

STAMFORD ISD

DISTRICT IMPROVEMENT PLAN

2004-2005

MISSION STATEMENT

STAMFORD ISD

Stamford ISD shares responsibility with families and the community in providing each child with the maximum opportunities for a complete education so he/she may be successful in life. Stamford ISD will spend the time, resources, and effort to provide an environment conducive to learning so that each child shall become a productive member of society. We have the philosophy that “**ALL CHILDREN CAN LEARN**” and that each child has the potential to benefit our future.

STAMFORD ISD DISTRICT GOALS
2003 - 2006

- District Goal 1:** All students will be expected to meet or exceed state educational performance standards. The ultimate goal will be an “**exemplary**” school district.
- District Goal 2:** A well-balanced curriculum, which includes mastery of the TEKS at each grade level/subject area will be taught so that all students may realize their learning potential and prepare for productive lives.
- District Goal 3:** Parents and other members of the community will be partners in the improvement of the school.
- District Goal 4:** Teachers and aides at all levels are to be provided training in teaching methods, which take into account student learning styles, cooperative learning, technology, the effects of high expectations for achievement, and mastery learning.
- District Goal 5:** Special programs will be designed to help students served by those programs to meet or exceed state performance standards.
- District Goal 6:** The learning environment throughout the district will be safe, with all students, faculty, and staff consistently involved in practicing good citizenship, demonstrating respect toward self and others, and exhibiting a cooperative spirit.

Comprehensive Needs Assessment

The District Level Committee conducted a survey in the Spring of 2003 to help in determining needs of Stamford ISD. Surveys were given to all professional and paraprofessional staff, parents of students at all grade levels, and students in grades 1 – 12. Although no specific areas of weakness were noted, results of the surveys were reviewed with other materials to help establish district goals. A new survey will be completed in Spring, 2005.

Using the current AEIS report, TAKS scores and the dropout rate were reviewed. With access to the AEISIt computer program, TAKS data can be disaggregated for all subgroups including ethnic, socio-economic, and special program groups such as ESL, G/T, Special Education, At-Risk, CATE, etc. This breakdown provides a better understanding of areas needing improvement. Mathematics, at both the middle school and high school level, is an area targeted for improvement. All subgroups at the high school level and the African American subgroup at Middle school were below 70% in math. Science is also a concern district-wide with scores below 70% for African American, Hispanic and Economically Disadvantaged subgroups. Special education data indicated the number of students identified as special ed. exceeded the state average. Additionally, the subgroups of ethnicity and low socio-economic were disproportionately high in relation to the number of students in special ed. overall. Concerns also were noted in achieving TAKS success for special ed. students. Tri-County will continue to help with the development and implementation of plans to address these issues.

Special program committees met in order to insure that each program is represented in the planning process. The district level committee chairperson met with each program committee to evaluate goals and objectives and formulate new ones for the 2004-2005 school year. These were then presented to the District Level Committee for approval.

In addition, the District Level Committee reviewed the 2003-2004 District Improvement Plan. The committee evaluated the mission statement as well as goals and objectives in the plan. Revisions and updates were made as needed and new activities were established where appropriate in order to accomplish the stated District goals.

TITLE PROGRAMS SUMMARY FOR 2004-2005

Title I, Part A – Improving Basic Programs

Fiscal Agent: Stamford ISD handles its own Title I funds and completes its own application and evaluation.

Estimated Funding: \$ 368,693 Estimated Roll Forward: \$ 64,094

Campuses: Oliver Elementary and Stamford Middle School meet the criteria for Title I Schoolwide Campuses.

Major Budget Items: (1) Payroll (2) *Supplies & Materials (3) Professional & Contracted Services

*In 04-05, \$ 101,000 has been budgeted in Supplies and Materials to update technology on Schoolwide campuses.

Title I, Part C – Migrant

Fiscal Agent: Shared Services Arrangement (SSA) with Region 14 ESC

Estimated Funding: \$ 4,370

Campuses: Oliver Elementary, Stamford Middle School and Stamford High School

Title II, Part A – Teacher & Principal Training and Recruiting Fund (TPTR)

Fiscal Agent: Shared Services Arrangement (SSA) with Region 14

Estimated Funding: \$63,431 Estimated Roll Forward: \$ 6,519

Campuses: Oliver Elementary, Stamford Middle School and Stamford High School

Title II, Part D – Enhancing Education Through Technology

Fiscal Agent: Stamford ISD handles its own Title II, Part D funds and completes its own application and evaluation.

Estimated Funding: \$9,945 Estimated Roll Forward: \$ 137

Campuses: Oliver Elementary, Stamford Middle School and Stamford High School

Major Budget Items: (1) Supplies & Materials (2) Professional & Contracted Services

Title III – Language Instruction for Limited English Proficient (LEP) Students

Fiscal Agent: Shared Services Arrangement (SSA) with Region 14 ESC.

Estimated Funding: \$2,246

Campuses: Oliver Elementary, Stamford Middle School and Stamford High School

Title IV – Safe and Drug Free School and Communities

Fiscal Agent: Shared Services Arrangement (SSA) with Region 14 ESC

Estimated Funding: \$ 5,992

Campuses: Oliver Elementary, Stamford Middle School and Stamford High School

Title V, Part A – Innovative Programs

Fiscal Agent: Stamford ISD handles its own Title V, Part A funds and completes its own application and evaluation.

Estimated Funding: \$ 3,632 Estimated Roll Forward: \$1,130

Campuses: Oliver Elementary, Stamford Middle School and Stamford High School

Major Budget Items: (1) Supplies & Materials (2) Professional & Contracted Services

Title VI, Part A, Subpart 2 – Funding Transferability

Not Applicable to Stamford ISD

Title VI, Part B, Section 6211 – Rural Education Achievement Program (REAP)

Not Applicable to Stamford ISD

STATE COMPENSATORY PROGRAMS SUMMARY

State Compensatory Funds are used to supplement the regular education program to help students who are At-Risk. The District uses the state guidelines to identify At-Risk students, and then serves those students with the supplementary funds so that they can become successful, stay in school, and graduate. A list of SCE funded programs/activities follows. This list is not all-inclusive, but it does show the major areas of expenditures for the funds. Program budgets are attached at the end of the District Improvement Plan.

Salaries

A major portion of the SCE funds are used for salaries. Twenty-seven teachers at the elementary and middle school are partially paid with SCE funds. The salary percentage is based on the percentage of identified at-risk students. The Credit Recovery teacher at the high school is paid totally out of SCE funds as he works exclusively with at-risk students.

Credit Recovery Program

The Credit Recovery Program is designed for students who have fallen behind in acquiring credits and to recapture dropouts so the students will graduate. The **PLATO** computer program is used in credit recovery and is paid for with SCE funds.

Reading Improvement Classes

Reading Improvement classes are offered in grades 6 – 12 to students who are having difficulty with reading as evidenced by their TAKS reading scores or who are performing at a reading level that is below grade level. Both the middle school and high school offer a section of reading improvement. Evaluation of the classes is based on students' improved TAKS scores and/or an improved reading level as evidenced by their academic records.

TAKS Prep

Stamford High School offers special classes designed to provide remediation on TAKS objectives in all of the tested areas. The Middle School offers remediation in reading, writing and math. Evaluation of the classes is the number of students showing improvement on each section of the TAKS.

Computer Lab Licenses

State Compensatory Funds are used to supplement the regular curriculum through the use of computer software that addresses student needs in language arts and math. These computer programs are used to present information to students in a way that is different from the regular classroom instruction. Oliver Elementary uses the Jostens program to address both reading and math. CEI is used at Oliver and Middle School to address reading and the High School campus utilizes the Plato system in the Credit Recovery Program. Evaluation includes improved TAKS scores, comparison of computer pre and post test scores, and demonstrated mastery of TEKS.

Truant Officer

Stamford ISD hires a truant officer to improve/maintain the attendance rate. Each campus works with the truant officer depending upon the needs of the individual campus. The program is evaluated by calculating the attendance rate each six weeks.

Pregnancy-Related Services – PEP (Pregnancy, Education, & Parenting) Program

Stamford ISD contracts with Sweetwater ISD for these services. Pregnant students, and students who already are mothers or fathers are eligible for the services. Pregnancy-related services can include assistance in obtaining social services such as WIC, counseling, parenting education, homebound services for students in need, and PEP services.

Saturday School

Students at Middle School and High School can attend school on Saturday to make up for excessive absences during the semester thus enabling them to receive course credit.

Instructional Supplies and Equipment

Each campus has a budget to purchase supplemental supplies and equipment to use for instruction to help those students who are not succeeding academically.

District Goal: 1. All students will be expected to meet or exceed state educational performance standards. The ultimate goal will be an “exemplary” school district.

Performance Objective: 1.1 Stamford ISD will be a “recognized” district. Target all subgroups that score below 70% on the TAKS in reading, math, writing, science, and social studies or that fail to meet expected achievement level on SDAA.

Summative Evaluation: All subgroups will score 70% or above in reading, math, writing, social studies, and science on the 2005 TAKS or will meet or exceed SDAA expected achievement level. The dropout rate will be 3.5% or less.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation
1.11 The AEISIt computer program will be used to disaggregate TAKS data.	AEISIt Computer Program	Campus Principals; Counselors	End of May through early Fall	List of students & areas of needed improvement
1.12 Disaggregate all subgroups to identify those performing below 80% on last TAKS or who fail to meet expected achievement level on SDAA.	AEISIt; Tri-County info	Campus Principals, Tri-County Personnel	First 6 weeks of school	Improved TAKS and SDAA scores
1.13 Teachers will attend staff development that focuses on TAKS strategies.	Title V; Region 14 Workshops	Campus Principals	August through July	Attendance certificates
1.14 Assign mentors to new teachers. Both will take part in training through Region 14.	W. Milligan – Region 14 Contact	Campus Principals	Assign mentors in August for entire year	Meetings, as needed, with mentors and new teachers
1.15 Furnish practice materials to help in student preparation for TAKS & SDAA.	Title V, SCE and Sp. Ed. funds	Campus Principals; Tri-County	August through May	70% or higher TAKS and “met expected level” on SDAA
1.16 Maintain attendance rate at 96.5% or above by hiring truant officer.	SCE Funds	Patti Daniels	Make visits as needed	Daily attendance charted each 6 weeks

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Summative Evaluation: All subgroups will score 70% or above in reading, math, writing, social studies, and science on the 2005 TAKS or will meet or exceed SDAA expected achievement level. The dropout rate will be 3.5% or less.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation
1.17 Provide attendance incentives.	Local Funds	Campus Principals and Teachers	Each 6 weeks	Improved attendance – check each 6 weeks
1.18 Provide Saturday school for students that have excessive absences to make up course work so that credit will not be denied.	SCE Funds	Middle School and High School Principals	4-6 Saturdays per semester or as needed	Awarding of course credit; fewer students being retained
1.19 Provide Credit Recovery Program to help reduce dropout rate.	SCE Funds	High School Principal; Credit Recovery Teacher	August through May	Reduced dropout rate; increased number of students receiving diplomas
1.110 Each campus will develop TAKS strategies and decide how to implement them.	NA	Campus Principals and Teachers	Begin early Fall and continue throughout the year	Improved TAKS scores
1.111 Students participate in the Scholastic Reading Program.	Local Funds	Librarian & Aides; Reading & English teachers	August through May	Improved reading skills as noted on TAKS and academic records

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Summative Evaluation: All subgroups will score 70% or above in reading, math, writing, social studies, and science on the 2005 TAKS or will meet or exceed SDAA expected achievement level. The dropout rate will be 3.5% or less.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation
1.112 High School students in need of TAKS remediation will be given released tests and participate in Prep Days.	Released tests and TAKS materials	High School Principal; High School Counselor	October through April	Improved Exit level TAKS scores
1.113 Continue with dyslexia program.	Local funds	Dyslexia teachers	August through May	Improved reading skills
1.114 Science and social studies teachers will attend Region 14 workshops geared specifically to subject area.	Vicky Walters, Region 14 Contact	Teachers attend; principals approve registration	See Region 14 Catalog	Certificate of Attendance
1.115 Provide Exit TAKS remediation for high school students.	TAKS materials	High School Principal, Counselor & teachers	August thru March	Mastery of Exit level TAAS/TAKS
1.116 Provide PLATO Computer Program in Credit Recovery which is TAKS compatible.	PLATO Program	High School Principal; Credit Recovery teacher	August thru May	Exit level mastery in all areas
1.117 Make writing a priority at all grade levels.	Classroom teachers	Campus Principals	Throughout school year	Improved writing scores
1.118 Emphasize organization in writing.	Uniform heading	All Classroom Teachers	August thru May	Improved writing scores
1.119 Continue new math program at Oliver to improve math scores.	Math curriculum and staff dev.	K-5 Classroom Teachers	August thru May	Improved math scores

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Performance Objective: 1.1 Stamford ISD will be a “recognized” district. Target all subgroups that score below 70% on the TAKS in reading, math, writing, science, and social studies or that fail to meet expected achievement level on SDAA.

Summative Evaluation: All subgroups will score 70% or above in reading, math, writing, social studies, and science on the 2005 TAKS or will meet or exceed SDAA expected achievement level. The dropout rate will be 3.5% or less.

Activities	Resources	Staff Responsibilities	Timelines	Formative Evaluation
1.120 Oliver – Reading Enrichment through Jostens and CEI	Title I Funds	Oliver teachers and Computer lab aide	August thru May	6 Weeks Report Cards
1.121 Inclusion of Special Ed. students in regular education classes to the maximum extent possible.	Sp. Ed. and Reg. Ed. Funds	Inclusion teachers & aides, Reg. Ed. teachers	August thru May	Improved reading & math skills of Special Ed. students as noted on report cards and TAKS/SDAA
1.122 Identify At-Risk students early so they can receive extra help	State criteria for at-risk	Counselors, Campus Principals	By 9/15/04	Updated list of at-risk students
1.123 Conference with Middle & High School students about TAKS strengths and weaknesses.	Previous test scores	Counselors	Early Fall Semester	Meet minimum expectations on TAKS
1.124 Student Success Initiative: Accelerated Reading Instruction	SSI Reading Funds if available	K-3 Classroom Teachers	June - May	Improved reading skills at K – 3 rd grade level
1.125 Subject Specific Tool Kits for teachers available on the internet	Technology	Campus Principals	August thru May	Improved scores in all subject areas

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Performance Objective: 1.1 Stamford ISD will be a “**recognized**” district. Target all subgroups that score below 70% on the TAKS in reading, math, writing, science, and social studies or that fail to meet expected achievement level on SDAA.

Summative Evaluation: All subgroups will score 70% or above in reading, math, writing, social studies, and science on the 2005 TAKS or will meet or exceed SDAA expected achievement level. The dropout rate will be 3.5% or less.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation
1.126 Continue with curriculum alignment at all campuses in TAKS tested areas.	NA	Campus Principals	2004 - 05 school year	Improved TAKS scores
1.127 Staff development on TAKS	Region 14	Campus Principals approve registration	August thru May	Improved TAKS scores
1.128 Make sure all teachers are teaching the TEKS for their grade level and subject area.	TEKS	Campus Principals	August thru May	Improved TAKS scores
1.129 Each campus will meet standards for Adequate Yearly Progress (AYP)	NA	Campus Principals, teachers and aides	August 2005	AYP list from the state
1.130 Work to align the District math program through development of scope and sequence	TEKS	Campus Principals; Grade level math teachers	Teacher in-service days	Scope and sequence for District math program

District Goal: 1. All students will be expected to meet or exceed state educational performance standards. The ultimate goal will be an “exemplary” school district.

Performance Objective: 1.2 Target math & science curriculum so that all students score 70% or above on 2005 TAKS.

Summative Evaluation: Science & math scores at all grade levels tested will be 70% or higher.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation
1.21 Disaggregation of TAKS scores to find objectives in need of remediation.	2004 TAKS results	Science and math teachers	By November 2004	Worksheet of non-mastery objectives
1.22 Make sure all math & science teachers have TAKS objectives	Math and Science objectives	Campus Principals	Start of School '04	Teachers have copies of math and science TAKS objectives
1.23 TAKS strategies staff dev. for Science and math	Region 14	Campus Principals approve registration	August thru May	Attendance certificates
1.24 Navigate through textbooks to document TAKS objectives	Science & SS texts	Science and math teachers	Fall 2004	Lesson plans that document objectives from textbooks
1.25 Give pre-test at start of school and post-test at mid-year to find areas in need of instruction.	Practice materials	Science and math teachers	September, January	Scores from pre and post tests
1.27 Purchase TAKS practice materials.	Title V Funds	Campus Principals and teachers	Fall 2004	Purchase orders
1.28 Provide extra time for practice on TAKS objectives	Enrichment	Classroom teachers & aides; campus principals	August thru May	Improved TAKS scores

District Goal: 2. A well-balanced curriculum, which includes mastery of the TEKS at each grade level/subject area will be taught so that all students may realize their learning potential and prepare for productive lives.

Performance Objective: 2.1 Students will master the TEKS at each grade level so that the number of course failures at the end of each six weeks will be lower than the number of failures from the previous year.

Summative Evaluation: The number of course failures at the end of each six weeks will be lower than the number of failures at the end of each six weeks from the previous year.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation
2.11 Teachers will teach the appropriate TEKS for each grade level & course.	Copies of TEKS	All professional teaching staff	August thru May	Lesson plans and teacher editions document TEKS
2.12 Teachers attend TEKS workshops in their subject area & TAKS format.	Title II, V, & Local	Campus Principals approve registration	August thru July	Workshop attendance certificates
2.13 Continue curriculum alignment workshops at the campuses.	Region 14	Campus Principals	August thru May	Copy of scope and sequence
2.14 Coordinated planning at grade levels K-5; and across grade levels.	Time to plan	Campus Principals	August thru May	Subject area scope and sequence and implemented lesson plans
2.15 Department chairpersons at SHS head coordination of subject areas.	NA	Department Chairs	August thru May	Scope and sequence for subject areas
2.16 All 6 th graders will take Keyboarding.	Keyboarding materials	Keyboarding teachers	August registration	Acquire computer skills needed for high school courses
2.17 Provide grade level planning time for Oliver and Middle School teachers.	Time for planning	K – 8 Teachers; Campus Principals	August thru May	Improved instruction & learning as evidenced by grades and principal evaluations
2.18 Encourage students to take Tech Prep courses offered to prepare for school-to-work.	NA	High School Principal, Counselor and Tech Prep Teachers	August thru May	Increased enrollment in and completion of Tech Prep courses

District Goal: 2. A well-balanced curriculum, which includes mastery of the TEKS at each grade level/subject area will be taught so that all students may realize their learning potential and prepare for productive lives.

Performance Objective: 2.1 Students will master the TEKS at each grade level so that the number of course failures at the end of each six weeks will be lower than the number of failures from the previous year.

Summative Evaluation: The number of course failures at the end of each six weeks will be lower than the number of failures at the end of each six weeks from the previous year.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation
2.19 Encourage students to take part in Distance Learning Lab, dual credit courses, and college courses	NA	High School Principal; Counselor, DLL Teacher	Enrollment by semesters and in summer	Increase enrollment numbers & course completion
2.110 8 th graders may take Algebra I and W. Geogr. for high school credit.	NA	Principals; Counselors	August thru May	Course credit awarded
2.111 Encourage students to follow the “recommended” or “distinguished” high school plan.	NA	High School Counselor	Freshman – graduation plan on file	Number of students that graduate under these options
2.112 Continue Texas Reading Initiative at Oliver – TPRI administered to all K – 3 students.	TPRI Tests	Oliver Principal and Counselor; K-3 Teachers	Fall-Pretest Spr.-Post test	Improved reading skills
2.113 Incorporate technology into the curriculum(TX Library Connection, DLL, Internet).	Local funds; Grants	Campus Principals, Technology Coordinator, Teachers	August thru May	Increased use of technology
2.114 CEI Reading at Oliver	SCE Funds	CEI Teacher	August - May	Improved reading skills noted on TAKS & report cards
2.115 Continued use of PLATO System in Credit Recovery Program	SCE Funds	High School Principal; Credit Recovery Teacher	August thru May	Number of courses completed and students graduated

District Goal: 2. A well balanced curriculum, which includes mastery of the TEKS at each grade level/subject area will be taught so that all students may realize their learning potential and prepare for productive lives.

Performance Objective: 2.1 Students will master the TEKS at each grade level so that the number of course failures at the end of each six weeks will be lower than the number of failures from the previous year.

Summative Evaluation: the number of course failures at the end of each six weeks will be lower than the number of failures at the end of each six weeks from the previous year.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation
2.116 Provide special programs to meet the needs of special population students. Each of these programs will be addressed in the plan under District Goal: 5.	Title I; Title II, Title IV; Title V; G/T; State Comp (At-Risk); CATE; ESL; Dyslexia; Special Ed.; OEY	Director of Special Programs, Program Teachers	July through June	Evaluate students served in special programs to determine progress following set guidelines for each program
2.117 Offer PPCD and Head Start classes for three and four year olds who need to begin learning the necessary skills that will help them be successful in school. Use the Leaps & Bounds research-based curriculum.	Local Funds; Head Start; ESL; Sp. Ed.; SCE	PPCD Teacher, Head-start Teacher, ESL Teacher	August thru May Some PPCD students may have extended year. ESL students who will be in K are eligible for ESL Summer School	Students enter Kindergarten with the skills they need to succeed. Review progress reports from PPCD and Head Start teachers
2.118 Student Success Initiative: Accelerated Reading Program extended to 3 rd grade.	Accelerated SSI Funds	K – 3 rd classroom teachers	August thru May	Improve Kindergarten through 3 rd grade reading skills

District Goal: 3. Parents and other members of the community will be partners in the improvement of the school.

Performance Objective: 3.1 At least two parent contacts will be made per student by every teacher during the school year and the community will be kept informed of school events through the local media (newspaper, cable TV, electronic billboard on the square, webpage, etc.).

Summative Evaluation: Teacher’s log of parent contacts turned in at the end of the year and the District Scrapbook showing newspaper articles of school events.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation
3.11 Utilize parent surveys to assess how to improve communication between school and home	Surveys to all parents	Campus Principals; SBDM Committees; Sp. Programs Director	Spring 2005	Incorporate into campus and district improvement plans
3.12 Wednesday Folders sent home wkly. at Oliver; Newsletter published every three weeks at Middle School.	Folders; Newsletters	Campus Principals; Secretaries; Students	August through May	Copies of newsletter
3.13 Oliver PTO and Middle School Booster Club	Parents and grandparents	Campus staff and club officers	August thru May	Better parent-teacher communication
3.14 Open House at all campuses	NA	All school staff	9-28-04	Parent sign-in sheet
3.15 Notify parents of important school news on report cards at middle and high school campuses.	Computer generated report cards	Middle School & High School secretaries	Each 6 Weeks	More parent contact
3.16 Require teachers to have personal contact with all parents.	NA	Campus Principals	August thru May	Teacher log of parent contacts
3.17 Open distance learning labs to parents and the community.	Technology	High School Principal; Technology Coordinator	Year round	Number of people participating
3.18 Fantastic Fridays – 3X yearly at Oliver	Parents and teachers	Oliver Principal; Oliver staff	3x yearly	Sign-in sheet showing number of parents

District Goal: 3. Parents and other members of the community will be partners in the improvement of the school.

Performance Objective: 3.1 At least two parent contacts will be made per student by every teacher during the school year and the community will be kept informed of school events through the local media (newspaper, cable TV, electronic billboard on the square, webpage, etc).

Summative Evaluation: Teacher’s log of parent contacts turned in at the end of the year and the District Scrapbook showing newspaper articles of school events.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation
3.19 Math Madness & Family Literacy at Oliver	Title I	Oliver Principal and staff	2x per semester	Number of people participating
3.110 Publish articles in the newspaper concerning info parents & community need to know.	Local newspaper	Campus Principals; Sp. Programs Director; Superintendent	All year long, including summer	Copies of newspaper articles
3.111 “Meet the Teacher” Night at Oliver prior to start of school.	NA	Campus Principals and staff	August 16, 2004	Sign-in sheets
3.112 Notice of Concerns and Progress Reports sent the third week of each six weeks grading period.	Written notices to parents	Campus Principals; Teachers	3 rd Week of each 6 weeks	Copy of notices sent to parents
3.113 AEIS Public Meeting to share campus & district report card ratings	AEIS Report	Sp. Programs Director & District SBDM	January, 2005	Sign-in sheet
3.114 Middle School Parent Meeting to discuss changes & expectations.	Campus handbook	Middle School Principal and staff	August 24, 2004	Sign-in sheet of those attending
3.115 Yearbook staff will publish “Bulldog Brag” in local newspaper.	Local Paper	Yearbook Advisor and Yearbook staff	August thru May	Copies of articles

District Goal: 3. Parents and other members of the community will be partners in the improvement of the school.

Performance Objective: 3.1 At least two parent contacts will be made per student by every teacher during the school year and the community will be kept informed of school events through the local media (newspaper, cable TV, electronic billboard on the square, webpage, etc.).

Summative Evaluation: Teacher’s log of parent contacts turned in at the end of the year and the District Scrapbook showing newspaper articles of school events.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation
3.116 High School counselor will send a newsletter to parents with information pertinent to SHS students.	Campus News	High School Counselor	1 time per semester	Copies of newsletter
3.117 School nurse will send newsletter to parents updating health information.	Health Info	School nurse	1X per 6 weeks	Copies of newsletter
3.118 Encourage all teachers to have parent conferences.	NA	Campus Principals	August thru May	Teacher log of parent conferences
3.119 Checklist by grade level of what parents can expect during the year – TEKS Brochures for Grades K-5	TEA TEKS Brochures	Oliver Principal; Oliver Counselor	Fall 2004	Parents will better understand the expectations for their child at each grade level – receipt of checklist
3.120 Stamford ISD Webpage on the Internet will keep parents, community, and alumni informed of school issues.	Webpage	Webpage Teacher; Technology Coordinator	August thru May	Use of webpage by parents, community, & alumni – number of contacts
3.121 Increase awareness of campus and district SBDM committees and their makeup. Publish minutes of committee meetings in local paper.	Newspaper	Campus Principals; Director of Special Programs	Throughout the year including summer	List of campus and district SBDM Committee members and newspaper articles

District Goal: 3. Parents and other members of the community will be partners in the improvement of the school.

Performance Objective: 3.1 At least two parent contacts will be made per student by every teacher during the school year and the community will be kept informed of school events through the local media (newspaper, cable TV, electronic billboard on the square, webpage, etc.).

Summative Evaluation: Teacher’s log of parent contacts turned in at the end of the year and the District Scrapbook showing newspaper articles of school events.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation
3.122 Use of Channel 7 – Public Service Announcements for school news.	Cable TV Service	Campus Principals	August thru May	Increased information to parents
3.123 Community Survey conducted every other year.	Survey	Special Programs Director	Spring 2005	Results used to determine needs of the District and campuses
3.124 Provide information to COC to display on electronic bulletin board downtown	\$700 Local	Campus Principals; Central Office	Throughout the year	Increased information to parents and the community
3.125 Inform students and parents about graduation options.	State Graduation Plans	High School Principal and Counselor	Annually	Four year graduation plans on file
3.126 Provide students and parents with info about college admission requirements and financial aid programs	Senior Handbook; Financial Aid Night; Senior Retreat; Brochures	High School Counselor	October, 2004	Senior Handbooks and attendance at financial aid workshops
3.127 Students and parents will be informed about “Towards Excellence, Access and Success”(TEXAS) and “Teach for Texas” grant programs	Senior Handbook; Counselor’s newsletter	High School Counselor	August-Pre-registration	Distribution of materials
3.128 Involvement by the community in scholarship awards	Scholarship Money	High School Principal	May, 2005	Awarding of scholarships to Seniors

District Goal: 3. Parents and other members of the community will be partners in the improvement of the school.

Performance Objective: 3.1 At least two parent contacts will be made per student by every teacher during the school year and the community will be kept informed of school events through the local media (newspaper, cable TV, electronic billboard on the square, webpage, etc.).

Summative Evaluation: Teacher’s log of parent contacts turned in at the end of the year and the District Scrapbook showing newspaper articles of school events.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation
3.129 Active Booster Clubs at Middle School and High School Campuses.	Parents and Community	Middle School & High School Principals	Throughout the year	Published meeting times and monetary support for school programs & activities
3.130 School Board Policy available on the Internet	Internet Access	Technology Coordinator	Update as needed	Board Policy on-line or print a hard copy
3.131 Senior Retreat available to students who will graduate Spring, 2005	Senior Handbook	High School Counselor	October 2004	Attendance
3.132 Seniors participate in annual College Fairs	NA	High School Counselor	Annually	Increase in number of college-bound students
3.133 District will host Open-house at all campuses.	1 st – 6 wks. Report Cards	Campus Principals; Teachers	9-28-04	Parent Sign-in sheet

District Goal: 4. Teachers and aides at all levels are to be provided training in teaching methods that take into account student learning styles, cooperative learning, the effects of high expectations for achievement, and mastery learning.

Performance Objective: 4.1 Teachers will attend at least one workshop in their field of study during the year, or summer session. Title V funds and Title II funds through Region 14 ESC shared services may be used for staff development.

Summative Evaluation: A list of all workshop participants will be provided through Region 14 or participants will secure an attendance record from workshops other than those sponsored by Region 14.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation
4.11 Fall/Winter and Spring/Summer Catalogs from Region 14 will be provided to all campuses. Workshop listings provide info on subject area, target audience, and content description.	Region 14 ESC Catalogs; Vicky Walters - contact	Campus principals approve registration	Summer and through-school year	Workshop registration and attendance certificates
4.12 Campus and District SBDM members will determine staff development based on needs assessment.	Needs Assessment completed by teachers & aides	Campus and District SBDM Committee Members	Needs Assessment completed at end of school year to determine needs	Staff Development for campus and district personnel
4.13 Encouragement from administration for teachers and aides to attend workshops on innovative teaching strategies/techniques. Admin. allows release time to attend.	Substitute pay from teacher Fund source and Title II Funds; and Title V \$1000 for workshops provided by Region 14 ESC	Campus principals approve registration	Summer and throughout the school year	Attendance certificates in teachers' in-service file
4.14 Teachers will attend TAKS workshops in subject area assignment.	Title II Funds; Title V (\$1000)	Campus Principals approve registration	August thru July	Certificates of attendance

District Goal: 4. Teachers and aides at all levels are to be provided training in teaching methods that take into account student learning styles, cooperative learning, the effects of high expectations for achievement, and mastery learning.

Performance Objective: 4.1 Teachers will attend at least one workshop in their field of study during the year, or summer session. Title V funds and Title II funds through Region 14 ESC shared services may be used for staff development.

Summative Evaluation: A list of all workshop participants will be provided through Region 14 or participants will secure an attendance record from workshops other than those sponsored by Region 14.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation
4.15 The District applied for 5 waiver days for staff development with approval from the District SBDM committee.	Needs Assessment to determine subject matter; Presenters	Campus Principals	Aug. 10, 11, 12 October 11 January 17	Sign-in sheet for participants
4.16 Math and Science workshops	Title II Funds	Campus Principals	July - June	Attendance certificates
4.17 Summer Conferences for CATE teachers	State CATE funds	CATE Teachers	Summer 2004	Attendance certificates
4.18 Provide district wide staff development at beginning of school year.	Consultants	Superintendent; Campus Principals	August 10, 11 2004	All staff attend training on: Sexual Harassment, Workman's Comp, Blood Borne Pathogens, & School Violence
4.19 Provide new teacher mentoring in conjunction with Region 14.	Region 14 Contact; Teacher mentors	Campus principals assign mentors; mentors/mentees participate in activities	August thru May	Attendance certificates
4.110 Provide professional development activities to ensure all teachers on Title I campuses are "highly qualified."	Region 14; Presenters	Campus Principals approve registration	August through May	Attendance certificates

District Goal: 5. Special Programs are designed to help students served by those programs to meet or exceed state performance standards.

Performance Objective: 5.1 AT-RISK Increase the academic achievement level of At-Risk students and lower the dropout rate to 3% or lower.

Summative Evaluation: Compare most recent grades/course completions/TAKS with previous year to see that each At-Risk student is showing improvement. Dropout rate will be 3% or lower on AEIS Report.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation
5.11 Reading Improvement & TAKS Remediation are offered at Middle School to help At-Risk students succeed.	Title I funds; State Comp.	Middle School Principal & staff	August thru May	Improved grades and meeting passing standards on TAKS; improved self esteem
5.12 Students are identified as “At-Risk” at all campuses using the state guidelines.	State Guide- lines	Counselors; PEIMS Coordinator	Update by 9-15-04	List of District At-Risk students
5.13 Reading Improvement & TAKS Remediation offered at High School	State Comp funds	HS Principal and Reading Impr. Teacher	August thru May	Improved grades, meet passing TAKS standards
5.14 Jostens, CEI, Reading Enrichment, and special Math classes offered at Oliver.	Title I funds; State Comp	Oliver Principal and staff	August thru May	Improved grades; meet passing TAKS standards
5.15 ESL classes offered for LEP students PK-12.	ESL & Local Funds	Campus Principals; ESL Teachers	August thru May	Improved oral proficiency scores; Meeting passing TAKS standards
5.16 Dyslexia services to qualifying students.	Local funds	Dyslexia Teachers	August - May	Improved reading skills
5.17 Availability of Adult Ed. to obtain GED	Abilene Adult Ed.	NA	August - May	# receiving GED
5.18 Tutorials offered at all campuses through a variety of sources: NHS for high school students; OEYP – Extended Day for Oliver and Middle School.	OEYP funds for Extended Day tutorials	Campus Principals	August through May	Fewer failures

District Goal: 5. Special programs are designed to help students served by those programs to meet or exceed state performance standards.

Performance Objective: 5.1 AT-RISK Increase the academic achievement level of At-Risk students and lower the dropout rate to 3% or lower.

Summative Evaluation: Compare most recent grades/course completions/TAKS with previous year to see that each At-Risk student is showing improvement. Dropout rate will be 3% or lower on AEIS Report.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation
5.19 Head Start/PreK and PPCD classes are offered for 3 & 4 yr. olds to give them an academic boost.	Sp. Ed. funds; SCE Funds; Head Start	PPCD and Head Start/Pre-K Teachers	August thru May	Students will succeed in Kindergarten after having been in PPCD or Head Start/PreK
5.110 Pregnancy related services offered to identified students (PEP Program) Provide asst. in obtaining social services such as WIC; provide counseling; provide parenting education; and provide homebound services who meet eligibility requirements.	State Comp Funds for PEP	Counselors; School Nurse	August thru May as needed	Pregnant teens or teens mothers and fathers stay in school and graduate
5.111 Exit level preparation to help high school students who need TAKS remediation.	Local Funds	High School Principal and Counselor; HS Teachers	October thru April	Students pass Exit level TAKS test
5.112 Purchase instructional materials for use with students in need of remediation.	State Comp Funds	Campus Principals	August thru May	Improved student performance

District Goal: 5. Special Programs are designed to help students served by those programs to meet or exceed state performance standards.

Performance Objective: 5.2 TITLE I Students at the Title I Schoolwide Campuses (Oliver & Middle School) will meet the state academic standards and pass the TAKS test in all subject areas tested.

Summative Evaluation: TAKS Results for Title I Schoolwide Campuses.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation
5.21 Disaggregate TAKS data using AEISIt.	AEISIt Program	Campus Principals	June thru October	List of students indicating TAKS weaknesses
5.22 Encourage parental involvement with parent meetings.	Title V funds; Fisher Co. Grant funds	Campus Principals	Annually	Parent sign-in sheets
5.23 Work on transition from Head Start to Kindergarten, from Oliver to Middle School, and from Middle School to High School.	Classroom and Campus visits	Campus Principals and appropriate grade level teachers	Visits in Spring 2005; Teachers work together thru the year	Students ready to transition from one campus to another
5.24 Each campus will develop TAKS strategies and a plan for implementation to use throughout the year.	Local	Campus principals and staff	August thru May	Improved TAKS scores
5.25 Prepare students for TAKS test format; especially 3 rd grade students.	Practice materials	Classroom teachers	August thru May	Improved TAKS scores
5.26 Purchase instructional materials to be used for TAKS practice.	Title V Funds; SCE Money	Campus principals	August thru May	Improved TAKS scores

District Goal: 5. Special programs are designed to help students served by those programs to meet or exceed state performance standards.

Performance Objective: 5.2 TITLE I Students at the Title I Schoolwide Campuses (Oliver & Middle School) will meet the state academic standards and pass the TAKS test in all subject areas tested.

Summative Evaluation: TAKS Results for Title I Schoolwide Campuses.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation
5.28 Utilize information from needs surveys.	Survey Tabulations	Campus Principals; Sp. Programs Director	Aug/Sept 2004	Implement into District and Campus Improvement Plans and staff dev.
5.29 Implement requirements of NCLB including required notices to parents.	NCLB	Campus Principals; Sp. Programs Director	Throughout the year as required	Copies of notices
5.210 Offer special reading classes at Oliver to supplement regular reading program.	Title I	Oliver Principal; Reading Teacher	August thru May	Improved reading grades and scores
5.211 Offer special math classes at Oliver to supplement regular math program.	Title I	Oliver Principal; Math Teacher	August thru May	Improved math grades and scores.
5.212 Computer Labs at Oliver and Middle School. Oliver uses Jostens and CEI. MS uses Orchard (all aligned w/TEKS)	State Comp Funds	Computer Lab aides in cooperation with regular ed. teachers	August thru May	Improved academic skills
5.213 TAKS Busters	Local funds	Teachers Grades 2-5	August-May	Improved TAKS scores
5.214 Scholastic Reading Program	Local funds	Campus staff	August-May	Improved reading skills-Accelerated Reading Points
5.215“Leaps & Bounds” – early literacy curriculum for PPCD & Head Start/PreK	Local funds Sp. Ed. \$	PPCD and Headstart/ Pre-K Teachers	August-May	Improved reading readiness skills
5.216 Continue w/ reading plan to align curriculum & teaching strategies	Established plan	Oliver principal and Reading teachers	5 year span	Improved reading skills
5.217 Use TPRI for K-3 to identify students performing below reading benchmarks.	TPRI test	Teachers K-3	Pretest-Fall Post test-Spr. K-2 nd Sem.	Improve weak areas in reading – Results of pre & post testing
5.218 Family Literacy Night - Oliver	Presenters	Oliver Principal & staff	Spring 2005	Attendance sign-in sheets

District Goal: 5. Special programs are designed to help students served by those programs to meet or exceed state performance standards.

Performance Objective: 5.3 SPECIAL EDUCATION Increase the number of already identified special education students served in an inclusion setting in 2004-05.

Summative Evaluation: Compare the number of special ed. students in an inclusion setting in 2004-05 with the number in 2003-04.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation
5.31 Disaggregate special ed. students' TAKS and SDAA scores.	AEISIt; Tri-Co.	Campus Principals; Tri-County staff	June thru October	Improved TAKS and SDAA scores
5.32 Work w/ parents of spec. ed. students to set inclusion as a goal.	NA	Campus Principals; Reg. & Sp. Ed. Teachers	Annual ARDs	Increased # of sp.ed. students in inclusion setting
5.33 Encourage use of assignment books-MS	Notebook	All teachers	August-May	Increased work completion & parental awareness
5.34 Encourage Sp. Ed. students to participate in UIL	NA	All teachers	August-May	List of Sp. Ed. students in UIL
5.35 Tutoring for inclusion students to help with regular classroom work.	Teachers & aides	Campus Principals	August thru May	Passing grades which will allow continued inclusion setting
5.36 Progress reports/Report Cards at 6 wk. intervals and notice of concern at 3 weeks.	GradeSpeed	All teachers	August thru May	Improved grades
5.37 ARD Committee training offered for new spec. ed. staff and parents of new spec. ed. students .	ARD Training Video and Cable Channel	Cathy Urich; Phyllis Davis	Fall Semester 2004	Better understanding of sp. ed issues for parents and staff
5.38 Students taking SDAA will meet ARD Expectations.	ARD document	ARD Committee	Spring 2005	"Met Expectations" on SDAA report
5.39 Set realistic but challenging goals on SDAA	ARD Document	ARD Committee	Annual ARD	"Met Expectations" on SDAA report
5.310 Daily use of assignment/behavior sheet at SAC	NA	SAC Teacher	August-May	Improved grades and behavior which will lead to increased participation in inclusion
5.311 Benchmark and strategic pretesting to help Special Ed. students move toward success on TAKS	TAKS Materials	Special ed. teachers	Sept. and October	Improved TAKS scores

District Goal: 5. Special programs are designed to help students served by those programs to meet or exceed state performance standards.

Performance Objective: 5.4 SPECIAL EDUCATION Continue with CAPs goals from previous years and implement activities to address PAS/DAS concerns.

Summative Evaluation: Documented results of CAPs action plan and a decrease in the areas receiving a “3” or “4” on DAS information.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation
5.41 Teach study skills and social skills to students in SAC	NA	SAC Teacher	Throughout School yr.	Increased # of students in inclusion setting
5.42 Include transition needs and services in IEP at appropriate levels	Sp. Ed. Funds	ARD Committee with direction from Tri-County staff	At least annually	ARD Document
5.43 Intervention Assistance Teams at each campus give support to teachers and students. Students who are having academic or social problems will be referred to the “Team” so that the “Team” can review records and recommend an appropriate plan of action to help the student before a referral to special ed. is initiated.	“Team” Members	Campus Principals and members of the intervention “team”	August-May, as needed, to review individual cases	Decrease in number of special ed. referrals thereby decreasing the %age in special education.
5.44 Address over-representation of economically disadvantaged and ethnic groups in Special Ed. by including members that understand problems that might be culturally related on the Intervention Assistance Team.	Staff members specifically trained in cultural and economic diversity issues	Campus Principals	Teams will meet August through May as needed	Decrease # of econ. disadvantaged and # of ethnic students in special ed. so that numbers are in line with total school population.
5.45 Critically review ARD placement decisions, handicapping eligibility, and behavior plan and interventions before DAEP is assigned.	ARD Document	ARD Committee led by Campus Principal w/ input from other professionals as needed	August thru May as appropriate	Decrease in the number of special ed. students assigned to DAEP.

District Goal: 5. Special programs are designed to help students served by those programs to meet or exceed state performance standards.

Performance Objective: 5.4 SPECIAL EDUCATION Continue with CAPs goals from previous years and implement activities to address PAS/DAS concerns.

Summative Evaluation: Documented results of CAPs action plan and a decrease in the areas receiving a “3” or “4” on DAS information.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation
5.46Supplementary aids and services will be provided as determined by the ARD committee for each student.	Tri-County staff and other agencies	Tri-County Staff – Diagnosticians	Throughout the school year as noted on IEP	IEPs with supplementary aids and services outlined; log of supplementary aids & services
5.47Related services will be provided as specified in IEP/ARD.	Special Ed. Funds	Tri-County Staff; Campus Principals; other professional as appropriate	Throughout School yr. as noted in IEP	Log of related services
5.48Encourage and support students in Social Adjustment Class (SAC) to participate in non-academic extra-curricular activities.	NA	Campus Principals; SAC Teacher	August thru May	Documentation of student participation in non-academic extra-curricular activities
5.49Students with disabilities will participate in nonacademic activities.	UIL and other extra-curricular activities	Campus Principals; Tri-County Staff; Classroom Teachers	August thru May	Compare list of special ed. kids participating in nonacademic activities from current year with a list from previous year
5.410 Critically examine language factors including language of the home when assessing students for special education.	Appropriate testing instruments and procedures	Tri-County Assessment Personnel; ARD Committee	Throughout school year on every referral	Decrease in the number of Hispanic students labeled as Speech/language impaired

District Goal: 5. Special programs are designed to help students served by those programs to meet or exceed state performance standards.

Performance Objective: 5.5 ESL (English as a Second Language) ESL students in grades 3-12 will improve their English language skills as shown by an increase in reading scores. Students in 3rd grade and above will score a 70 or higher on TAKS and improve proficiency level on RPTE. Students in PreK/Head Start – 2nd will improve their English language skills as evidenced by an increase in their oral language proficiency test scores (LAS).

Summative Evaluation: Compare TAKS reading scores and RPTE from 2004 to the scores in 2005 for students in grades 3 and above. For PreK – 2nd, compare the oral language proficiency test (LAS) from 2004 to the scores in 2005.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation
5.51 Disaggregate ESL TAKS results.	AEISIt Program	ESL Teachers; Campus Principals	By October 1	Develop list of ESL students and weaknesses shown on TAKS
5.52 Instruct in TEKS from ESL at appropriate grade level.	Copies of TEKS	ESL Teachers	August thru May	Lesson Plans
5.53 Utilize supplemental curriculum guide provided by Region 14.	ESL Co-Op w/ Region 14 Mary Jacque Northup, Contact	ESL Teachers	August thru May	Lesson Plans
5.54 Staff development for ESL teachers that focuses on strategies for working with ESL students.	ESL Co-op through Reg. 14	ESL Teachers; Campus Principals approve registration	Throughout school year and Summer – see ESC Catalogs	Attendance certificates
5.55 Utilize TAKS practice materials and other instructional materials at the appropriate instructional level.	ESL Funds to purchase needed materials	ESL Teachers	August thru May	Improved TAKS scores and oral language proficiency scores (LAS)
5.56 State-adopted textbooks for instruction.	Textbooks from TEA	ESL Teachers	August thru May	Improved language skills
5.57 Conferences w/ parents (with an interpreter if necessary).	NA	ESL Teachers	Throughout the year as needed	Increased parent involvement and home/school communication

District Goal: 5. Special programs are designed to help students served by those programs to meet or exceed state performance standards.

Performance Objective: 5.5 ESL (English as a Second Language) ESL students in grades 3-12 will improved their English language skills as shown by an increase in reading scores. Students in 3rd grade and above will score a 70 or higher on TAKS and improved proficiency level on RPTE. Students in PreK/Head Start – 2nd will improve their English language skills as evidenced by an increase in their oral language proficiency test scores (LAS).

Summative Evaluation: Compare TAKS reading scores and RPTE from 2004 to the scores for 2005 for students in grades 3 and above. For PreK – 2nd, compare the oral language proficiency test (LAS) from 2004 to the scores in 2005.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation
5.58 Work with regular ed. teachers and other special programs teachers concerning student progress.	Teacher planning time	ESL Teachers	August thru May	Modification sheets and teacher conferences
5.59 LPAC will establish modifications for ESL students that need them in order to be successful.	Modification checklist	LPAC Committee; ESL Teachers	At LPAC Meeting when student is placed, and annually	Teachers have a copy of modification checklist
5.510 PreK/Head Start & Kindergarten will work on letter recognition, sound recognition of letters, & basic skills	Instructional materials	ESL Teacher	August thru May	Checklist of skills each 6 weeks on report card
5.511 Utilize activities that focus on oral language development at Middle and High School.	Instructional materials	ESL Teachers	August thru May	Improved oral language development
5.512 Insure requirements of NCLB are met including parent notifications.	NCLB	Sp. Programs Director; ESL Teachers	Throughout the year	Copies of all documents

District Goal: 5. Special programs are designed to help students served by those programs to meet or exceed state performance standards.

Performance Objective: 5.6. CAREER AND TECHNOLOGY Students will gain skills through CATE courses to prepare them for school to work. Courses will be evaluated at the end of the year to determine their success, to add or delete courses, and to identify career trends to determine future course needs.

Summative Evaluation: Teacher, parent, and student surveys will be completed to evaluate course offerings and determine the need to add or delete courses. Use of information from Quality Workforce Planning and Career STOP will be used to develop course offerings for the next school year.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation
5.61 Administer interest and aptitude tests to all 8 th graders to help them focus in on career choices.	Carl Perkins Federal Funds	MS & HS Counselors	By Jan. 1 st of each year	Test results to students and parents.
5.62 Offer quality programs in Business Education, Ag Science, and Family & Consumer Science.	State Vocational Funds	CATE Teachers	August thru May	Student success through grades, project completions, and awards
5.63 Complete four year plans for all students to map their course completion for the career pathway they choose.	4 Year Plans	HS Counselor	Before beginning of Freshman year	4 Year Plans on file
5.64 Offer Diversified Career Prep. course through an approved waiver to TEA. Students are trained at school and on the job.	Jobs in the community	FCCLA Teacher	Job placement must be completed no later than 15 days after enrollment	Training agreements on file
5.65 Tech Prep. courses are available to students. (BCIS I & II)	Tech Prep. courses	Tech Prep Teachers	August thru May	List of students receiving credit for Tech Prep. courses
5.66 Offer work-study program.	Carl Perkins Funds	Sp. Programs Director	Summer	Time cards for students

District Goal: 5. Special programs are designed to help students served by those programs to meet or exceed state performance standards.

Performance Objective: 5.6 CAREER AND TECHNOLOGY Students will gain skills through CATE courses to prepare them for school to work. Courses will be evaluated at the end of the year to determine their success, to add or delete courses, and to identify career trends to determine future course needs.

Summative Evaluation: Teacher, parent, and student surveys will be completed to evaluate course offerings and determine the need to add or delete courses. Use of information from Quality Workforce Planning and Career STOP will be used to develop course offerings for the next school year.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation
5.67 Tech Prep. courses are available to Students. (Preparation for Parenting & Child Dev.)	Tech. Prep. courses	FCCLA Teacher	August thru May	List of students receiving credit for those courses
5.68 Review course offerings to add or delete according to needs.	Surveys; Agency info.	High School Principal and CATE Teachers	Annually	Increased number of courses offering school to work related skills
5.69 Special Ed. personnel and CATE teachers work together to reach goals of spec. ed. students in CATE classes.	Teacher Planning time	Tri-County Staff; Sp. Ed. teachers & aides; CATE Teachers	Throughout the school year	Student schedules; lesson plans
5.610 VAC for special education students to obtain employment in the work field.	Special Education Funds	Sp. Ed. Teacher; Tri-County personnel; ARD Committee	Annual ARDs	Student Schedules; ARD document including IEP
5.611 Continued participation in the Houston Ag Mechanic Show.	CATE Funds	Ag Science Teachers	August thru Feb.	Completion of project; entry in show
5.612 Participation in Career Development Events – 10+ teams	CATE Funds and travel expenses	Ag Science Teachers	Throughout the year	Awards from competitions
5.613 UIL Competition – Computer Applications, Computer Programming, and Accounting.	NA	HS Computer and Accounting teachers	Throughout the year	Awards from competitions

District Goal: 5. Special programs are designed to help students served by those programs to meet or exceed state performance standards.

Performance Objective: 5.6 CAREER AND TECHNOLOGY Students will gain skills through CATE courses to prepare them for school to work. Courses will be evaluated at the end of the year to determine their success, to add or delete courses, and to identify career trends to determine future course needs.

Summative Evaluation: Teacher, parent, and student surveys will be completed to evaluate course offerings and determine the need to add or delete courses. Use of information from Quality Workforce Planning and Career STOP will be used to develop course offerings for the next school year.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation
5.614 Continuation of Networking and Web Mastering Course.	Local Network	Computer teacher	Throughout the year	Successful completion of the course
5.615 Increase FCCLA participation by students competing at regional and state level.	Students competing in FCCLA events	FCCLA Teacher	August thru May	Records/Awards of student participation
5.616 Offer PLAN test to 10 th graders.	Test Booklets	HS Counselor	10/2004	Increased awareness of career choices
5.617 FCCLA Jackets will be given to students participating in regional events.	Jackets	FCCLA Teacher	Jackets awarded in May	Students receive jackets at the awards banquet.
5.618 Expand community service projects through Family & Consumer Science classes (Blood Drive, Meals on Wheels, Food Drive, Child Identification, etc.)	Community Service Projects	FCCLA Teacher	August thru May	Project records
5.619 Field trips to Abilene to tour hospitals for career awareness.	Abilene Health Facilities; Travel Funds	FCCLA Teacher	Date to be selected during school year	Lesson assignment for class
5.620 Career & Technology counselor	Carl Perkins Funds	HS Counselor	Designated days	Employee log
5.621 FCCLA will cater meals for organizations as requested.	NA	FCCLA Teacher	As requested	Lesson assignment
5.622 Present career opportunities to Oliver and Middle School.	Guest Speakers	Counselor and Campus Principals	To be scheduled	Lesson plans & agenda for "Career Day"

District Goal: 5. Special programs are designed to help students served by those programs to meet or exceed state performance standards.

Performance Objective: 5.7 GIFTED AND TALENTED In addition to advanced instruction in the four core areas, students will be offered advanced learning opportunities through access to the Distance Learning Lab (DLL), Internet, and computer-based instruction.

Summative Evaluation: Production of products/activities using technology skills.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation
5.71 Oliver Campus (K-5) – Pull-out program for advanced instruction in the four core areas with access to DLL, Internet, & computer based instruction.	G/T and Local	GT Teacher; Oliver Principal	2 hours weekly	TAKS scores and student products
5.72 Middle School Campus (6-8) – GT program for advanced instruction in the four core areas with access to DLL, Internet, & computer based instruction.	G/T and Local	GT Teacher; Middle School Principal	Project each 6 weeks	TAKS scores and student products
5.73 GT students participate in ROPES	GT Co-Op	GT Teacher	annually	Registration and pictures to document student participation
5.74 Increased technology, internet, & DLL use by GT classes	Local, state, and federal funds	GT Teachers, AP Teachers; DLL Teachers	August thru May	Lesson plans and class schedule
5.75 Product/Activity each 6 weeks at Grades 6 – 10 (Destination Imagination).	GT Funds	GT Teachers	Throughout the year	Lesson plans and product
5.76 Dual credit, college courses, AP, and Destination Imagination for Grades 11 & 12.	Technology	GT Teacher; AP Teachers; College and Dual Credit Teachers	August thru May	Course completion and grades
5.77 Opportunities provided by Reg. 14 for Grades 3 – 12 (Active Student Seminars)	ESC Co-Op	GT Teachers, Special Programs Director	August thru May	Participation in activities

District Goal: 5. Special programs are designed to help students served by those programs to meet or exceed state performance standards.

Performance Objective: 5.7 GIFTED AND TALENTED In addition to advanced instruction in the four core areas, students will be offered advanced learning opportunities through access to the Distance Learning Lab (DLL), Internet, and computer-based instruction.

Summative Evaluation: Production of products/activities using technology skills.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation
5.78 HS students will work with web page and web links.	Technology	GT Teacher	August thru May	Completed activities or products
5.79 Students will extend their advanced learning through field trips.	GT Travel	GT Teachers	August thru May	Lesson plans
5.710 Encourage students to participate in UIL activities.	NA	Regular ed. and GT teachers	August thru May	List of UIL participants
5.711 Offer independent study courses to high school students.	Assign designated teacher	Regular ed. teacher of the study and GT teacher	August thru May	Course completion – grade
5.712 Newsletter or publish articles in current newsletters (Oliver & Middle School) telling parents about activities by grading periods.	Newsletter	GT Teachers, Campus Principals	August thru May	Copies of newsletters
5.713 Students will complete evaluations for all activities.	Evaluation form	GT Teachers	Throughout the year	Completed evaluation forms
5.714 GT students will participate in community service project	NA	GT Teachers; Campus Principals	Throughout the year	Completion of project and evaluation
5.715 Increase parental involvement.	Newsletters; Parent volunteers	GT Teachers	Throughout the year	Copies of newsletter; documentation of involvement
5.716 Increase awareness of GT nomination process	Newspaper, Parent letters	Special Programs Director	Spring 2005	Increased number of nominations

District Goal: 6. The learning environment throughout the District will be safe. All students, faculty, and staff will consistently be involved in practicing good citizenship, demonstrating respect toward self and others, and exhibiting a cooperative spirit.

Performance Objective: 6.1 TITLE IV SAFE & DRUG FREE SCHOOLS The 2005 evaluation of the Safe & Drug Free program will show a decrease in incidents such as disciplinary referrals, DAEP, suspensions, expulsions, firearms confiscated, other weapons confiscated, possession, sale, or use of tobacco, alcohol, and other drugs.

Summative Evaluation: Comparison of the 2004 program evaluation with the 2005 program evaluation to document a decrease in incidents of the behaviors listed above.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation
6.11 Title IV funds are used in a shared services arrangement with Region 14 ESC.	Title IV Funds	ESC staff; counselors	July 1 st through June 30 th each year	Application completed and approved
6.12 Services provided through Region 14.	Title IV Funds	Counselor & school nurse	August - May	List of services district participated in
6.13 Middle School students participate in Abstinence program	Program personnel	MS Principal; Counselor; Nurse; Teachers	August - May	Evaluation of Abstinence program
6.14 Health classes address the negative effects of tobacco, alcohol and other drugs.	Instructional and supplemental materials	Health teachers at all grade levels	August thru May	Evaluate the curriculum yearly
6.15 Maintain close working relationship with local law enforcement agency.	Local Law Enforcement	Administrators; Nurse, Counselors	Twelve months of the year	Log of contacts
6.16 Involvement of parents, the community, and the Health Advisory Committee on health, safety, drug and tobacco issues.	NA	Nurse, Superintendent Campus Administrators; and Health Advisory Committee members	August thru May	Agenda or minutes of meeting
6.17 Fifth graders participate in “Winners are Tobacco Free.”	Hendricks Cancer Center – Contact person – Suzanne Starr	5 th Grade Teachers; Oliver Principal & Counselor	October 2004	Evaluation of the program
6.18 Oliver participates in “Kids for Character,” (KFC), a character based education program.	Local Funds	Oliver Principal and staff	August thru May	Evaluate curriculum each year
6.19 Participate in <i>Red Ribbon Week</i> activities.	Title IV Funds	Nurse; Counselor; Region 14	October 2004	Documented activities

District Goal: 6. The learning environment throughout the District will be safe. All students, faculty, and staff will consistently be involved in practicing good citizenship, demonstrating respect toward self and others, and exhibiting a cooperative spirit.

Performance Objective: 6.1 TITLE IV SAFE AND DRUG FREE SCHOOLS The 2005 evaluation of the Safe and Drug Free program will show a decrease in incidents such as disciplinary referrals, DAEP, suspensions, expulsions, firearms confiscated, other weapons confiscated, possession, sale or use of tobacco, alcohol, and other drugs.

Summative Evaluation: Comparison of the 2004 program evaluation with the 2005 program evaluation to document a decrease in incidents of the behaviors listed above.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation
6.110 Continue with <i>Character Counts</i> – character based curriculum in grades 6-8.	Character Counts Curr.	Middle School Principal & Counselor; MS Staff	August thru May	List of students receiving “Character Counts” awards; fewer discipline referrals
6.111 Continue with District & Campus procedures for violence/crisis intervention.	Crisis Prevention Plan	Campus Principals and staff	As needed throughout the year	Written plan of action for violence or crisis
6.112 <i>Voices Unmasked</i> for K-12	Title IV \$	Campus Principals; Counselors	To be scheduled	Evaluation of presentation
6.113 Leadership Activities: <i>CATCH</i> – 8 th <i>PEACE</i> – 7 th	Region 14	MS Principal and Counselor	To be scheduled	Evaluation of activities
6.114 Continue with college safety program.	Rod Pruitt	HS Counselor	Spring ‘05	Senior Student Sign-in
6.115 Safety Education Curriculum (K-5)	Rod Pruitt	Oliver Counselor	To be scheduled	Evaluation of presentation
6.116 Speakers available through ESC on any type of safe & drug free issue.	Rod Pruitt	Campus Principals; Counselors	Scheduled as needed	Evaluation of presentation
6.117 Counselors attend workshops on suicide prevention.	Presenters	Counselors	annually	Registration forms and attendance certificates
6.118 Drug dogs will be used to make sure the campuses are safe and drug free. (Middle School, High School)	Security Funds	Campus Principals	Once a month throughout the year – Visits are unannounced.	Report on drug dog’s findings

District Goal: 6. The learning environment throughout the District will be safe. All students, faculty, and staff will consistently be involved in practicing good citizenship, demonstrating respect toward self and others, and exhibiting a cooperative spirit.

Performance Objective: 6.1 TITLE IV SAFE AND DRUG FREE SCHOOLS The 2005 evaluation of the Safe and Drug Free program will show a decrease in incidents such as disciplinary referrals, DAEP, suspensions, expulsions, firearms confiscated, other weapons confiscated, possession, sale or use of tobacco, alcohol, and other drugs.

Summative Evaluation: Comparison of the 2004 program evaluation with the 2005 program evaluation to document a decrease in incidents of the behaviors listed above.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation
6.119 All parents and school staff receive a copy of Student Code of Conduct and Discipline Management Plan.	Handbooks	Campus Principals; Director of Special Programs	August 2004	Written receipt of handbook from both parents and staff
6.120 Participate in survey through Region 14 on safe and drug free issues.	Survey On-line	Counselors and teachers	Fall Semester	Survey results
6.121 Notices regarding school safety choice option and transferability as noted in NCLB requirements.	NCLB	District administration	Fall 2004 if applicable	Copy of notices
6.122 Random drug-testing for extra-curricular activities and students parking on school property will be implemented.	Drug Testing Entity	Superintendent, Campus Principals	To begin 9/04 9X yearly	Results of testing
6.123 Provide counseling for students testing positive.	ARCADA Counselor	Counselor arranges sessions	As noted in policy	Returned notices of completion
6.124 Each campus will establish procedures for dealing with emergency situations.	NA	Campus Principal	Start of school	Copy of Procedures

District Level Site-Base Decision Making Committee

2004-2005

Business

Becky Alambar
Gary Wimberly

Community

Liz Baez
Calvin Gray

Parents

David Fernandez
Willa Franklin
Wes/Rebecca Horn

School Personnel

Oliver Teachers: Nancy Clifton
Betty Murphree
Carol Walker

Middle School: Jan Eldridge
Shane Faucett

High School : Patsy Knowlton
Eddie Richardson
Lydia Vasquez

Campus Level Non-Teaching Professional: Cindy Ford – Oliver/High School
LeeAnn Mueller – Middle School

District Level Non-Teaching Professional: Cathy Urich – Committee Chairman

Advisory Representatives: Annette Stanford – Middle School
Yolanda Martinez – Oliver

District Committees for Special Programs

2004-2005

Title I, Part A

Nancy Clifton
Matt Fore
Ruth Taylor
Susan Mueller

Career & Technology

Brad Bevel
Tanya Holloway
Debbie Birdsong

Title IV-Safe & Drug Free

Cindy Ford
LeeAnn Mueller

Gifted & Talented

Phyllis Davis
Leigh Ann Greeson
Cathy Urich

State Compensatory

Rory Gesch
Max Davenport
LeeAnn Mueller
Tracy McMeans

Dyslexia

Nancy Clifton
Becky Blount

Special Education

Phyllis Davis
Jill Ekdahl
Lisa Patton

ESL

Susan Boyles
Becky Blount
Leigh Ann Greeson

PreK/Headstart

Siri Livingood
Judy Ender

Optional Extended Year

Matt Fore
Susan Mueller
Rory Gesch

Title II – TPTR and Title V – Innovative Strategies

Matt Fore
Susan Mueller
Rory Gesch
Susan Graham

