

**Aledo High School**  
**Daniel Ninth Grade Campus**

**Comprehensive Needs Assessment & Campus Strategic Plan  
2014-2015**

*The start of something great.*

## Our Mission

Daniel Ninth Grade Campus, in collaboration with students, parents and community members is committed to fostering a smooth transition to Aledo High School through character education, a solid academic foundation, and leadership development.

## Our Vision

Our vision is for the students of Daniel Ninth Grade Campus to become leaders who value personal growth and improvement, desire to serve others, and make positive contributions to society.

## Our Motto:

*The start of something great!*

We believe that our campus will provide the start of something great for our students – the start of a great high school journey and a great future.

Aledo High School  
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**Comprehensive Needs Assessment  
2014 - 2015**

***Demographics Narrative***

Don R. Daniel Ninth Grade Campus is the only campus serving ninth grade students in Aledo Independent School District in Aledo, TX. The student population at Daniel Ninth is 396 students with 48% female and 52% male. The ethnic breakdown is as follows: African American 3.5%; Caucasian 82%; Hispanic 12.0%; Other 2.8%. Twelve percent of our population is classified as economically disadvantaged. The percent of students receiving special education services is 4.0%, and we currently have seven students receiving ESL services. The campus has 30 instructional professional staff members.

Daniel Ninth Grade Campus is established to create a smaller, more personalized learning environment for ninth grade students during their very pivotal, first year of high school. We are dedicated to facilitating a smooth transition to high school by providing a small learning community that addresses the individual needs of our students; including academic, behavioral, social, and emotional. We have adopted the Capturing Kids' Hearts Process to make sure we are equipped with the skills necessary to reach all students. Our state of the art facility has innovative technology that is being integrated into instruction in all classrooms.

Daniel Ninth Grade gathered data from many sources in developing the Comprehensive Needs Assessment. The previous year's assessment was used as a jumping off point and all necessary revisions were made by the campus faculty and by the Campus Improvement Committee.

*\*Note: Don R. Daniel Ninth Grade Campus is not a Title I school-wide targeted assisted campus. The last column, "Title I SC", is included on each page of the plan to denote the NCLB Categories for other Title Funds (II, III).*

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***School Context and Organization***

Daniel Ninth Grade Campus opened in the fall of 2010 and is the only freshman campus in Aledo ISD. In addition to receiving state and local funds, the school also receives Federal Funds such as Title II A, IDEA B formula funds and Compensatory Educational Funds.

The school utilizes a Campus Improvement Committee made up of the principal, other professional staff, teachers, parents and community members to make operational and organizational decisions.

Teachers play an active role in decision-making at Daniel Ninth Grade Campus as administration meets regularly with small groups, departments, individuals and the faculty as a whole. They play a vital role in curriculum writing, and program selection and implementation. Teachers are given a voice.

**Strengths:**

- Active parent and community involvement
- Flexible, enthusiastic staff that is dedicated to building relationships and ensuring student success
- Academic departments (with common planning periods) create an atmosphere of cooperation and collegiality among teachers who teach the same content
- Faculty and staff maintain high standards for behavior and academic achievement
- State of the art, innovative technology built into every classroom
- Small class sizes in Math, Science, ELA and Elective courses

**Needs:**

- Additional staff to provide smaller class sizes in social studies
- Integration of all new instructional technology (with specific training per content area)

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***Student Achievement***

At Daniel Ninth Grade Campus, academic achievement is a high priority for all stakeholders. The campus received the maximum “Met Standard” accountability rating from the state for our 2013-2014 STAAR End-of-Course Exams. The campus received the Top 25% and the ELA Distinction. The campus did not receive any Academic Distinctions for the 2013-2014 STAAR results. Faculty, staff, parents and students value academic achievement and maintain high standards for achievement. Students are provided with tutorials, pull-out remediation, intensive interventions, varied on-going assessments, and differentiated instruction. The Response to Intervention team identifies struggling students and develops intervention plans for them to address their individual needs. Teachers work to build relationships with their students so they know their strengths and needs.

Data included in identifying needs are state assessment data including student group disaggregation, grade reports, teacher input, discipline data, RtI referrals, Pre-AP course enrollment data, attendance rates, retention rates, and teacher input.

**Strengths:**

- Over-all student progress in all areas
- Percentage of student participating in PSAT testing in preparation for future assessments
- Parent involvement and support of student achievement
- Highly Qualified staff that is implementing Marzano’s High Yield Instructional Strategies, Thinking Maps & *The Fundamental 5* strategies
- RtI Team that meets regularly to create, monitor and update student intervention plans
- Student intervention opportunities include STAAR Prep Course, small group tutorials, pull-out workshops, Credit Recovery and Credit Recovery As We Go, and Content Mastery support
- Implementation of Common Six Weeks Assessments as Benchmarks for EOC Exams
- Number of PAP Courses available to students

**Needs:**

- Continue training to assist teachers in raising the level of rigor for instruction and assessment
- Revise our Accelerated Instruction for students who are at risk of failing the STAAR EOC exams in light of increased passing standard in 2015-2016
- Develop remediation specifically to address the achievement gap and ESL students
- Increase the attendance rate

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***Curriculum and Instruction***

The faculty of Daniel Ninth, with the guidance and assistance of district leadership, continues to modify the curriculum and instruction in light of the STAAR assessments and changing TEKS. Teachers are receiving district and campus professional development to better align instruction with assessment. The principal facilitates mini-professional development sessions, and departmental learning opportunities for teachers in small groups to address instructional practices and continuous improvement. The school has taken steps to ensure the integration of technology into instruction by including student computers, Smart Boards, document cameras, Eduphoria, School Fusion, and Student Response Systems in the classrooms. Teachers have been trained in Marzano High Yield Instructional Strategies, *The Fundamental 5* Instructional Strategies, Thinking Maps, and technology integration, and they are implementing them into daily instruction. Administration utilizes Learning Walks to collect data and then share with teachers to identify areas of focus for curriculum and instructional improvement.

Data sources reviewed in identifying curriculum and instructional needs include, teacher lesson plans, student achievement data, staff input, state standards, research-based curriculum resources, available technology, observations, and collaborative departmental alignment.

**Strengths:**

- Access to various innovative, interactive technology resources to enhance instruction and student engagement
- Bring Your Own Device (BYOD) implemented across the campus to increase relevance
- Meeting departmentally (common conference time) and in small groups to collaborate and share effective instructional strategies weekly
- Vertical and horizontal curriculum alignment to make learning seamless, relevant and rigorous
- Campus Learning Opportunities to address Instructional Strategies (Thinking Maps, Fundamental 5, Technology Integration)

**Needs:**

- Implement Learning Lunches and/or “Swap Meets” to allow teachers the opportunity to share and teach each other
- Elective and core content teachers continue to collaborate for cross-curricular instruction
- On-going, research-based professional development focused on varying instructional strategies, student engagement, and rigor
- Utilize Common Six Weeks Assessment Data to address individual student needs and to make necessary changes to curriculum and instruction
- Year at a Glance, Scope & Sequence revisions to better align with the new Math TEKS
- Use of Heat Maps to better evaluate test data to drive remediation efforts

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***School Culture and Climate***

The Daniel Ninth Grade campus climate is one that fosters relationships, creativity, fun, and high expectations for achievement, character and behavior. We are intentional about what we do and how we do it. A parent volunteer program has been developed to increase parental support and involvement. One hundred percent of the teachers are highly qualified, and they work together to maintain a safe, enjoyable learning environment for students.

The Capturing Kids' Hearts Process is being implemented across the campus. The process enables the faculty to build relationships with each other and students, to create highly productive teams, and to develop students into self-managing individuals. The Rachel's Challenge Program has been adopted and helps us maintain a positive, kind, accepting, compassionate school culture and climate. A Character Education Program has been developed and implemented to facilitate student growth in character as well as academics. Additionally, all students participated a Student Seminar regarding Academic Integrity at the start of the school year called "Above the Line."

The data sources reviewed to identify areas of need include questionnaires/surveys, school walkthrough data, focus groups and meetings.

**Strengths:**

- Character Education Program that facilitates all faculty working together to promote common character traits on a weekly basis
- Most of the professional staff have been trained in Capturing Kids' Hearts and are implementing the process (social contracts, etc)
- Parents are present, volunteering, and involved at a high level
- All staff work together to create a safe learning environment for students
- Rachel's Challenge Program helps maintain a positive school climate and culture
- Organizations such as Leading Ladies, Student Council, Friends of Rachel, etc. facilitate projects and programs that promote a positive school culture and climate
- Faculty & Student Recognition programs such as TopCats, TAKCY Flamingo, Who's in the News, etc. help create a positive climate

**Needs:**

- Train remaining professional and support staff in Capturing Kids' Hearts Process
- Continue to plan activities that build a sense of team and community among faculty and staff
- Continue to increase parent and community involvement to communicate a welcoming, positive culture
- Create additional recognition programs for students and communicate that recognition to parents and the community

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***Technology***

Daniel Ninth Grade Campus is equipped with state of the art technology that provides students with enriched learning opportunities. Teachers have immediate access to instructional technology and regularly integrate it into instruction. Each classroom is outfitted with a Teacher Presentation System including a Smart Board, document camera, four “Thin Client” student computers, and teachers have access to Smart Student Response Systems, iPads, and a classroom set of iPod Touches. They are also integrating BYOD learning activities into instruction. Software programs such as Odysseyware, Eduphoria, Study Island, Rosetta Stone, planbook.com, Web 2.0 Tools, and SMART Notebook are utilized by faculty and students on a regular basis. Teachers all have individual web pages through the School Fusion campus site and all received new laptop computers for instructional use this year.

The campus also has six student computer labs, three science labs, a lecture hall with SmartBoard, Distance Learning Equipment, and a library outfitted with a computer lab and Smart Board. All campus computers are on a virtual network. In addition to instructional technology, the campus has technology to ensure student safety. There are access control systems on each entrance and security cameras inside and outside the building.

The data sources reviewed to identify needs in the area of technology were technology hardware and software, technology infrastructure, technology policies and procedures, and professional development needs.

**Strengths:**

- Various, state of the art instructional technology tools available to teachers and students
- Up-to-date website that provides current information for all stakeholders
- Teachers are utilizing individual web pages, and various social media resources to keep parents informed (lesson plans, upcoming assignments, announcements, deadlines, etc.)
- Professional development provided regularly (including teacher tech tips, and GT technology training)
- Teachers integrate technology into instruction on a daily basis
- Implementing Bring Your Own Device (BYOD) to increase student integration of technology into learning.

**Needs:**

- Continuous technology professional development as new resources become available
- Better address Digital Citizenship with students through advisory activities, videos, coffee talks, etc.



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***Family and Community Involvement***

Daniel Ninth Grade Campus believes that student success heavily relies on parent and community involvement. The school encourages participation by providing various opportunities for involvement such as office volunteering, Watch DOGS, parent/student orientation, booster clubs, PTO, AdvoCats, community partnerships, mentoring, and regular opportunities for two-way communication. The campus website, Parent Link phone calls, texts and emails, and a campus Facebook account are ways that the campus is working to increase parent contact and awareness. Teachers are also utilizing their webpages, Remind, and other resources to keep parents informed.

Additionally, parents participated in an online survey to help guide us in the development of “Coffee Talk” parent informational meetings for the 2014-2015 school year. Three Coffee Talks will be provided where we will address current and trending issues.

**Strengths:**

- Strong parent volunteer program; parents are dedicated and excited to work in the school
- High level of parent involvement in various booster clubs
- A strong sense of community is shared by all stakeholders as evident by attendance at school events and activities
- Communication systems such as School Fusion, Parent Portal, Facebook, Remind, and new Parent Link Communication System

**Needs:**

- Strengthen efforts to get parents involved from underrepresented student groups
- Increase the level of parent involvement in PTO
- Training for parents regarding the available communication resources (School Fusion Membership, Parent Portal, Twitter, ParentLink App, etc).
- Increase parent participation in Climate Survey

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***Staff Quality, Recruitment and Retention***

Daniel Ninth Grade Campus is a small learning community that values teamwork and collaboration. Teachers meet regularly to collaborate, share ideas and plan instruction. Professional learning is a big part of the campus culture and is incorporated into faculty meetings monthly. We are continuing to develop professional relationships and learning to work together, have fun together and value each other. Four teachers and one instructional aide were hired this year with varying levels of experience. Administration intentionally plans activities and events to facilitate the building of new relationships in an effort to create a high-performing team.

The following data sources were reviewed to identify needs in the area of staff quality, recruitment, and retention: observation data, collaborative feedback, student achievement data, professional development records and goals, staff retention rate, teacher certification and qualification data.

**Strengths:**

- Teacher retention rate is above the state
- Professional staff is 100% highly qualified
- Teachers are appreciated and recognized for their accomplishments and contributions
- Administration is in the classrooms coaching teachers and providing support regularly

**Needs:**

- Provide teachers with frequent opportunity to provide feedback regarding professional needs
- Continue to provide professional learning opportunities related to content

**ALEDO HIGH SCHOOL**  
**Daniel Ninth Grade Campus**

**990 Bailey Ranch Road  
Aledo, TX 76008**

**2014-2015 CAMPUS STRATEGIC PLAN**

*The start of something great.*

**Daniel Ninth Grade Campus Improvement Committee Members:**

**Angela Tims - Principal (Chair)**

**Carla Turner – Other Professional Staff**

**Anita Callaway – Teacher**

**Stan Reid - Teacher**

**Laura Harmonson – Parent**

**Cory Bergen – Community Member/Business Owner**

**Robert Shryoc – Business Owner/Parent**

Faculty members were selected by nomination and elected by Daniel Ninth Grade Faculty. Parent, community, and business representatives were selected by the principal.

The Campus Strategic Plan was reformatted and revised in 2013 to better align with the AISD Strategic Plan. The Campus Improvement Committee reviewed and completed final revisions and reached consensus on the Campus Strategic Plan on October 7, 2014.

**District Priority #1: Learning – Daniel Ninth Grade Campus will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.**

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1.1 Daniel Ninth Grade Campus will utilize assessment data to align curriculum and instruction through common planning and collaboration, revision of curriculum documents, and integration of high yield instructional strategies while creating appropriate rigor to maximize student success.	Campus Administration, Teachers, Math Coordinator	Eduphoria, Odysseyware Scope & Sequence, Year at a Glance Documents, Common Assessment Data	2014-2015 school year; as data becomes available	STAAR Results, Data Tables, TAPR, Lesson plans, School Report Card, Syllabi, Common Assessment Data, Vertical/Horizontal Alignment Documents	Comparison of reports and objectives annually by sub groups	PD CNA A C
1.2 Daniel Ninth Grade Campus will provide a variety of diverse, rigorous courses and programs such as Pre-AP Courses, CTE Courses, online learning, and “Bring Your Own Device” technology integration to meet student needs and prepare them to be successful in a competitive-global society.	Campus Administration, Counselor, Teachers, CTE Coordinator	HQ Staff, Odysseyware, PAP Courses, Technology Devices (Apple TV, iPads, iPod Touches), TxVSN,	Annual comparison of course and program offerings	Master schedule, Gold Performance Acknowledgement, TAPR Report, BYOD Activities reflected in Lesson Plans	Increased offerings/performance when compared annually	HQ C
1.3 Daniel Ninth Grade Campus will continue to implement <i>The Fundamental 5</i> , and Thinking Map Instructional Strategies while fully integrating the use of instructional technology tools to maximize student engagement and academic success.	Campus Administration, HQ Campus staff, Technology	Instructional Technology, All Classroom and Special Ed staff, TM Resources, Smart Response Advanced System, BYOD resources	August 2014 – June 2015	RtI campus documentation, Progress Monitoring Data for Individual Students, Syllabi & Lesson plans, TM Professional Development, BYOD Documentation	PDAS, Learning Walks, Thinking Map PD Sign-in sheets & Agendas, STAR Chart	PD C
1.4 Daniel Ninth Grade Campus will provide a variety of co-curricular and extra-curricular activities for enrichment with a high level of student participation including UIL activities and organizations such as Leading Ladies, FOR Club, Robotics club, FFA, and Student Council.	Campus Administration, Campus staff	Athletic and UIL Coaches/Directors, Booster clubs, Sponsors	August 2014- June 2015	Enrollment numbers in activities, Rosters from programs, Calendar of Events, Organization Webpages	Increased attendance, academic achievements. UIL Recognition at district, regional and state level	PI C R/R
1.5 Daniel Ninth Grade Campus will provide support programs such as RtI, ESL, Credit Recovery and CRAWG, STAAR Prep Course, Study Island, Writing Grammar Workshops, Pullout Tutorials, Tutoring Center, Stem Scopes, and Odysseyware, STAAR Enrichment, small group counseling, and Heat Maps to meet the diverse needs of all learners while specifically targeting our special populations.	Campus Administration, Counselor, Campus Staff	GT Specialists, SE Director & Staff, ESL Director & Staff 504, RtI Team, Odyssey, Content Mastery Lab, Comprehensive Guidance Program	August 2014 – June 2015	GT Differentiation documentation, RtI documentation, Progress Monitoring Data for Individual Students, Class Rosters, Guidance Program Documentation, LPAC Meeting Schedule/Agendas, Remediation Rosters	Special Ed, 504, GT annual reports, TELPAS reports, RtI documentation, 2013 TAPR	C PI HQ

1.6 Daniel Ninth Grade Campus will increase the campus attendance rate by one full percentage point with the use of a student incentive program, increased diligence in attendance follow-up and parent communication.	Campus Administration Attendance Secretary Teachers	PTO Funds, TxEIS Attendance Letters, Parent Link, School Fusion, AISD Attendance Guidelines	August 2014- June 15	Incentive Program promotional materials, Parent Link Notification Records School Fusion Announcements	2014-2015 Attendance Rate as reported by the state	PI C CNA
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**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 = Coordinate Programs

**Assessment:** TAPR, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

**District Priority #2: Safety – Daniel Ninth Grade Campus will maintain a safe and orderly environment.**

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
2.1 Daniel Ninth Grade Campus will maintain updated emergency communication systems so that employees and students are prepared to respond to an emergency situation at any time and maintain partnerships with local emergency preparedness agencies.	AISD Police, Campus Administration, Technology, Maintenance/Operations, Emergency Response Team	AISD Police, Local First Responders, Local funds, Grants, Edwards Risk Management, School Nurse, Parent Link, Remind	June 2014– July 2015	Written plans for each campus/district, Documentation of Drills, Safety Procedure Notebooks	Appropriate response if emergency occurs	CNA
2.2 Daniel Ninth Grade Campus will maintain procedures for students and staff to report and respond to safety needs and concerns.	AISD Police, Campus Administration, Campus staff, Counselor,	AISD Police, SHAC, TASB resources, Edwards Risk Management, Crisis Intervention Plan	June 2014 – July 2015	Written plans on website, Student/teacher handbooks, Crisis Intervention Plan,	Teacher, Parent Survey Results	CNA
2.3 Daniel Ninth Grade Campus will ensure compliance with all governmental safety regulations including a safety awareness month to practice safety protocols.	AISD Police/Maintenance, Campus Administration, Campus Staff, Emergency Response Team	AISD Police/Maintenance, TASB Resources, Edwards Risk Management	August 2014 – July 2015	Written documentation demonstrating compliance	All buildings and procedures will meet regulations	CNA
2.4 Daniel Ninth Grade Campus will conduct a review and revision of the Student Code of Conduct including discipline data for trends on an annual basis.	Campus Administration, Campus Imp. Com. (CIC), Campus Staff	PEIMS data	March 2014 – August 2015	Campus Discipline data in PEIMS, CIC Agenda	Decreased discipline issues as documented in PEIMS	CNA
2.5 Daniel Ninth Grade Campus will implement appropriate safety programs and staff development such as Rachel's Challenge, Capturing Kids' Hearts, Bullying Training, Jenna's Law Training, and a Character Education Program to ensure a safe environment for students, staff, substitutes, volunteers and visitors.	Campus Administration, Maintenance/Operations, Technology, Transportation, Child Nutrition, District Student Services Director	SHAC, Title II funding, Local funds, AISD Police, Edwards Risk Management, Rachel's Challenge, Comprehensive Guidance Program, Health Curriculum	August 2014- June 2015  Cyber Safety Week  Red Ribbon Week	Campus Calendar Campus Drill Documentation, Capturing Kids' Hearts Process Documentation, Faculty & Student Bullying Training Agendas, Rachel's Challenge Program & Student Training, Heath Curriculum	Lesson Plans for Red Ribbon & Cyber Safety, Friends of Rachel Participation, Bullying Report Data	CNA PD

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**District Priority #3: Parents/Community – Parents and members of the community will have meaningful opportunities to participate in the educational processes of Daniel Ninth Grade Campus.**

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
3.1 Daniel Ninth Grade Campus will utilize School Fusion, Facebook, e-Newsletters, Remind, and Parent Link as well as other platforms of communication for our community and will provide opportunities for training to utilize campus resources.	Campus Administration, Faculty, Campus Webmaster	IT Department District Website Federal & State Local funds, Social Media Sites, AlertNow, School Fusion, Naviance Family Connection	Aug 2014 – July 2015	Training dates, Documentation of communication methodology, Web status, Facebook Account Information, Parent Link Records, Naviance Family Connection	Increased utilization of a variety of communication methods, Parent feedback, Parent survey	PI PD
3.2 Daniel Ninth Grade Campus will provide multiple programs for parent and community volunteer involvement including a Volunteer Program, Watch DOGS, and Coffee Talks.	Campus Administration, Counselor	District Personnel SHAC State & local funds PTO Booster Clubs Parent Volunteers	Monthly 2014-2015	Campus Calendar of Events, Parent Volunteer Orientation Sign-In, Volunteer & Watch Dog Schedules, Coffee Talk Sign-In Sheets & Promotional Items	Increased parental involvement at the campus level, Community feedback Parent survey	PI
3.3 Daniel Ninth Grade Campus will be involved in appropriate civic, municipal and charitable organizations in the Aledo ISD community through the work of Leading Ladies, Student Council, Friends of Rachel and other co-curricular organizations.	Campus Administration, Extracurricular Organization Sponsors, Counselor	District & Campus Personnel Local funds	Monthly 2014-2015	Calendar of events, PO Documentation of charitable contributions	Continued local support of the community, Parent survey, Civic organization documentation	PI
3.4 Through Leading Ladies, Connections Mentor, Rachel's Challenge and other programs, Daniel Ninth Grade Campus will provide public communication forum opportunities and continue to work with the members of the community to garner support for the mission and goals of the campus.	Campus Administration, Counselor	Chamber of Commerce Mentorship Program Community Business Partners Educational Foundation Federal funds Local funds	Aug 2014 – July 2015	Documentation of attendance at meetings, Calendar of events, Twitter	Attendance at public meetings Sign-in sheet News release Twitter Data Parent survey	PI
3.5 Daniel Ninth Grade Campus will continue to build positive relationships with parent and school organizations such as PTO, Advocats, Project Celebration, and Band and Athletic Booster Clubs.	Campus Administration, Teacher/Campus Program Directors	PTO Booster Clubs SHAC Local funds	Aug 2014 – July 2015	Parent surveys, Promotional items	Increased results for parent survey	PI

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**District Priority #4 Human Resources – Daniel Ninth Grade Campus shall recruit, hire, train, and retain a highly qualified staff.**

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
4.1 Daniel Ninth Grade Campus will maintain 100% fully certified and highly qualified staff.	Campus Administration	Local funds Federal funds High School Allotment	August 2014- June 2015	Principal Attestation Report HQ Campus Reports	HQ Campus reports, Personnel records	HQ CNA R/R AYP
4.2 Daniel Ninth Grade Campus will maintain a consistent structure of professional development for all employees including the facilitation of the District Mentor Program.	Campus Administration, Mentor Teachers	Local funds Federal funds	Annual August orientation  Follow-up meetings in Nov, Feb, April	Calendar of Events, Sign in sheets, Payments to mentors Agendas Visioning Document Attributes	New Teacher Survey Results, Professional Progress Results, Teacher turnover rate, Exit surveys	CNA PD R/R
4.3 Daniel Ninth Grade Campus is a professional learning community that will develop teacher leaders through teacher participation in and facilitation of professional learning opportunities such as Thinking Maps , <i>Fundamental 5 &amp; Good To Great</i> , <i>AP Conferences</i> , <i>Technology Integration</i>	Campus Administration	Title II, III funding IDEA funding Local funds Teacher Leader Academy	August 2014- June 2015	Professional Development Calendar, Sign-In Sheets, Agendas, Evaluations, Campus Mini-Staff Developments, District Professional Development Sign-In Sheets,	Online Staff Development, Evaluations, Instructional Practices – Learning Walk Data, Number of Campus/District Teacher Trainers, Teacher Leader Academy participation	PD R/R
4.4 Daniel Ninth Grade Campus will retain highly qualified teachers by creating and maintaining a positive climate and culture and developing a highly productive, supportive team.	Campus Administration	Local funds	August 2014- June 2015	Team-building/morale-building Calendar of Activities, Sign-In Sheets, Agendas, Campus Mini-Staff Developments,	Faculty Surveys, Teacher Retention Rate	PD R/R

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**District Priority #5 Financial/Facilities – Daniel Ninth Grade Campus shall exhibit excellence in financial and facility planning, management, and stewardship.**

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
5.1 Daniel Ninth Grade Campus will utilize a conservative approach to financial management in order to manage campus finances in light of the uncertain state funding climate.	Campus Administration	District/Campus Staff District Business Office	Aug 2014 – July 2015	Annual audits, Annual Budget Reports,	Campus Budget	CNA C
5.2 Daniel Ninth Grade Campus will be proactive in the maintenance and upkeep of the facilities.	Campus Administration Faculty & Staff	Maintenance Staff, Custodial Staff, Eduphoria	Aug 2014 – July 2015	Maintenance Work Orders, Weekly Building Walk Data	Maintenance Data, Survey Results	PI
5.2 Daniel Ninth Grade Campus will identify and pursue new revenue opportunities such as grants, etc.	Campus Administration	DWEIC, CIC, Business Partners, Education Foundation	Aug 2014 – July 2015	Documentation of explored and approved revenue opportunities, Grant Documentation	Additional revenue	CNA C

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**District Priority #6 Continuous Improvement – Daniel Ninth Grade Campus will establish systems and processes to evaluate organizational effectiveness and customer satisfaction.**

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
6.1 Daniel Ninth Grade Campus will annually evaluate the effectiveness of campus programs. (i.e. instructional, extracurricular, technology, remediation)	Campus Administrators, Faculty, Program Coordinators, Teachers	IT Department UIL Coaches/Sponsors Lead Content Teachers, Program Coordinators	Aug 2014 – July 2015	Annual Evaluation (i.e., survey, meetings with stakeholders) Improvement Plans, Individual Program Evaluations	Improvement in areas of concern as identified in evaluation process	CNA PD C
6.2 Daniel Ninth Grade campus will maximize the use of technology systems such as Raptor, Eduphoria, School Fusion, AESOP, Parent Portal, Parent Link and Social Media to improve internal communications.	Campus Administrators, Faculty & Staff	Campus Webmaster, Teacher Techs, IT Department	Aug 2014 – July 2015	School Fusion, AESOP, Eduphoria, Parent Portal, Employee Access System, Social Media	Increase in automated internal systems, Reduce cost of district operations, Increase ease of access to real time information.	CNA PD
6.3 Daniel Ninth Grade Campus will evaluate and utilize annual parent satisfaction surveys at the campus level to identify areas for growth and improvement.	Campus Administration	IT Department District Administration	May 2015	Completed survey documentation	Evidence of addressing areas of concern as identified in survey results	PI CNA
6.3 Daniel Ninth Grade Campus will establish departmental and campus-wide instructional focus areas and participate in professional learning to continuously improve.	Campus Administration Lead Content Teachers	Campus and District Administration, PD Resources, Title II Funds, Local Funds	May 2015	Instructional Focus Chart & Professional Development Plan, PD Sign-In Sheets, Lead Content Meeting Agendas	Learning Walk Data, Evaluations, Survey Results	CNA PD RS
6.4 Daniel Ninth Grade Campus will utilize Performance-Based Monitoring Data to identify and address specific areas of needed improvement regarding special populations, the achievement gap, and campus discipline.	Campus Administration Lead Content Teachers	Campus and District Administration, PD Resources, Title II Funds, Local Funds	Nov 2014- May2015	Instructional Focus Chart, RtI Intervention Plans, STAAR Student Intervention Rosters, Professional Development Plan, PD Sign-In Sheets, Lead Content Meeting Agendas	2015 PBMAS	CNA PD RS

**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 = Coordinate Programs

**Assessment:** TAPR, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan,

STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing