

Aledo High School
Ninth Grade Campus

Comprehensive Needs Assessment & Campus Plan
2010-2011

The start of something great.

Aledo High School
Ninth Grade Campus

Comprehensive Needs Assessment
2010-2011

Demographics Narrative

Aledo High School Ninth Grade Campus is a campus serving Ninth grade students in Aledo Independent School District in Aledo, TX. The student population at AHS Ninth is 376 students with 48% female and 52% male. The ethnic breakdown is as follows: African American 1.8%; Caucasian 90.7%; Hispanic 5.8%; Other 1.7%. Eight percent of our population is classified as economically disadvantaged. The percent of students receiving special education services is 5% and we currently have no students receiving ESL services. The campus has 36 instructional professional staff members.

AHS 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. Each student is placed on an academic team where they are provided the support and interventions needed to ensure their academic success. 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.

AHS Ninth Grade gathered data from many sources in developing the comprehensive needs assessment. During campus In-Service, the faculty was divided into sub-committees to tackle each component of the needs assessment. Each sub-committee was provided with the necessary data to review and report back to the entire faculty on their component. The Campus Improvement Committee was then able to review the work done by the campus faculty and make any necessary revisions or additions.

See appendix I for a list of CNA Team Members.

**Note: Aledo High School 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

AHS 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 AHS Ninth Grade Campus as administration meets regularly with academic teams, 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
- Teaming concept has created an atmosphere of cooperation and collegiality
- 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 teacher

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Student Achievement

At AHS Ninth Grade Campus, academic achievement is a high priority for all stakeholders. 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. Academic Teams identify struggling students and develop 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 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 teams that meet 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

Needs:

- Close the math and science achievement gap by addressing the needs of our economically disadvantaged and Hispanic subgroups.
- Better utilize benchmark and TAKS data to individualize instruction for students
- Expand the time frame of TAKS remediation
- Provide training and exposure for End of Course Exams

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Curriculum and Instruction

In our first year of operation, AHS Ninth Grade Campus' instructional staff has identified areas of need by evaluating current curriculum and instructional practices. Core content teachers are assigned to academic teams and they meet four times a week during a common planning time. This enables them to evaluate current curriculum and practices, collaborate, plan cross-curricular activities, and align curriculum. 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 team alignment.

Strengths:

- Access to various innovative, interactive technology resources to enhance instruction and student engagement
- Academic Teams that meet daily to develop and design curriculum to meet individual student needs
- 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
- Better use of existing data to drive instruction

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School Culture and Climate

The AHS 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. Academic teams have been established 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 data sources reviewed to identify areas of need include questionnaires/surveys, school walkthrough data, focus groups and meetings.

Strengths:

- Academic teams and teaming period facilitate collaboration, cooperation and collegiality
- 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

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
- Adopt a research-based bullying prevention program

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Technology

AHS 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, Study Island, USA Test Prep, SharePoint, and SMART Notebook are utilized by faculty and staff on a regular basis.

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
- Teachers integrate technology into instruction on a daily basis

Needs:

- Additional Professional Development for Smart Board and Student Response Systems so teachers are proficient and confident in integrating into instruction
- Additional technical support to troubleshoot and address problems in a timely manner

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Family and Community Involvement

AHS 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

Needs:

- Strengthen efforts to get parents involved from underrepresented student groups
- Improve communication efforts with non-English speaking parents
- Develop a parent e-newsletter to be sent out each six weeks to keep parents informed

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Staff Quality, Recruitment and Retention

AHS Ninth Grade Campus is a small learning community that values teamwork and collaboration. Teachers meet daily during their teaming period to collaborate, share ideas and plan instruction. As a new campus, we are developing professional relationships and learning to work together, have fun together and value each other. One hundred percent of the faculty members are returning employees. However, this is the first year for us to work together in this small learning environment. The administration is intentionally planning certain activities and events to facilitate 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
- Provide adequate technology professional development so teachers can confidently integrate into instruct

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Appendix I

Campus Needs Assessment Team Members

Barry, Chad (Teacher)

Bishop, Lee (Teacher)

Callaway, Anita (Teacher)

Christenson, Blake (Teacher)

Groom, Linda (Teacher)

Hall, Tom (Assistant Principal)

Haschke, Kale (Teacher)

Hyles, Nikki (Teacher)

Johnson, Rusty (Teacher)

King, Susan (Teacher)

Klingenberg, Connie (Teacher)

Loftin, Glenna (Teacher)

Maxwell, Doug (Teacher)

Minahan, Janice (Teacher)

Reid, Stan (Teacher)

Seay, Daniel (Teacher)

Tims, Angela (Principal)

Turner, Carla (Counselor)

Tuttle, Pamela (Teacher)

Vierling, Derek (Teacher)

Wheeler, Doug (Teacher)

Williamson, Marsha (Teacher)

Wilson, Sherrie (Teacher)

Worley, Rebecca (Teacher)

ALEDO HIGH SCHOOL
Ninth Grade Campus

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

2010-2011 CAMPUS PLAN

The start of something great.

AHS Ninth Grade Campus Improvement Committee Members:

Angela Tims - Principal (Chair)

Carla Turner – Other Professional Staff

Stan Reid – Teacher

Sherrie Wilson - Teacher

Rebecca Worley - Teacher

Lori Borders – Parent

Mary Hanson – Community Member

Kelly McCauley – Business Owner

Faculty members were selected by nomination and elected by AHS 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 27, 2010.

Aledo High School 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

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

Goal #1: Student Achievement

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

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 TAKS and End of Course Exams.	Core Subject Teachers	TEKS, Team Plan, Curriculum Guides, Scope and Sequences	August 2010- June 2011	Observations by Administration, team planning, syllabus review	Fall and Spring, Benchmark, TAKS results, EOC Field Test 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 TAKS and End of Course Exams.	Core Subject Teachers, Academic Teams, Campus and District Admin.	TEKS, District Curriculum Writing, Release Time, Central Admin	August 2010- June 2011	Completion and review of revisions to curriculum Guides	2010-2011 evaluation by all core staff in relationship to TAKS 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 2010- June 2011	Classroom Observations and SAM monitoring access for Admin	2010-2011 SRI Test Results and student Lexile scores	CNA, RS, HQ, PD, M, C
4. Implement Plato, Study Island, and USA Test Prep software as preparation material for TAKS Math and Reading.	Team Members, Pullout teachers, Core content teachers, Admin	Instructional Budget, Related Software	August 2010- June 2011	TAKS Tutorial Schedule/Syllabus, Admin Observation	Department and team review and at the end of year. 2010-2011 test results	CNA, RS, HQ, PD, M, C
5. Continue to familiarize students with TAKS terminology and question format using TEA samples.	All Faculty	Released TAKS, Study Guides, TAKS Resource	August 2010- June 2011	Walk through Observation, Reflected in Lesson Plans	Review after each TAKS Benchmark	CNA, RS, HQ, PD, M, C
6. Utilize Benchmark testing to determine areas in need of remediation.	Faculty and Admin, Academic Teams, Rtl Team	Eduphoria Data	October 2010, January 2011	Benchmarks administered within the benchmark window each semester	Department and Team Meetings to review Eduphoria data following each benchmark	CNA, RS, HQ, PD, M, C, A

Last Updated: 9/27/2010

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, TAKS = Texas Assessment of Knowledge and Skills, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

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Goal #1: Student Achievement
Objective 1: To have all students pass the TAKS, and to maintain scores needed for the highest accountability rating based on state and federal standards. (AEIS and AYP.)

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
7. Implement TAKS remediation activities in Math, ELA, Science and Social Studies for students who are in need based on Benchmark scores and class performance.	Core content teachers, All classes, RtI Team	Eduphoria Data, Released TAKS, Study Guides, SCE Fund \$28,452. 1 FTE (2 staff)	Following October Benchmark	Lesson Plans will reflect TAKS remediation, Admin observations, RtI plans reflect interventions	Spring Benchmark improvement, TAKS scores	CNA, RS, HQ, PD, M, C, A
8. Needs of individual sub-groups will be addressed toward the goal of passing the TAKS and End of Course Exams.	All Faculty	TAKS Scores, Eduphoria Reports, Benchmark Scores	August 2010-June 2011	Participation reports in small group pullouts and other TAKS reviews	Improvement in Spring Benchmark and TAKS 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 2010-June 2011	IEP Progress reports each six weeks, TOTs train others	TAKS 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 TAKS.	All Staff, those SIOP, TELPAS, ELPS and LPAC Trained	Instructional Budget, District ESL Budget, Eduphoria Data	August 2010-June 2011	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 TAKS testing. (Calculator workshop, Test Taking Strategies, Test Anxiety, Individual small group testing).	Faculty, Admin, Counselors, Math Tutor	Math & ELA Staff, Tutors,	October 2010- June 2011	Participation reports in small group and individual TAKS reviews/workshops, Administration observation	Demonstration of improvement in all related data	CNA, RS, HQ, M, C, A

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Goal #1: Student Achievement
Objective 1: To have all students pass the TAKS, and to maintain scores needed for the highest accountability rating based on state and federal standards. (AEIS and AYP.)

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, HS Allotment \$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 TAKS preparation for core subjects.	Administration, All Faculty	Instructional Budget, Staff Development	August 2010- June 2011	Lesson Plans will reflect TAKS support, Admin observation	Students will demonstrate improvement on TAKS scores	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 and ELPS	August 2010- June 2011	Content and language objectives reflected in lesson plans, Admin observations	TELPAS Scores will reflect one year's growth	CNA, RS, HQ, PD, A, M, C
16. Implement a "Zeros Aren't Permitted" program.	Administration, All Faculty	High School Allotment \$4,000, ZAP Teacher	October 2010- June 2011	ZAP Letters and contract sent home to parents	Overall decrease in failure rate	CNA, RS, HQ, PD, A, M, C

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Goal #1: Student Achievement
Objective 2: Meet or exceed Gold Performance Acknowledgement Standards for the percent of examinees scoring at or above commended performance on TAKS (AEIS).

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 CNA, RS, HQ, PD, A, M, C
2. Utilize Eduphoria Program to focus on "value added" measures for students who are already passing TAKS but moving towards commended.	Teachers, Administration, Counselor	Eduphoria, Region XI	October 2010- June 2011	Team and Department Meetings and Dialogue	Gains compared yearly	

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All Strategies/Action Steps are scheduled to be completed during the 2010-2011 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.
1. Increase number of students enrolled in and completing Pre-Advanced Courses.	All Faculty and Administration	Staff, Campus Budget	August 2010- June 2011	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 2010- June 2011	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 2011	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 2011	Event will be published on website, in newspaper, and in district calendar	Attendance at event, PAP enrollment numbers	RS, HQ, PI, M, C

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All Strategies/Action Steps are scheduled to be completed during the 2010-2011 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.
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 2010-June 2011	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 Assesment Component.	Administration, Counselor, teachers, RtI Team	RtI Interventions, Common planning for RtI Team	August 2010-June 2011	Student Intervention Plans, RtI 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

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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.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
6. Appropriate staff will train in the identification of migrant and homeless students including enrollment procedures and staff referrals.	Homeless Liaison, Administration, Counselors	Homeless Meeting, pamphlets, SSA Region XI	August 2010	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 2010-June 2011	Diversity and Tolerance Advisory Activity scripts	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	Homeless Liaison, Advocats Clothes Closet, PTO, Counseling, Admin , Title I \$1183	August 2010-June 2011	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	Staff	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 2010-June 2011	Active RtI Student List, Data Folders, Common Planning time for weekly meetings	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 2010-June 2011	Intervention Plans, Data Folders	Progress monitoring of intervention plans	CNA, RS, HQ, PD, M, C

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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.

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 2010-June 2011	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	District Coordinator, ESL Coordinator	May 2011	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 2010-June 2011	Four Year Graduation plans will reflect Graduation Plan	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	Monitored daily August 2010-June 2011	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 2010-June 2011	Lesson Plans to reflect differentiation, Admin Observations	Differentiation Documentation forms submitted by all teachers each semester	CNA, RS, HQ, PD, A, M, C

Last Updated: 9/27/2010

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Goal 2: Student Support Systems

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 TAKS - Texas Success Initiative.	Core Content Teachers, Admin	College Readiness Standards, Spring Board Curriculum	June 2011	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	High School Allotment	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	Community Mentors, RtI Data	August 2010, January & June 2011	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 2010-June 2011	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. (RtI)	All faculty, Administration, Counselor, RtI Team	Benchmark and TAKS Data, Eduphoria, Data Folders, Staff	Weekly RtI Meetings August 2010-June 2011	RtI common planning to meet weekly, admin and counselor supervision	Evaluation RtI Identification process at year end	CNA, RS, HQ, PD, M, C, PI
22. Develop Academic Teams that will have a common planning time daily to discuss, monitor and develop interventions for students.	Administration, Core content teachers	Common Planning, Campus budget	August 2010-June 2011	Master schedule, Team planning schedule submitted, Admin observations	Team evaluation at year end	CNA, HQ, RS, T, M, C
23. 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
24. 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

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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 2011	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 2010-June 2011	Events published through multiple forms of media	Community participation evaluated at each event	PI, C
3. Notification through media, report cards, web page, Alert Now and letters home of school events.	All Staff	Staff, Media, Website	August 2010-June 2011	Events published through multiple forms of media	Annual review, survey	PI, C
4. Expand on current campus website to include teacher web pages that will enable them to better communicate course information to parents.	Administration, Web Master, teachers	Website Software, Webmaster	Spring 2011	Teachers to submit content for website, website updated accordingly	Survey parents, monitor web access to determine use	PI, C
5. Develop a parent e-newsletter to be sent out each six weeks.	Administration	Technology Budget, Website software	Fall 2010	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	High School Allotment	Spring 2011	Orientation schedule developed and published	Evaluation sent out to all participants	PI, C, T
7. Develop a campus parent volunteer program.	Administration, Secretary	Website, Volunteer Handbook	Fall 2010	Volunteer schedule developed	Volunteer evaluation conducted at year's end	PI, C

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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 2010-June 2011	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, Media	August 2010-June 2011	Recruitment announcements, 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, HS Allotment	August 2010-June 2011	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	10-11 Budget, Staff, sponsors and coaches	August 2010-June 2011	Recruitment announcements, other media	Participation compared from year to year.	C, T
5. Organizations will utilize community service.	Staff, Students, Community	Staff, Community	August 2010-June 2011	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 2010-June 2011	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, Team planning and support	Spring 2011	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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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.
8. Students will be encouraged to participate in individual voluntary service.	All Staff	Community, Staff	August 2010- June 2011	Volunteer Opportunities announced regularly	Student/Teacher survey at end of the year	T, C
9. A school wide discipline plan and behavioral matrix will be developed.	All Staff	Discipline Committee, Discipline Data	August 2010	School Wide Rules posted in classrooms, Advisory Scripts	Compare discipline data with previous years, teacher survey	T, C, CNA
10. Character Education including conflict resolution to be included in Advisory curriculum.	Administration, Counselor, Advisory Teachers	Campus Budget, Staff , Character Education materials	August 2010- June 2011	Advisory Scripts, Admin Observation during Advisory	Teacher surveys regarding advisory activities	CNA, T, C
11. Students will be encouraged to participate in school-wide service projects.	Administration, Student Council, Counselor	Students, Campus Funds	1 each semester	Campus-wide service project proposal and announcements	Service project report at end of the year	T, C
12. Expand Teen Leadership Course Offering.	Administration, Counselor, Teen Leadership teacher	District Budget, Teen Leadership training and curriculum	Spring 2011	Master Schedule and Teen Leadership Enrollment	Review at pre-registration	CNA, T, C

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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.
1. Staff will contact parents when students are in danger of failing due to non-attendance.	All Staff	Staff, Electronic Gradebook	Daily August 2010- June 2011	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 2010- June 2011	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 2010	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 2010- Juen 2011	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	2010-2011	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

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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.
9. Explore options of positive motivators for good attendance.	Administration, All Staff, Teams, Students	Staff, Campus Budget, Media	August 2010-June 2011	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 2010-2011	Maintain records of home visits	Review data at year end.	CNA, C

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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.

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 \$5000, IDEA Funding\$1000	August 2010-June 2011	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 2010	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 2011	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 2010-June 2011	Campus schedule, agenda, and sign in sheets	Teacher survey following professional learning opportunity	RS, HQ, PD
5. Provide campus professional development through 3voluntary book studies each year.	Campus Administration	Campus Budget	August 2010-June 2011	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 2010	Training Calendar and agenda	Training evaluation to be completed by all participants	PD, HQ, C

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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.

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 \$5,787	August 2010-June 2011	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 \$5000	August 2010-June 2011	Teacher registration for training	Shared learning in departments	PD, HQ, C
9. Conduct Needs Assessment Survey with teachers for staff development	Administration	Staff	Spring 2011	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 \$5000,	Spring 2011	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 \$5000, Prof. Develop. Budget	August 2010-June 2011	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 \$5787	August 2010-June 2011	TELPAS Rater Training agenda and sign-in sheet	Raters required pass assessment at end of training	RS, PD, HQ, C, M, A

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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 2010-June 2011	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 2010-June 2011	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 2010-June 2011	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 2010-June 2011	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 2010-June 2011	Training schedules and agendas	SRS Check-out data, admin observations	PD, C
6. Administer a vocational assessment to students.	Counselor, Administration	Campus Budget	Spring 2011	Assessment scheduled and administered	Teacher/student evaluation	T, A, C
7. Encourage student exploration of higher education opportunities.	Administration, Counselor, All Staff	Flex Labs, Advisory	Spring 2011	College Exploration Activity during advisory	Teacher/student evaluation	T, A, C
8. Continue the development of technology committees and campus technology leaders to assist with integration of technology.	Administration, faculty	Faculty, instructional technology equipment	August 2010-June 2011	Meeting Agendas, Calendar	Increase integration of technology into instruction	T, A, C

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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 2010-2011	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 2010-2011	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	Winter 2011	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 2010-2011	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 2010-June 2011	Discipline records	Discipline records	CNA, C
6. Provide up to date training for staff regarding drug awareness.	Administration, Police Dept	State Agencies, Budget	Spring 2011	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 2010-2011	Doors periodically checked throughout school day	Incident reports reviewed at year end	CNA, C
8. Utilize Raptor Check-In system to run background check son all visitors.	Office Staff, Parent Volunteers	Raptor System, Staff	Daily 2010-2011	Admin Observation, Raptor Visitor Reports	Parent Survey, incident reports reviewed at year end	CNA, C
9. Establish and enforce a school-wide discipline plan and behavioral matrix.	Administration, All Faculty	Discipline Committee, Data	Daily 2010-2011	School-wide rules posted, observations	Review discipline data at year end	CNA, C, T

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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.
10. Develop a Bully-Prevention Committee to research bully-prevention programs to be reviewed and proposed for 2011-2012 school year.	Administration	Committee, Campus Budget	August 2010-June 2011	Committee meeting schedule and agendas	Bully-prevention program to begin August 2011	CNA, C
11. Utilize Team Planning time to discuss prevention and address discipline problems.	Academic Teams, Administration, Counselor	Team Planning Time, Staff	August 2010-June 2011	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 2010-June 2011	Observations	Incident reports and discipline records	C
13. Provide supervision before, after school, during lunch and in between classes.	All Staff	Staff	August 2010-June 2011	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 2010-June 2011	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 2010	Scheduled and administered	Data shared with parents, teachers and SHAC.	RS, A, C
16. Participate in CyberSmart Week.	All Teachers	Instructional Technology	Fall 2010	Cyber Smart lessons in plans, observations	Teacher/student survey	RS, C

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Goal #9: NCLB Highly Qualified Standards
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.
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 2010	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 2010	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 2010- June 2011	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 2010- June 2011	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 2010- 2011	Website, calendar reflecting job fairs, etc.	All staff will be high qualified	HQ, R/R

Last Updated: 9/27/2010

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

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

Goal #9: NCLB Highly Qualified Standards

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.
6. Maintain an effective teacher mentoring system in order to retain highly qualified staff.	Supt, Deputy Supt., Campus Principal, Teacher Mentors	Local Fund	August 2010	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 2010	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 2011	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 2010	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 2010 Spring 2011	Principals Attestation	100% of staff will be highly qualified	HQ, R/R

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Goal #9: NCLB Highly Qualified Standards
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.
12. Train and provide updates to professional staff regarding: <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) 	District and Campus Administration	504 Coord, Dyslexia Coord, Dyslexia Staff, District Homeless and Migrant Liaison, Counselors, PEIMS Secretary, Training Materials	August 2010- June 2011	Documentation of training/updates (agendas, etc.)	Training evaluation forms and compliance with all legal requirements	CNA, PD, C
13. Require the following staff development as a condition for employment : <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) 	Deputy Supt, Special Services Director, ESL Coordinator, Campus Principal	Local Funds, District and Campus Trainers, Online Training Modules, Region XI	August 2010- June 2011	Documentation of training/updates (agendas, etc.)	Training evaluation forms and compliance with all legal requirements	PD, R/R, C

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