

Aledo High School

Daniel Ninth Grade Campus

**Comprehensive Needs Assessment & Campus Plan
2011-2012**

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 2011-2012

Demographics Narrative

Don R. Daniel Ninth Grade Campus the only campus serving ninth grade students in Aledo Independent School District in Aledo, TX. The student population at Daniel Ninth is 436 students with 51% female and 49% male. The ethnic breakdown is as follows: African American 2.8%; Caucasian 83%; Hispanic 10.3%; Other 3.9%. Eleven percent of our population is classified as economically disadvantaged. The percent of students receiving special education services is 7% and we currently have 6 students receiving ESL services. The campus has 32 instructional professional staff members.

Daniel Ninth Grade Campus was 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. 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 Campus Improvement Committee, after gathering input from the entire faculty, completed the Comprehensive Needs Assessment. The committee used the previous year's assessment as a jumping off point and made all necessary revisions.

****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 Ed 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 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

Needs:

- Additional staff to provide smaller class sizes for Pre-AP Courses
- Additional technology support and training for teachers

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Student Achievement

At Daniel Ninth Grade Campus, academic achievement is a high priority for all stakeholders. The campus received an Exemplary rating for TAKS scores in 2010-2011. 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, 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
- Percentage of students receiving Commended Performance on Reading and Math TAKS
- Parent involvement and support of student achievement
- Highly Qualified staff that maintains high academic standards and committed to student achievement
- RtI Team that meets regularly to create, monitor and update student intervention plans
- Student intervention opportunities include small group tutorials, pull-out workshops, Zeros Aren't Permitted, Credit Recovery and Credit Recovery As We Go, and Content Mastery support
- Closed the achievement gap by addressing the needs of our economically disadvantaged and Hispanic students

Needs:

- Develop system for benchmark testing in light of new EOC assessments
- Training to assist teachers in raising the level of rigor for instruction and assessment to better align with EOC
- Provide training and exposure for End of Course Exams and develop a plan for Accelerated Instruction
- Develop a plan for Accelerated Instruction for students who fail to meet standard on first administration of EOC

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Curriculum and Instruction

The faculty of Daniel Ninth, with the guidance and assistance of district leadership, has begun to re-evaluate the curriculum and instruction in light of the new STAAR assessments. Teachers are receiving district and campus professional development to better align instruction with assessment. The principal facilitates mini professional development sessions 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 and Student Response Systems in the classrooms.

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
- Meeting departmentally and in small groups to collaborate and share effective instructional strategies
- Vertical and horizontal curriculum alignment to make learning seamless, relevant and rigorous

Needs:

- Elective and core content teachers collaborating for cross-curricular instruction
- On-going, research-based professional development focused on varying instructional strategies and student engagement
- Time to collaborate, plan and learn together as peers
- Professional development addressing rigor and relevance
- Scope & Sequence and curriculum Guide revisions in some content areas to better prepare students for EOC

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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. Cross-curricular curriculum meetings occur to create a sense of teamwork and collegiality, and accountability. 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 and fun 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.

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 on to promote common character traits
- Most of the professional staff have been trained in Capturing Kids' Hearts and are implementing the process
- 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

Needs:

- Train remaining professional staff and support staff in Capturing Kids' Hearts Process
- Continue to plan activities that build a sense of team and community among faculty and staff

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Technology

Daniel Ninth Grade Campus is equipped with state of the art technology that provides students with learning opportunities that most students don't have. 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. Software programs such as PLATO, Eduphoria, SharePoint, and SMART Notebook are utilized by faculty and staff on a regular basis. Teachers all have individual web pages through the new School Fusion campus site.

The campus also has six student computer labs, three science labs, a lecture hall with SmartBoard and 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
- New teacher web pages to promote parent communication
- Teachers integrate technology into instruction on a daily basis

Needs:

- Additional Professional Development for Student Response Systems, virtual learning and Eduphoria so teachers are proficient and confident in integrating into instruction
- Additional technical support to troubleshoot and address problems in a timely manner
- Time to become proficient in School Fusion and keep site current

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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, parent/student orientation, booster clubs, PTO, AdvoCats, community partnerships, mentoring, and regular opportunities for two-way communication. The campus website, AlertNow announcements, and a parent newsletter are ways that the campus is working to increase parent contact and awareness.

Strengths:

- Strong parent volunteer program; parents are dedicated and excited to work in the school
- High level of parent involvement in PTO, 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 and Alert Now

Needs:

- Strengthen efforts to get parents involved from underrepresented student groups
- Improve communication efforts with non-English speaking parents
- Increase the level of parent involvement in PTO

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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. As a new campus, we are continuing to develop professional relationships and learning to work together, have fun together and value each other. Four teachers were hired this year with their experience ranging from zero to sixteen years in education. The administration is intentionally planning certain activities and events to continue the building of new relationships 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 out in the classrooms coaching teachers and providing support regularly

Needs:

- Provide teachers with frequent opportunity to provide feedback regarding professional needs
- Develop a more comprehensive campus mentor program and new teacher induction program

ALEDO HIGH SCHOOL

Daniel Ninth Grade Campus

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

2011-2012 CAMPUS PLAN

The start of something great.

Daniel Ninth Grade Campus Improvement Committee Members:

Angela Tims - Principal (Chair)

Carla Turner – Other Professional Staff

Stan Reid – Teacher

Sherrie Wilson - Teacher

Susan King - Teacher

Marche Milam – Parent

Mary Hanson – Community Member

Kelly McCauley – Business Owner

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

Committee met, reviewed, completed final revisions and reached consensus on the Campus Plan on September 15, 2011 and September 27, 2011.

Daniel Ninth Grade Campus Goals:

1. Student Achievement
2. Student Support Systems
3. Parental and Community Involvement
4. Character Education
5. Attendance Rate
6. Staff development
7. Vocational and Career/Technology Opportunities
8. Safe School Environment
9. NCLB Highly Qualified Standards

Daniel Ninth Grade Campus -Campus Improvement Plan

2011-2012 School Year

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

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1. Focus instruction on TEKS in Math, English, Science and Social Studies to prepare for End of Course Exams.	Core Subject Teachers	TEKS, Curriculum Guides, Scope and Sequences	August 2011- June 2012	Observations by Administration, dept. planning, syllabus review	Six Weeks Exams, Semester Exams, EOC results	CNA, RS, HQ, PD, M, C
2. Continue to align curriculum for Math, English, Science and Social Studies vertically and horizontally for coverage of TEKS in preparation for STAAR End of Course Exams.	Core Subject Teachers, Campus and District Admin.	TEKS, District Curriculum Writing, Release Time, Central Admin	August 2011- June 2012	Completion and review of revisions to curriculum Guides and Scope/Sequence Documents	2011-2012 evaluation by all core staff in relationship to EOC Test results	CNA, RS, HQ, PD, M, C
3. Continue to implement software program (Read 180) for reading improvement of identified students reading below grade level.	Read 180 Teacher, Administrators, Counselor	Campus Budget, Scholastic READ 180 Software	August 2011- June 2012	Classroom Observations and SAM monitoring access for Admin	2011-2012 SRI Test Results and student Lexile scores	CNA, RS, HQ, PD, M, C
4. Implement Plato software as preparation material for Math and ELA EOC	Pullout teachers, Core content teachers, Admin	Instructional Budget, Related Software	August 2011- June 2012	Tutorial Schedule and Syllabus, Admin Observation	Department review at the end of year. 2011-2012 test results	CNA, RS, HQ, PD, M, C
5. Begin to familiarize students with EOC terminology and question format using TEA released items.	All Faculty	Released EOC items, Study Guides, TAKS Resource	August 2011- June 2012	Walk through Observation, Reflected in Lesson Plans	Review after common assessments and/or benchmarks	CNA, RS, HQ, PD, M, C
6. Create new benchmark and/or common assessment system to determine areas in need of remediation.	Faculty and Admin, Core Content Teachers, RtI Team	Eduphoria Data	October 2011- June 2012	Scores reported within department and at campus level	Department Meetings to review Eduphoria data following each benchmark and/or common assessment	CNA, RS, HQ, PD, M, C, A

Last Updated: 9/27/2011

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

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2011-2012 School Year

Daniel Ninth Grade Campus -Campus Improvement Plan

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

Goal #1: Student Achievement

Objective 1: To have all students pass the STAAR EOC Exams, and to maintain scores needed for the highest accountability rating based on state and federal standards. (AEIS and AYP.)

Person(s)	Benchmark	Evidence of	Evidence of	Title I
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Strategies/Action Steps	Responsible	Resources	Timeline	Implementation	Impact	S.C.
7. Implement EOC remediation activities in Math, ELA, Science and Social Studies for students who are in need based on assessment scores and class performance.	Core content teachers, All classes, RtI Team	Eduphoria Data, SCE Fund \$52,480. 1 FTE (2 staff)	Beginning of Spring Semester	Lesson Plans will reflect Accelerated Instruction, Admin observations, RtI plans reflect interventions	Spring Benchmark or common Assessment Improvement, EOC Scores	CNA, RS, HQ, PD, M, C, A
8. Needs of individual sub-groups will be addressed toward the goal of passing the End of Course Exams.	All Faculty	Previous TAKS Scores, Eduphoria Reports, Benchmark Scores	August 2011- June 2012	Participation reports in small group pullouts and other EOC reviews	Improvement in Spring Benchmark and EOC scores	CNA, RS, HQ, PD, M, C, A
9. ARD Committee members will appropriately assign state assessments to student with IEPs.	ARD Committee, Special Education Teachers,	Staff Development Budget	August 2011- June 2012	IEP Progress reports each six weeks, TOTs train others	EOCS testing will reflect passing scores	CNA, RS, HQ, PD, M, C, A
10. Prioritize and address needs of migrant and LEP students who are at risk of failing core subjects and/or EOC.	All Staff, SIOP, TELPAS, ELPS and LPAC Trained	Instructional Budget, District ESL Budget, Eduphoria Data	August 2011- June 2012	ELPS reflected in lesson plans, Region XI ELPS Training	Demonstration of improvement in grades and test scores	CNA, RS, HQ, PD, M, C, A
11. Further develop and implement pull-out programs to prepare for EOC testing. (Calculator workshop, Test Taking Strategies, Test Anxiety, Individual small group testing).	Faculty, Admin, Counselors, Math Tutor	Math & ELA Staff, Tutors,	October 2011- June 2012	Participation reports in small group and individual EOC reviews/workshops, Administration observation	Demonstration of improvement in all related data	CNA, RS, HQ, M, C, A

Daniel Ninth Grade Campus -Campus Improvement Plan

2011-2012 School Year

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Last Updated: 9/27/2011

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
12. Continue to implement credit retrieval opportunities utilizing software for math, science, and ELA in order to assist students in staying on track to graduate on time with 4 x 4 requirements.	Administrator, Counselor, RtI Team, PLATO Teachers	Staff, PLATO software	Spring Semester	Student Schedules, Participation reports, Admin observation	Students will retrieve credits in core classes and demonstrate improvement in core classes	CNA, RS, HQ, M, C
13. Continue to implement a "Credit Retrieval as We Go" program utilizing a "9th" hour class slot and software to help address needs of failing students in core subjects.	Admin, Faculty, RtI Team, counselor, PLATO Teachers	Flexible Scheduling, Instructional Budget \$4000, PLATO Software	Beginning 2 nd six weeks	Participation and attendance reports, Admin observation	Students will recover six weeks grades which will result in fewer year long failures	CNA, RS, HQ, M, C
14. Continue to seek out and implement research-based strategies by non-core subject teachers to assist in EOC preparation for core subjects.	Administration, All Faculty	Instructional Budget, Staff Development	August 2011- June 2012	Lesson Plans will reflect EOC support, Admin observation	Students will demonstrate improvement on EOC	CNA, RS, HQ, PD, A, M, C
15. ESL students will make one year's growth on TELPAS in listening, speaking, reading and writing.	Administration, Teachers	Instructional Budget, SIOP activities, ELPS	August 2011- June 2012	Content and language objectives in lesson plans, Admin observ.	TELPAS Scores will reflect one year's growth	CNA, RS, HQ, PD, A, M, C
16. Continue "Zeros Aren't Permitted" program.	Administration, All Faculty	Instr Budget \$4,000, ZAP Teacher	October 2011- June 2012	ZAP Letters and contract sent home to parents	Overall decrease in failure rate	CNA, RS, HQ, PD, A, M, C
17. Utilize a general education teacher in Algebra I Modified and English I Modified to support grade level instruction for special education students	Administration, General Education Teacher as assigned	Instructional Budget, IEPs, grade level curriculum	August 2011- June 2012	Master Schedule, Lesson Plans	IEP Progress Reports, Six Weeks Grade Reports, EOC Results	CNA, RS, HQ, A, M, C

Daniel Ninth Grade Campus -Campus Improvement Plan

2011-2012 School Year

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
18. Science Teachers to participate in Metroplex Association of Science Supervisors to access instructional and assessment resources in an effort to increase rigor in Biology classes.	Science Teachers, Administration	MASS instructional and assessment materials	Monthly beginning October 2011	Lesson Plans, Admin Observation	EOC scores, six weeks grades as measure of mastery	CNA, RS, HQ, PD, A, M, C
19. General Education teacher assigned to Modified Math, Science, Social Studies and English I classes for instructional support (team teaching concept).	General Education Teachers, Special Education Teachers, Administration	Instructional Budget, Flexible Scheduling	August 2011 - June 2012	Master Schedule, Lesson Plans, Administration Observations, IEPs	IEP Progress, six weeks grades as a measure of mastery, EOC scores	CNA, RS, HQ, T, A, M, C
20. Develop a plan for Accelerated Instruction prior to second administration of STAAR EOC exams.	District & Campus Administration, Counselor	Faculty, Title I, Accelerated instruction plans	December 2011 – June 2012	Summer schedule, student participation	EOC re-test scores	CNA, RS, HQ, T, A, M, C, PI

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Daniel Ninth Grade Campus -Campus Improvement Plan

2011-2012 School Year

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

Goal #1: Student Achievement Objective 2: Meet or exceed Gold Performance Acknowledgement Standards for the percent of examinees scoring Level III on STAAR EOC exams.	Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1. Enrich instruction in Math and ELA with College Board "Spring Board" curriculum.	English and Math Teachers, Administration	Spring Board Resources	August 2010- June 2011	Reflected in Lesson Plans, Admin Observations	Gains compared yearly	CNA, RS, HQ, PD, A, M, C	
2. Utilize Eduphoria Program to focus on "value added" measures for students to increase performance of even high achieving students.	Teachers, Administration, Counselor	Eduphoria, Region XI	October 2010- June 2011	Small Group and Department Meetings and Dialogue	Gains compared yearly	CNA, RS, HQ, PD, A, M, C	
3. Implement instructional best practices to increase level of rigor in preparation for EOC assessments.	Teacher	Professional Development	August 2011 - June 2012	Lesson Plans, Admin Observations	Gains compared yearly	CNA, RS, HQ, PD, A, C, M	

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Daniel Ninth Grade Campus -Campus Improvement Plan					2011-2012 School Year
All Strategies/Action Steps are scheduled to be completed during the 2011-2012 school year.					
Goal #1: Student Achievement					
Objective 3: The number of students who successfully complete Pre-AP courses will increase to ensure improvement in AP course and exam participation for subsequent years.					

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Goal #1: Student Achievement Objective 3: The number of students who successfully complete Pre-AP courses will increase to ensure improvement in AP course and exam participation for subsequent years.						

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Last Updated: 9/27/2011

1. Increase number of students enrolled in and completing Pre-Advanced Courses.	All Faculty and Administration	Staff, Campus Budget	August 2011- June 2012	Check AEIS and PEIMS information	Registration, actual enrollment, and fall out rates compared annually	CNA, RS, C
2. Continue to facilitate vertical alignment of Pre-AP courses with AP courses.	District & Campus Admin, Pre-AP & AP Teachers	Staff, College Board	August 2011- June 2012	Curriculum will reflect alignment	AP test scores will improve as students are prepared through PAP	CNA, RS, HQ, PD, C, A, M
3. Encourage GT students to enroll in Pre-AP and AP classes.	All Faculty, Counselor, and Administration	Staff	February 2012	Pre-Registration Packets, Course Description Book	Enrollment numbers compared annually	RS, PI, A, M, C
4. Conduct PAP information night for parents (including 8th grade parents) as part of college guidance preparation by counselors prior to spring registration targeting GT services, graduation requirements and the importance of class rank and advantages of finishing in the top 10%.	Counselor, Administration, Media	Staff, Media, College Board	February 2012	Event will be published on website, in newspaper, and in district calendar	Attendance at event, PAP enrollment numbers	RS, HQ, PI, M, C

Daniel Ninth Grade Campus -Campus Improvement Plan

2011-2012 School Year

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

Goal #2: Student Support Systems

Objective 1: To identify and address special needs of all students to promote acceptance and academic achievement.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
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Last Updated: 9/27/2011

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1. Utilize a collaborative process for continuous transition planning with input from parents, students, and community agencies. Transition Planning.	District & campus admin, teachers, parents, diagnostician, counselor	Staff, community agencies	Annual ARD August 2011- June 2012	Transition plans documented in ESPED annually	Long term transition data reflecting postsecondary success	T, PI, HQ, PD
2. Utilize a district wide pre-referral process that focuses on team problem solving including a variety of support services for students. Initial Assessment Component.	Administration, Counselor, teachers, Rtl Team	Rtl Interventions, Data Folders	August 2011- June 2012	Student Intervention Plans, Rtl Data	Improved student performance, annual district DNQ Report	RS, HQ, PD, PI, M, C
3. A team of professionals and parents will consider a continuum of placement options, supplementary aides and services based upon the student's needs and IEP which results in the least restrictive placement of the student. Least Restrictive Environment.	Faculty, Counseling, Administration, Diagnostician	Federal Special Ed Funds for Related Service & Speech Staff Positions, Equipment & Supplies	Annual ARD August 2010- June 2011	Placement and instructional arrangement documented in ESPED annually	Students are served in the least restrictive setting	RS, HQ, PD, PI, M, C
4. A team of qualified personnel and parents will appropriately use a revised re-evaluation process and focus assessment results in instructional implications. Re-evaluation.	Faculty, Counseling, Administration, Diagnostician	Variety of schedules and accommodations	Annual ARD August 2010- June 2011	Instructional adjustments will be documented on student accommodation sheets	Progress reviewed individually at each annual ARD meeting	HQ, PD, PI, A
5. Work towards acceptance of diversity and the incorporation of more diverse students in activities and organizations	All Faculty and staff	Advisory, Extracurricular Organization Sponsors	August 2010- June 2011	Diversity and Tolerance Advisory Activity scripts	Extracurricular Organization Participation Reviewed annually	RS, HQ, PD, C

Daniel Ninth Grade Campus -Campus Improvement Plan

2011-2012 School Year

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

Goal #2: Student Support Systems

Objective 1: To identify and address special needs of all students to promote acceptance and academic achievement.

Person(s)	Benchmark	Evidence of	Evidence of	Title I
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Last Updated: 9/27/2011

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 = Coordinatic Programs
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Strategies/Action Steps	Responsible	Resources	Timeline	Implementation	Impact	S.C.
6. Appropriate staff will train in the identification of migrant and homeless students including enrollment procedures and staff referrals.	Homeless Liaison, Administration, Counselor	Homeless Meeting, SSA pamphlets, SSA Region XI	August 2011	Homeless training will be held in a faculty meeting	Written evaluation of procedures and services by Homeless Liaison.	RS, HQ, PD, C
7. Provide assistance in the assimilation of migrant or ESL students without compromising their diversity.	All faculty and staff	Advisory, Extracurricular Sponsors	August 2011- June 2012	Diversity and Tolerance Advisory Activities, Rachel's Challenge	Extracurricular Participation Reviewed annually	RS, HQ, PD, C
8. Appropriate services will be provided for homeless students including free/reduced lunch, tutoring, clothing, supplies and medical referrals.	All faculty and staff, RtI Team, homeless liaison, counselor	Homeless Liaison, AdvoCats Clothes Closet, PTO, Counseling, Admin	August 2011- June 2012	Communication between homeless liaison and outside organizations	Supplies and clothes, etc delivered to students at school; written report of services provided each six weeks	RS, C
9. Content Mastery will be offered to all students.	Admin, CM Teachers	Faculty, SCE \$52480	Daily August 2010- June 2011	Master Schedule, Admin observations	Written evaluation at year end and data regarding number of students served.	CNA, RS, HQ, PD, M, C
10. RtI (Response to Intervention) Committee will continue to operate to address the needs of struggling students and referrals to the district alternative campus to prevent dropouts.	Administration, Counselor, RtI Team	Faculty, HS Allotment, Staff	Weekly August 2011- June 2012	Active RtI Student List, Data Folders, meetings twice each six weeks	Data folders and intervention plans, written evaluation by RtI Team Members	RS, HQ, PD, PI, A, M, C
11. Continue to develop, clearly articulate and monitor sequential tiers of intervention for students at risk of school failure. (RtI)	Administration, Counselor, RtI Team	Faculty, Campus Budget	August 2011- June 2012	Intervention Plans, Data Folders	Progress monitoring of intervention plans	CNA, RS, HQ, PD, M, C

Daniel Ninth Grade Campus -Campus Improvement Plan

2011-2012 School Year

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Goal #2: Student Support Systems

Objective 1: To identify and address special needs of all students to promote acceptance and academic achievement.

Last Updated: 9/27/2011

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
12. Related services are considered for each student with disabilities through a team approach and provided in a variety of service delivery options. Related services.	Faculty, Counseling, Diagnostician, Administration	OT, PT, Speech Therapist, Autism Team, AT Team, IDEA Funding	Annual ARD August 2011- June 2012	IEP documentation, Spec Services Schedule of Services	Progress reviewed at each individual ARD meeting and documented in IEPs.	RS, HQ, PD, PI, T, A, M, C
13. Monitor ESL performance on the TELPAS Reading Test to maintain continuous improvement.	All faculty and Administration, ESL Coordinator	District Coordinator, ESL Coordinator	May 2012	TELPAS Reading reports to be turned in to district coordinator	Annual growth on TELPAS Reading test	CNA, RS, HQ, PD, A, M, C
14. The number of students set to graduate on the Recommended High School Program will increase encouraging student achievement not only in core subjects, but vocational and electives as well.	All Faculty, Texas Scholars Program	Parents, Community Members, Texas Scholars, Counselors	August 2011- June 2012	Four Year Graduation plans will reflect Recommended Program	PIEMS Data will reflect increased percentage of Recommended Graduates	CNA, RS, M, C
15. Students will be referred to TLC if appropriate for dropout prevention.	Administration, Counselor, RtI Team	TLC, Staff, Credit Recovery Program	Monitored August 2011- June 2012	TLC Referral Paperwork, RtI Intervention plans	Counselor to monitor students in the program until graduation, completion rate, AEIS	RS, PI, A, C, M
16. Identify and provide appropriate differentiation learning opportunities for students who are performing above grade level or who benefit from different methods of instruction.	All Faculty, GT Coordinator	Faculty, Staff Development	Daily August 2011- June 2012	Lesson Plans to reflect differentiation, Admin Observations	Differentiation Documentation forms submitted by all teachers each semester	CNA, RS, HQ, PD, A, M, C

Daniel Ninth Grade Campus -Campus Improvement Plan

2011-2012 School Year

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Goal 2: Student Support Systems

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Last Updated: 9/27/2011

Objective: To identify and address special needs of all students to promote acceptance and academic achievement.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
17. Increase college readiness as indicated by scores on EOC exams.	Core Content Teachers, Admin	College Readiness Standards, Spring Board Curriculum	June 2012	Reflected in teacher lesson plans, Admin observation	Gains in scores compared from one year to the next	CNA, RS, HQ, PD, A, M, C
18. Implement ZAP (Zeroes Aren't Permitted) Program to improve performance in all classes.	All Teachers, Admin, Counselor, ZAP Teacher	Campus Budget \$4000	Beginning 2 nd six weeks	ZAP letter and contract sent home, ZAP Roster	Evaluate change in failure rate before and after implementation	CNA, RS, PI, M, C
19. Continue to implement Mentoring Program for At Risk Students.	All Faculty, counselor, Rtl Team	Community Mentors, Rtl Data	August 2011, January & June 2012	Mentor referral forms	Evaluate participation at year end	CNA, RS, PD, M, C
20. Continue to establish clearly defined campus coordinators responsible for the over-all implementation of services for students identified in special programs.	Administrators, Coordinators	Staff	August 2011- June 2012	Coordinator Manuals and job descriptions	Evaluate at year end TAKS, PBMS	CNA, RS, HQ, P, M, C, PI
21. Continue to establish proactive approach to assist students who are likely to experience academic, behavioral, and social difficulties in school. (Rtl)	All faculty, Administration, Counselor, Rtl Team	Benchmark and TAKS Data, Eduphoria, Data Folders, Staff	Rtl Meetings August 2010- June 2011	Rtl meeting schedule & Agendas, admin and counselor supervision	Evaluation Rtl Identification process at year end	CNA, RS, HQ, PD, M, C, PI
22. Provide students the opportunity to participate in the PSAT/NMSQT.	Administrator, Counselor	Campus Budget, College Board	Fall 2010	Student Registration and test administration	Improved PSAT Scores as juniors – NMSQT	CNA, RS, T, M, C
23. Provide students the opportunity to participate in a PSAT/SAT Prep class	Administrator, Counselor	Staff, Facilities	Fall 2010- Spring 2011	Student Registration	Improved PSAT and SAT Scores	RS, T, C
24. Implement Career Cruising Program to assist students with college and career planning.	Counselor, Administration, Teachers	Career Cruising Online Program, CTE funds, Staff	November 2011	Student Online Portfolios	Check portfolios and add to throughout high school	CNA, RS, PI, T, C

Last Updated: 9/27/2011

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25. Continue Fish Camp Orientation event including Extracurricular Fair and counseling presentation	Administration, Counselors, Fish Camp Counselors, Staff	Campus Budget, Orientation Resources,	April 2012 & August 2012	Orientation Schedule, Registration	Student Surveys	CNA, RS, C
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Daniel Ninth Grade Campus -Campus Improvement Plan

2011-2012 School Year

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

Goal 3: Parental and Community Involvement
Objective 1: To encourage and improve opportunities for parental and community involvement.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1. Conduct information night prior to pre-registration to involve parents in helping students select classes and extracurricular activities.	Counselor, Administration, Teachers	Counselor, Administration, PTO	February 2012	Event announced through multiple forms of media	Agenda and participation documented	PI
2. The community will be encouraged to participate in activities at the Ninth Grade Campus	All Staff, students, Local Media, PTO	Local Newspaper, Website, District Calendar, Alert Now	August 2011- June 2012	Events published through multiple forms of media	Community participation evaluated at each event	PI, C
3. Notification through media, report cards, School Fusion, Alert Now, Newsletters, and letters home of school events.	All Staff	Staff, Media, Website	August 2011- June 2012	Events published through multiple forms of media	Annual review, survey	PI, C
4. Implement teacher web pages that will enable them to better communicate course information to parents.	Administration, Web Master, teachers	School Fusion, Webmaster	Spring 2012	Individual teacher site content	Survey parents, monitor web access to determine use	PI, C
5. Develop a parent e-newsletter to be sent out each six weeks.	Administration	School Fusion, Website software	Fall 2012	Template complete and sent out each six weeks	Review annually for effectiveness and revisions	PI, C,
6. Further develop Freshman Orientation to involve community partners and offer more parent involvement.	Orientation Committee, Administration, Counselor	Campus Budget Website,	February 2012	Orientation schedule developed and published	Evaluation sent out to all participants	PI, C, T

Last Updated: 9/27/2011

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<p>7. Continue to build campus parent volunteer program.</p> <p>8. Provide a Parent Informational Meeting during Open House.</p>	<p>Administration, Secretary</p> <p>Administration</p>	<p>Volunteer Handbook</p> <p>Presentation software, Staff</p>	<p>August 2011 - 2012</p> <p>September 2011</p>	<p>Volunteer schedule developed</p> <p>Announcements through School Fusion, AlertNow and campus announcements</p>	<p>Volunteer evaluation conducted at year's end</p> <p>Parent turnout, survey feedback</p>	<p>PI, C</p> <p>CAN, RS, PI, T, C</p>
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Daniel Ninth Grade Campus -Campus Improvement Plan

2011-2012 School Year

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

Goal 4: Character Education Objective 1: To provide character education, good role models, and to foster a sense of community within the school.						
Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1. Special activities will be planned to showcase fine arts and foreign language departments with an emphasis on multiculturalism.	Fine Arts and Foreign Language Teachers	Staff, Campus Budget	August 2011- June 2012	Campus Calendar, and other media to announce activities	Teachers evaluate at year's end in written form, increased student participation	PI, C, T, CAN
2. Student participation will increase in school sponsored organizations and clubs.	All Staff, specifically sponsors	Advisory, Staff, Fish Camp	August 2011- June 2012	Announcements, Extracurricular Fair, advisory scripts	Extracurricular participation compared from year to year	C, T, CNA
3. Advisory scripts will address self-esteem.	All Advisory Teachers, Counselor	Character Ed materials, Staff,	August 2011- June 2012	Advisory scripts to reflect content	Teachers to evaluate at year's end	C, T, CNA
4. Student participation will increase in all U.I.L. activities, academic and athletic.	All Teachers, Counselor, Admin	11-12 Budget, Staff, sponsors and coaches	August 2011- June 2012	Recruitment announcements, other media	Participation compared from year to year.	C, T
5. Organizations will perform community service.	Staff, Students, Community	Staff, Community	August 2011- June 2012	The advertisement and announcement of service projects	Participation and results reports submitted following projects	C, T
6. Increase availability of student activities to encourage involvement.	Staff, Sponsors	Staff, HS organizations	August 2011- June 2012	Recruitment announcements, meet times posted	Sponsor evaluation and student survey at the end of the year	C, T
7. Capturing Kids' Hearts Social Contracts will be developed with students in classrooms.	Admin, Counselor, All Trained Staff	Capturing Kids' Hearts Process, professional development	Spring 2012	Social Contracts posted in classrooms, Admin observation	Teachers to evaluate in written form at the end of the year	CNA, PD, RS, HQ, C, T

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<p>8. Continue to implement and build upon Rachel's Challenge Program and Friends of Rachel Campus Organization.</p>	<p>Administration, Counselor, teachers</p>	<p>Rachel's Challenge Program and training, Campus Budget, Title II \$1700</p>	<p>October 2011-June 2012</p>	<p>Calendar, Rachel's Challenge Assembly and Training</p>	<p>Student Surveys, discipline referrals, bullying reports</p>	<p>CNA, RS, PD, T, C</p>
<p>9. Implement comprehensive Character Education Program.</p>	<p>Administration, Counselor, Teachers</p>	<p>Character Trait Planners, Online resources, counselor</p>	<p>August 2011-June 2012</p>	<p>Published Character Trait of the Week Schedule, Lesson Plans Announcements, Admin observations</p>	<p>Student and teacher surveys, bullying reports, discipline referrals</p>	<p>CNA, RS, T, C</p>
<p>10. Students will be encouraged to participate in individual voluntary service.</p>	<p>All Staff</p>	<p>Community, Staff</p>	<p>August 2010-June 2011</p>	<p>Volunteer Opportunities announced regularly</p>	<p>Student/Teacher survey at end of the year</p>	<p>T, C</p>
<p>11. A school wide discipline plan and behavioral matrix will continue to be implemented.</p>	<p>All Staff</p>	<p>Discipline Committee, Discipline Data</p>	<p>August 2010</p>	<p>School Wide Rules posted in classrooms, Advisory Scripts</p>	<p>Compare discipline data with previous years, teacher survey</p>	<p>T, C, CNA</p>
<p>12. Character Education including conflict resolution to be included in Advisory curriculum.</p>	<p>Administration, Counselor, Advisory Teachers</p>	<p>Campus Budget, Staff, Character Education materials</p>	<p>August 2010-June 2011</p>	<p>Advisory Scripts, Admin Observation during Advisory</p>	<p>Teacher surveys regarding advisory activities</p>	<p>CNA, T, C</p>
<p>13. Students will be encouraged to participate in school-wide service projects.</p>	<p>Administration, Student Council, Counselor</p>	<p>Students, Campus Funds</p>	<p>1 each semester</p>	<p>Campus-wide service project proposal and announcements</p>	<p>Service project report at end of the year</p>	<p>T, C</p>
<p>14. Teen Leadership curriculum will be used to supplement instruction in the Communication Application classes.</p>	<p>Administration, Counselor, Teen Leadership teacher</p>	<p>District Budget, Teen Leadership training and curriculum</p>	<p>Spring 2011</p>	<p>Master Schedule and Teen Leadership Enrollment</p>	<p>Review at pre-registration</p>	<p>CNA, T, C</p>

Last Updated: 9/27/2011

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Daniel Ninth Grade Campus -Campus Improvement Plan

2011-2012 School Year

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

Goal 5: Attendance Rate

Objective 1: To emphasize the need for prompt attendance as it relates to student achievement and life-long habits.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
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1. Staff will contact parents when students are in danger of failing due to non-attendance.	All Staff	Staff, Electronic Gradebook	Daily August 2011-June 2012	Teachers and Teams will maintain Parent Contact Records	Compare failure rate due to non-attendance annually	PI, M
2. Attendance will be recorded each period and parents contacted by school staff when a student is absent.	All Staff, Attendance Secretary	Staff, RSCCC	Daily August 2011-June 2012	Teacher attendance records, Parent Contact Log	Review contact log, parent survey	PI, M
3. Pilot the Alert Now automated attendance call system to notify parents automatically of student absences.	Admin, Attendance Secretary	Alert Now System, RSCCC	Fall 2011	Select group of students to pilot the program during the first semester	Review setup and procedures, parents survey to provide feedback	PI, M, T
4. Truancy referrals will be filed with appropriate court when warranted.	Administration	Parker County	End of Each Six Weeks	Attendance reports, referral paperwork completed	Referral process, number of referrals and results reviewed at year end	PI, C
5. Tardy policy and unexcused absence policy will be enforced by all personnel.	All Staff	Staff	Daily August 2011-June 2012	Referrals and lunch detentions assigned	Fewer number of tardies and absences will be reflected in data	T, C, M
6. Maintain an average attendance rate of 96% or better	All Staff	Staff	2011-2012	PIEMS Attendance reports	Review PIEMS attendance reports	CNC, RS, PI, C
7. Parents will be encouraged to sign up for the parent portal to receive email alerts if their student is absent.	Administration, PIEMS Secretary	Parent Portal	End of Each Six Weeks	Letters sent home to all parents	Data reflecting the number of parents accessing parent portal	PI, M, T
8. Require parents to come in and sign students out when leaving the building during the school day.	Administration, Office Staff	Raptor System	Daily August 2010-June 2011	Sign-out records maintained in Raptor	Review truancy data annually	PI, M, T

Daniel Ninth Grade Campus -Campus Improvement Plan

2011-2012 School Year

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

Goal 5: Attendance Rate

Objective 1: To emphasize the need for prompt attendance as it relates to student achievement and life-long habits.

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
9. Explore options of positive motivators for good attendance.	Administration, All Staff, Teams, Students	Staff, Campus Budget, Media	August 2011- June 2012	Teams submit options to administration	Monitor attendance before and after incentives.	CNA, C
10. Expand use of district police department for home visits on truancy.	Administration, AISD Police Dept.	Staff	End of Each Six Weeks 2011-2012	Maintain records of home visits	Review data at year end.	CNA, C

Daniel Ninth Grade Campus -Campus Improvement Plan

2011-2012 School Year

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

Goal #6: Staff Development

Objective #1: To provide quality, relevant staff development opportunities on an on-going basis for all staff.

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1. Professional development funds will be made available for teachers to attend events on a pre-approved basis.	Principal	Campus Budget, Title II Funds, IDEA Funding	August 2011- June 2012	Budget Allocation Worksheets will be distributed to all teachers	Record of teacher attendance to various professional learning events	CNA, RS, HQ, PD, A, C, M
2. Train teachers, administrators, and counselors in the areas of G/T according to the requirements in the Texas GT State Plan, with faculty being advised on an on-going basis of certification status and opportunities to attend training.	Administration, GT Coordinator	Staff, Professional Development Budget, Title II	Before December 2011	Notification sent out to teachers regarding annual update	Record of teacher attendance to various GT professional learning events	RS, HQ, PD, A, C, M
3. Provide continued training for PAP courses (with a minimum update once every 3 years with College Board).	District and Campus Administration	State Rebate, District Budget	Summer 2012	Teacher registration at annual event	Record of teacher attendance at annual PAP Conference	RS, HQ, PD, A, C, M
4. Implement opportunities for campus professional development through mini staff development sessions.	Campus Administration	Professional development budget	August 2011- June 2012	Campus schedule, agenda, and sign in sheets	Teacher survey following professional learning opportunity	RS, HQ, PD
5. Provide campus professional development through 3 voluntary book studies each year.	Campus Administration	Campus Budget	August 2011- June 2012	Book study calendar and meeting schedule	Teacher surveys at end of the year	RS, HQ, PD
6. Provide training for professional staff concerning special education issues including ARD decision-making for testing, modifications, legal issues,	District and campus administration	District Staff, IDEA Federal Funds	Fall 2011	Training Calendar and agenda	Training evaluation to be completed by all participants	PD, HQ, C

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2011-2012 School Year

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Goal #6: Staff Development

Objective #1: To provide quality, relevant staff development opportunities on an on-going basis for all staff.

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
7. ESL Team Training for core Subject areas (SIOP and ELPS).	District ESL Coord., Campus Admin	Title III Funds	August 2011- June 2012	Training calendar and agenda	Lesson plans will reflect new learning, admin observations	PD, HQ, C
8. EOC training in core subject areas.	Campus Administration	Title II, PD Budget	August 2011- June 2012	Teacher registration for training	Shared learning in departments	PD, HQ, C
9. Conduct Needs Assessment Survey with teachers for staff development	Administration	Staff	Spring 2012	Survey distributed to teachers	Results used to plan Professional Develop	PD, C
10. Continue to train professional staff in Capturing Kids' Hearts and Teen Leadership.	Administration	Title II Funds	Spring 2012	Teacher registration for training	Capturing Kids' Hearts Process implementation	PD, RS, C
11. Continue to train professional staff on implementation of RtI.	Administration	Title II, Prof. Develop. Budget	August 2011- June 2012	Teacher registration for training	Improved implementation of RtI process reflected in RtI data and reports	RS, PD, HQ, C, M, A
12. Staff Development for ESL-certified TELPAS raters.	Teachers, Administration	Professional development budget, Title III	August 2011- June 2012	TELPAS Rater Training agenda and sign-in sheet	Raters required pass assessment at end of training	RS, PD, HQ, C, M, A
13. Professional Development regarding rigor, relevance and best instructional practices	Administration, Teachers	Professional Development budget, Title II	August 2011- June 2012	Teacher registration for training	Admin Observation, shared learning in departments	CNA, RS, PD, HQ, C, M, A

Daniel Ninth Grade Campus -Campus Improvement Plan

2011-2012 School Year

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Goal #7: Provide Vocational and Career/Technology Opportunities
Objective #1: To enhance student opportunities in Vocational/Electives/Technology/Career Guidance.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1. Utilize Flex Labs made available for class use.	All Staff	Budget, Flex Labs	August 2011- June 2012	SharePoint Flex Lab Calendar	Data review of use for year, teacher/student survey	T, C
2. Provide professional development opportunities where teachers learn how in integrate technology into lessons.	All Staff	Trained Staff, advanced technology	August 2011- June 2012	Training schedules and agendas	Training surveys, admin observations	PD, M, C
3. Provide distance learning opportunities using the lecture hall and distance learning equipment.	Administration, Librarian	Distance Learning Equip, Facility, Region XI	August 2011- June 2012	Distance Learning Schedule and sign-up sheet	Data review of use for year, teacher/student survey	PD, C
4. Continue staff development and implementation of instructional technology utilizing Smart Boards.	Administration, Teachers	Instructional Technology	August 2011- June 2012	Training schedules and agendas	Training evaluations, Admin classroom observations.	PD, C
5. Provide staff development for teachers to learn how to integrate student response systems into instruction.	Administration, Teachers	Student Response Syst, Instructional Technology	August 2011- June 2012	Training schedules and agendas	SRS Check-out data, admin observations	PD, C
6. Administer a vocational assessment to students through Career Cruising.	Counselor, Administration	Campus Budget; Career Cruising, flex labs	Fall 2011	Assessment scheduled and administered, online portfolios	Teacher/student evaluation	T, A, C
7. Encourage student exploration of higher education opportunities through Career Cruising.	Administration, Counselor, All Staff	Career Cruising, flex labs, Advisory	Fall 2011	College Exploration Activity during advisory, student online portfolios	Teacher/student evaluation	T, A, C
8. Continue to utilize a technology committee and campus technology	District and Campus	Faculty, instructional	August 2011- June 2012	Meeting Agendas, Calendar,	Increase integration of technology into	T, A, C

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<p>leaders to assist with integration of technology.</p>	<p>Administration, faculty,</p>	<p>technology equipment</p>			<p>instruction</p>	
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Daniel Ninth Grade Campus -Campus Improvement Plan

2011-2012 School Year

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Goal #8: Safe School Environment
Objective #1: To maintain a safe school environment and prevent violence, with a focus on drug and alcohol awareness and a healthy lifestyle.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1. Maintain and enforce the Student Code of Conduct	All Staff	Staff	Daily 2011-2012	Evident in Classroom Rules and procedures	Review of discipline data at year end	CNA, C
2. Maintain and access security equipment.	Administration, Police, Technology	Surveillance Cameras, Budget	Daily 2011-2012	Admin to review cameras regularly	Documentation kept from incidents caught on camera	CNA
3. Assemblies related to drug and violence prevention.	Counselor, Administration	SHAC, Campus Budget	Fall 2011 & Spring 2012	Calendar will reflect scheduled events	Teacher/student survey at year end	CNA, C, PI
4. Provide for preventative education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying.	All Staff	Staff, Budget, Advisory, SHAC	August 2011-2012	Advisory Scripts, Health Lesson Plans	Discipline records	CNA, C
5. Maximize the use of DAEP as deterrence for violent acts.	Administration, Police	DAEP, Staff	August 2011-June 2012	Discipline records	Discipline records	CNA, C
6. Provide up to date training for staff regarding drug awareness.	Administration, Police Dept	State Agencies, Budget	Spring 2012	Training schedule, agenda and sign-in	Review with faculty survey	CNA, C, PD
7. Keep all campus doors locked except the front doors that require all visitors to filter through the front office.	Administration, Custodians, Office Staff	Access Control	Daily 2011-2012	Doors periodically checked throughout school day	Incident reports reviewed at year end	CNA, C
8. Utilize Raptor Check-In system to run background check on all visitors.	Office Staff, Parent Volunteers	Raptor System, Staff	Daily 2011-2012	Admin Observation, Raptor Visitor Reports	Parent Survey, incident reports reviewed at year end	CNA, C

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9. Continue to enforce a school-wide discipline plan and behavioral matrix.	Administration, All Faculty	Discipline Committee, Data	Daily 2011-2012	School-wide rules posted, observations	Review discipline data at year end	CNA, C, T
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Daniel Ninth Grade Campus -Campus Improvement Plan

2011-2012 School Year

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Goal #8: Safe School Environment

Objective #1: To maintain a safe school environment and prevent violence, with a focus on drug and alcohol awareness and a healthy lifestyle.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
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10. Implement Rachel's Challenge and Friends of Rachel.	Administration, Teachers	Committee, Campus Budget, Title II	August 2011- June 2012	Rachel's Challenge Assembly and training, committee meeting agendas, activities calendar	Discipline referrals, campus surveys	CNA, C, PD
11. Utilize common planning time to discuss prevention and address discipline problems.	Teachers, Administration, Counselor	Time, Staff	August 2011- June 2012	Meeting schedule and agendas	Teacher survey, discipline records	CNA, C
12. Continue to monitor student parking lot throughout the school day.	Administration, Police	District Budget	August 2011- June 2012	Observations	Incident reports and discipline records	C
13. Provide supervision before, after school, during lunch and in between classes.	All Staff	Staff	August 2011- June 2012	Observations, Duty Assignment Sheet	Incident reports and discipline records	C
14. Provide alternative consequences for students to decrease ISS time resulting in lost instructional time.	Administration, Staff	Staff	August 2011- June 2012	Discipline referrals will reflect alternative consequences	Determination at year end for continued implementation	CNA, M, C
15. Conduct the Fitness Gram and share information with students, parents, physical education teachers and SHAC.	Administration, Staff	Fitness Gram Staff	November 2011	Scheduled and administered	Data shared with parents, teachers and SHAC.	RS, A, C
16. Participate in CyberSmart Week.	All Teachers	Instructional Technology	September 2011	Cyber Smart lessons in plans, observations	Teacher/student survey	RS, C

Daniel Ninth Grade Campus -Campus Improvement Plan

2011-2012 School Year

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Goal #9: NCLB Highly Qualified Standards

Objective #1: To improve recruitment, screening, hiring, and training of qualified personnel.

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1. Maintain 100% of high qualified teachers in core academic content areas.	Principal, Deputy Supt, Certification specialist, Asst Supt. Special Programs	Certification Specialist, TEA	August 2011	Highly Qualified Campus Report/principal attestation	Student achievement, teacher retention rate	HQ, R/R
2. Maintain 100% of core academic content classes taught by highly qualified teachers.	Principal, Deputy Supt, Certification specialist, Asst Supt. Special Programs	Teacher Schedules, Certification specialist	August 2011	Highly Qualified Campus Report/principal attestation	Student achievement, teacher retention rate	HQ, R/R
3. Maintain the percentage of teachers receiving high quality professional development.	Principal, Deputy Supt, Asst. Supt. Special Programs, District ESL Coord	Title I, Title II, Local Funds, IDEA Federal Funds	August 2011- June 2012	Teacher registration information, agendas, and documentation kept on file	Evidence of use of new learning; ie shared with staff when returned, etc.	R/R, PD, C
4. Ensure that low income/minority students are not taught at higher rates than other students by inexperienced, out of field, or non-highly qualified teachers.	Principal	Campus Schedule	August 2011- June 2012	Student schedules reviewed	All staff highly qualified	HQ, R/R
5. Conduct recruitment activities to ensure highly qualified personnel in all positions including participating in job fairs, posting jobs on multiple sites and maintaining an active website.	Deputy Supt, Webmaster, Principal	Budget, Recruiting Schedule, Certification Specialist, Central Administration	March 2011- 2012	Website, calendar reflecting job fairs, etc.	All staff will be high qualified	HQ, R/R

Daniel Ninth Grade Campus –Campus Improvement Plan

2011-2012 School Year

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Goal #9: NCLB Highly Qualified Standards

Objective #1: To improve recruitment, screening, hiring, and training of qualified personnel.

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
6. Maintain an effective teacher mentoring system in order to retain highly qualified staff.	Supt, Deputy Supt., Campus Principal, Teacher Mentors	Local Fund	August 2011	New Teacher Orientation, Mentor Assignments	New Teacher Professional Progress Reports	HQ, R/R, PD
7. Attract and retain highly qualified teachers.	Deputy Supt, Campus Principal, Teachers	Local Funds, Staff	Spring 2011	Recruiting schedule, AISD Website	Teacher retention rate	HQ, R/R
8. Review teacher transcripts, certifications, testing, staff development, and other records to ensure that all meet high qualified status.	Certification Specialist	Local Funds	August – September 2012	Teacher Schedules, Highly Qualified Worksheets	100% of staff will be highly qualified	HQ, R/R
9. Review prospective teacher transcripts, certifications, testing, staff development, and other records to ensure that all meet high qualified status.	Deputy Supt. Certification Specialist, Campus Principal	Local Funds	As rec. per hire	Personnel Records, Highly Qualified Worksheets	100% of staff will be highly qualified	HQ, R/R
10. Report annually to stakeholders the status of district and all campuses toward meeting the state's HQ target goal.	Assistant Supt of Special Programs, Campus Principal	Local Funds	December 2011	HQ Public Report, Principal's Attestation, NCLB Compliance Report	100% of staff will be highly qualified	HQ, R/R
11. Assist any late hire teachers to meet highly qualified requirements in a timely manner	District Admin, Principal	Local Funds	Fall 2011 Spring 2012	Principals Attestation	100% of staff will be highly qualified	HQ, R/R

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Objective #1: To improve recruitment, screening, hiring, and training of qualified personnel.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
<p>12. Train and provide updates to professional staff regarding:</p> <ul style="list-style-type: none"> • 504 policies and procedures • Dyslexia policies, procedures and MTA approach • Identification, recruitment, and services for migrant and homeless students • Assessment • ESL Certified TELPAS Raters • Professional Development • Appraisal System (PDAS) 	<p>District and Campus Administration</p>	<p>504 Coord, Dyslexia Coord, Dyslexia Staff, District Homeless and Migrant Liaison, Counselors, PEIMS Secretary, Training Materials</p>	<p>August 2011- June 2012</p>	<p>Documentation of training/updates (agendas, etc.)</p>	<p>Training evaluation forms and compliance with all legal requirements</p>	<p>CNA, PD, C</p>
<p>13. Require the following staff development as a condition for employment :</p> <ul style="list-style-type: none"> • Aledo Writing Process • Professional Development Appraisal System (PDAS) • Texas Behavioral Support Initiative (TBSI) • New Teacher Orientation • ESL Certification • TELPAS Certification • Crisis Prevention Intervention (CPI) 	<p>Deputy Supt, Special Services Director, ESL Coordinator, Campus Principal</p>	<p>Local Funds, District and Campus Trainers, Online Training Modules, Region XI</p>	<p>August 2011- June 2012</p>	<p>Documentation of training/updates (agendas, etc.)</p>	<p>Training evaluation forms and compliance with all legal requirements</p>	<p>PD, R/R, C</p>

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