to receiving state and local funds, the school also receives federal funds. Federal funds received in 2009-2010 include Title IA - \$920.00 Title I Portion of Teacher Salary - \$17,015 and Title IIA - \$7198.00. The anticipated allocated funds for the 2010 – 2011 school year is Title IA - \$1704.00, Title II - \$7698.00

School decision-making efforts are a Cinated effort involving the Coder Campus Improvement Committee made up of administrators, teachers, parents, and a community member. Other decision making committees include, Textbook Committee, SHAC and Curriculum Committees. Parent’s and community are actively involved through our volunteer program, mentor program, Watch Dogs, High School Mentors, Community Partners, and our Coder Campus Planning Committee.

Teachers are actively involved in the decision making at Coder Elementary School. They play a role in the selection and implementation of curriculum and instruction. Teachers set high expectations for students with their ultimate goal being student achievement.

**Strengths:**

- High student achievement as a result of staff’s involvement.
- Staff sets high expectations for students.
- Parents and community are actively involved in student’s education.

**Needs:**

- Additional teacher participation in decision making about assessment and programs at the campus level beyond the state requirements.
- New strategies implemented for intervention to meet all student needs.

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Coder Elementary School  
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2010-2011

**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 among teams and with support staff every grading period, 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. Another area for improvement would include the K-5 science knowledge skills based on achievement data.

Data included in identifying the student achievement needs are assessment results from TPRI, DRA, benchmark scores from reading, math, writing, and science, and all TAKS scores for 2009-2010. Other data pieces examined are TELPAS results, promotion and retention rates, grade and progress reports, non-mastery reports, student writing portfolios, teacher dialogue about student success, and student work samples.

**Strengths:**

- All student groups consistently make academic progress.
- 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 and monthly staff collaboration allows for specific planning or training to support all students.

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**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 the commended performance on reading, writing, math, and science TAKS in all student groups.

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Comprehensive Needs Assessment  
2010 - 2011

**Curriculum, Instruction and Assessment**

Coder Elementary School has many strengths in curriculum and instruction. 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, science lab, media center, and Sunflower Project outdoor learning facility are used to enhance student achievement. These provide a basis for differentiated instruction for all students. Also, grade level collaboration (once a week grade level meetings and once every 6 weeks with computer, science, and librarian) contributes to improved instructional decisions.

Identified areas of improvement include opportunities for vertical alignment of curriculum in all core subjects. Another need is additional assessment tools for math and science. New resources are needed to support process-based science instruction.

Data Sources include Aledo ISD scope and sequence, standard based curriculum resources, TEKS in all subject areas, pre-k curriculum guidelines, RTI process tier 1 and 2, student achievement data, teacher lesson plans, and teacher input of strategies and curriculum.

**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, media center, and Sunflower Project outdoor learning facility are used to enhance achievement
- Grade-level (once a week grade level meetings and once every 6 weeks with computer, science, and librarian) collaboration used for improving instructional decisions
- Assessment data is used to determine curriculum and teaching strategies
- Differentiated instruction for all students

**Needs:**

- Opportunities provided for vertical alignment of curriculum in all core subjects
- Incorporate K-2 assessment tools for math to produce quantitative results
- Incorporate 3-4 benchmarks for science
- Resources for process-based science instruction
- Ongoing professional development for implementing state standards

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2010-2011

"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. Seventy nine percent of the parents responding to the Aledo ISD 2009-2010 Parent Climate Survey gave Coder Elementary an overall grade of an A or B. Eight percent would award a C. No D's or F's were indicated and 12.5% did not answer the question because they did not have a student attending Coder. 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. They feel that grades accurately reflect student progress and knowledge of subject area skills. Teachers feel they have a clear understanding of TEKS and TAKS expectations for their subject or grade level curriculum and feel empowered to make decisions regarding classroom instruction.

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 2009-2010 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 vital part of the team and treated as a professional.

Data sources include the Aledo ISD 2009-2010 Teacher Climate Survey, Aledo ISD 2009-2010 Parent Climate Survey and responses, Coder PTO teacher survey, and the results of the School Culture and Climate team's Nominal Group Technique (NGT) Survey.

**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
- Parent's 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 TAKS expectations for their subject or grade level curriculum

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**Needs:**

- A sense of unity throughout the campus
- Cooperation among teachers at this campus
- Flexibility and receptiveness to change at this campus
- Dialogue among teachers to vertically align instruction and maximize student success
- Teachers' talents to be know 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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2010-2011

**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, distance learning carts, 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 2007, 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, distance learning carts, Senteo clickers, mobile laptop carts, digital probes, microscopes, Windows, Office 2007, Success Makers, TAKS Scopes, and Notebook
- Relevant and ongoing training for technology including on-campus trainers for Smart Boards and Notebook Software, after school and summer classes including Senteo, Office 2007, Smart Board mini sessions, and online software training
- Access to knowledgeable staff at the help desk
- Useful district and campus website available to parents, teachers, and students

**Needs:**

- On-campus technical support representative
- Authority to access blocked websites
- Time to collaborate and plan for technology with peers
- Forum on the network for teachers to share information about technology including teacher created technology lessons and helpful websites

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## Comprehensive Needs Assessment

2010-2011

### **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, report card conferences, science exploration night, book fair, choir and 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 like mentors, 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.

### **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, phone calls, and school web-site.
- Positive relationships with school mentors and social service agencies like the Center of Hope and AdvoCats.
- Staff and parent representation on District and Campus committees that include the Coder Campus Committee, DWEIC, and SHAC.

### **Needs:**

- To strengthen access to translators for communication purposes.
- New opportunities to interact with culturally diverse families.
- A staff representative at monthly volunteer meetings.

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## Comprehensive Needs Assessment

2010-2011

### Staff Quality, Recruitment and Retention

Coder Elementary has an experienced and highly qualified staff of 31 teachers and 11 highly qualified support staff. The average number of years of teaching experience is 15 years with only 2 teachers with less than 5 years of experience. 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, 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 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 2010-2011 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 2010	Data disaggregation chart	Evidence of analysis on file at Coder	M HQ A CNA
1.2 Maintain or improve to at least 90% TAKS 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, Release TAKS Tests, AEIS Reports Title I \$1704.00 TX Math Diagnostic System (TMDS) Eduphoria	Aug 2010 – June 2011	Lesson plans	TAKS 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 TAKS when tested at grade 4	Administration and Staff	TEA Reports, Release TAKS Tests, AEIS Reports	Aug 2010 – June 2011	Discover Writing Company Lesson plans	TAKS scores, lesson plan documentation on file, Benchmark documentation on file, Testing window 10/13/10 Reading 10/20/10 Writing and 2/25/11 Reading 1/20/11 Writing Portfolios &	HQ M CNA

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1.4 Monitor student performance on TPRI (K, 1 & 2) Beginning, middle, end of year administration	Administration, K,1,2 staff LMT Teacher	Release TAKS Tests, Computer Lab Reports	Sept 2010– May2011	Data day agenda	Conference Sheets Documentation on file at Coder	HQ A M CAN
1.5 Use of ongoing assessments (Benchmarks) to monitor students progress in grades K-5 in reading and writing	Administration and Staff	TEA Report Release TAKS Tests AEIS Reports Success Maker	Oct 2010 – April 2011	Data day agenda	Benchmark assessments analyzed and information on file at Coder Testing window 9/28/09-10/24/09 and 1/15/10-1/29/09 DRA Running Records Anecdotal records	HQ A M CNA
1.6 Identify and remediate TAKS 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 \$54,253.00 – 1 FTE Eduphoria	Aug 2010 – June 2011	Data day agenda	Maintain or increase to 90% and above in all grade levels and student groups.	M CNA

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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 2010 – June 2011	Computer lab reports TELPAS	AMAO TELPAS Reports TAKS	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, LMT, Labs, Supplemental Materials, Tutorials, Benchmark data	Aug 2010– June 2011	TELPAS scores	TELPAS Reports	HQ A M
1.9 Increase the percentage of Students scoring 3 & 4 on the TAKS written composition by having all students write daily in grades PK-5 across the content areas	Administration and Staff	Success Maker Supplemental Materials	Aug 2010 – June 2011	Lesson plans	Evidence of analysis on file Lesson pans 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 2010– June 2011	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 2010 – June 2011	Lesson plans	State Assessments Documentation on file in classrooms	HQ PI M

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1.12 Provide summer school extended year services for students in grades K-2 based on TPRI results as well as identified students according to the Student Success Initiative.	Administration	Success Maker Supplemental Materials Title I \$1704.00 Campuses, ARI Funds Title I funds	June – July 2010	Summer school rosters Parent information forms	TPRI – Data Total Still Developing Developed	M C
1.13 Increase Lexile reading levels in grades 2-5	Administration Campus Staff	Kidbiz	Aug 2010– June 2011	Lexile levels	Conduct extended summer program with documentation on file and monitor student achievement/Needs.	HQ M
1.14 Meet or exceed Gold Performance Acknowledgement Standards for the percentage on TAKS as identified on the Academic Excellence Indicator System (AEIS)	Campus Staff	Success Maker, Supplemental Materials, CATS	Aug 2010– June 2011	Lesson plans Data days Benchmarks	Gains in numbers will be compared yearly.	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 Kidbiz (grades 2-5)	Aug 2010 – July 2011	Lesson plans	Documentation on file at campus.	HQ M

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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, Release TAKS Tests, AEIS Reports Eduphoria	Aug – Sept 2010	Desegregation 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% TAKS 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, Release TAKS Tests, AEIS Reports Title I \$1704.00 TX Math Diagnostic System (TMDS) Eduphoria	Aug 2010– June 2011	Lessons plans Benchmark	Evidence of analysis of TAKS 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 TAKS	Administration and Staff	TEA Reports, Release TAKS Tests, AEIS Reports Eduphoria	Aug 2010 – June 2011	Lesson plans	Evidence of analysis of TAKS data on file at Coder Agenda	HQ M CNA

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2.4 Use of ongoing assessments to monitor student progress in mathematics	Administration and Staff	Release TAKS Tests, Computer Lab Reports Eduphoria	Aug 2010 – June 2011		Benchmark assessments analyzed and on file at Coder Testing date 10/12/10 and – 2/8/11	A M
2.5 Identify and remediate TAKS Math skills for students by student groups in a non-discriminating way.	Administration and Staff	TEA Report Release TAKS Tests 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
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 2010 – June 2011	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 Success	Aug 2010 – June 2011	Agendas Sign-in sheets	Evidence of meeting on file with counselor	HQ M A

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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	Maker, LMT, Labs, Supplemental Materials, Tutorials, Benchmark data Euduphoria	June– Aug 2010	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 Commended performance on TAKS as identified on the Academic Excellence Indicator System (AEIS)	Campus Staff	Success Maker Supplemental Materials	June – Aug 2010	Success Maker Reports Lesson plans	Gains in numbers will be compared yearly	HQ M
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 2010	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	*FOSS science kits *Daily Oral Geography Atlas studies *Weekly Reader & Scholastic *Time for Kids *Internet/computer programs *Leap Frog Program *Field Trips *AIMS *Playground Map United Streaming Region XI Virtual Field Trips Bridging II TAKS II	Aug 2010 – June 2011	Check-out logs Lesson plans	Tests Observations / Experiments Lesson Plans Benchmark testing dates 10/20/10 and 2/9/11	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	ACES units to reinforce strategies	Aug 2010– June 2011	Lesson plans	Tests Observations Lesson Plans	HQ M C

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<p>3.3 Maintain or improve to at least 90% TAKS Science scores for all students in grade 5 by utilizing a variety of instructional methods based on identified student performance needs</p>	<p>Administration and Staff</p>	<p>TEA Report, Release TAKS Tests AEIS Reports TITLE I, \$1,704.00 Science Lab, TX Science Diagnostic System (TSDS) Measuring Up to TAKS Lone Star Seeing Science Structures TEA Interactive on-line Study Guide</p>	<p>Aug 2010– June 2011</p>	<p>Lesson plans Benchmark scores</p>	<p>TAKS Scores at Coder</p>	<p>HQ C CNA</p>
<p>3.4 Evaluate last year TAKS scores in science to assess students needs and campus instructional focuses</p>	<p>Administration and Staff</p>	<p>TEA Report, Release TAKS Tests AEIS Reports Title I, \$1,704.00</p>	<p>Aug 2010 – Sept 2011</p>	<p>TAKS data</p>	<p>Evidence of analysis on file at Coder</p>	<p>HQ C CNA</p>
<p>3.5 Use ongoing assessments (and Benchmarks) to monitor students Progress in grades K-5 in science</p>	<p>Administration and Staff</p>	<p>TEA Report Release TAKS Tests AEIS Reports Title I, \$1,704.00</p>	<p>Aug 2010 – June 2011</p>	<p>Lesson plans Benchmark scores</p>	<p>Benchmark assessments analyzed and information on file at Coder Testing dates 10/20/10 and 2/9/11</p>	<p>HQ A M CNA</p>

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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 TAKS as identified on the Academic Excellence Indicator System (AEIS)	Campus Staff	Success Maker, Supplemental Materials, Science Lab	Aug 2010 – June 2011	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 2010 – June 2011	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 TAKS	Administration and Staff	TEA Reports, Released TAKS TEST, AEIS Reports, Science Lab	Aug 2010– June 2011	Lesson plans	Evidence of analysis of TAKS data on file at Coder	HQ M A CAN
3.9 Identify and remediate TAKS science skills for students by student groups in a no discriminating way	Administration and Staff	TEA Reports, Release TAKS Test, AEIS Reports, Success Maker, Science Lab, TX Science Diagnostic System (TSDS) Interactive on-line study guide Study Island Science Lab,	Aug 2010 – June 2011	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 k-5	Science Lab Teacher and Classroom Teacher	Science Materials, Science Budget	Aug 2010 – June 2011	Lesson plan	Completed labs, Lesson Plans, 5 <sup>th</sup> grade TAKS Scores	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 2010 – June 2011	Lesson plans	Teacher feedback, student products	HQ
4.2 Gifted/Talented specialist provides pull-out services (BRIGHT IDEAS – Grades 3-5) and additional G/T times for identified students in grades K-2	Gifted/Talented Specialist	G/T Budget G/T Curriculum TEKS	Sept 2010– May 2011	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 \$7,698.00	Dec 2010	Sign-in certificates	See Staff Development documentation sheets Summer Staff Development ‘10	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 \$7,698.00 Staff Development Budget	Dec 2010	Certificates	See Staff Development documentation sheets Summer Staff Development “10	PD
4.5 Cluster identified gifted / talented students in homeroom classes	Campus Administration Gifted/Talented	G/T Budget	August	Class rosters	Class Roll Cards	C

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4.6 Provide parent feedback regarding child's assessment results and progress in the program	Specialist Gifted/Talented Specialist	G/T Form	Sept 2010	Letters	Documentation on file with G/T Specialist	C
4.7 Differentiate instruction across all content areas for identified G/T students	Gifted/Talented Specialist Classroom Teacher	Checklist	Aug 2010 – June 2011	Lesson plans	Lesson plans on file Checklist	C HQ

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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	High School Students	Aug 2010 – June 2011	Sign-in sheets Logs	Sign-in sheets Agendas Successful day care attend	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 2010 – June 2011		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 2011	Sign-in logs	Results of Screening Results on File Sign-in Sheets	C
5.4 Invite area preschool classes to Tour our kindergarten classes and participate in Early Childhood Literature activities	Campus Administrator, Counselor	Campus funds SCE Supplies \$500.00	May 2011	Sign-in	Attendance Community, parent and student feedback	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	Reminder letter from teacher after 5 tardies in a six weeks on file After 10 cumulative tardies, letter and conference from administrator on file	C
6.4 Safe and drug free school/community activities addressed during Red Ribbon Week	Classroom Teachers, Campus Administrators Counselor SHAC	Campus funds	Oct 2010	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 2010	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 LMT class for remediation	Classroom Teachers, Campus Administrators, LMT Teachers	Report Cards Assessment Data Observation Title 1, \$1704.00 Portion of	Sept 2010 - May 2011	Data Day – agenda, sign-in	Teacher Observation TAKS, TPRI 3 week progress notice from LMT teacher	C M A
6.7	Provide additional computer lab support for students identified at-risk or English as a Second Language from TAKS	Computer Lab Teacher	Report Cards Assessment Data Observation	Sept 2010– June 2011	Data Day – agenda, sign-in	TAKS 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	Feb 2011 – April 2011	Payroll sheets Sign-in sheets	TAKS 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 and a small group programs. Provide for preventative education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds and in school vehicles	Campus Administrators Counselor Campus Staff SHAC	Assessment Data Observation Supplemental Materials Character Counts	Aug 2010 – June 2011	Counselors' schedule	Teacher survey Parent survey List of students serviced Record of attendance	HQ C
6.10 Continue staff mentoring program with students identified by teachers, parents or administrators pairing adults with students through the (PAWS) program and Kids Hope	Counselor, Classroom Teachers, Campus Administrators, Parents	Report Cards Assessment Data Observation	Sept 2010 – May 2011	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 <sup>rd</sup> – 5 <sup>th</sup> grade) incentives for students	Campus Administrators, Classroom Teachers	Certificates RSCCC- Gradebook	Aug 2010– June 2011	Report cards RSCCC – reports	Report Cards School attendance records	C
6.11 Utilize a school wide social contract Implemented through Capturing Kids' Hearts	All Staff	List of Character Traits List of Activities Capturing Kid's Heart Social Contracts Title II \$7,698.00	Aug 2010– June 2011	Social Contract Staff Mtg. Agenda	Teacher Survey Monitor Discipline Referrals	C

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6.13	Maintain a program to develop the leadership skills of a targeted group of 4 <sup>th</sup> & 5 <sup>th</sup> graders. (Student Council)	Counselor Teachers Administrators	Leadership Assessment Checklist	Oct 2010– May 2011	Application forms Voting forms Sign-in sheets	Teacher Survey Parent Survey	C
6.14	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 2010– June 2011	Sign-in sheets Agendas	ARD's IEP's Pre-Referral Meeting Minutes, DNQ Annual Report	C
6.15	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	ARD's IEP's Pre-Referral Meeting Minutes	C
6.16	A team of qualified personnel/parent appropriately use revised re-evaluation process and focus assessment assessments 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	ARD's IEP's Pre-Referral Meeting Minutes	C CAN
6.17	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	ARD's IEP's Pre-Referral Meeting Minutes 125 % Report PBMAS	C CAN PI

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6.18	Provide staff/parents with a copy of the district code of conduct	Campus Administrators, Classroom Teachers	District Code of Conduct	Aug 2010	Signature forms Website access	Parent Signature Sheet on file in student's cumulative record folder	C
6.19	Appropriate services will be provided for homeless students including free/reduced lunch, tutoring, clothing, supplies and medical referrals. 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, Tutorials, SMART	Title I Funds \$1704.00 Community Resources SSA Region XI	Aug 2010– June 2011	PEIMS report Homeless documentation sheet Parent contact info.	Forms on File, Advocats documentation on file, Homeless liaison documentation on file	C A M
6.20	Maintain a scholarship program for selected students who participate in the high school mentoring program.	Campus Administrators High School Mentor Supervisor	Scholarship Applications	March 2011 – May 2011	Deposits	Applications on file	C
6.21	State and district nutritional guidelines will be shared with parent, students, and teachers.	Campus Administrators	District Food Service Personnel	Aug 2010	Student handbook	Student handbook, copy of all nutritional announcements on campus	C
6.22	Continue using CATCH Health Curriculum	Campus Administrators, Classroom Teachers, P.E. Teachers	Campus Food Service Data	Aug 2010– June 2011	Lesson plans	POS Documentation	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 Implement on-line Parent Portal for parents to access grades and attendance.	Central Office	Website, Office Correspondence	Aug 2010– July 2011	Parent feedback	Parent Survey	C CNA
7.2 Continue distance learning opportunities.	Campus Administrators	ESC XI	Aug 2010– June 2011	Lesson plans	Scheduled Meetings	CNA
7.3 Expand the use of Classroom Response Systems to collect student data and address specific areas of need.	Classroom teachers	Evaluation	Aug 2010 – June 2011	Lesson plans	Signed compact on file Compact available online	PI
7.4 Continue the development of technology committees and campus technology leaders to assist with integration of technology in the classroom.	Campus Administrators	Technology	May 2011	Agendas Sign-in	Parent Survey	PI
7.5 Provide regular opportunities, at the campus to learn instructional technology.	Web Master	Technology Budget,	Aug 2010– July 2011	Sign-in sheets Agenda	Evaluations	CNA PD
7.6 Provide on-line Cyber Safety Lessons to be taught during Cyber Safety Week.	Staff	On-line lessons	Sept 2010	Lesson plans	Record of event, lesson plans AISD Staff Resources	CNA
7.7 Provide SmartBoards and training for all teachers in instructional areas.	Administration and Staff	Local funds	Aug 2010 – July 2010	Sign-in sheets, Lesson plans	Lesson plans, documentation of Staff development	CNA, PD

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**Goal #8: SCHOOL / PARENTAL / COMMUNITY INVOLVMENT**

**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	Aug 2010– July 2011	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 2010– June 2011	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 2010	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 2011	Survey Survey results	Parent Survey	PI
8.5 Maintain campus website	Web Master fro Campus/District	Technology Budget, Web Master	Aug 2010 – July 2011	Website	On-line web page	C
8.6 Seek newspaper/media coverage of events	Campus Administrator, Staff, District Public Relations Personnel Web Master	Local newspaper District PR Dept Bearcat Vision	Aug 2010 – June 2011	Newspaper Aledo ISD Communicator	Increased coverage by media	C

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8.7 Schedule report card conferences and curriculum night	Campus Administrator and staff	Calendar schedule	11/18/2010 03/10/2011	Parent sign-in sheets Agenda	Guest registers on file at Coder	PI
8.8 Promote PTO meetings	Campus Administrator and Staff	Web page Campus Newsletter PTO Newsletter Marquee	Aug 2010– June 2011	PTO newsletter	Flyers Increased attendance	PI
8.9 Promote school/community involvement in planning process	Campus Administrator and Staff SHAC	Site-Based Committee District Planning Committee District Health Committee (SHAC)	Aug 2010– June 2011	Agenda Sign-in sheets	Representation on Site-Based Committee	PI
8.10 Provide the opportunity for family involvement through such programs as Date with Dudes, Mornings with Moms, Grandparent Luncheons (T1), Reading Day, Family Math/Author Night, Family Science Night, Watch DOGS	Campus Administrator and Staff	Campus Newsletter Grade Level Newsletter Newspaper Website	Aug 2010– June 2011	Sign-in sheets Pictures	Attendance Participation	PI
8.11 Offer after school enrichment activities for students such as, art, choir, Spanish, and Runners Club classes.	Designated Teacher Parent Volunteers	School Parent Volunteers, High School Student Aide	Sept 2010– May 2011	Enrollment forms	Parent Survey Sign-in Sheets	C PI
8.12 Maintain Parent Information Resource Center	Librarian, Counselor	Library Center/ Parent Info Center (outside office)	Aug 2010– June 2011	Forms	Parent Survey Library Records	C

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8.13 Cooperatively serve economically disadvantaged families.	Campus Administration	Center of Hope Advocat Organization Local Churches	Aug 2010– June 2011	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 2011– May 2011	Sign-in sheets	Improved curriculum alignment & planning	C
9.2 Staff Survey yearly	Campus Administrators and Staff	Survey	May 2011	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 2010– June 2011	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 \$7,198.00	Aug 2010– June 2011	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 2010	Sign-in sheets	Distribute text Agenda on file	C
9.6 Provide a Coder teacher Handbook	Campus Administrators	TASB Handbook	Aug 2010	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 \$1,704.00, Title II Part A \$7,698.00, Title III \$5,787.00 Professional Development Teacher Survey IDEA Federal Funds	Aug 2010– June 2011	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 \$7,698.00 Title III \$5,787.00	Aug 2010– June 2011	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 \$7,698.00 Title III \$5,787.00	Aug 2010– June 2011	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 2010– Sept 2011	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 \$5,787.00	Oct 2010	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 Teachers	AISD Homeless Procedure Manual Title I \$1,704.00	Sept 2010	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	District/Campus Administration	Mobile Distance Learning Lab, Technology Budget	Aug 2010– June 2011	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 2010– June 2011	Website	Information disseminated and on file	CNA
9.15	Provide Capturing Kids Hearts Staff Development for all teachers	Campus Administration	Campus Budget Title II \$7,698.00	Nov 2010	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 \$7,698.00 Funds	Dec 2010	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: <ul style="list-style-type: none"> <li>• 504 policies/procedures</li> <li>• Dyslexia policies/procedures, MTA (Multi-Teaching Sensory Approach)</li> <li>• Identification, recruitment, and services for homeless and migrant students</li> <li>• Assessment</li> <li>• ESL certified TELPAS raters</li> <li>• Professional Development Appraisal System (PDAS)</li> </ul>	District Administration, Campus Administration	504 Cinator, Dyslexia Cinator, Dyslexia Staff, District Homeless/Migrant Liaison, Counselors,  PEIMS Clerk Staff, Training Materials  Budget	Aug 2010– Dec 2010	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	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 2011	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 Deputy Superintendent, Campus Principals, Mentor Teachers	Local Funds, State Mentoring Program	Aug 2010– June 2011	Mentoring Survey	Mentor Assignments, New Teacher Professional Progress Reports, New Teacher Survey	CAN R/R
9.21	Assist any late hire teachers to meet highly qualified requirements in a timely manner.	Certification Specialist	Local Funds  Local Funds	Sept 2010	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		Aug – July 2010	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 2010	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 2010	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	Deputy Supt., Assistant Supt. Of Special Programs, ESL Director, Campus Principal	Title I Funds, \$1,704.00, Title II, \$7,698.00, Funds, Title III Funds, \$5,787.00	Aug 2010	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, \$1,704.00, Title II Funds, \$7,698.00, Title III Funds, \$5,787.00 Local Funds	Aug 2010– June 2011	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		Aug 2010	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 2010	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: <ul style="list-style-type: none"> <li>• Professional Development Appraisal System (PDAS) Training</li> <li>• Texas Behavioral Support Initiative (TBSI)</li> <li>• New Teacher Orientation</li> <li>• ESL Certification</li> <li>• TELPAS Certification</li> <li>• Texas Primary Reading Inventory (TPRI), Grades K-2</li> <li>• Gifted and Talented Training</li> <li>• Texas Reading Academics</li> <li>• Balanced Literacy (K-2)</li> <li>• ELPS</li> </ul>		Local Funds, District/Campus Trainers, On-Line Training Modules, Region XI	Aug 2010- June 2011	Certificates	Documentation of staff Development (i.e., Sign-In Sheets, Agendas, Evaluations)	R/R PD CNA

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**Goal #10:**  
**Objective:**

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.

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**Goal #11:**  
**Objective:**

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.

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**Goal #12:**  
**Objective:**

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.

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**Goal #13:**  
**Objective:**

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.

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