

A Past to Remember – A Future to Mold

**VANDAGRIFF ELEMENTARY SCHOOL
CAMPUS IMPROVEMENT PLAN**

2011 – 2012

**JOIN US IN A CELEBRATION OF
LIFE AND LEARNING**

Campus Needs Assessment Team

Deborah Cano	Principal
Tracy McLean	Asst. Principal
Joy Powell	Teacher
Lisa Edwards	Teacher
Judy Ates	Teacher
Johnna Cabeen	Teacher
Frances Cooper	Teacher
Claire Hall	Teacher
Julie Van Pelt	Teacher
Tracy Cottrell	Parent
Sabra Smith	Parent
Jo Alice Wickizer	Community
Mary Jane Nolen	Community
Chuck Mooney	Business
Jason Jones	Pastor

Vandagriff Faculty and Staff

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Last Updated 09-30-11

**Vandagriff Elementary School
Comprehensive Needs Assessment
2011-2012 School Year**

1. Demographics

Narrative:

Vandagriff Elementary School is the oldest of four Aledo ISD elementary schools with separate buildings built in 1939 (gym), the mid 50's (Annex) and mid 60's (main building which doubled in size with an addition in the mid 90's). The combination gives the campus a unique character for its 491 students. Currently the student population is 86% Anglo, 12% Hispanic, and 2 or less percent each for African American, Asian and American Indian. 18% of the students are economically disadvantaged. 6% receive Special Education services, and 4% receive ESL services. The gender mix is 54% female and 46% male. The overall attendance rate for 2010-2011 was 96.5%.

Vandagriff's pupil to teacher ratio is 21.3 to 1. Overages in more than one grade have resulted in students having to attend another campus until space is available. There are 45 faculty and staff members including 23 homeroom teachers.

Vandagriff's motto is "Join Us In A Celebration of Life and Learning." There is a successful balance between academics, the arts, and extracurricular opportunities. We offer Spanish, Choir, and Passport Clubs. A positive and supportive community of parents adds to Vandagriff's success.

The Campus Needs Assessment (CAN) is conducted each year beginning in the spring and continuing in the fall. PEIMS and assessment data are analyzed in faculty meetings and Campus Advisory Meetings (CAT) meetings. The CAT is comprised of administrators, teachers, parents, community, and business members. Parent and Teacher Climate Surveys are studied as well as enrollment and attendance data, and discipline referrals.

Strengths:

- Student achievement
- Professional development
- Technology integration
- Engaged faculty
- Parent volunteerism

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Needs:

- Closing the achievement gap for economically disadvantaged students
- Closing the achievement gap for Hispanic students
- Improvement in the over-all attendance rate to 97%

2. School Context & Organization

Narrative:

Vandagriff is a K-5 elementary school. Our reputation is a product of tradition and innovation. The environment is learner-centered, supportive and friendly.

There are 23 homeroom teachers in grades K-5. The Special Education department has 3 teachers, 2½ teacher assistants and two part-time diagnosticians. There are 5½ specialty teachers: PE, Computer Lab, Music, ESL, Literacy Coach and a ½ time GT teacher. The support staff includes: principal, assistant principal, counselor, nurse, librarian, and two secretaries. The faculty and staff work together in a collaborative atmosphere. Staff turnover has been minimal. The teachers and staff actively share responsibilities and duties. They also provide maximum emotional and spiritual support for each other.

The leadership style, facilitated by the principal and assistant principal, is cooperative and open for faculty and parent input. The Campus Advisory Team includes parents, business leaders and community representatives along with the administrators and teachers.

Teachers are organized into campus committees. Each grade level has a representative on the campus Leadership Team which functions as the foundation for school planning, collaboration and site based decision-making. Technology, Beautification, Balanced literacy, and Sunshine committees have been formed to insure faculty and staff are integrated into all facets of leadership across the campus. Teachers willingly take on responsibilities as Trainers of Teachers (TOTs) and members of Response to Intervention (RtI) committees. Fifth grade is the only grade that is completely departmentalized. Third and fourth grades work together in teams of two, and all other grades work together collaboratively but self-contained. The faculty and staff provide active support for the inclusion of special education students in the regular classrooms.

Vandagriff is supported by an incredibly hard-working and talented Aledo ISD central administration and contracted staff. All of the individuals involved with leadership in Management, Instruction, Special Services, Special Programs, Technology, Business, Transportation and Maintenance are easy to access and are dedicated to helping the schools serve their students.

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Strengths:

- Committed, and engaged teachers and staff
 - Learner-centered
 - Student focus
- Needs:
- Professional development in support of underperforming student groups
 - Expand the involvement of fathers on campus
 - More effective and efficient digital and technology communication avenues

3. Student Achievement

Narrative:

Vandagriff has been rated Exemplary in student achievement for the past eight years and has regularly achieved Gold Performance acknowledgments. We meet Annual Yearly Progress (AYP) goals each year. High achievement is a result of quality instruction and appropriate/timely intervention through the integration of Response to Intervention (RtI) processes.

Programs are in place to meet the unique and individual needs of students. We have pull-out G/T and ESL classes. Special Education students receive a balance of individual instruction and inclusion. Teachers review student needs with the RtI process and actively implement Tier I interventions. Before, during, and after-school tutorials are provided. Rigorous protection of instruction is supported to insure students have appropriate access to high-level, engaging educational opportunities.

Assessment is used to guide instruction. Grades K-2 use The Star Early Reading Assessment and DRA to determine reading levels and literacy needs. A Reading/Math coach provides small group remediation as well as dyslexia services. Ongoing formative and summative assessments are utilized in grades 3-5 for all reading, math, science and writing. Tutorials and small group instruction is provided, throughout the year, when needed and in response to assessment data. There is a great need to improve achievement in reading, math, writing, and science for economically disadvantaged and Hispanic students. Although discipline overall is acceptable, there exists a need for a campus-wide discipline plan and process to be developed.

The faculty and site-based committee use TAKS, The Star Early Reading Assessment, and DRA data for the needs assessment. They also rely on formative and summative assessments, test item analysis, teacher observations, discipline reports, and RtI intervention records.

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Strengths:

- High expectations for excellence
- Faculty devoted to learner-center instruction
- Achievement in “All- Student” TAKS measures
- Strong student counseling program

Needs:

- Staff development focused on the unique needs of underperforming student groups
- Expand technology training with an emphasis on student use and improving communication
- Close achievement gaps in math, science, writing and reading for economically disadvantaged and Hispanic students
- Campus-wide discipline management plan and process

4. Curriculum, Instruction & Assessment

Narrative:

Both curriculum and instruction at Vandagriff are TEKS-based. English Language Proficiency Standards (ELPS) are used along with the TEKS. The curriculum is aligned for scope and sequence by district cadres represented by each school. Curriculum documents are routinely developed by the district and used as guides in the classroom. Vandagriff teachers are involved in the aligning of the district’s curriculum as we begin a new accountability and assessment program in Texas. Interventions by support personnel such as the ESL teacher and Literacy/Math Coach are structured for small group instruction and individual progress and success.

Mathematics instruction is currently based on a Saxon Math, in a cyclical approach. Teachers use Target Math and Rocket Math to hone skills in math facts. Multiple skills are taught and assessed daily.

A Balanced Literacy approach is implemented in K-2 classes. Students are assessed to determine reading level, and work toward progress in fluency and comprehension through small group guided reading. Writing and grammar skills are incorporated within the reading instruction. Phonics is taught with Fountas and Pinnell materials.

Science and Social Studies use instructional strategies that are high-interest, hands-on, and project based. Science curriculum alignment and instructional practice improvement are goals for the 2011-2012 school year.

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Periodic assessments are given to students in grades 3-5 in math, reading, writing and science to determine mastery. The Star Early Reading Assessment is given three times a year to students in Kindergarten-2nd grade along with at least two DRA assessments. Students needing remediation are grouped for small group or individual instruction.

Teachers and grade level teams collaborate to create lesson plans, and campus instruction reflects the use of the TEKS, district curriculum guides, assessment and research-based intervention.

Strengths:

- Teacher participation in developing and alignment district curriculum, scope and sequence
- Assessment results are used to guide and inform instruction
- Integration of FLEKS period to reduce/ eliminate interruptions to instruction

Needs:

- Staff development focused on instructional practices to close learning gaps
- Research-based interventions for struggling students
- Improved, aligned and viable district curriculum scope and sequence

5. School Culture & Climate

Narrative:

The culture and climate of Vandagriff Elementary are key elements in making us a successful school. Our motto is “Join Us in a Celebration of Life and Learning.” Our staff is devoted to our students – both emotionally and academically. The faculty and staff work as a family with common beliefs and goals. Teachers work hard to make learning fun and to make students successful. Discipline management has a focus on correction and prevention rather than punishment. There is a strong commitment to stop any form of bullying as soon as it is reported.

Parents are welcomed at Vandagriff. We have a high level of parent volunteerism and support. Parents regularly visit students at lunch time and add to our sense of community. Efforts have been made to expand the involvement of fathers with the launching and integration of the Watch Dog Dads program. Increased paternal involvement on campus has been a positive and supportive experience for students, staff and the campus as a whole.

Students and parents report in surveys and informal feedback that they are pleased with the school and feel safe here. The fact that we use inclusion of special education students in all facets of our school life is embraced by students and parents. The overall feedback during Meet the

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Teacher, PTO meetings, Curriculum Night, and individual conferences has been positive. Parents are encouraged to join with the staff as partners in the education of their children.

During classroom walk-throughs our teachers and students are seen to be engaged in learning, and enjoying the learning environment. Low teacher and staff attrition is a positive attribute, and may be an indication of over-all job satisfaction.

Our students are the “reason why” for the Campus Improvement Plan. Our students are our focus and the most important people in the school environment. Student leadership will become a hallmark of our school, and a principal’s cabinet and student survey will be launched in 2011-2012. Currently, students are included in leading the pledges and announcements every morning and participate in community service projects through the year, such as food and clothing drives for the Center of Hope – a community aide organization. Student voice, student input, and the integration of student participation in campus decision making are vital goals for the 2011-2012 school year.

Strengths:

- Warm, friendly school atmosphere
- Safe community and school environment
- Faculty that is committed to students
- Family involvement in school events

Needs:

- Student leadership development; principal’s cabinet
- Student input and participation in campus improvement; student survey
- Expand the Watch D.O.G.S. program to involve more fathers on campus

6. Technology

Narrative:

Technology is one of the greatest assets of the district and campus. Training is needed for new programs and equipment. Opportunities for the integration of new technology applications and programs is both welcomed and supported.

Each classroom is equipped with a teacher laptop, a Smart Board, and four Extenda student computers. We have four mobile computer cards with at least 22 laptops each to check out and use in the classrooms. Teachers may also check out Smart Response “clickers” for students to provide immediate recorded responses.

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The staff has steadily embraced the Smart Board technology. All teachers are using them and are becoming more proficient. New strategies are shared with colleagues. Teachers record the proficiency level in the State STAR Chart system each year.

School Fusion, Eduphoria, and improved assessment instruments have been integrated into our campus practice. School Fusion will help to improve communication streams within the school, and between home and school. Eduphoria applications will assist teachers and administrators to review and disaggregate data more efficiently and effectively. Assessment programs will be able to teachers to gather important progress data, while reducing disruptions to instructions.

The current and future technology needs of the school are managed by the Campus Technology Committee. The Vandagriff Technology Committee will guide and direct our campus technology plan, and make decisions regarding the distribution of new technology and program access. The Aledo ISD technology department has been helpful in providing timelines for district installations and service, and therefore they play a key part in the planning for the future.

Strengths:

- Smart Boards and Extenda computers in each classroom
- A district committed to keeping up with technology advances
- Lessons planned with Smart Board interaction
- School Fusion, Eduphoria, and Assessment Programs

Needs:

- Student use and application of technology within instruction
- Training on updates and new technology
- Integrated technology lessons across the curriculum

7. Family & Community Involvement

Narrative:

Vandagriff's community has a relatively stable population. We have had an enrollment of 490-510 students for several years. We tend to enroll as many new students as we lose each year. The constant from year to year is the high level of parent involvement. Parents and other family members

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sign-in every day for volunteer assignments and are ever-present in the office, cafeteria, and work rooms. Parents and relatives fill the cafeteria for each grade level performance and program.

The Watch D.O.G.S. program was launched last school year, and fathers are becoming more involved in the daily operations of our school. Many dads have already begun to take on leadership roles within the group. The dads have added an element of safety and security as well as serve as positive male role models.

The Vandagriff students, faculty, and parents are kind and compassionate. Families and students are involved in food and clothing drives for the community on an annual basis. Students perform a Veteran's Day Program annually to honor our service men and women. Students, parents and staff also plant flags in the area cemeteries on Memorial Day. This is the second year the campus will host and honor our grandparents.

PTO is well organized at Vandagriff and parent representatives are actively involved within the district leadership team.

Strengths:

- School Fusion website and parent e-mail groups
- Strong family support for our students

Needs:

- Increase the involvement of fathers on campus
- Increase community involvement on campus
- Expand technology based communication avenues

8. Staff Quality, Recruitment & Retention

Narrative:

Vandagriff Elementary has 40 professional staff members and five paraprofessionals. All of the professional staff is highly qualified. The teacher retention rate is strong. Due to state imposed budget reductions, staffing adjustments were required prior to start of this school year.

As a Title I Campus-wide School, Vandagriff receives funds for staff development from Title I and Title II allotments. Title I funds support training in the core subject areas and assessment. Title II funds are used to support other professional development such as *Capturing Kids' Hearts*,

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Balanced Literacy, and Inclusion Works conferences. Teachers may also attend training presented by ESC Region XI and other professional development opportunities which align with and support the Campus Improvement Plan and the district's curriculum scope and sequence.

The Aledo ISD provides a significant amount of quality in-district training. Crisis Prevention/Intervention training is completed by all administrators, special ed. Staff and TBSI team members. Technology training is on-going and is offered for the whole staff on-campus, as well as to special interest groups. Assessment training, ARD and Accommodations training and Technology training is taught on a Trainer of Teachers (TOT) basis.

The district offers a wealth of training opportunities in the summer. Professional development offerings include training in Balanced Literacy, Aledo Writing Process, Gifted and Talented education, and Technology applications. Professional Development schedules and records of attendance and completion are used to document staff development.

Strengths:

- **100% highly qualified professional and paraprofessional staff**
- **Faculty collaboration and learning focus**
- **District professional development support**
- **Capturing Kids' Hearts, Balanced Literacy, Science and Math Conferences, and Inclusion Works training**

Needs:

- **Campus-wide training in support of underperforming student groups**
- **Expand the number of teachers gaining ESL Certification**
- **Aligned professional development in support of campus and district goals**

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

Goal #1: To Improve Student Achievement Objective: To Improve Student Achievement in READING	All Strategies/Action Steps are scheduled to be completed during the 2010-2011 school year.					
Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Analyze last year's TAKS, TPRI and TELPAS scores in Reading to assess student needs	D. Cano, T. McLean, K-5 th teachers, RTI team	2011 TAKS, TELPAS results, released TAKS, AEIS	By Sept. 30, 2011	Analysis of TAKS assessment data	High student achievement in reading	CNA, A
Use ongoing assessments to monitor student progress in grades 3-5 in reading including the use of Eduphoria	D. Cano, T. McLean, 3 rd -5 th grade teachers	Eduphoria	Aug. 2011-April 2012	Analysis of benchmark data	High student achievement in reading	A, M
Continue to analyze the ELA TEKS to identify reading objectives introduced, continued, and mastered at each grade level	D. Cano, T. McLean, K-5 th teachers	Copies of ELA TEKS & results of assessments	Aug. 2011 – April 2012	Document the TEKS in lesson plans	High student achievement in language arts	M
Administer and analyze results of reading inventories for K-2 nd graders	D. Cano, S. Winkler	Title I funds-\$2,093	BOY, MOY and EOY timeline	TPRI results	Students making reading progress	A, M
Support the Fountas and Pinnell program in grades K-2	D. Cano, T. McLean K-2 teachers	F&P materials	Oct. 2011	Lesson Plans	Students making reading progress	RS, M
Implement DRA2 assessments to determine reading levels for K-2 students	D. Cano, D. Dugger K-2 teachers	DRA materials	Aug. 2011 – April 2012	Materials in place & results documented	Students making reading progress	RS, A, M
Implement Balanced Literacy practices in all K-2 classes	D. Cano Reading specialist K-2 teachers	Balanced Literacy library and materials	Aug. 2011 – Jun. 2012	Benchmark & TPRI results	Students making reading progress	RS, A, M

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<p>Maintain STAAR and TELPAS reading skills for all students at or above 90% by utilizing a variety of instructional methods based on identified student performance needs.</p>	<p>D. Cano, T. McLean, M. LeJeune 1st-5th grade teachers</p>	<p>Success Maker lab, Literacy lab, MTI, TAKS & TELPAS tests, AEIS info, Title I & III funds -- \$2,093 & \$6,000</p>	<p>Aug. 2011- June 2012</p>	<p>Analysis of TAKS & TELPAS data</p>	<p>High student achievement in reading</p>	<p>A, M, C</p>
<p>Identify and remediate STAAR/TELPAS reading skills for students by subgrouping in a non-discriminating way: Economically Disadvantaged (ED) and Hispanic</p> <ul style="list-style-type: none"> • Basic Understanding • Using Strategies to Analyze • Applying Critical Thinking Skills 	<p>D. Dugger, D. Cano T. McLean</p>	<p>Success Maker lab, Literacy lab, Released TAKS tests, AEIS data, benchmark report, Title I & III funds -- \$2,093 & \$6,000 ARI funds</p>	<p>Aug. 2011- June 2012</p>	<p>Analysis of TAKS data</p>	<p>Students making reading progress</p>	<p>CNA, A, M, C</p>
<p>Identify and provide appropriate differentiation learning opportunities for students who are performing above grade level in reading</p>	<p>D. Cano T. McLean K. Victory K-5 teachers</p>	<p>Supplemental materials</p>	<p>Aug. 2011 – June 2012</p>	<p>Documented in lesson plans</p>	<p>Reading enrichment provided</p>	<p>PD, RS</p>
<p>Promote Texas Reading Academy training for all reading teachers</p>	<p>D. Cano, D. Dugger S. Winkler</p>	<p>On-line Training</p>	<p>Aug. 2011 – June 2012</p>	<p>Document with certificate of completion</p>	<p>Highly qualified reading teachers</p>	<p>RS, M</p>
<p>Offer tutorials (before/after school/ during FLEKS) to identified students in grades 1-5</p>	<p>D. Cano T. McLean 1-5 teachers</p>	<p>TEA reports, benchmarks, reading assessments, report cards</p>	<p>August 2011- June 2012</p>	<p>Improvement in standardized test scores and six weeks grades</p>	<p>Students making reading progress</p>	<p>RS, C</p>
<p>Provide summer school extended year reading intervention for students in grades K-5</p>	<p>D. Dugger D. Cano</p>	<p>Success Maker lab, TAKS & TELPAS tests, Title I & III funds -- \$60,000 & \$6,000 AEIS rep.</p>	<p>June 2012</p>	<p>Continue extended summer program and monitor student achievement</p>	<p>Students making reading progress</p>	<p>RS, M</p>

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Provide MTA dyslexia services	Reading interventionist	District funds, MTA materials, Personnel SCE funds - \$21,280 - 1 FTE	Aug. 2011 - June 2012	Improvement in six-weeks grades of dyslexia students	Student making reading progress	RS, M
ESL students will make one year's growth on the TELPAS - Listening, Speaking, Reading and Writing	D. Cano M. Lefeune	Training materials and Title III funds -- \$6,000	August 2011 - June 2012	Analysis of TELPAS results	Students making reading progress with English	RS, M, C
Provide a reading specialist for student remediation	D. Manning C. Wooten D. Cano	Title I funds -- \$32,690 and local funds, Personnel SCE funds - \$21,280 - 1 FTE	August 2011 - June 2012	Improvement in reading (and math) scores in grades K-5 as measured on 2010-2011 TPRI & TAKS benchmarks	Students making reading progress	CNA, RS, M
Expand leveled readers and other supportive materials for a Balanced Literacy reading center	D. Cano S. Winkler K-2 teachers	Needs assessment, campus funds, SCE funds - \$1,100	Aug. 2011 - June 2012	Improvement in reading scores in grades K-5 as measured on the TPRI, TAKS, and TELPAS	Students making reading progress	
Purchase additional books and media resources for the library	D. Cano P. Jones	Various library vendors & \$4,000 site funds	By Jan. 2012	Documentation of expenditures	Better reading selection	M
Meet or exceed AYP targets for all students and students groups by utilizing a variety of instructional methods based on identified student performance needs	D. Cano, All K-5 teachers	Success Maker, tutorials, TPRI, benchmark data	Aug. 2011 - June 2012	Analyze AYP data and compare with last year	High achievement on reading assessment	

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<p>Meet or exceed Gold Performance Acknowledgment Standards for the percentage of examinees scoring at or above commended performance on TAKS reading</p>	<p>D. Cano, All K-5 teachers</p>	<p>Success Maker, tutorials, reading assessments, benchmark data</p>	<p>August 2010 – May 2011</p>	<p>Analyze AEIS data and compare with last year</p>	<p>High achievement on reading assessments</p>	<p>A</p>
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Vandagriff Elementary Campus Improvement Plan

2011-2012 School Year

Goal #1: To Improve Student Achievement
Objective: To Improve Student Achievement in WRITING

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

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Analyze last year's TAKS and TELPAS scores in Writing to assess student needs in grades 3-5	D. Cano, T. McLean, K-5 th teachers	2011 TAKS and TELPAS results, AEIS	Sept. 30, 2011	Analysis of TAKS and TELPAS data	High student achievement in writing	CNA, A, M, C
Use ongoing assessments to monitor student writing progress in grades K-5 (using Eduphoria)	D. Cano, T. McLean, K-5 th teachers	TAKS tests, AEIS reports, Eduphoria	Aug. 2011- June 2012	Analysis of TAKS and TELPAS data	High student achievement in writing	A, M
Continue to review and analyze the TEKS to identify Writing objectives introduced, continued, and mastered at each grade level	D. Cano, T. McLean, 4 th Grade Teachers	Copies of TEKS, Aledo ISD Curriculum, Kilgo Charts and Molina Training	Aug. 2011- June 2012	Lesson Plans, Data Chats, Professional Dev. Documentation	High student achievement in writing	M
Utilize process writing to improve or maintain student performance and subgroup performance at or above 90% on the writing section of the STAAR when testing at grade 4	D. Cano, T. McLean, K-5 th teachers	Success Maker lab, Aledo Writing, AEIS info.	Aug. 2011- June 2012	Analysis of TAKS and TELPAS data	High student achievement in writing	RS, M
Continue the integration and expectation of the Aledo Writing Process in all classrooms, K-5.	D. Cano, T. McLean, K-5 th teachers	Aledo writing materials, district funds	August 2011 - June 2012	Evidence of program implementation in lesson plans	High student achievement in writing	RS

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<p>Increase the number of students scoring 3 or 4 on the TAKS Written Composition to 55%</p> <ul style="list-style-type: none"> Document writing across the curriculum Use Faculty meetings to focus on writing/ PD Develop standards/expectations at all levels 	<p>D. Cano, T. McLean, K-5th teachers</p>	<p>Success Maker lab, Literacy lab, Aledo Writing Project, Write Traits, TAKS, AEIS info</p>	<p>Aug. 2011- June 2012</p>	<p>Analysis of assessment data and writing samples</p>	<p>Higher scores on written composition assessment</p>	<p>PI, M</p>
<p>Students will be exposed to weekly TEKS objectives to maintain or improve editing ability and various elaboration techniques</p>	<p>D. Cano, T. McLean, K-5 teachers</p>	<p>Textbooks, Aledo Writing Project, supplemental materials</p>	<p>Aug. 2011- June 2012</p>	<p>Unit tests, Analysis of writing samples</p>	<p>High student achievement in writing</p>	<p>M</p>
<p>Implement writing centers as part of the Balanced Literacy Practices</p>	<p>K-2nd teachers</p>	<p>Teacher materials</p>	<p>Oct. 2011 and each six weeks</p>	<p>Document in lesson plans</p>	<p>High student achievement in writing</p>	<p>RS, M</p>
<p>Plan and conduct 4th Grade Writing Camp</p>	<p>D. Cano, T. McLean, 4th grade teachers</p>	<p>TEKS, Guide to Scoring</p>	<p>Oct. 2011- Feb. 2012</p>	<p>Improved written compositions on Feb. benchmark test</p>	<p>High student achievement in writing</p>	<p>A, M</p>
<p>Analyze student writing samples</p>	<p>D. Cano, T. McLean, All teachers</p>	<p>Prompt and writing paper, scoring rubric</p>	<p>Oct. 2011 and Feb. 2012</p>	<p>Improvement on benchmark writing and TAKS results</p>	<p>High student achievement in writing</p>	<p>A, M</p>
<p>Identify and monitor the progress of students in sub-groups in a non-discriminating way in order to increase or maintain 90% or above Economically Disadvantaged (ED) and Hispanic:</p> <ul style="list-style-type: none"> Written composition 	<p>D. Cano, T. McLean, 3rd - 5th grade teachers</p>	<p>Success Maker lab, Literacy lab, Aledo Writing project, TAKS, AEIS reports</p>	<p>Aug. 2011- June 2012</p>	<p>Maintain 90% and above in all grade levels and sub-groups on STAAR and benchmarks</p>	<p>High student achievement in writing for ED and Hispanic students</p>	<p>A, M</p>
<p>Offer tutorials (before/after school/ during FLEKS) to identified students in grades 1-5</p>	<p>D. Cano, T. McLean, K-5th teachers</p>	<p>TEA reports, benchmarks, TPRI, report cards</p>	<p>Oct. 2011- June 2012</p>	<p>Improvement on six weeks grades and benchmarks</p>	<p>High student achievement in writing</p>	<p>M</p>

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Provide opportunity for teachers to participate in writing strategies staff development	D. Cano, Campus staff	ESC schedule, staff development as identified, Title II funds -- \$7,458	Feb. 1, 2012	Documentation of attendance	Highly qualified writing teachers	PD, C
Identify and provide appropriate differentiation learning opportunities for students who are performing above grade level in writing	D. Cano, K. Victory, K-5 th teachers	Supplemental materials	Aug. 2011 – June 2011	Documented in lesson plans	Enrichment in place to challenge gifted writers	

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Goal #1: To Improve Student Achievement

Objective: To Improve Student Achievement in MATH

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Analyze the last year's TAKS scores in Mathematics to assess student needs in grades 3-5	D. Cano, T. McLean, 3 rd -5 th grade teachers, RTI team	Success Maker lab, Literacy lab, 2011 TAKS, AEIS reports, Title I and III funds -- \$2,093 & \$6,000	Sept. 30, 2011	Analysis of TAKS data	High student achievement in math	CNA, A, M, C
Use ongoing assessments to monitor student progress in mathematics (Use Eduphoria)	D. Cano, T. McLean, K-5 th grade teachers	TAKS, TMSDS, Eduphoria	Aug. 2011- June 2012	Analysis of Assessment Data	High student achievement in math	A, M
Improve or maintain STAAR math skills for all students at or above 90% by utilizing a variety of instructional methods (hands-on activities, drill and practice, small groups, peer tutoring, test/re-teach/re-test) based on identified student performance needs	D. Cano, T. McLean, Team Communicators	Success Maker lab, Literacy lab, TMSDS, Saxon materials, TAKS, AEIS reports, Title I funds -- \$2,093, AMI funds	Aug. 2011- June 2012	Analysis of TAKS data	High student achievement in math	RS, M, C
Identify and monitor the progress of students in sub-groups in a non-discriminating way: Economically Disadvantaged (ED) and Hispanic: <ul style="list-style-type: none"> • Patterns, Relationships & Algebraic Reasoning (grades 3-5) • Geometry and Spatial Reasoning 	D. Cano, T. McLean, 3 rd -5 th grade teachers	Success Maker lab, Literacy lab, supplemental materials, TAKS, AEIS reports, Title I funds -- \$6,128	Aug. 2011- June 2012	Analysis of TAKS data	High student achievement in math	M, C

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<p>(grade 4)</p> <ul style="list-style-type: none"> • Concepts and Uses of Measurement (grades 3-5) • Mathematical Process and Tools (grades 3-5) <p>Meet or exceed AYP targets for all students and students groups by utilizing a variety of instructional methods based on identified student performance needs in math</p>	<p>D. Cano, All K-5th teachers</p>	<p>Success Maker, tutorials, TPRI, assessment data, Saxon materials</p>	<p>Aug. 2011 – June 2012</p>	<p>Analyze AYP data and compare with last year</p>	<p>M</p>
<p>Offer tutorials (before/after school/ during FLEKS) to identified students in grades 1-5</p>	<p>D. Cano, T. McLean, K-5th teachers</p>	<p>AEIS, TEA reports, TPRI, report cards</p>	<p>Aug. 2011- June 2012</p>	<p>Improvement on standardized test scores and grades</p>	<p>RS, M</p>
<p>Provide summer school extended year services for students in grade 5 math</p>	<p>D. Cano, D. Dugger</p>	<p>Success Maker lab, TAKS & TELPAS tests, Title I & III funds -- \$2,500 & \$5,394, and \$60,000 Title I summer school funds</p>	<p>June 2012</p>	<p>Analysis of summer program assessment</p>	<p>CNA, M, C</p>
<p>Provide opportunity for teachers to participate in math staff development</p>	<p>D. Cano, T. McLean, Campus staff</p>	<p>Identified staff development, budgeted funds, Title II funds -- \$7,458</p>	<p>Aug. 2011- June 2012</p>	<p>Documentation of attendance</p>	<p>PD, C</p>

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Identify and provide appropriate differentiation learning opportunities for students who are performing above grade level in math	D. Cano, K. Victory, K-5 th teachers	Supplemental materials	Aug. 2011 – June 2012	Documented in lesson plans	Enrichment in place to challenge math students	RS, M
Continue to implement the Saxon Math program in all grade levels	K-5 th teachers	Saxon program kits and materials	Aug. 2011 – June 2012	Documented in lesson plans	High student achievement in math	A
Assess student progress with Saxon Math, baseline and cumulative tests	1 st – 5 th teachers	Saxon materials	Sept. 2011 – June 2012	Assessment results	High student achievement in math	M
Use SmartBoard technology interactive math lessons to enhance student learning	K-5 th teachers	SmartBoard Notebook	Aug. 2011 – June 2012	Document in lesson plans	Increased student participation and understanding	M
Implement interactive math centers in grades K-2	K-2 nd teachers	Teacher materials	Sept. 2011 – June 2012	Document in lesson plans	Increased student participation and understanding	

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Goal #1: To Improve Student Achievement
Objective: To Improve Student Performance in Reading, Writing, and Math (SPECIAL EDUCATION)

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
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 Administration and Central Office	Special Services Staff, IDEA Federal Funds for Related Services Staff	Aug. 2011- June 2012 at every ARD	ARD documentation, related service session notes	Students receive all appropriate related services	A
Professional teams and parents will consider a continuum of placement options, supplementary aides, and services based upon the student's needs and IEPs which result in least restrictive placement of the student (LRE)	D. Cano, T. McLean, C. Wooten, J. Reagan, ARD Committee	Special Services Staff, IDEA Federal Funds for Diagnostician and instructional supplies/ equipment needs	Aug. 2011- June 2012 at every ARD	ARD documentation	All students placed according to individual needs, 125% Report, PBMAS	PI, A
Maintain or improve the percentage of special services students meeting or exceeding minimum expectations on the reading, writing, and math portions of the STAAR	D. Cano, P. Long, E. Alicon, K-5 th teachers	District assessments, AEIS reports	Aug. 2011- June 2012	Analysis of TAKS data	High achievement on assessments, PBMAS	M
Special Services students will demonstrate annual gains in reading, writing, and math on the STAAR –M or STAAR-Alt tests.	D. Cano, P. Long, E. Alicon	AEIS reports, TAKS, IDEA Federal Funds for teacher position	Beginning Aug. 2011, measured in Apr. 2012	Analysis of TAKS-M, TAKS-Alt data	All students show a year's progress on assessments, PBMAS	M
Use benchmark assessments to monitor special education student progress (Use Eduphoria)	D. Cano, P. Long, E. Alicon	TPRI, District assessments, AEIS reports, Eduphoria	Aug. 2011- June 2012	Benchmark assessments analyzed and on file	Increased student achievement	A, M

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The percentage of special education students taking STAAR will remain at or below the state average	D. Cano, P. Long, E. Allicon	AEIS reports	Aug. 2011— June 2012	Analysis of STAAR data determined in 2011-2012 ARDS	More Sp. Ed. Students take TAKS & TAKS-A, PBMAS	M
A team of qualified staff will appropriately use revised re-evaluation process and focus assessment results on instructional implications (Re-evaluation)	Campus Administration and Central Office, ARD committees	Special Services Staff, 3-year re-evaluation data	Aug. 2011- June 2012	ARD documentation	Students are placed to meet their needs	PI
Maintain the Motor Lab with equipment and instructional materials	D. Cano, C. Wooten, N. Weeks	District and federal special education funds	Aug. 2011- June 2012	Document with observation	Students are able to progress with OT and PT exercises	
Conduct orientations for parents of new Functional Academics students	E. Allicon, teacher assistants	Functional Academics room	Aug. 2011	Completion of scheduled meetings	Better informed parents	PI
Coordinate schedules of special services students with regular education teachers	P. Long, M. Thomas, E. Allicon	Teacher schedules	Aug. 2011- June 2012	Schedules in place	Efficient scheduling	
Provide transition assistance for PPCD and Pre-K students entering kindergarten	D. Cano, E. Allicon, K teachers	Teachers and teacher assistants	Wednesdays as needed beginning Aug. 2011	Documentation of meeting times	Students get orientation to start Kindergarten	T
Utilize a district-wide RtI process that focuses on team problem solving including a variety of support services	D. Cano, T. McLean, D. Thorton RtI Team K-5 th teachers	Student performance data, teacher documentation, RtI Team, 504 committee	Aug. 2011 - June 2012	Committee documentation on file	High student achievement, SP#11	RS, PI
Utilize a collaborative process for continuous transition planning from parents, students, and community agencies (Transition)	ARD Committee members	State assessment results, teacher input, report cards	Aug. 2011- June 2012	ARD reports – 2011-2012 school year	Students are prepared to continue after high school	PI, T

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Conduct annual transfers of IEPs and materials (between campuses) with the instructional personnel of the collaborating schools	D. Cano, Special Ed. Teachers	Student IEPs and teacher information	Sept. 2011 – June 2012	Evidence of transfers made between schools	Students transition smoothly	T
Conduct the COSF assessment for identified kindergarten special education students	D. Cano, C. Wooten, K. teachers, E. Allcon	Student performance data	Begin Aug. 2011, every three weeks	Evidence of data recorded into state data bank	Student progress is charted, SPP#7	A
Convene meetings between regular and special education teachers to discuss IEPs and Lesson modifications	D. Cano, All Special Ed. And Regular Ed. Teachers	Student IEPs and accommodations, observational data, assessment data	Aug. 2011— June 2012	Documentation of meetings	Services for students are better coordinated	M
Utilize session notes format to document related services provided	C. Wooten, Special Ed. Teachers, Related Services providers	Sessions Notes forms	Beginning Aug. 2011	Signed Session Notes forms on file in Central Office	Students receive all scheduled services	RS
Continue to utilize SIPPS materials in the special education reading program as appropriate	Special Ed. Staff	SIPPS materials	Aug. 2011 - June 2012	Documentation in lesson plans	Students make progress in reading	RS
Send at least one Special Ed. Teacher and one General Ed. teacher to Inclusion Works!	D. Cano	Campus and Title II funds -- \$7,458	Beginning Aug. 2011	Documentation of staff development	Highly qualified teachers	PD, C

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Goal #1: To Improve Student Achievement
Objective: To Improve Student Performance in SCIENCE

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Continue to review and analyze the TEKS to identify Science objectives introduced, continued, and mastered at each grade level	D. Cano, T. McLean, K-5 th grade science teachers, RtI Team	Copies of TEKS	Beginning 1 st six weeks and ongoing	TEKS flow chart document	High student achievement in science	CNA, A, M
Enhance the Science curriculum through hands-on experiments and use of the scientific process	D. Cano, T. McLean, K-5 th science teachers	Science manipulatives and resources	Aug. 2011 - June 2012	Teacher documentation in lesson plans, lab observations	High student achievement in science	M
Align science materials to teach and assess the TEKS/TAKS objectives and order materials	D. Cano, T. McLean, K-5 th grade science teachers	Budgeted funds, inventory lists, PTO funds	Aug. 2011 - June 2012	Summary of needs, documentation of expenditures complete	High student achievement in science	CNA, A, M
Continue to equip the science lab for use by students in all grades, create an itemized listing of all resources	D. Cano, T. McLean, K-5 th grade science teachers	District and campus funds designated for science	Aug. 2011 - June 2012	Evidence of established lab complete	High student achievement in science	M
Provide opportunity for teachers to participate in science staff development	D. Cano, T. McLean	Science training and other staff development as identified, Title II funds -- \$7,458	Oct. 2011 - June 2012	Documentation of attendance	Highly qualified teachers	PD, C
Use Eduphoria to assess student progress in science	3 rd -5 th grade students & science teachers	Eduphoria	Aug. 2011 - Jun 2012	Assessment results	High student achievement in science	A

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Use journal writing to enhance student learning in science lab	K-5 th teachers D. Cano	Composition books	Aug. 2011— June 2012	Observations, and Lesson Plan documentation	High student achievement in science	M
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**Goal #1: To Improve Student Achievement
Objective: To Improve Student Performance in SOCIAL STUDIES**

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Continue to analyze the TEKS to identify Social Studies objectives introduced, continued, and mastered at each grade level	D. Cano, T. McLean, K-5 th Social Studies teachers	Copies of TEKS	Aug. 2011 - June 2012	Evidence in lesson plans	High student achievement in social studies	CNA, A, M
Students will learn to organize their thinking and develop the competencies they will need as citizens in a diverse, changing and interdependent world	D. Cano, T. McLean, K-5 th Social Studies teachers	Textbooks, supplemental materials	Aug. 2011— June 2012	Textbook and teacher-made testing, observations	Development of student citizenship and leadership	
Use Social Studies topics as a means to extend writing across the curriculum	D. Cano, T. McLean, K-5 th Social Studies teachers	Textbooks, supplemental materials	Aug. 2011- June 2012	Lesson plans, writing samples	High student achievement in writing	M
Continue the Passport Club with 1 st -5 th grade.	D. Cano, C. Clay 3-5 th grade teachers	Passport Club supplies, site budget, parent volunteers	Aug. 2011- June 2012	Lesson plans	Students gain more knowledge about geography	PI

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Goal #1: To Improve Student Achievement
Objective: To Improve Student Achievement in FINE ARTS, PHYSICAL EDUCATION, and HEALTH

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Integrate and reinforce targeted TEKS <ul style="list-style-type: none"> • Math: musical patterns, repetition and contrast, spatial reasoning, organization of beat • Language Arts: rhythmic changing, rhyming words, musical storytelling and composition, critical listening • Social Studies: Listen to and perform music relating to Texas, the United States, and World music, identifying historical and cultural relationships as applicable to past and present events • Science: Application of physical science concepts relating to sound and acoustics 	S. Higgins, D. Cano, T. McLean	Textbooks, musical instruments, supplementary materials	Beginning Aug. 2011	Classroom observations and documentation in lesson plans	Higher levels of student understanding of core subject material	M
Integrate and reinforce targeted TEKS Math and Language Arts skills through physical activity	S. Andrews, D. Cano, T. McLean	TEKS	Beginning Aug. 2011	Classroom observations and in lesson plans	More student success in math and Lang. Arts	M
Administer the state's Fitness Gram to students in grades 3 – 5	S. Andrews	Fitness Gram program	Spring 2012	Results sent to parents	Healthier students	
Send staff members to attend the TAPHERD (PE) and TMEA (Music) conferences	D. Cano, S. Andrews, S. Higgins	Title II funds -- \$7,458	By May 2012	Document conference registration	Highly qualified/prepared teachers	PD, C
After-School Choir- Club Opportunity for grades 3-5	S. Higgins	Campus Funds	Sept. 2011- May 2012	Fall and Spring Performances	Student growth and development musically	

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Use CATCH health materials to teach the health TEKS	S. Andrews, M. Wortman	Campus Funds	Begin Sept. 2011	Documentation plans	Students informed to make healthy choices
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Goal #1: To Improve Student Achievement
Objective: To Improve Student Achievement in READING, WRITING, MATH, SCIENCE, and SOCIAL STUDIES (TITLE I SCHOOL-WIDE)

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Conduct a comprehensive needs assessment of the entire school program that is based on student performance	D. Cano, T. McLean, K-5 th teachers	Results from TAKS & TAKS-Accom., AEIS, TPRI and Telpas results, report cards	July-Sept. 2011	Documentation of analysis of data	Effective planning resulting in high student achievement	CNA, A
Utilize school-wide reform strategies for all students which include tutorials, reading/math lab, computer lab, curriculum enrichment and accelerations, and summer programs	D. Cano, T. McLean, K-5 th teachers	Literacy lab, Success Maker lab, ARI/AMI funds, Title I funds -- \$2,093, Title II funds -- \$7,458, Title I Summer School funds -- \$60,000	Aug. 2011 – June 2012	Documentation of services offered and attended	High level of achievement for all students	RS, C
Utilize teachers in the decision-making process regarding the use of assessments	D. Cano, All teachers	RtI Team, ARD Committees	Aug. 2011 – June 2012	Documentation of participation	Better representation of teachers' viewpoints	A

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Goal #1: To Improve Student Achievement
Objective: To Meet the Needs of Identified HOMELESS STUDENTS

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
<p>All staff will be trained in the identification of homeless students including enrollment procedures and staff referrals</p> <ul style="list-style-type: none"> • Post public notices • Train staff • Obtain identification info during enrollment • Establish referral procedures 	<p>C. Wooten, D. Cano, D. Thornton, M. Goolsby</p>	<p>Homeless liaison, Aledo Homeless Handbook</p>	<p>Oct. 2011</p>	<p>Procedures in place</p>	<p>Better served homeless population</p>	<p>PD</p>
<p>Appropriate services will be provided for homeless students including free/reduced lunch, tutoring, clothing, supplies, and medical referrals</p> <ul style="list-style-type: none"> • Free/Reduced lunch • Tutoring • Clothing • School Supplies • Medical/dental needs 	<p>C. Wooten, D. Cano, D. Thornton</p>	<p>Homeless liaison, food service director, Title I funds -- \$1,535, Advocats, Clothes Closet, PTO</p>	<p>Beginning Aug. 2011 and ongoing</p>	<p>Documentation of services</p>	<p>Better served homeless population</p>	<p>M, C</p>

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Goal #1: To Improve Student Achievement
Objective: To Improve Student Achievement by Providing STAFF DEVELOPMENT to the Faculty

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Provide workshops for teachers in order to enhance <u>science</u> instruction (K-5)	D. Cano, D. Dugger All K-5 th staff	Provided materials, district site-based funds, Title II -- \$7,458	Aug. 2011- June 2012	Documentation of attendance	High student achievement in science	PD, M, C
Provide opportunity for teachers to participate in <u>math</u> staff development at ESC Region XI and other sources	D. Cano, D. Dugger	Title II -- \$7,458, and site-based funds, Reg. XI catalog, Stasny materials, IDEA Federal Funds	Aug. 2011- June 2012	Documentation of attendance	High student achievement in math	PD, M, RS, C
Provide opportunities for the staff to participate in professional development that will enhance instruction for <u>ESL</u> students	D. Cano, D. Dugger	Title III funds -- \$6,000	Aug. 2011 -- May 2012	Documentation of attendance	High achievement by ESL students	PD, RS, M
Participate in training to certify <u>TELPAS</u> raters	M. LeJeune T. McLean	Region XI, Title III funds -- \$6,000	Nov. 2012	Documentation of attendance	Highly qualified raters in place	PD, RS, M
Provide opportunity for teachers to participate in campus level <u>writing</u> staff development	D. Cano, T. McLean	Title II -- \$7,458 and site-based funds, IDEA Federal Funds	By Dec. 2011	Documentation of attendance; improvement in standardized test scores and 6 weeks grades	High student achievement in writing	PD, M, RS, C
Provide <u>RtI</u> training for staff during campus staff development	D. Cano	Referral forms	Sept. 2011	Documentation of attendance	Effective RtI interventions in place	PD, M

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<p>Provide opportunity for teachers to participate in <u>gifted and talented</u> staff development</p>	<p>D. Cano, K. Victory</p>	<p>District provides location and resources, Title II funds -- \$7,458</p>	<p>By Dec. 2011</p>	<p>Agenda and documentation of attendance, observation of GT strategies used in classroom</p>	<p>Enrichment provided in all classrooms</p>	<p>PD, M, C</p>
<p>Provide Capturing Kids' Hearts (CKH) training to staff members who have not been trained</p>	<p>D. Cano D. Thorton T. McLean</p>	<p>Title II funds -- \$7,458</p>	<p>By June, 2012</p>	<p>Documentation of attendance</p>	<p>CKH practices used in classrooms</p>	<p>PD, C</p>
<p>Provide opportunity for teachers to participate in Region XI <u>technology</u> staff development</p>	<p>D. Dugger D. Cano</p>	<p>Title II funds -- \$7,458</p>	<p>Sept. 2011 – June 2012</p>	<p>Documentation of attendance</p>	<p>Technology strategies used in classrooms</p>	<p>PD, C</p>
<p>Provide opportunity for teachers to participate in <u>reading</u> strategies staff development, including Texas Reading Academy training</p>	<p>D. Cano T. McLean D. Dugger</p>	<p>Texas Reading Academy materials, MTA dyslexia trainings, Title II funds -- \$7,458, Title I funds -- \$2,093, IDEA Federal Funds</p>	<p>Sept. 2011- June 2012</p>	<p>Documentation of attendance</p>	<p>Higher student achievement in reading</p>	<p>PD, M, RS, C</p>
<p>Provide training for paraprofessionals (when needed)</p>	<p>D. Dugger, D. Cano, T. McLean</p>	<p>Special Services support staff</p>	<p>Aug. 2011- June 2012</p>	<p>Documentation of participation</p>	<p>Highly qualified paraprofessionals</p>	<p>PD</p>
<p>Provide opportunities for teachers and assistants to participate in <u>inclusion-</u> related staff development</p>	<p>D. Cano C. Wooten T. McLean D. Dugger</p>	<p>Title I funds -- \$2,093 & Title II funds -- \$7,458, campus funds, IDEA Federal Funds</p>	<p>By Mar. 1, 2011</p>	<p>Documentation of participation</p>	<p>Positive inclusion practices helping to fulfill IEPs</p>	<p>PD, M, C</p>

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Goal #2: To Improve Migrant Program and Services
Objective: To Enhance Instruction and Services for MIGRANT STUDENTS in Grades K-5

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Identify students from migrant families during enrollment	D. Cano, T. McLean M. Goolsby	Migrant status survey sheet in the beginning of school enrollment packet	Aug. 2011- June 2012	Migrant status sheets on file	Migrant population identified and served	
Monitor the progress of migrant students on grades and state testing results and provide remediation services	D. Cano, T. McLean, S. Winkler	Grade reports, testing data, instructional materials, Title I funds, Shared Service Arrangement with ESC Region XI	Aug. 2011 – June 2012	Documentation in RtI Team meeting notes	High achievement by migrant students	M, C

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Goal #3: To Improve Gifted/Talented Program and Services
Objective: To Enhance Instruction and Services for GIFTED/TALENTED Students in Grades K-5

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Enhance instruction and services for G/T students	D. Cano, T. McLean, K. Victory	G/T budget, scheduling	Aug. 2011 – June 2012	Program revisions Lesson Plans	High level of challenge for G/T students	
Provide feedback to parents regarding child's assessment results and progress in the G/T program	D. Cano, T. McLean, K. Victory	Forms, printing	Jan, 2012 and May 2012, and as needed	Documentation of the parent contact GT report card	Better informed parents	PI
Provide grade 3-5 G/T students the opportunity to participate in projects involving Quilts, Ancient Egypt, Enigmas, and Rollercoaster Physics	D. Cano, T. McLean, K. Victory	Materials, schedules	Aug. 2011 – June 2012	GT Report cards TPSP Rubrics	High level of challenge for G/T students	
Offer an independent study to grades K-2 identified students on an interest basis (CATS—Creativity and Thinking Skills; and TPSP—Texas Performance Standards Project research)	D. Cano, K. Victory	Materials, schedules	Aug. 2011 – June 2012	Maintain list of students, TPSP Rubric	High level of challenge for G/T students	
Provide G/T training for teachers, administrators, and counselors according to the requirements in the Texas State Plan for Gifted and Talented	D. Cano, K. Victory, Campus staff	District provides location and resources, Title II funds -- \$7,458, ESC Region XI	By Jan. 2012	Documentation of attendance, observation of G/T strategies in the classroom	Highly qualified teachers	PD, C
Cluster identified gifted and talented students in homeroom classes	D. Cano, T. McLean	Student placement information	Aug. 2011 – June 2012	Enrollment records	High level of challenge for G/T students	
Provide specialized classes for identified gifted/talented students (CATS, Bright Ideas)	K. Victory	G/T teacher, budgeted funds	Aug. 2011 – June 2012	Documentation of implementation	High level of challenge for G/T students	

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<p>Gifted/Talented Specialist will assist and consult with classroom teachers regarding resources, enrichment activities and differentiation strategies</p> <p>Provide differentiated learning in all core classrooms</p>	<p>K. Victory</p> <p>All Teachers</p>	<p>G/T teacher and materials</p> <p>G/T Teacher and enrichment materials</p>	<p>Aug. 2011 – June 2012</p> <p>Aug. 2011 – June 2012</p>	<p>Differentiation checklist</p> <p>Differentiation checklist</p>	<p>Differentiation used in all classrooms</p> <p>High level of achievement of all students</p>
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Goal #4: To Utilize Technology in a Way That Improves Student Performance and Prepares Them for the World Beyond Objective: To Increase TECHNOLOGY-Assisted Programs

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Appoint campus committee to identify and prioritize technology needs in order to improve programs in an equitable manner for students and staff	D. Cano, M. Bryant	Technology Staff, technology labs	Aug. 2011 – June 2012	Committee evaluation	Clear goals for future technology improvements	
Continue technology support for classroom computers	G. Holbert, B. Moore, M. Bryant Technology staff	Technology Staff, technology labs	Aug. 2011 – June 2012	Campus feedback	Operational technology equipment	
Continue to develop and update school web page	M. Bryant	Technology Staff, technology labs	Aug. 2011 – June 2012	Web page on-line	Better informed community	
Provide teachers with Technology TEKS appropriate to their grade level and then identify and prioritize staff deficiencies in technology application of TEKS	D. Cano, M. Bryant	Technology Staff	Aug. 2011 – June 2012	TEKS distributed to teachers	Implementation of technology TEKS	
Provide teachers with opportunity to participate in Region XI technology staff development	D. Cano, M. Bryant, T. Breaux	Title II funds -- \$8,638	Sept. 2011 – June 2012	Documentation of attendance	Highly qualified teachers	PD, C
Continue to use distance learning equipment for staff development and student instruction	D. Cano, T. McLean, M. Bryant	District Technology funds, Region XI schedule	Aug. 2011 – June 2012	Documentation of use	Students involved in a variety of learning opportunities	PD, M
Provide training in School Fusion and Outlook software	D. Cano M. Bryant G. Holbert	Technology staff	Aug. 2011- June 2012	Attendance documentation	Increased teacher and student use of School Fusion resources and applications	

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Purchase instructional software licenses for labs, classrooms, teachers, and/or library	D. Cano	Identified materials: Enchanted Learning, EdHelper, Learning.com	Aug. 2011 - June 2012	Documentation of expenditures	An updated set of computer options
Continue use of mobile lab stations and train teachers to implement them in the classrooms	G. Holbert, D. Cano, M. Bryant	Materials provided with new equipment	Beginning Aug. 2011	Documentation in lesson plans	Effective instruction using technology
Provide instruction of the Technology TEKS in the computer lab	M. Bryant	TEKS, lab materials	Aug. 2011 - June 2012	Documentation in lesson plans	Higher level of computer skills
Use Eduphoria to generate Benchmark and other assessments	T. McLean, All Teachers	Eduphoria	Oct. 2011 - May 2012	Documentation of scores on assessments	Disaggregated student data available
Increase the use of Classroom Response Systems in the classrooms	All Teachers, Technology Dept.	Smart Response kits	Sept. 2011 - June 2012	Document in lesson plans & sign-out sheet	More efficient assessment
Conduct Cyber Safety activities during C.S. Week	All Teachers, G. Holbert	Materials provided by Technology Dept.	Sept. 2011	Document in lesson plans	Safe and secure internet use
Continue SmartBoard training and implementation	TOTS, All Teachers	SmartBoards	Oct. 2011 - June 2012	Sign-in sheets	Increased use of SmartBoard for instruction

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Goal #5: To Update the Student Code of Conduct

Objective: To Provide a Safe and Threat-free 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.
Post the Student Code of Conduct, Student Handbook, and Parent Involvement Policy on the campus website.	D. Cano, M. Bryant	Copies of listed documents, Website	Aug. 23, 2010	Parent signature sheets, Website	Better understanding of policies and procedures	
Review the Crisis Management Plan with staff	D. Cano, All staff	District Crisis Action Plan	By Nov. 2011	Document with meeting agenda	Staff prepared for a crisis	
Provide teacher and parent representatives to serve on the School Health Advisory Committee (SHAC)	D. Cano,	SHAC materials	Sept. 2011	Document SHAC participation	Campus concerns brought before the committee	PI
Practice fire and/or weather drills monthly and a lock-down drill once a semester	D. Cano, T. McLean	Drill procedures	Sept. 2011 – June 2012	Log of drills	Safe and secure campus	
Purchase materials for Drug Awareness/Prevention	D. Cano, D. Thornton	Site Budget	By Nov. 2011	Documentation of purchases	Safe, informed student body	
Plan and implement a week-long Red Ribbon program	D. Cano, D. Thornton, Campus Staff	Materials from campus funds	Oct. 2011	Completion of week-long activities	Safe, informed student body	
Maintain a parent/public awareness program on drug prevention and other safety programs	D. Cano, T. McLean, D. Thornton	Website, special bulletins, and calendars	Sept. 2011- June 2012	Documentation of information distributed	Safe, informed student body	PI
Maintain a state-recognized character education program which stresses positive character traits, uses integrated teaching strategies, is age appropriate, and is approved by the district-wide health committee	D. Cano, D. Thornton, All faculty & staff	Campus funds, approved district programs	Aug. 2011 – June 2012	Counselor lesson plans & lesson observations by principal	Positive, respectful students	

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<p>Present preventative education related to aggression, sexual harassment and bullying</p> <p>Ensure that all personnel that work with Special Education students attend annual CPI training</p> <p>Schedule recess and playground use to insure appropriate adult supervision</p> <p>Promote and expand the existing WATCH D.O.G.S. program to increase the involvement of fathers with the school</p>	<p>D. Cano, T. McLean D. Thornton</p> <p>C. Wooten, D. Cano</p> <p>D. Cano, T. McLean</p> <p>D. Cano, D. Thornton</p>	<p>District approved materials</p> <p>Approved CPI materials</p> <p>Schedule</p> <p>WATCH D.O.G.S. materials</p>	<p>Aug. 2011 – June 2012</p> <p>Aug. 2011 – June 2012</p> <p>By Aug. 2011</p> <p>Aug. 2011 – June 2012</p>	<p>Documented in counselor lesson plans</p> <p>Documentation of attendance</p> <p>Record of schedule in place</p> <p>Document with sign-in sheets</p>	<p>Safe and threat-free campus climate</p> <p>Safe student-teacher interactions</p> <p>A safe playground</p> <p>More involvement of fathers</p> <p>PI</p>
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Goal #6: To Increase Student Attendance
Objective: To Increase STUDENT ATTENDANCE to 97%

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Increase attendance rate through recognition and incentives for students	D. Cano, T. McLean, Campus staff	Awards, incentives	Aug. 2011 – June 2012	Attendance records	High attendance rate	
Parents of students with excessive absences and tardies (minutes equaling three hours or more) will be contacted to encourage better attendance	D. Cano, T. McLean, M. Goolsby, Classroom teachers	Teacher and office records of attendance	Aug. 2011 – June 2012	Annual attendance records and teacher and office records of tardies	High attendance rate	PI
Meet or exceed Gold Performance Acknowledgment Standards regarding attendance rate	D. Cano, M. Goolsby, All K-5 teachers	Campus attendance data, AEIS reports	Aug. 2011 – June 2012	Analyze AEIS report and compare with last year	High attendance rate	

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Goal #7: To Increase Community Involvement
Objective: To Increase COMMUNICATION between School, Community, and Service Organizations

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Improve and enhance the new Vandagriff campus website to provide timely and relevant information for students, parents, and the community	D. Cano, M. Bryant All staff	Website, Webmaster, ESC Region XI	Updated Aug. 2011- June 2012	On-line website	Better informed community	PI
Provide information to parents and the community through the local newspaper	D. Cano, J. Lancarte	Local newspaper	Aug. 2011 – June 2012	Increased coverage by media	Better informed community	PI
Utilize parent volunteers to assist with communication activities and campus goals	D. Cano, D. Bechthold, PTO reps., Campus Advisory Committee	PTO, Staff	Aug. 2011 – June 2012	List of volunteers and activity log	Higher level of parent involvement	PI
Create and distribute flyers, letters, and other important communication to parents via campus e-mail groups and postings to the Vandagriff campus website	D. Cano M. Bryant All Staff	Website and Staff	Aug. 2011- June 2012	On-line website and posted documentation	Improved communication between campus and families	PI
Use a translator to provide the opportunity for parents of ESL students to understand and ask questions at parent info meetings	D. Cano, T. McLean, M. LeJeune	Meeting materials in Spanish	Sept. 2011 – June 2012	Documentation of meeting and attendance	Better informed parents of ESL students	PI
Ask local churches, daycares, and grocery stores to post school newsletters and memos of events	D. Cano, Campus Advisory Committee	Newsletters and flyers for special events	Sept.2011 – June 2012	Evidence of posted materials	Better informed community	
Program the school's marquee with up-to-date information	D. Cano, M. Goolsby	Marquee	Aug. 2011 – June 2012	Evidence on marquee daily	Better informed community	

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Goal #7: To Increase Community Involvement
Objective: To Increase PARENTAL AWARENESS of School Programs

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Schedule campus "Meet the Teacher Event"	D. Cano, T. McLean, all faculty	Calendar, schedule	Aug. 18, 2011	Sign-in sheets on file	Positive parent-teacher communication	PI
Promote PTO meetings	PTO, D. Cano, T. McLean	PTO and campus newsletter, web page	Aug. 2011 – June 2012	Increased attendance	Higher level of PTO participation	PI
Use the AlertNow system to notify parents of upcoming events or emergencies	D. Cano,	AlertNow system	Aug. 2010 – May 2011	Record of messages	Higher level of parent awareness	PI
Enhance and expand the Vandagriff School Fusion campus website	D. Cano, M. Bryant, K-5 th grade teachers	Technology staff	Aug. 2011- June 2012	Website access	Better informed community	PI
Provide a Parent Information meeting to discuss Title I Involvement, the Assessment programs, and the Parent Involvement Policy	D. Cano,	TEKS, released TAKS tests, Benchmark data, Title I info	Oct. 2011	Documentation of parent attendance	Better informed parents	PI
Implement a "Curriculum Night" for parents to meet with teachers and be informed regarding grade level and campus practices	D. Cano T. McLean K-5 th grade teachers	Campus staff	Sept. 2011	Documentation of parent attendance	Better informed parents	PI
Conduct an Open House for the parents and community during Public Schools Week	D. Cano, All teachers	Teacher handouts	Mar. 2012	Parent sign-in sheets	High level of parent participation	PI

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Inform and encourage parents to use the Parent Portal system	D. Cano, M. Goolsby All teachers	Parent Portal system, Campus website	Aug. 2011 – June 2012	Parent input	Better informed parents	PI
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Goal #7: To Increase Community Involvement

Objective: To Increase the Number of Opportunities to Involve/Include the **COMMUNITY AND PARENTS** in School Programs

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Promote school/community involvement in planning process	D. Cano, T. McLean, Campus Advisory Team, parent/community members	Campus Advisory Team	Aug. 2011 – June 2011	Sign-in Sheets	A productive, cooperative Campus Advisory Team	PI, A
Continue to provide access of building for community/service organizations	D. Cano, T. McLean	Campus facilities	Aug. 2011 – June 2012	Maintain facility request forms	Community involvement	PI
Distribute the State Report Card to all parents	D. Cano,	State Report Card	Within 10 days of receipt of report	Document date of sending report to parents	Better informed parents	PI
Post the Aledo Parent Involvement Policy on the school website	D. Cano, M. Bryant	Scanned policy	Aug. 2011	Policy on line	High level of parent involvement	PI
Host a Grandparents' Lunch	D. Cano, Parent volunteers, Teachers	Campus web site Flyers	Sept., 2011	Sign-in sheets	Large number of grandparents in attendance	PI

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Goal #8: To Maintain 100% of Academic Core Subject Area Classes Taught by Highly Qualified Teachers
Objective: To Recruit, Train and Retain 100% HIGHLY QUALIFIED TEACHERS

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies on multiple sites and maintaining a web page.	L. McKinney, S. Slater, D. Cano, Webmaster, New teachers	Local funds, recruitment schedule	Mar. 2012 – May 2012	No. of positions posted, no. of applications received, Job Fair sign-ins, website	Recruitment of highly qualified teachers	HQ, R/R
Maintain an effective teacher mentoring system in order to retain highly qualified staff	L. McKinney, D. Cano, Mentor teachers	Local funds, state mentoring program	Aug. 2011 – May 2012	Mentor assignments, professional progress reports, new teacher surveys	Highly qualified new teachers	HQ, PI, R/R
Assist any late hire teachers to meet highly qualified requirements in a timely manner	L. McKinney, S. Slater, D. Cano,	Local funds	Aug. 2011 – May 2012	Highly qualified worksheets, TExES registration and results	Highly qualified new teachers	HQ, PI, R/R
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	S. Slater, D. Cano	Local funds	Aug. 2011 – May 2012	Teacher schedules, personnel records, HQ worksheets	Maintenance of highly qualified teachers	HQ
Analyze and review data from prospective core subject teachers' transcripts, certifications, testing, staff development and service records to ensure that each one meets highly qualified status	L. McKinney, S. Slater, D. Cano	Local funds	Aug. 2011 – May 2012	Personnel records, HQ Campus Reports, Principal Attestation Report	Highly qualified new teachers	HQ, R/R
Maintain percentage of highly qualified core academic subject area teachers to meet 100%	L. McKinney, S. Slater, D. Cano	Local funds	Aug. 2011 – May 2012	Personnel records, HQ campus reports, Principal Attestation	High student achievement for all students	HQ, R/R

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Maintain the percentage of core academic subject area classes taught by highly qualified teachers to meet 100%	L. McKinney, S. Slater, D. Cano	Local funds	Aug. 2011 – May 2012	Teacher schedules, personnel records, HQ campus reports	High student achievement for all students	HQ, R/R
Maintain the percentage of core academic subject area classes taught by the highly qualified teachers on high poverty campuses to meet 100%	L. McKinney, C. Wooten, S. Slater, D. Cano	Local funds	Aug. 2011 – May 2012	Teacher schedules, personnel records, HQ campus reports	High student performance among Econ. Disadvantaged students	HQ, R/R
Maintain the percentage of teachers receiving highly qualified professional development to meet 100%	L. McKinney, D. Dugger, D. Cano	Title I funds, Title II funds, Title III funds, IDEA Federal funds	Aug. 2011 – May 2012	Documentation of Prof. Development (sign-ins, agendas, evaluations)	Highly effective teachers	HQ, PI, R/R
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	L. McKinney, C. Wooten D. Cano,	Local funds	Aug. 2011- May 2012	AEIS reports, PEIMS	High student achievement for all	CNA, HQ, R/R
Attract and retain highly qualified teachers	School Board, L. McKinney, D. Dugger, D. Cano	Local funds	Aug. 2011 – May 2012	Budget, Recruiting schedule, AISD website	Low teacher turnover/high student achievement	HQ, R/R
Report annually to stakeholders the status of the district and all campuses toward meeting the state's highly qualified target goal	L. McKinney, D. Cano	Local funds	Dec. 2011	HQ public report, principal attestations, NCLB Compliance Report, AIDS website	An informed community	C
Improve minority recruitment through contacts with area universities	L. McKinney D. Cano	Local funds, recruitment schedule	Mar. 2012 – June 2012	Purchase orders for recruitment registrations, Job Fair Sign-ins, AISD website	A more diverse staff	
Provide a stipend for mentor teachers	School Board, D. Manning, L. McKinney, M. Davis	Local funds	Dec. 2011	December payroll	Effective mentor program	HQ, R/R

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<p>Provide district-wide staff development and early release days (aligned across campuses) based on identified instructional needs</p> <p>Train/provide updates to professional staff regarding:</p> <ul style="list-style-type: none"> • 504 policies/procedures • Dyslexia policies/procedures • MTA (Multi-Sensory Teaching approach) • Identification, recruitment, and services for homeless and migrant students • Assessment • ELS certified TLPAS raters • Professional Development Appraisal System (PDAS) <p>Annually review and improve salary/benefit package for all employees and remain competitive within the metroplex</p> <p>Require staff development as a condition for employment in the following areas:</p> <ul style="list-style-type: none"> • Aledo Writing Process • PDAS • Texas Behavioral Support Initiative • New Teacher Orientation • ESL Certification • TLPAS Certification • TPRI • Balanced Literacy • Crisis Prevention Intervention • Gifted and Talented • Texas Reading Academy 	<p>District administration, D. Cano</p> <p>District Administrators, D. Cano, D. Thorton, T. McLean, S. Winkler, M. LeJeune, M. Goolsby</p> <p>School Board, D. Manning</p> <p>L. McKinney, D. Dugger, D. Cano, T. McLean</p>	<p>Calendar, budget, assessment results, surveys, Title II funds -- \$7,458</p> <p>Program coordinators and training materials</p> <p>Local funds</p> <p>Local funds, District/campus trainers, On-line training modules, ESC Region XI</p>	<p>Aug. 2001 – June 2012</p> <p>Aug. 2011 – June 2012</p> <p>Spring 2012</p> <p>Aug. 2011 – June 2012</p>	<p>Documentation of prof. development (i.e., sign-ins, agendas, evaluations)</p> <p>Documentation of Training/updates (i.e., sign-ins, agendas, evaluations)</p> <p>Compare salary/benefits packages</p> <p>Documentation of staff development (i.e., sign-ins, agendas, evaluations)</p>	<p>High student achievement</p> <p>Maintain a highly qualified staff</p> <p>Retention of quality teachers and staff</p> <p>Hire and develop a highly qualified staff</p>	<p>CNA, RS, PD, C</p> <p>CNA, PD, C</p> <p>C</p> <p>PD, R/R, C</p>
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