

Cisco Elementary Campus Improvement Plan for 2010-2011

GOAL 1 CISD students will master all objectives in the core curriculum

MEASURABLE PERFORMANCE OBJECTIVE:

#1 At least 90% of all students enrolled will pass all sections of the STAAR Test and STAAR alternative assessments

SUMMATIVE EVALUATION:

TAKS and Eduphoria Aware Reports

Title I Schoolwide Component	Implementation Strategies and Activities	Needs Assessment	Student Populations	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation	Documented
	e111							
CNA TDMA AS RS	Disaggregate TAKS data by TEKS obj. in order to target specific skills to strengthen each student's performance	Eduphoria	All 3rd-5th	August 2011 -- September 2012	Principal, AP, Teachers, SBDM Team, Counselor	Individual TAKS item analysis for each student, Eduphoria computer program, ESC staff	Student assessment profiles, Eduphoria summary reports	Sign-in sheets kept in Title File
	e112							
TDMA RS	Review students' performance in relation to TAKS disaggregated data as to improvement	Eduphoria	All 3rd-5th	September 2011- Every three weeks	Principal, AP, Teachers, SBDM Team, Counselor	Individual TAKS item analysis for each student, Eduphoria computer program, ESC staff	Student assessment profiles, Eduphoria summary reports	Sign-in sheets kept in Title File
	e113							
AS	Specific STAAR activities will be integrated into content curriculum at least 80% of class time	Eduphoria	All	August 2011 -- May 2012	All Instructional Staff	Computer labs, networked classroom computer, curriculum programs	Increased percentages of students mastering targeted TEKS objectives	Lesson Plans in AP office P.D.A.S. walk-throughs & formal evals in P office & PDAS online
	e114							
TDMA AS	Accelerated Reading/Math Instruction will be provided for 3rd, 4th, and 5th grade students failing STAAR reading and/or math	Eduphoria	All 3rd-5th failing STAAR reading &/or math	March 2011 June 2012	Principal, AP, Highly Qualified Teachers	Personnel and Intervention Program Materials, C-Scope	Less retentions	Lesson Plans with AR/AM attendance records in AP office

SW Comp: CNA Comprehensive Needs Assessment; RS Reform Strategies; IHQ Instruction by Highly Qualified Teachers; PD High-Quality Professional Development; SAHQ Strategies to Attract HQ Teachers; PI Strategies to Increase Parental Involvement; T Transition; TDMA Teacher Decision-Making Regarding Assessments; AS Effective and Timely Assistance to Students; CI Coordination and Integration

Needs Assessment: Eduphoria, SS Student Survey, FS Faculty Survey, PS Parent Survey, DR Discipline Report, O Other (specify)

Special Populations: GT Gifted/Talented, ESL English as a Second Language, AR At Risk, SE Special Education, E Ethnicity, ED Economically Disadvantaged, DYS Dyslexia, A All

Key to Strategy and Activity Numbering System: e+Elementary / Frist Number = District Plan Goal Number / Second Number =District Plan Objective Number / Last numbers = Strategy or Activity Number

GOAL 1 CISD students will master all objectives in the core curriculum

MEASURABLE PERFORMANCE OBJECTIVE:

#1 At least 90% of all students enrolled will pass all sections of the STAAR Test and STAAR alternative assessments

SUMMATIVE EVALUATION:

STAAR and Eduphoria AWARE Reports, grades, technology assessments

Title I Schoolwide Component	Implementation Strategies and Activities	Needs Assessment	Student Populations	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation	Documented
e115								
AS	In-school tutoring will target STAAR objectives, TEKS, in reading, math, language arts, and science	Eduphoria, O: TPRI, Benchmarks, STAAR	All strugglers	August 2011 -- May 2012	All Instructional Staff, HS Students, Volunteers	Personnel and supplemental materials	Passing STAAR scores and daily grades	Computer records, Lesson Plans with attendance in AP office
e116								
CI HQ RS	Envision Math program in K- 5; C Scope (PK-5), Accelerated Math (2-5), computer tutorials, and Target Practice to teach TEKS	Eduphoria, O: TPRI, Benchmarks, STAAR	All K - 5th	August 2011 -- May 2012	All Instructional Staff and Technology Support	Federal, State and Local funds for training and program materials	Teacher lesson plans and classroom observations	Lesson Plans in AP office P.D.A.S. walk-throughs & formal evals in P office & PDAS online
e117								
CI PI	Reading emphasis will include: Scheduled library time, Accelerated Reading Program, 6 hr. Scholastic Six Flag trip, Accelerated Reading Instruction, Book Fairs, Book orders, Parent-Involvement programs	Eduphoria, O: TPRI 3-5 Benchmarks 3-5 STAAR	All Pre-K - 5th	August 2011- May 2012	All Instructional Staff, LRC Support, Technology Support, Principal, Campus Coach	Title funds, PTO support, Local and state funds	Class schedules, AR reports, TPRI, STAAR, and Purchase orders, Parent sign-in sheets	Class schedules in Title file, AR reports on computer, Assessment results in counselor's & Reading Coach's office, POs in CES office, sign-in sheets in Title file

SW Comp: CNA Comprehensive Needs Assessment; RS Reform Strategies; IHQ Instruction by Highly Qualified Teachers; PD High-Quality Professional Development; SAHQ Strategies to Attract HQ Teachers; PI Strategies to Increase Parental Involvement; T Transition; TDMA Teacher Decision-Making Regarding Assessments; AS Effective and Timely Assistance to Students; CI Coordination and Integration

Needs Assessment: Eduphoria, SS Student Survey, FS Faculty Survey, PS Parent Survey, DR Discipline Report, O Other (specify)

Special Populations:GT Gifted/Talented, ESL English as a Second Language, AR At Risk, SE Special Education, E Ethnicity, ED Economically Disadvantaged, DYS Dyslexia, A All

GOAL 1 CISD students will master all objectives in the core curriculum

MEASURABLE PERFORMANCE OBJECTIVE:

#1 At least 90% of all students enrolled will pass all sections of the STAAR Test and STAAR alternative assessments

SUMMATIVE EVALUATION:

STAAR and Eduphoria Aware Reports, grades, technology assessments

Title I Schoolwide Component	Implementation Strategies and Activities	Needs Assessment	Student Populations	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation	Documented
	e118							
CI	CSCOPE online curriculum verticle alignment document will be utilized to ensure all TEKS are introduced and mastered at the appropriate grade level and curriculum will be implemented as needed	Eduphoria, O: TPRI 3-5 Benchmarks 3-5 STAAR	All Pre-K - 5th	August 2011-- May 2012	All Instructional Staff and Technology Support	State and Local funds	Targeted percentage of students mastering targeted STAAR objectives	Lesson Plans in AP office P.D.A.S. walk-throughs & formal evals in P office & PDAS online
	e119							
CI PD TDMA CNA	On-going teacher professional development training in reading programs, strategies and techniques and in utilizing program materials, software, and hardware	O: TPRI & STAAR scores, FS	All Pre-K - 5th	August 2011 -- May 2012 (as needed)	All Instructional Staff, Principal, AP, Campus Coach, Technology Support	Reading Academics 2000 Grant, Journeys, Passports, Waterford, and ESC Region 14	Increase reading achievement scores (STAAR, TPRI) and increase circulation of reading books	Workshop Certificates and/or sign-in sheets kept in Title file
	e1110							
CI HQ	Pre-Kindergarten classes will be available to all students who qualify according to state guidelines	O: District/State Requirements	All Pre-K	August 2011 -- May 2012 Daily	Principal, AP, Qualified Pre-K Teacher	Curriculum programs, supplemental materials, personnel, state & local funds	Increased percentages of students mastering targeted STAAR objectives	Pre-K teacher schedule in Title file

SW Comp: CNA Comprehensive Needs Assessment; RS Reform Strategies; IHQ Instruction by Highly Qualified Teachers; PD High-Quality Professional Development; SAHQ Strategies to Attract HQ Teachers; PI Strategies to Increase Parental Involvement; T Transition; TDMA Teacher Decision-Making Regarding Assessments; AS Effective and Timely Assistance to Students; CI Coordination and Integration

Needs Assessment: Eduphoria, SS Student Survey, FS Faculty Survey, PS Parent Survey, DR Discipline Report, O Other (specify)

Special Populations:GT Gifted/Talented, ESL English as a Second Language, AR At Risk, SE Special Education, E Ethnicity, ED Economically Disadvantaged, DYS Dyslexia, A All

GOAL 1 CISD students will master all objectives in the core curriculum

MEASURABLE PERFORMANCE OBJECTIVE:

#1 At least 90% of all students enrolled will pass all sections of the STAAR Test and STAAR alternative assessments

SUMMATIVE EVALUATION:

Eduphoria and Title 1 Schools evaluation

Title I Schoolwide Component	Implementation Strategies and Activities	Needs Assessment	Student Populations	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation	Documented
e1111								
CI HQ RS	School-wide Title I reading & math program focusing on K - 5th grades. This will include a pull-out and inclusionary program as needed.	O: TPRI, ,& STAAR scores, FS	All K - 5th	August 2011 -- May 2012	Principal, AP, Title I Reading and/or Math, Aides (as needed)	Title I funds	Targeted STAAR, Improved TPRI scores and Title program documentation	Title teachers' and aides schedules in Title file
e1112								
CI SAHQ	Class Size Reduction, Title I Part A Teacher assigned to 1st, 2nd, and 3rd grades	O: TPRI, & STAAR scores, FS	All 1st - 3rd	August 2011 -- May 2012	Principal, AP, Highly Qualified Teachers in grades as needed	Title I Part A funds	Increased percentages of students mastering targeted TPRI, and STAAR objectives	Job description at CO, Teacher schedules in Title file
e1113								
CI HQ	5th grade Science teacher will coordinate science field trips and experiments with regular classroom teachers		All K - 5th	August 2011 -- May 2012 (as needed)	Qualified Science Teacher, Classroom Teachers (K-5)	Science materials, Transportation, Local and State funds	90% passing on 5th grade Science STAAR	Lesson Plans in AP office

SW Comp: CNA Comprehensive Needs Assessment; RS Reform Strategies; IHQ Instruction by Highly Qualified Teachers; PD High-Quality Professional Development; SAHQ Strategies to Attract HQ Teachers; PI Strategies to Increase Parental Involvement; T Transition; TDMA Teacher Decision-Making Regarding Assessments; AS Effective and Timely Assistance to Students; CI Coordination and Integration

Needs Assessment: Eduphoria, SS Student Survey, FS Faculty Survey, PS Parent Survey, DR Discipline Report, O Other (specify)

Special Populations: GT Gifted/Talented, ESL English as a Second Language, AR At Risk, SE Special Education, E Ethnicity, ED Economically Disadvantaged, DYS Dyslexia, A All

GOAL 1 CISD students will master all objectives in the core curriculum

MEASURABLE PERFORMANCE OBJECTIVE:

#1 At least 90% of all students enrolled will pass all sections of the STAAR Test and STAAR alternate assessments

SUMMATIVE EVALUATION:

AEIS and Title 1 Schools evaluation

Title I Schoolwide Component	Implementation Strategies and Activities	Needs Assessment	Student Populations	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation	Documented
	e1114							
PI ETAS HQ RS	Summer tutorials will be provided for students not meeting passing standards on Reading or Math STAAR and other students as determined by the teacher and parent jointly.	O: STAAR, Classroom Grades, Teacher Observation	All K - 5th	Jun-12	Principal, AP, 1 or more highly certified teachers, aides as necessary	Funds allocated by State and Local	Reduce retentions	Lesson Plans and Attendance Records in AP Office
	e1115							
ETAS TDMA	Classroom teachers report to Principal every 6 weeks concerning students in danger of failing -- Notices of concern go out at 3rd week of every 6 weeks	O: Classroom Grades, Teacher Observation	All K - 5th	September 2011 -- May 2012	All Self-Contained (K - 2nd) and all Core Curriculum Teachers (3rd - 5th)	Notice of concern forms, Information forms	Less referrals of previously tested students, less failures	Danger of Failing list and notes of meetings kept in Principal's Office
	e1116							
CI	RTI Grade Level team will convene regularly to evaluate struggling students' progress , prescribe intervention, and evaluate documented progress	O: Classroom Grades, Teacher Observation	All K - 5th	September 2011 -- May 2012	Grade Level Teachers, Principal, AP, other Teachers and Parents as needed	Meeting room, assessments, information sheets	Reduction in referrals to Special Education, Reduce failures	Minutes of RTI meetings kept in Principal's Office

SW Comp: CNA Comprehensive Needs Assessment; RS Reform Strategies; IHQ Instruction by Highly Qualified Teachers; PD High-Quality Professional Development; SAHQ Strategies to Attract HQ Teachers; PI Strategies to Increase Parental Involvement; T Transition; TDMA Teacher Decision-Making Regarding Assessments; AS Effective and Timely Assistance to Students; CI Coordination and Integration

Needs Assessment: Eduphoria, SS Student Survey, FS Faculty Survey, PS Parent Survey, DR Discipline Report, O Other (specify)

Special Populations:GT Gifted/Talented, ESL English as a Second Language, AR At Risk, SE Special Education, E Ethnicity, ED Economically Disadvantaged, DYS Dyslexia, A All

GOAL 1 CISD students will master all objectives in the core curriculum

MEASURABLE PERFORMANCE OBJECTIVE:

#1 At least 90% of all students enrolled will pass all sections of the STAAR Test and STAAR alternate assessments

SUMMATIVE EVALUATION:

Eduphoria and Title 1 Schools evaluation

Title I Schoolwide Component	Implementation Strategies and Activities	Needs Assessment	Student Populations	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation	Documented
e1117								
CI ETAS HQ RS	Continue the 3-Tiered Reading Model in K -- 3rd grade which includes 90 minutes daily of uninterrupted core reading instruction (Tier 1) consisting of reading stations and small group teacher instruction plus an additional 30 min. using different strategies (Tier 2) of daily intervention for struggling readers.	O: TPRI	All K - 3rd	August 2011 -- May 2012 Daily	All K - 3rd grade Teachers, Title I Reading Teachers, Principal, AP, Reading Coach, Station Support Staff	Title I funds, State & Local funds	Increase reading achievement scores (STAAR, TPRI,)	Teacher Schedules in Title file
e1118								
CI ETAS HQ RS	Continue Tier 3 tutorials for 1st -- 3rd grade struggling readers as needed	O: TPRI	All K - 3rd	January 2011 -- May 2012 3 - 4 days per week	1st - 3rd grade Teachers, Principal, AP, Reading Coach, other certified teachers as needed	Title Funds, & State & Local Funds	Increase reading achievement scores (STAAR, TPRI)	Teacher Schedules in Title file, list of students in intervention in Campus Coach's office
e1119								
ETAS TDMA	The curriculum will be enhanced by the use of technology	O: District Policy	All Pre-K - 5th	August 2011 - May 2012 Daily	All instructional staff, Principal, AP, Reading Coach, Technology Support Staff, Tech Director, other qualified staff	Computer labs, networked classroom computers, Internet access, Distance Learning Lab, Waterford Lab	Computer Lab schedules, class projects enhanced by technology, Waterford Lab schedules and projects	Lesson Plans in AP Office, Teacher Schedules in Title file

SW Comp: CNA Comprehensive Needs Assessment; RS Reform Strategies; IHQ Instruction by Highly Qualified Teachers; PD High-Quality Professional Development; SAHQ Strategies to Attract HQ Teachers; PI Strategies to Increase Parental Involvement; T Transition; TDMA Teacher Decision-Making Regarding Assessments; AS Effective and Timely Assistance to Students; CI Coordination and Integration

Needs Assessment: Eduphoria, SS Student Survey, FS Faculty Survey, PS Parent Survey, DR Discipline Report, O Other (specify)

Special Populations: GT Gifted/Talented, ESL English as a Second Language, AR At Risk, SE Special Education, E Ethnicity, ED Economically Disadvantaged, DYS Dyslexia, A All

GOAL 1 CISD students will master all objectives in the core curriculum

MEASURABLE PERFORMANCE OBJECTIVE:

#1 At least 90% of all students enrolled will pass all sections of the STAAR Test and STAAR alternative assessments

SUMMATIVE EVALUATION:

STAAR and Eduphoria Aware Reports, grades, technology assessments

Title I Schoolwide Component	Implementation Strategies and Activities	Needs Assessment	Student Populations	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation	Documented
	e1120							
CI HQ	All CES students will receive quality instruction from highly qualified teachers in each subject area in order to insure success in TPRI, STAAR, STAAR alternative assessments	Eduphoria, O: TPRI, Benchmarks, STAAR	All EE - 5th	Daily August 2011 - May 2012	All teachers, all staff	Local, State, and Federal funds	Accountability information - for all students and special populations (Sp Ed, Ethnicity, LEP, 504, GT, At-risk, and Gender) TPRI Summaries	HQ documentation/ certifications/ workshops in Title file
	e1121							
CI	Belgau Lab (Sensory Motor) will encourage the development of both sides of the brain to enhance reading and math skills	O: Classroom Grades, Teacher Observation, TPRI, TEMI, TAKS	All K - 2nd	As available August 2011- May 2012	Principal, AP, K-2 teachers, PE teacher, Dyslexia teacher	Belgau equipment, state, and local funds, supplemental materials	Belgau Lab schedules, Improved assessment scores (TPRI & STAAR)	Lesson Plans in AP Office

SW Comp: CNA Comprehensive Needs Assessment; RS Reform Strategies; IHQ Instruction by Highly Qualified Teachers; PD High-Quality Professional Development; SAHQ Strategies to Attract HQ Teachers; PI Strategies to Increase Parental Involvement; T Transition; TDMA Teacher Decision-Making Regarding Assessments; AS Effective and Timely Assistance to Students; CI Coordination and Integration

Needs Assessment: Eduphoria, SS Student Survey, FS Faculty Survey, PS Parent Survey, DR Discipline Report, O Other (specify)

Special Populations:GT Gifted/Talented, ESL English as a Second Language, AR At Risk, SE Special Education, E Ethnicity, ED Economically Disadvantaged, DYS Dyslexia, A All

GOAL 1 CISD students will master all objectives in the core curriculum

MEASURABLE PERFORMANCE OBJECTIVE:

#3 The CISD curriculum steering committee, content-area committees, and the District SBDM Committee will investigate the effectiveness and sequence of instructional objectives, and develop a report to maximize instructional opportunities and effectiveness for all students.

SUMMATIVE EVALUATION:

STAAR and Eduphoria Aware Reports, grades, technology assessments

Title I Schoolwide Component	Implementation Strategies and Activities	Needs Assessment	Student Populations	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation	Documented
	e131							
CI RS	Needs assessment screening tests	FS	All K - 5th	August 2011 - May 2012	All Instructional Staff	Eduphoria data, TPRI (K-3), Star Reading, State and local funds	Needs analysis data obtained from test administrations	Lesson Plans in AP Office, data from test administrations
	e132							
RS	Curriculum meetings will continue to enhance developed scope and sequence	FS	All Pre-K - 5th	Time will be set aside during scheduled in-service days and after school meetings	Principal, AP, Teachers, Curriculum Committee Members	Curriculum Alignment document, ESC 14	Summary documents from committee meetings	Sign-in sheets kept in Title File
	e133							
CI HQ	Students will be taught by highly qualified, certified, and professional personnel to enhance students achievement	O: Title Requirement	All Pre-K - 5th	August 2011 -- May 2012	Principal, AP,CISD Superintendent, and CISD Board	Local, State, and Federal funds	Targeted STAAR scores and daily grades, Volunteer sign-in sheets	HQ documentation/ certifications/ workshops in Title file

SW Comp: CNA Comprehensive Needs Assessment; RS Reform Strategies; IHQ Instruction by Highly Qualified Teachers; PD High-Quality Professional Development; SAHQ Strategies to Attract HQ Teachers; PI Strategies to Increase Parental Involvement; T Transition; TDMA Teacher Decision-Making Regarding Assessments; AS Effective and Timely Assistance to Students; CI Coordination and Integration

Needs Assessment: Eduphoria, SS Student Survey, FS Faculty Survey, PS Parent Survey, DR Discipline Report, O Other (specify)

Special Populations:GT Gifted/Talented, ESL English as a Second Language, AR At Risk, SE Special Education, E Ethnicity, ED Economically Disadvantaged, DYS Dyslexia, A All

GOAL 1 CISD students will master all objectives in the core curriculum

MEASURABLE PERFORMANCE OBJECTIVE:

#3 The CISD curriculum steering committee, content-area committees, and the District SBDM Committee will investigate the effectiveness and sequence of instructional objectives, and develop a report to maximize instructional opportunities and effectiveness for all students.

SUMMATIVE EVALUATION:

STAAR and Eduphoria Aware Report

Title I Schoolwide Component	Implementation Strategies and Activities	Needs Assessment	Student Populations	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation	Documented
e134	Campus SBDM will continue to review planning and assessment of the Campus Plan, Campus programs, and curriculum and modify as needed (This plan is intended to be a living document.)	PS FS O: STAAR	All Pre-K - 5th	August 2011 -- May 2012	Principal, AP, SBDM Campus Committee, input from all faculty and staff	TEC - CH 74, curriculum and textbooks, Grade Book, and TxEIS	Targeted STAAR scores, SBDM minutes, grades and failure lists	Sign-in sheets and SBDM Agendas kept in Title File
e135	Students will be encouraged to succeed in school by offering awards and recognition for Honor Roll (both all A's and AB) and UIL participation	O: Grade Reports	All 2nd - 5th Honor Roll 3-5	October 2011 - May 2012 End of each six weeks and End of year	Principal, AP, Honor Roll Reward Team, UIL Co-Directors, Teachers, PTO	199.11.6499.01.101.111 - \$850 (50% of \$1700), Certificates & Rewards, Recognition, PTO: \$400	Increase number on Honor Roll Lists each 6 weeks and end of year & UIL participation lists	List of Honor Roll students and UIL Participants kept in Principal's Office

GOAL 2 A qualified, highly trained staff will provide a challenging, well-balanced curriculum so that all students will meet their full academic and individual potential.

MEASURABLE PERFORMANCE OBJECTIVE:

#1 Staff will increase skills in instructional techniques and gain a renewed enthusiasm for teaching from staff development.

SUMMATIVE EVALUATION:

Documented Staff Development

Title I Schoolwide Component	Implementation Strategies and Activities	Needs Assessment	Student Populations	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation	Documented
	e211							
CI PD	All personnel will attend staff development as needed to keep staff trained in innovative trends and remain in compliance with current laws and regulations, curriculum alignment, technology and PDAS	O: District requirements, Changes in Laws	All Pre-K - 5th	June 2011 -- May 2012 as workshops become available	All Staff	ESC 14, Budgeted Federal, State, and Local funds, & Title I funds	Certificates of attendance, sign-in sheets, Workshop Evaluations, increased percentages of students mastering targeted STAAR objectives	Certificates and sign-in sheets kept in Title file
	e212							
	All staff will be re-trained in the Positive Behavior Support Initiative (PAWS LAWS).	O: Campus Requirement FS, SS, PS	All Pre-K - 5th	Aug-11	Principal, AP, Paws Laws Team	Character Education Materials	Attendance logs; number of students rewarded for exhibiting good character traits	Attendance logs kept in Counselor's Office
	e213							
RS	Grade-level meetings will be scheduled as needed to meet with the grade-level above and below for planning	FS	All Pre-K - 5th	August 2011 -- May 2012	Principal, AP, and all Teachers	Substitute teachers (if needed)	Increased communication between grade-levels; sign-in sheets and minutes of meetings	Sign-in sheets & agendas/minutes kept in P office

SW Comp: CNA Comprehensive Needs Assessment; RS Reform Strategies; IHQ Instruction by Highly Qualified Teachers; PD High-Quality Professional Development; SAHQ Strategies to Attract HQ Teachers; PI Strategies to Increase Parental Involvement; T Transition; TDMA Teacher Decision-Making Regarding Assessments; AS Effective and Timely Assistance to Students; CI Coordination and Integration

Needs Assessment: Eduphoria, SS Student Survey, FS Faculty Survey, PS Parent Survey, DR Discipline Report, O Other (specify)

Special Populations:GT Gifted/Talented, ESL English as a Second Language, AR At Risk, SE Special Education, E Ethnicity, ED Economically Disadvantaged, DYS Dyslexia, A All

GOAL 2 A qualified, highly trained staff will provide a challenging, well-balanced curriculum so that all students will meet their full academic and individual potential.

MEASURABLE PERFORMANCE OBJECTIVE:

#1 Staff will increase skills in instructional techniques and gain a renewed enthusiasm for teaching from staff development.

SUMMATIVE EVALUATION:

Documented Staff Development

Title I Schoolwide Component	Implementation Strategies and Activities	Needs Assessment	Student Populations	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation	Documented
	e214							
PD	Teachers attending selected professional development sessions will have the opportunity to report to the faculty & staff at faculty meetings for professional development to be intense and sustained	O: areas of deficit as indicated by state and local assessment data	All Pre-K - 5th	August 2011 -- May 2012	All Professional and Paraprofessional Staff, Nurse, Technology Personnel, AP, and Principal	Workshops	Documented by Faculty Meeting agendas	Faculty meeting agendas/minutes & sign-in sheets kept in Title file
	e215							
PD	Teachers, aides, Campus Coach, and administration will attend all PD related to reading curriculum	O: Campus Requirement	All Pre-K - 5th	August 2011 -- May 2012	Principal, AP, Campus Coach, All K-3 teachers and Sp Ed teachers, Title teachers, and aides	Workshops, ESC, TEA, C Scope	Workshop evaluations, improved reading assessment scores (STAAR, TPRI)	Certificates kept in Title file
	e216							
TDMA	Grade-level meetings will be scheduled as needed to determine progress and needs	O: Campus Requirement	All Pre-K - 5th	August 2011- May 2012	Principal, AP, Campus Coach, Grade-level teachers	Meeting Area and Assessments	Increased communication between grade levels, cc, and principal; month agendas	Minutes/Agendas & sign-in sheets kept in P office or Title file

SW Comp: CNA Comprehensive Needs Assessment; RS Reform Strategies; IHQ Instruction by Highly Qualified Teachers; PD High-Quality Professional Development; SAHQ Strategies to Attract HQ Teachers; PI Strategies to Increase Parental Involvement; T Transition; TDMA Teacher Decision-Making Regarding Assessments; AS Effective and Timely Assistance to Students; CI Coordination and Integration

Needs Assessment: Eduphoria, SS Student Survey, FS Faculty Survey, PS Parent Survey, DR Discipline Report, O Other (specify)

Special Populations: GT Gifted/Talented, ESL English as a Second Language, AR At Risk, SE Special Education, E Ethnicity, ED Economically Disadvantaged, DYS Dyslexia, A All

GOAL 2 A qualified, highly trained staff will provide a challenging, well-balanced curriculum so that all students will meet their full academic and individual potential.

MEASURABLE PERFORMANCE OBJECTIVE:

#2 Cisco Elementary will recruit highly qualified individuals to fulfill vacancies and as the needs occur on the staff.

SUMMATIVE EVALUATION:

Targeted STAAR and Improved TPRI scores and less retentions.

Title I Schoolwide Component	Implementation Strategies and Activities	Needs Assessment	Student Populations	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation	Documented
	e221							
SAHQ	Attend job fairs at Tarleton, Abilene, San Angelo, and Lubbock to recruit HQ	O: District Policy	All Pre-K - 5th	Spring 2012	Principal and AP	Transportation, Recruitment materials	Increased assessment scores, less retentions	CO files
	e222							
SAHQ	Post job vacancies with University Placement Services, Educational Service Center Placement Services, Regional/Statewide Media Sources, and utilize Alternative Certification Programs	O: Teacher Resignations/ New positions made available	All Pre-K - 5th	As the need occurs	Central Office	Job descriptions and qualifications	Vacancies filled with certified personnel	CO files
	e223							
SAHQ	Identify staffing needs to attract and retain a highly qualified staff in order to maintain a strong educational program	O: Teacher Resignations/ New positions made available	All Pre-K - 5th	As the need occurs	SBDM Committee, Principal, AP, Superintendent	Job Fairs and Placement Services, ESC Placement Services, Alternative Certification Programs, CISD Website, Region 14 Website	Report to administration and SBDM	CO files

SW Comp: CNA Comprehensive Needs Assessment; RS Reform Strategies; IHQ Instruction by Highly Qualified Teachers; PD High-Quality Professional Development; SAHQ Strategies to Attract HQ Teachers; PI Strategies to Increase Parental Involvement; T Transition; TDMA Teacher Decision-Making Regarding Assessments; AS Effective and Timely Assistance to Students; CI Coordination and Integration

Needs Assessment: Eduphoria, SS Student Survey, FS Faculty Survey, PS Parent Survey, DR Discipline Report, O Other (specify)

Special Populations:GT Gifted/Talented, ESL English as a Second Language, AR At Risk, SE Special Education, E Ethnicity, ED Economically Disadvantaged, DYS Dyslexia, A All

GOAL 2 A qualified, highly trained staff will provide a challenging, well-balanced curriculum so that all students will meet their full academic and individual potential.

MEASURABLE PERFORMANCE OBJECTIVE:

#4 CISD Administration will continue to utilize experienced faculty members to mentor those employees new to the district and seek researched based professional development that will enhance successful teaching.

SUMMATIVE EVALUATION:

Survey Mentor and Mentored personnel at end of year

Title I Schoolwide Component	Implementation Strategies and Activities	Needs Assessment	Student Populations	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation	Documented
SAHQ	New employees will be supported and mentored to enable them to enter teaching at CES successfully	O: District/Campus Policy	All Pre-K - 5th	Daily August 2011- May 2012	Principal,AP, Assigned Mentor, New Teacher/personnel	District/Campus workshops	Close communication with the mentor teacher and new employee. Reports, grades, and lesson plans filed accurately and on time.	Mentor assignment notes/ communication kept in P office

SW Comp: CNA Comprehensive Needs Assessment; RS Reform Strategies; IHQ Instruction by Highly Qualified Teachers; PD High-Quality Professional Development; SAHQ Strategies to Attract HQ Teachers; PI Strategies to Increase Parental Involvement; T Transition; TDMA Teacher Decision-Making Regarding Assessments; AS Effective and Timely Assistance to Students; CI Coordination and Integration

Needs Assessment: Eduphoria, SS Student Survey, FS Faculty Survey, PS Parent Survey, DR Discipline Report, O Other (specify)

Special Populations: GT Gifted/Talented, ESL English as a Second Language, AR At Risk, SE Special Education, E Ethnicity, ED Economically Disadvantaged, DYS Dyslexia, A All

GOAL 3 The CISD will provide opportunities for students to become shareholders in the community and to develop a work ethic, accountability, and responsibility.

MEASURABLE PERFORMANCE OBJECTIVE:

#2 To teach students manners, values, anger-management, conflict resolution, and the acceptance of individual differences.

SUMMATIVE EVALUATION:

PEIMS Discipline Report

Title I Schoolwide Component	Implementation Strategies and Activities	Needs Assessment	Student Populations	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation	Documented
e321								
	Continue Character Education curriculum campus wide, incentive positive reward programs, and assemblies by grade levels	FS SS PS DR	All K - 5th	August 2011-- May 2012	All Staff and Counselor	Character Education materials	Discipline referrals, Parent surveys, Teacher surveys	Monthly Newsletters in Title file
e322								
CI	Assemblies to inform students concerning physical and substance abuse, safety, bullying, and self-esteem	FS SS PS DR	All Pre-K - 5th	As scheduling can be arranged	Counselor	Program materials	Teacher surveys, Counseling schedule	Monthly Newsletters in Title file
e323								
	ISS - In-school Suspension and OCS - On Campus Suspension	DR	All K - 5th	Available daily - Assign as needed	ISS Teacher, Principal, Asst. Principal	Textbooks, daily work, assignments from teachers	Completed work, Improved behavior, Less repeated discipline referrals	Discipline Referrals in AP office

SW Comp: CNA Comprehensive Needs Assessment; RS Reform Strategies; IHQ Instruction by Highly Qualified Teachers; PD High-Quality Professional Development; SAHQ Strategies to Attract HQ Teachers; PI Strategies to Increase Parental Involvement; T Transition; TDMA Teacher Decision-Making Regarding Assessments; AS Effective and Timely Assistance to Students; CI Coordination and Integration

Needs Assessment: Eduphoria, SS Student Survey, FS Faculty Survey, PS Parent Survey, DR Discipline Report, O Other (specify)

Special Populations: GT Gifted/Talented, ESL English as a Second Language, AR At Risk, SE Special Education, E Ethnicity, ED Economically Disadvantaged, DYS Dyslexia, A All

GOAL 3 The CISD will provide opportunities for students to become shareholders in the community and to develop a work ethic, accountability, and responsibility.

MEASURABLE PERFORMANCE OBJECTIVE:

#2 To teach students manners, values, anger-management, conflict resolution, and the acceptance of individual differences.

SUMMATIVE EVALUATION:

PEIMS Discipline Report

Title I Schoolwide Component	Implementation Strategies and Activities	Needs Assessment	Student Populations	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation	Documented
	e324							
PI	Students and Staff will work with the Good Fellows to collect food to be distributed to needy people for the holidays.	O: Campus Policy	All Pre-K - 5th	December, 2011	Special Events Team, faculty, and staff	Food Donations	Boxes filled with food	Notices put in newspapers and on newsletter kept in Title file/pictures on website
	e325							
PI	Students will participate in a can recycling project	O: Campus Policy	All Pre-K - 5th	August 2011- May 2012	Principal, Teachers, HS Ag Dept., and 5th Grade Crushers	Flyers to communicate to parents concerning projects; collection barrels; morning announcements	Amount of checks from can sales to be use for campus beautification	Notices put in newspapers and on newsletter kept in Title file/pictures on website
	e326							
	Incorporate values and manners training messages into morning announcements	FS PS	SS DR	All Pre-K - 5th	August 2011 - May 2012	Principal	Diana Day's Day 2 Day CC: Materials	Less discipline referrals; student surveys
	e327							
	PAWS LAWS (Positive Behavior Support Initiative) teach orderly behavior in class, halls, cafeteria, & playground	FS SS PS DR	All Pre-K - 5th	August 2011- May 2012	Paws Laws Team & all staff	Paws Laws Lesson Plans, Character Ed Time,	Less discipline referrals; teacher & student surveys	Paws Laws Lesson Plans kept in AP office

SW Comp: CNA Comprehensive Needs Assessment; RS Reform Strategies; IHQ Instruction by Highly Qualified Teachers; PD High-Quality Professional Development; SAHQ Strategies to Attract HQ Teachers; PI Strategies to Increase Parental Involvement; T Transition; TDMA Teacher Decision-Making Regarding Assessments; AS Effective and Timely Assistance to Students; CI Coordination and Integration

Needs Assessment: Eduphoria, SS Student Survey, FS Faculty Survey, PS Parent Survey, DR Discipline Report, O Other (specify)

Special Populations:GT Gifted/Talented, ESL English as a Second Language, AR At Risk, SE Special Education, E Ethnicity, ED Economically Disadvantaged, DYS Dyslexia, A All

GOAL 3 The CISD will provide opportunities for students to become shareholders in the community and to develop a work ethic, accountability, and responsibility.

MEASURABLE PERFORMANCE OBJECTIVE:

#3 Review all areas of the CISD "Student Code of Conduct" to address identified needs for ensuring all students and staff a safe and drug-free learning environment.

SUMMATIVE EVALUATION:

PEIMS Report

Title I Schoolwide Component	Implementation Strategies and Activities	Needs Assessment	Student Populations	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation	Documented
PI	Solicit input from community and staff to identify needs as to changes pertaining to the Students Code of Conduct listed in the Student Handbook	FS SS PS DR	All Pre-K - 5th	As the need occurs	Principal, AP, all staff	Students Code of Conduct, Region XIV, Community Input	Updated Code of Conduct	Surveys &/or sign-in sheets kept in Title file

SW Comp: CNA Comprehensive Needs Assessment; RS Reform Strategies; IHQ Instruction by Highly Qualified Teachers; PD High-Quality Professional Development; SAHQ Strategies to Attract HQ Teachers; PI Strategies to Increase Parental Involvement; T Transition; TDMA Teacher Decision-Making Regarding Assessments; AS Effective and Timely Assistance to Students; CI Coordination and Integration

Needs Assessment: Eduphoria, SS Student Survey, FS Faculty Survey, PS Parent Survey, DR Discipline Report, O Other (specify)

Special Populations:GT Gifted/Talented, ESL English as a Second Language, AR At Risk, SE Special Education, E Ethnicity, ED Economically Disadvantaged, DYS Dyslexia, A All

GOAL 4 -- CISD will increase parental and community involvement, awareness, and communication.

MEASURABLE PERFORMANCE OBJECTIVE:

#2 To improve relations between school, community, and the home.

SUMMATIVE EVALUATION:

Campus Effectiveness Survey

Title I Schoolwide Component	Implementation Strategies and Activities	Needs Assessment	Student Populations	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation	Documented
e421								
PI	Meet the Teacher Night, Field Day, PTO programs, Dad's & Mom's Breakfast, Grandparent's Lunch, Volunteer Breakfast, Thanksgiving Lunch for community, and other activities to involve parents, grandparents & other community members as visitors or participants	O: District/Campus Policy	All Pre-K - 5th	August 2011-- May 2012 as scheduled	Principal, AP, Parent Involvement Team, PTO Officers, Faculty and staff	Paper, copier for announcement flyers	Guest/parent sign-in sheets	Notes home/sign-in sheets/head count kept in Title file
e422								
CI PI	Parental involvement meetings (Science Fair, Reading night, Family Night with PTO, etc.)	FS PS O: Campus Policy	All Pre-K - 5th	August 2011 -- May 2012	Principal, AP, Campus Coach, Librarian, Parent Involvement Team	Paper, copier for announcement flyers, state, or local funds	Guest/parent sign-in sheets	Notes home/sign-in sheets/agendas kept in Title file
e423								
PI	Involving parents and community members on SBDM will promote input from parents and community members	FS SS PS DR	All Pre-K - 5th	August 2011 -- May 2012 Meetings as scheduled	SBDM Committee	Committee members and parents	Minutes of meetings & Sign-in Sheets	Agendas/minutes & sign-in sheets kept in Title file
e424								
PI	Monthly newsletter & Menu, News articles in Cisco Press, "Open Door Philosophy"	O: Campus Policy	All Pre-K - 5th	August 2011 -- May 2012 Daily, Weekly, Monthly	Principal, AP, School Secretary, and PR Team	ESC14 materials, Cisco Press	Scrapbook of news articles	Copies of Newsletter/menu and articles kept in Title file

SW Comp: CNA Comprehensive Needs Assessment; RS Reform Strategies; IHQ Instruction by Highly Qualified Teachers; PD High-Quality Professional Development; SAHQ Strategies to Attract HQ Teachers; PI Strategies to Increase Parental Involvement; T Transition; TDMA Teacher Decision-Making Regarding Assessments; AS Effective and Timely Assistance to Students; CI Coordination and Integration

Needs Assessment: Eduphoria, SS Student Survey, FS Faculty Survey, PS Parent Survey, DR Discipline Report, O Other (specify)

Special Populations: GT Gifted/Talented, ESL English as a Second Language, AR At Risk, SE Special Education, E Ethnicity, ED Economically Disadvantaged, DYS Dyslexia, A All

GOAL 4 -- CISD will increase parental and community involvement, awareness, and communication.

MEASURABLE PERFORMANCE OBJECTIVE:

#2 To improve relations between school, community, and the home.

SUMMATIVE EVALUATION:

Campus Effectiveness Survey

Title I Schoolwide Component	Implementation Strategies and Activities	Needs Assessment	Student Populations	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation	Documented
e425								
CNA PI	Parent, Student, and teacher surveys on school effectiveness	FS SS PS	All Pre-K - 5th	Aug, 2011 - May 2012	Principal, AP, SBDM	Survey Forms	Survey results	Survey samples and tallies kept in Title file
e426								
PI	Student Folders	O: Campus Policy	All Pre-K - 5th	Weekly	Teachers	Paper and materials	Signed folders	Samples of behavior sheet kept in Title file
e427								
PI	Brochure that describes CISD policy for prospective GT (K-8) students.	O: GT Policy	All K - 5th	January -- May 2012	GT teacher	materials	Number of GT nominations	Copy of dated brochure and number of nominations kept in Title file
e428								
PI	Dispense information to parents concerning Title, Sp Ed, GT, 504, ESL, & other special programs at Meet the Teacher Night	O: Title I/State requirements	All Pre-K - 5th	Aug-11	Principal, AP, Program Coordinators	meeting area and materials	attendance at meetings (sign-in-sheets)	Agendas/minutes & sign-in sheets kept in Title file
e429								
PI	Classroom Volunteers Program pairs grade level with volunteers to support classrooms	FS PS	All Pre-K - 5th	Sept. 2011- May 2012	Volunteer Team, Principal, AP, Faculty	Provide time, information, service opportunities	visitor sign-in records, survey by volunteers and staff	Sign-in records & survey results kept in Title file

SW Comp: CNA Comprehensive Needs Assessment; RS Reform Strategies; IHQ Instruction by Highly Qualified Teachers; PD High-Quality Professional Development; SAHQ Strategies to Attract HQ Teachers; PI Strategies to Increase Parental Involvement; T Transition; TDMA Teacher Decision-Making Regarding Assessments; AS Effective and Timely Assistance to Students; CI Coordination and Integration

Needs Assessment: Eduphoria, SS Student Survey, FS Faculty Survey, PS Parent Survey, DR Discipline Report, O Other (specify)

Special Populations:GT Gifted/Talented, ESL English as a Second Language, AR At Risk, SE Special Education, E Ethnicity, ED Economically Disadvantaged, DYS Dyslexia, A All

GOAL 4 -- CISD will increase parental and community involvement, awareness, and communication.

MEASURABLE PERFORMANCE OBJECTIVE:

#2 To improve relations between school, community, and the home.

SUMMATIVE EVALUATION:

Campus Effectiveness Survey

Title I Schoolwide Component	Implementation Strategies and Activities	Needs Assessment	Student Populations	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation	Documented
	e4210							
PI	Parent Conference Day held for all parents to pick up 1st 6 weeks report card and meet with the teacher	O: District/Campus Policy	All Pre-K - 5th	September, 2011	All Teachers, Staff, Principal and AP	Early Release time	Parent Sign-in sheets	Sign-in sheets kept in Title file
	e4211							
PI	Parent Contacts will be recorded on Parent Contact Logs & turned in each 6 weeks to Mrs. Harrell	O: Title requirements	All Pre-K - 5th	August 2011 -- May 2012	All Teachers & B. Harrell, Title Documentation	Parent Contact Logs	Number of Parent contacts	Parent Contact Logs kept in Title file
	e4212							
PI ETAS TDMA	Grade Placement Committee meetings will be scheduled for all 5th reading & math students who have not met state standards on assessments	O: TAKS AEIS	All 5th	As soon as assessment results are obtained	Classroom Teachers, Principal, AP, Parents	Assessment results, meeting room	Improved assessment scores for those students on the third testing	Minutes/Agendas & sign-in sheets will be kept in P office
	e4213							
PI	Current information will be posted on the Cisco ISD web page. (Ciscoisd.net)	O: State Requirements/ District/Campus Policy	All Pre-K - 5th	August 2011-- May 2012	Principal, AP, All faculty & staff, Technology Dept.	Ciscoisd.net Web page Training	Parent surveys Teacher & staff surveys	Periodic website copies kept in Title file
	e4214							
PI RS	Parents, teachers, & principal will meet to evaluate the home/school compact & parent involvement policy	O: Title I requirement	All Pre-K - 5th	May 2012	Principal, AP, Faculty, Staff and Parents	Meeting time and Place Title I NCLB law	Increased parent involvement, Sign-in sheets, Parental Involvement Documented Policy, Home/School Compacts , parent surveys	Agendas/minutes & sign-in sheets kept in Title file

SW Comp: CNA Comprehensive Needs Assessment; RS Reform Strategies; IHQ Instruction by Highly Qualified Teachers; PD High-Quality Professional Development; SAHQ Strategies to Attract HQ Teachers; PI Strategies to Increase Parental Involvement; T Transition; TDMA Teacher Decision-Making Regarding Assessments; AS Effective and Timely Assistance to Students; CI Coordination and Integration

Needs Assessment: Eduphoria, SS Student Survey, FS Faculty Survey, PS Parent Survey, DR Discipline Report, O Other (specify)

Special Populations:GT Gifted/Talented, ESL English as a Second Language, AR At Risk, SE Special Education, E Ethnicity, ED Economically Disadvantaged, DYS Dyslexia, A All

GOAL 4 -- CISD will increase parental and community involvement, awareness, and communication.

MEASURABLE PERFORMANCE OBJECTIVE:				#2 To improve relations between school, community, and the home.				
SUMMATIVE EVALUATION:				Campus Effectiveness Survey				
Title I Schoolwide Component	Implementation Strategies and Activities	Needs Assessment	Student Populations	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation	Documented
e4215								
PI	Distribute a brochure to parents that describes Cisco Elementary's Title I Parent Involvement policy including how funds are utilized, activities, and mission statement	O: Title I requirement	All Pre-K - 5th	August 2011 - May 2012	Principal, AP, SBDM, all Teachers	Technology to develop brochure, paper	Parent surveys	Dated copy of brochure & PS tally in Title file
e4216								
PI CI	Parent Involvement activities to comply with Wellness Policy (Health Fair, SHAC)	O: Wellness Policy	All Pre-K - 5th	Sept. 2011- May 2012	Principal, AP, School Nurse, Faculty, Parents	Flyers to communicate to parents concerning projects	Parent Surveys; increased interest in physical fitness	Sign-in sheets kept in Nurse's Office
e4217								
PI	School Reach Parent Alert Telephone Alert System will inform parents of events and changes in schedules	O: District/Campus Policy	All Pre-K - 5th	August 2011 - May 2012	Principal, AP, School Secretary & Tech Staff	Local funds	Parent Survey, Increased attendance at school events	Reports generated by system
e4218								
AS	Backpack for Kids Program Students who qualify receive a backpack of kid friendly foods each Friday for weekend consumption	O: Wellness Policy	All Pre-K-5th	September 2011 - May 2012	SHAC Coordinator, School Nurse, HST Students	Community Donations	Number of backpacks issued per week	Reports sent monthly to Food Bank of West Central TX in School Nurse Office
<p>SW Comp: CNA Comprehensive Needs Assessment; RS Reform Strategies; IHQ Instruction by Highly Qualified Teachers; PD High-Quality Professional Development; SAHQ Strategies to Attract HQ Teachers; PI Strategies to Increase Parental Involvement; T Transition; TDMA Teacher Decision-Making Regarding Assessments; AS Effective and Timely Assistance to Students; CI Coordination and Integration</p> <p>Needs Assessment: Eduphoria, SS Student Survey, FS Faculty Survey, PS Parent Survey, DR Discipline Report, O Other (specify)</p> <p>Special Populations:GT Gifted/Talented, ESL English as a Second Language, AR At Risk, SE Special Education, E Ethnicity, ED Economically Disadvantaged, DYS Dyslexia, A All</p>								

GOAL 4 -- CISD will increase parental and community involvement, awareness, and communication.

MEASURABLE PERFORMANCE OBJECTIVE:

#3 Increased parent and community involvement in our school.

SUMMATIVE EVALUATION:

Improved student progress documented through TPRI, TAKS, and Eduphoria

Title I Schoolwide Component	Implementation Strategies and Activities	Needs Assessment	Student Populations	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation	Documented
	e431							
ETAS RS	Individual tutoring/interaction for at-risk students	AEIS, O: TPRI, STAAR, Classroom Grades, Teacher Observation	AR	August 2011 -- May 2012	Principal, AP, all staff, LEAP students	volunteers, LEAP students	Sign-in sheets, improved grades and TAKS scores	Sign-in sheets/Lesson Plans kept in AP office
	e432							
PI	Send home the Home-School Compact with each student. Teacher, Principal, parents, & students sign compact and give each parent a copy.	O: Title I requirement	All Pre-K - 5th	August 2011 - until completion	Principal, AP, SBDM, Parents, Teachers, Students	Documents for each student	Signed document per student	Copy of dated document in Title file; Signed copies in front of each teacher's section in Secretary's Office file
	e433							
PI	A list of parent and community volunteers will be given to teachers by the end of the first six weeks & assignments	O: Campus Policy	All Pre-K - 5th	August 2011- May 2012	Volunteer Team, Principal, AP, Faculty	Schedule of volunteers, assignments for volunteers, criminal background checks,	Increased parent and community involvement, Sign-in sheets	Dated copy of list in Title file
	e434							
PI	PTO will meet regularly and plan activities for parents, teachers, and students		All Pre-K - 5th	August 2011 -- May 2012	PTO officers, Principal, AP, Teachers	PTO Funds	Sign-in sheets, newspaper articles, informational flyers	Agendas/minutes & sign-in sheets kept in PTO files

SW Comp: CNA Comprehensive Needs Assessment; RS Reform Strategies; IHQ Instruction by Highly Qualified Teachers; PD High-Quality Professional Development; SAHQ Strategies to Attract HQ Teachers; PI Strategies to Increase Parental Involvement; T Transition; TDMA Teacher Decision-Making Regarding Assessments; AS Effective and Timely Assistance to Students; CI Coordination and Integration

Needs Assessment: Eduphoria, SS Student Survey, FS Faculty Survey, PS Parent Survey, DR Discipline Report, O Other (specify)

Special Populations: GT Gifted/Talented, ESL English as a Second Language, AR At Risk, SE Special Education, E Ethnicity, ED Economically Disadvantaged, DYS Dyslexia, A All

GOAL 5 -- CES will continue to work with the community, parents, and staff to ensure that all students maximize their attendance and the effectiveness of time-on-task during the academic year.								
MEASURABLE PERFORMANCE OBJECTIVE:				#1 Campus SBDM, Principal, and staff will work proactively with parents and students and encourage and promote an ADA of 97% or better.				
SUMMATIVE EVALUATION:				TxEIS attendance rates				
Title I Schoolwide Component	Implementation Strategies and Activities	Needs Assessment	Student Populations	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation	Documented
	e511							
PI	Emphasize to the parents and students the importance of daily attendance for consistent learning	O: Attendance Reports	All Pre-K - 5th	August 2011 -- May 2012	All teachers, Principal and AP	Handouts on attendance guidelines, letters to parents (excessive absences), Attendance Committee meetings, and State, and Local funds	Attendance rates	Student Handbook kept in Title file
	e512							
PI	Parents of students with two consecutive absences will be called if the student is absent on the third day	O: Attendance Reports	All Pre-K - 5th	August 2011 -- May 2012	Teachers, Principal, and AP	Attendance records, telephone logs	Parent Contact logs & annual attendance report	Telephone Call Log kept in P office
	e513							
	Students who maintain perfect attendance will be rewarded and recognized in the local newspaper	O: Attendance Reports	All Pre-K - 5th	Each six week grading period and at the end of the year	Attendance Team, PR Team, AP, Principal	Local Businesses, Local Funds, Local Newspaper	Number of students who receive awards	Attendance records kept in P Office
	e514							
CI ETAS	Extended Day for students with excessive absences (attendance falling below 97%)	O: Attendance Reports	All K - 5th	Nov. -- Dec. 2011 and Mar. -- May 2012	Principal, AP, Extended Day Teacher	State and Local funds	Number of students attending Extended Day sessions; reduction in absences	Attendance records kept in P Office
	e515							
CI	Drawing will be held and major prizes given away to students who have not been absent nor tardy for the school year	O: Attendance Reports	All Pre-K - 5th	May, 2012	Attendance Team, Principal and AP	PTO, Local businesses	Number of students who are eligible for the drawing	Pictures on website
SW Comp: CNA Comprehensive Needs Assessment; RS Reform Strategies; IHQ Instruction by Highly Qualified Teachers; PD High-Quality Professional Development; SAHQ Strategies to Attract HQ Teachers; PI Strategies to Increase Parental Involvement; T Transition; TDMA Teacher Decision-Making Regarding Assessments; AS Effective and Timely Assistance to Students; CI Coordination and Integration Needs Assessment: Eduphoria, SS Student Survey, FS Faculty Survey, PS Parent Survey, DR Discipline Report, O Other (specify) Special Populations: GT Gifted/Talented, ESL English as a Second Language, AR At Risk, SE Special Education, E Ethnicity, ED Economically Disadvantaged, DYS Dyslexia, A All								

GOAL 5 -- CES will continue to work with the community, parents, and staff to ensure that all students maximize their attendance and the effectiveness of time-on-task during the academic year.

MEASURABLE PERFORMANCE OBJECTIVE:	#1 Campus SBDM, Principal, and staff will work proactively with parents and students and encourage and promote an ADA of 97% or better.
--	---

SUMMATIVE EVALUATION:	TxEIS attendance rates
------------------------------	------------------------

Title I Schoolwide Component	Implementation Strategies and Activities	Needs Assessment	Student Populations	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation	Documented
	e516							
CI PI RS	Letters will be mailed to students' parents who have an excessive number of absences or tardies explaining the law concerning absences	O: Attendance Reports	All Pre-K - 5th	August 2011-- May 2012	Principal, PEIMS data manager, SBDM, Campus Attendance Asst.	State and Local funds and attendance reports	Number of students attending Extended Day, reduction in tardies	List of students receiving letters kept in P Office
	e517							
CI PI RS	Attendance Assistant will make calls, home visits, and send letters to parents.	O: Attendance Reports	All Pre-K - 5th	September, 2011 - May, 2012	Attendance Assistant supported by the Principal and AP	State and Local funds and attendance reports	Reduce number of absences	List of students receiving phone calls, home visits, letters kept in P Office
	e518							
CI PI RS	Parents will sign in and out students and tardies will be recorded via computer by the office generating reports on students leaving early and tardy	O: Attendance Reports	All Pre-K - 5th	August 2011-- May 2012	School Secretary, parents, students	Computer software, computer by the office, reports	Record of visits by parents and volunteers, students leaving early, and students who are tardy	Computer reports from Computer in Hallway

SW Comp: CNA Comprehensive Needs Assessment; RS Reform Strategies; IHQ Instruction by Highly Qualified Teachers; PD High-Quality Professional Development; SAHQ Strategies to Attract HQ Teachers; PI Strategies to Increase Parental Involvement; T Transition; TDMA Teacher Decision-Making Regarding Assessments; AS Effective and Timely Assistance to Students; CI Coordination and Integration

Needs Assessment: Eduphoria, SS Student Survey, FS Faculty Survey, PS Parent Survey, DR Discipline Report, O Other (specify)

Special Populations:GT Gifted/Talented, ESL English as a Second Language, AR At Risk, SE Special Education, E Ethnicity, ED Economically Disadvantaged, DYS Dyslexia, A All

GOAL 6 -- CES will continue to work with community, county, state law agencies, parents, staff and patrons to ensure that all students are exposed to a drug-free and safe learning environment.								
MEASURABLE PERFORMANCE OBJECTIVE:				#1 Students will have a safe, drug-free environment as determined by PEIMS reports, Discipline reports.				
SUMMATIVE EVALUATION:				Annual Program Evaluation				
Title I Schoolwide Component	Implementation Strategies and Activities	Needs Assessment	Student Populations	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation	Documented
e611								
CI	District policy regarding violence on the campus and violence assessment procedures will be included in the handbook and on file in the counselor's office	O: District Policy	All Pre-K - 5th	August 2011 -- May 2012	Teachers, Counselor, AP, and Principal	Student Handbook, all CES staff, local Law Enforcement Officers	Discipline reports, PEIMS reports	Copy of current Handbook in Title file
e612								
CI	Programs to provide students with refusal skills for drugs and alcohol	O: Campus Policy	K - 5	August 2011- May 2012	PE and Music Teachers, AP, and Principal	County Judge, community members, materials, ESC Region XIV	Student/teacher participation	Student Lists/Lesson Plans kept in AP office
e613								
CI	Title IV (Safe & Drug Free Schools): Red Ribbon Week, Character Education, , other related programs	O: Title IV requirements	All Pre-K - 5th	September 2011- May 2012 as scheduled	Counselor	ESC 14 materials	Student & Teacher Participation	Lesson Plans kept in AP office
e614								
CI	Safety programs to promote child safety	O: Campus Policy	All Pre-K - 5th	September 2011 - May 2012 as scheduled	Counselor	State and local funds	Student participation, more positive attitude toward safety issues	Announcements kept in Title file
<p>SW Comp: CNA Comprehensive Needs Assessment; RS Reform Strategies; IHQ Instruction by Highly Qualified Teachers; PD High-Quality Professional Development; SAHQ Strategies to Attract HQ Teachers; PI Strategies to Increase Parental Involvement; T Transition; TDMA Teacher Decision-Making Regarding Assessments; AS Effective and Timely Assistance to Students; CI Coordination and Integration</p> <p>Needs Assessment: Eduphoria, SS Student Survey, FS Faculty Survey, PS Parent Survey, DR Discipline Report, O Other (specify)</p> <p>Special Populations:GT Gifted/Talented, ESL English as a Second Language, AR At Risk, SE Special Education, E Ethnicity, ED Economically Disadvantaged, DYS Dyslexia, A All</p>								

GOAL 6 -- CES will continue to work with community, county, state law agencies, parents, staff and patrons to ensure that all students are exposed to a drug-free and safe learning environment.								
MEASURABLE PERFORMANCE OBJECTIVE:				#1 Students will have a safe, drug-free environment as determined by PEIMS reports, Discipline reports.				
SUMMATIVE EVALUATION:				Annual Program Evaluation				
Title I Schoolwide Component	Implementation Strategies and Activities	Needs Assessment	Student Populations	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation	Documented
	e615							
CI	Registered Nurse and Aide are available for screening, immunizations, and the health care of students	O: District Policy	All Pre-K - 5th	Aug. 2011-- May 2012	Nurse and Aide	Local and State funds and Materials	Nursing records	Nurse's records kept in Nurse's office
	e616							
CI	A crisis management plan will be available at all campuses	O: District Policy	All Pre-K - 5th	revised as necessary	Principal, AP, SBDM, Superintendent, & Counselor	ESC Region 14, school crisis survival guide	Crisis Management Plan	CMP kept in P Office
	e617							
CI	Safety inspections from outside consultants & maintenance staff will be conducted	O: District Policy	All Pre-K - 5th	August 2011 - June 2012 as needed	Principal, AP, Superintendent, & maintenance	materials, supplies, equipment, Region XIV	Work requests, records of inspections	Requests/ Inspection Records kept in District Maintenance Office
	e618							
CI	All buildings and grounds will be maintained in a repaired, clean, and safe condition	O: District Policy	All Pre-K - 5th	August 2011- July 2012 Daily	Maintenance and custodial personnel	Materials, supplies, equipment	Work requests, records	Requests/ Inspection Records kept in District Maintenance Office
	e619							
CI	Report generated from safety audit will be used to pinpoint areas of concern and implement a plan to correct concern	O: District Policy	All Pre-K - 5th	August 2011 - June 2012 as needed	Principal, AP, Superintendent, & maintenance	materials, supplies, equipment, Region XIV	Work requests, records of inspections; safer environment	Requests/ Inspection Records kept in District Maintenance Office
SW Comp: CNA Comprehensive Needs Assessment; RS Reform Strategies; IHQ Instruction by Highly Qualified Teachers; PD High-Quality Professional Development; SAHQ Strategies to Attract HQ Teachers; PI Strategies to Increase Parental Involvement; T Transition; TDMA Teacher Decision-Making Regarding Assessments; AS Effective and Timely Assistance to Students; CI Coordination and Integration Needs Assessment: Eduphoria, SS Student Survey, FS Faculty Survey, PS Parent Survey, DR Discipline Report, O Other (specify) Special Populations: GT Gifted/Talented, ESL English as a Second Language, AR At Risk, SE Special Education, E Ethnicity, ED Economically Disadvantaged, DYS Dyslexia, A All								

GOAL 7 CES will provide educational services for all student populations: GT, ESL, Compensatory and Title 1 Education, ARI, Technology & Vocational, Special Education, "504", Headstart, and any other applicable program.

MEASURABLE PERFORMANCE OBJECTIVE:

#1 At least 90% of all special population students will pass all sections of the STAAR test or STAAR Alternate assessment, and students taking the TPRI will demonstrate improvement.

SUMMATIVE EVALUATION:

Annual Program Evaluations, Eduphoria

Title I Schoolwide Component	Implementation Strategies and Activities	Needs Assessment	Student Populations	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation	Documented
	e711							
PI	Schedule meetings with special population parents to dispense information on program guidelines & review assessments & progress of their child	O: State/District/Campus Policy	ESL AR SE 504	Aug. -- Nov. 2011	Principal, AP, Diagnostician, Program Coordinators, and Special Population Teachers	Meeting area and materials	Attendance at meetings and signed documentation	Minutes/Agendas & sign-in sheets will be kept in P office
	e712							
CI ETAS	Special population teachers and paraprofessionals will be utilized to meet the needs of those identified special population students	O: District/Campus Policy	ESL AR SE 504	Aug. 2011 -- May 2012	Principal, AP, Counselor, Diagnostician, and Special Populations Teachers/Aides	Local, State, and Federal funds	Lesson Plans, Called Parent Meetings (ARD, LPAC, 504, GT, etc.)	Teacher Schedules kept in Title file
	e713							
T CI ETAS	Headstart and Pre-K students will visit the CES Kindergarten classes and campus for a transition visit	O: Title requirements	All Pre-K - K	April or May 2012	Principal, AP, Kg. Teachers, Librarian, PE and Music Teachers, Cafeteria Workers Bus Driver	Transportation, cafeteria expenses, and student materials	Student success is measured by teacher observations of student behavior and student actions and reactions	Dated announcement kept in Title file

SW Comp: CNA Comprehensive Needs Assessment; RS Reform Strategies; IHQ Instruction by Highly Qualified Teachers; PD High-Quality Professional Development; SAHQ Strategies to Attract HQ Teachers; PI Strategies to Increase Parental Involvement; T Transition; TDMA Teacher Decision-Making Regarding Assessments; AS Effective and Timely Assistance to Students; CI Coordination and Integration

Needs Assessment: Eduphoria, SS Student Survey, FS Faculty Survey, PS Parent Survey, DR Discipline Report, O Other (specify)

Special Populations:GT Gifted/Talented, ESL English as a Second Language, AR At Risk, SE Special Education, E Ethnicity, ED Economically Disadvantaged, DYS Dyslexia, A All

GOAL 7 CES will provide educational services for all student populations: GT, ESL, Compensatory and Title 1 Education, ARI, Technology & Vocational, Special Education, "504", Headstart, and any other applicable program.

MEASURABLE PERFORMANCE OBJECTIVE:

#1 At least 90% of all special population students will pass all sections of the STAAR test or STAAR alternative assessment, and students taking the TPRI will demonstrate improvement.

SUMMATIVE EVALUATION:

Annual Program Evaluations, AEIS

Title I Schoolwide Component	Implementation Strategies and Activities	Needs Assessment	Student Populations	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation	Documented
	e714							
CI ETAS	Content Mastery will continue for 3rd - 5th grades as an alternative to pull-out resource classes for Special Education	O: Campus Policy	All 3rd - 5th	Aug. 2011 -- May 2012	Content Mastery teacher, paraprofessionals, AP, and Principal	Local state, and Federal funds, Professional Development	Improvement on STAAR and alternate STAAR scores and level of achievement	Lesson Plans and/or student sign-in sheets kept in AP office
	e715							
CI ETAS	ESL students will be served by a pull-out or inclusion program to facilitate academic assistance, success, and rapid acquisition of English	O: State requirement	ESL	Aug. 2011 -- May 2012 Daily	ESL Teachers, AP, Principal, ESL Aide	Local and State funds, Time provided, Materials (ESL funds)	Improvement on TELPAS Assessment	Lesson Plans with ESL activities documented in AP office
	e716							
CI ETAS	Dyslexia classes will be scheduled for identified students 2nd - 5th grade with a qualified teacher	O: State requirement	DYS	Aug. 2011 -- May 2012 Daily	Dyslexia Teacher, AP, and Principal	Room accommodations, materials through local and state funds	Improvement on assessments	Lesson Plans in AP office
	e717							
PI	Program Evaluation of GT parents	O: State requirement	GT	Spring 2012	GT Teacher	Survey forms	Program modifications due to results	Results of survey in GT files

SW Comp: CNA Comprehensive Needs Assessment; RS Reform Strategies; IHQ Instruction by Highly Qualified Teachers; PD High-Quality Professional Development; SAHQ Strategies to Attract HQ Teachers; PI Strategies to Increase Parental Involvement; T Transition; TDMA Teacher Decision-Making Regarding Assessments; AS Effective and Timely Assistance to Students; CI Coordination and Integration

Needs Assessment: Eduphoria, SS Student Survey, FS Faculty Survey, PS Parent Survey, DR Discipline Report, O Other (specify)

Special Populations: GT Gifted/Talented, ESL English as a Second Language, AR At Risk, SE Special Education, E Ethnicity, ED Economically Disadvantaged, DYS Dyslexia, A All

GOAL 7 CES will provide educational services for all student populations: GT, ESL, Compensatory and Title 1 Education, ARI, Technology & Vocational, Special Education, "504", Headstart, and any other applicable program.

MEASURABLE PERFORMANCE OBJECTIVE:

#1 At least 90% of all special population students will pass all sections of the STAAR test or STAAR alternative assessment and students taking the TPRI will demonstrate improvement.

SUMMATIVE EVALUATION:

Annual Program Evaluations, AEIS

Title I Schoolwide Component	Implementation Strategies and Activities	Needs Assessment	Student Populations	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation	Documented
	e718							
CI ETAS	Gifted & Talented: Identified students in K-5th will be served in a pull-out program by the GT teacher	O: State Plan	GT	Aug. 2011 -- May 2012 Weekly	GT Teacher, AP, Principal	Room accommodations, materials through local and state funds	Improvement on assessments	Lesson Plans in AP office
	e719							
PI	Dispense information to parents concerning Title I programs as a school wide program in Math & Reading	O: Title requirements	K - 5	Aug. 2011 at Meet the Teacher Night	Principal, AP, Title I teachers	Meeting area and materials	Attendance at meetings (sign-in sheets)	Dated copy of brochure, minutes & sign-in sheets in Title file
	e7110							
CI ETAS	Title I: Assistance in Math and Reading either inclusionary or pull-out for any student needed extra assistance	O: Title requirements	K-5	Aug. 2011-- May 2012 Daily	Principal, AP, Title Reading & Math teachers and aides	Room accommodations, materials through Title funds	Improvement on assessments	Lesson Plans in AP office

SW Comp: CNA Comprehensive Needs Assessment; RS Reform Strategies; IHQ Instruction by Highly Qualified Teachers; PD High-Quality Professional Development; SAHQ Strategies to Attract HQ Teachers; PI Strategies to Increase Parental Involvement; T Transition; TDMA Teacher Decision-Making Regarding Assessments; AS Effective and Timely Assistance to Students; CI Coordination and Integration

Needs Assessment: Eduphoria, SS Student Survey, FS Faculty Survey, PS Parent Survey, DR Discipline Report, O Other (specify)

Special Populations: GT Gifted/Talented, ESL English as a Second Language, AR At Risk, SE Special Education, E Ethnicity, ED Economically Disadvantaged, DYS Dyslexia, A All

GOAL 7 CES will provide educational services for all student populations: GT, ESL, Compensatory and Title 1 Education, ARI, Technology & Vocational, Special Education, "504", Headstart, and any other applicable program.

MEASURABLE PERFORMANCE OBJECTIVE:

#1 At least 90% of all special population students will pass all sections of the STAAR test or STAAR alternative assessment, and students taking the TPRI will demonstrate improvement.

SUMMATIVE EVALUATION:

Annual Program Evaluations, Eduphoria

Title I Schoolwide Component	Implementation Strategies and Activities	Needs Assessment	Student Populations	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation	Documented
	e7111							
CI ETAS	Reduce class sizes through Title program to improve quality of instruction (1st grade and 3rd grade)	O: District/Campus Policy	All 1st - 3rd	August 2011- May 2012 Daily	Principal, AP, HQ Teachers assigned to 4th classroom in 1st, 2nd, & 3rd grades as	Title Funds	Improvement on assessments	Lesson Plans in AP office
	e7112							
CI ETAS	Special Education: Least Restrictive Environment to meet the needs of students qualifying for Sp Ed services	O: State Requirement	SE	Aug. 2011 - May 2012 Daily	Principal, AP, Special Ed Staff, Diagnostician	Textbooks, manipulatives, FM Systems, Technology, IEP plans	Daily grades and tests IEP - meets expectations, Progress Reports on IEP sent each 6 weeks	Lesson Plans in AP office
	e7113							
CI ETAS	Students ARDed into Speech, PT, & OT Therapy will meet the criteria of their yearly individual plan	O: District/Campus Policy	SE	Aug. 2011 - May 2012 sessions as scheduled	Principal, AP, Speech Therapist, Diagnostician	East-End Coop, Materials, assessments	IEP, Progress reports every six weeks	Progress reports every 6 weeks in classroom &/or permanent folder

SW Comp: CNA Comprehensive Needs Assessment; RS Reform Strategies; IHQ Instruction by Highly Qualified Teachers; PD High-Quality Professional Development; SAHQ Strategies to Attract HQ Teachers; PI Strategies to Increase Parental Involvement; T Transition; TDMA Teacher Decision-Making Regarding Assessments; AS Effective and Timely Assistance to Students; CI Coordination and Integration

Needs Assessment: Eduphoria, SS Student Survey, FS Faculty Survey, PS Parent Survey, DR Discipline Report, O Other (specify)

Special Populations:GT Gifted/Talented, ESL English as a Second Language, AR At Risk, SE Special Education, E Ethnicity, ED Economically Disadvantaged, A All

GOAL 7 CES will provide educational services for all student populations: GT, ESL, Compensatory and Title 1 Education, ARI, Technology & Vocational, Special Education, "504", Headstart, and any other applicable program.								
MEASURABLE PERFORMANCE OBJECTIVE:				#1 At least 90% of all special population students will pass all sections of the STAAR test or STAAR alternative assessment, and students taking the TPRI will demonstrate improvement.				
SUMMATIVE EVALUATION:				AEIS Report / Report Card				
Title I Schoolwide Component	Implementation Strategies and Activities	Needs Assessment	Student Populations	Timeline	Staff Responsible	Resources/ Allocation	Formative Evaluation	Documented
e7114								
ETAS	At-Risk: Identify students according to state guidelines and assist as needed	O: State Requirement	AR	Aug. 2011 - May 2012 Daily	Principal, AP, All staff and faculty	Textbooks, manipulatives, tutorial sessions	Improvement on daily grades and assessments	Student Lists/Lesson Plans kept in AP office
e7115								
CI ETAS	State Comp: Tutorials before school, after school and during school	O: Progress reports, grades, Assessment Data	All 1st - 5th	Aug. 2011- May 2012 sessions as scheduled	Principal, AP, All faculty	FTE's=5% for each teacher	Improvement on daily grades and assessments	Student Lists/Lesson Plans kept in AP office
e7116								
PD CI	In-services will be conducted for teachers to keep them current with changes in all areas of special population programs	O: District/Campus Policy Federal Requirement	All Pre-K - 5th	In-service session at the beginning of the year and as needed during the year	Principal, AP, East-End Co-op Director, District Coordinator of Special Education	East-End Coop, Region 14 ESC, TEA updates	In-service sign-in sheets	Agendas/Sign-in sheets kept in Title file
e7117								
ETAS	Intervention strategies will be employed through Tier II and Tier III (Grades K-3-Reading) and (Grades 3-5, Math and Reading)	O: Progress reports, grades, Assessment Data	All K - 5th	October, 2011-- June, 2012	Principal, AP, All grade-level teachers, Campus Coach	Staff and Intervention materials	Improvement on daily grades and assessments, less retentions, increase in STAAR scores	Student Lists/Lesson Plans kept in AP office
<p>SW Comp: CNA Comprehensive Needs Assessment; RS Reform Strategies; IHQ Instruction by Highly Qualified Teachers; PD High-Quality Professional Development; SAHQ Strategies to Attract HQ Teachers; PI Strategies to Increase Parental Involvement; T Transition; TDMA Teacher Decision-Making Regarding Assessments; AS Effective and Timely Assistance to Students; CI Coordination and Integration</p> <p>Needs Assessment: Eduphoria, SS Student Survey, FS Faculty Survey, PS Parent Survey, DR Discipline Report, O Other (specify)</p> <p>Special Populations:GT Gifted/Talented, ESL English as a Second Language, AR At Risk, SE Special Education, E Ethnicity, ED Economically Disadvantaged, A All</p>								

