

**QUINLAN INDEPENDENT SCHOOL DISTRICT
2008-09 DISTRICT IMPROVEMENT PLAN**



Mission Statement

The mission of the Quinlan Independent School District is to ensure that all children have access to a quality education which enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation.

**DISTRICT IMPROVEMENT PLAN
2008-09**

Department of Education Performance Goals:

- **Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, mathematics, science, and social studies**
- **Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- **Goal 3: By 2005-06, all students will be taught by highly qualified teachers.**
- **Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.**
- **Goal 5: All students will graduate from high school.**

Quinlan ISD supports the premise of the No Child Left Behind Act of 2001 and has incorporated the Department of Education Performance Goals into our District Improvement Plan.

Quinlan ISD Performance Goals/Needs Assessment:

Goal 1

The district will achieve high standards, at a minimum attaining proficiency or better in reading/language arts, mathematics, science, and social studies.

Objectives:

Reading/English Language Arts

All students will improve from 88% passing to 92% passing in 2009.

Hispanic students will improve from 82% passing to 87% passing in 2009.

LEP students will improve from 70% passing to 80% passing in 2009.

Special education students will improve from 69% passing to 80% passing in 2009.

Economically Disadvantaged students will improve from 86% passing to 90% passing in 2009.

White students will improve from 89% passing to 93% passing in 2009.

97% of all special education students (Grades 3-8) will participate in the state assessment program (TAKS, and TAKS-A)

100 % of all special education students enrolled in a grades tested by TAKS will participate in an assessment program (TAKS, TAKS-A, TAKS ALT, or TAKS-M).

Math

All students will improve from 67% passing to 80% passing in 2009.

Special Education students will improve from 47% passing to 60% passing in 2009.

Hispanic students will improve from 65% passing to 80% passing in 2009.

Economically Disadvantaged students will improve from 65% passing to 80% passing in 2009.

White students will improve from 68% passing to 80% passing in 2009.

97% of all special education students (Grades 3-8) will participate in the state assessment program (TAKS, and TAKS-A)

100% of all special education students enrolled in a grade tested by TAKS will participate in an assessment program (TAKS, TAKS-A, TAKS ALT, and TAKS M).

Writing

All students will improve from 88% passing to 93% passing in 2009.

LEP students will improve from 78% passing to 85% passing in 2009.

Economically Disadvantaged students will improve from 88% passing to 94% passing in 2009.

Special Education students will improve from 45% passing to 60% passing in 2009.

White students will improve from 87% passing to 92% passing in 2009.

Hispanic students will improve from 83% passing to 92% passing in 2009.

97% of all special education students (Grades 4-8) will participate in the state assessment program (TAKS and TAKS-A)

100% of all special education students enrolled in a grade tested by TAKS will participate in an assessment program (TAKS, TAKS A, TAKS ALT, and TAKS M).

SCIENCE

All students will improve from 68% passing to 80% passing in 2009.

Hispanic students will improve from 56% passing to 80% passing in 2009.

Economically Disadvantaged students will improve from 68% passing to 80% passing in 2009.

White students will improve from 70% passing to 82% passing in 2009.

97% of all special education students (Grades 3-8) will participate in the state assessment program (TAKS and TAKS-A)

100% of all special education students enrolled in a grade tested by TAKS will participate in an assessment program (TAKS, TAKS-A, TAKS ALT, and TAKS M).

Social Studies

All students will improve from 91% passing to 94% passing in 2009.

Special Education students will improve from 86% passing to 91% passing in 2009.

Hispanic students will improve from 83% passing to 91% passing in 2009.

Economically Disadvantaged students will improve from 93% passing to 95% passing in 2009.

White students will improve from 91% passing to 94% passing in 2009.

97% of all special education students (Grades 3-8) will participate in the state assessment program (TAKS and TAKS-A)

100% of all special education students enrolled in a grade tested by TAKS will participate in an assessment program (TAKS, TAKS-A, TAKS ALT, and TAKS M).

Additional Goals Addressed:

Data Reviewed

- AEIS Report
- AYP data
- Campus Improvement Plans
- Quinlan Technology Plan
- Student Attendance
- Safe and Drug Free PEIMS Report
- Administrative Meetings

Persons Responsible

- District Advisory Committee
- Administrative Team

Results

- Identified Strengths and Weaknesses
- Increased focus on TEKS and Instructional Strategies
- Continued District-Wide Emphasis on Math and Science Improvement
- Student Attendance Needs Improvement
- Continue Emphasis on Safe and Drug Free Schools
- High Percentage of Highly Qualified Teachers
- Continue Emphasis on High School Graduation
- Continue Emphasis on Raising LEP and Hispanic Academic Standards
- Need Continued Improvement in High School Completion Rate
- Parental Involvement Needs Improvement

Strategies for All Academic Areas

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVALUATIONS	
				FORMATIVE	SUMMATIVE
Continue implementation of vertical teaming and alignment of curriculum in PK-12. Implement scope and sequence K-12.	Director of Curriculum; Principals	Local Funds	6 weeks	Vertical team meetings; Lesson plans	Training completion; TEKS extrapolation; Alignment completion
Provide extended year & extended day programs in Grades K-12 and during school acceleration as needed.	Principals; Curriculum Directors	Local Funds OEYP Funds Title 1 Funds SCE (24)	Weekly	Teacher-made tests, benchmarks	Pass/Fail rate; Promotion rate TAKS passing rate Attendance
Administer 2 complete benchmarks and disaggregate data to form student improvement plans.	Principals; Asst. Prin.; Curriculum directors	Local Funds	Semester	Benchmarks results	TAKS
Pregnancy Related Services	Homebound Teacher	WADA for PRS	2008-09 School Year	Homebound Teacher's Log	Increased Passing Rate
Daily Practice in TAKS Objectives, spiral reviews, and daily bell ringers tied to daily student expectations.	All Core Teachers; Curriculum Directors. Principals	Local Funds Title 1	2008-09 School year	Lesson Plans; Walkthroughs	Increased Passing Rate
Additional acceleration during school and extended day Acceleration Prior to TAKS Test.	Administration; Teachers; Curriculum Directors	Local Funds Title 1	January-April	Schedule of Acceleration Sessions	Increased Passing Rate
Focus on TEKS and student expectations by writing SE's on board and discussing key concepts.	Principal; Teachers, Curriculum Directors	Local Funds	Daily, Weekly	Walkthroughs, Benchmark assessments	TAKS,
Each campus will assess its practices for achieving success with diverse learners (including At-risk, LEP, Hispanic, Special Ed. Students with dyslexic characteristics) in the general curriculum and QISD's Academic Standards according to research based practices, to include; The IEP process, positive behavioral supports, and differentiated instruction.	Campus Administration, Assessment Staff, Counselors, Special Program Directors	Local Funds Sp. ED Funds Title 1, II and III funds.	August- June	Programmatic assessments; Progress Reports; IEP Progress; Reports/Report Cards	Improvement on TAKS/SDAA scores for all diverse learner subgroups

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVALUATIONS	
				FORMATIVE	SUMMATIVE
Provide a variety of professional development opportunities to all instructional employees in TEKS/TAKS strategies and content training in order to better meet the needs of all student groups and ensure student success.	Administrators Curriculum Directors; Region 10	Title II TPTR (255), Title 1, Local Funds	Fall In-service; Scheduled Sessions during the school year. Attend professional development outside the district.	Agendas; Sign in Sheets Certificates	Increased Passing Rate
Continue implementation of Head Start to identify students with the greatest needs and to ensure readiness opportunities and family support. Follow Pre-K plan.	Elementary Curriculum Director Principal; Lead Nurse; Teachers	Title 1, Head Start (205)	2008-09 School year	Parent Documentation; Class List;	Test Results; Comparative Analysis
Teachers will implement technology into their curriculum by following the TEKS and Technology Standards. Teachers will be trained in integration through 6 hours of mandated technology training.	Principals, Instructional Technology Trainer and Campus Technology Assistants	Local funds	2008-09 School year	PDAS, technology training logs; Walkthroughs; lesson plans	Increased Test Scores and Student motivation; Increase use of technology in lessons.
Expand Curriculum Department by adding secondary curriculum director and staff to offer more teacher and instructional support.	Superintendent Curriculum Dept. Administration	Local Funds	2008-09 school year	Scope and Sequence by 6 weeks.	Improved vertical alignment and improved TAKS scores.
Add 3 aides in Pre-K classes at JMECC to assist with individualizing instruction and reducing student teacher ratio.	Principal; teachers	Title 1; Local Funds	2008-09 school year.	Lower student to adult ratio	Improved scores on pre-k assessments.
Implement flexible waiver schedule for students to finish school early if they pass the TAKS test.	Principal; Teachers	Local Funds	2008-09 school year	Communication with parents; benchmarks; report cards	TAKS results
Implement On-line Lesson Plan System which will assist in tracking that teachers are following the scope and sequence.	Principal; Teachers	Local Funds Sp. Ed Funds Title 11 Part D	2008-09 school year	Lesson Plans	TAKS results

READING Strategies

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVALUATIONS	
				FORMATIVE	SUMMATIVE
Provide professional reading interventionists to work with small groups on a balanced reading intervention. (Tier 2&3)	Teachers	Title II; Accelerated Reading (404); Title I; Reading First(261)	Each class daily for thirty minutes	Progress reports; Report cards; Three week progress monitoring	TAKS; Improvement on Accelerated Reader Report, Improved TPRI scores, and ITBS scores grades 1 & 2.
Continue Accelerated Reader program in Grades 1-8.	AR campus coordinator; Teachers; Librarian	Local Funds; Title I, Title II	Monthly; As needed	Book circulation; STAR pre-test, tri-annual STAR, and end-of book tests AR Testing	TAKS reading STAR report
Use supplemental curriculum and other supplemental TAKS materials to improve mastery of TAKS reading objectives.	Curriculum Directors Grade leader/ Department head	SCE (24) Title 1 Local Funds HS allotment	Daily	Programmatic assessments	TAKS reading
Continue implementation of Harcourt Trophies program grades K-3.	Principals; Teachers; Reading First Literacy Coaches, Curriculum Directors	Title 1 funds Local Funds	Daily	TPRI results Walkthroughs Formative Assessments	TPRI results, TAKS results, ITBS grades 1 & 2
Use M/Class (K-3) & AIMS-Web to monitor struggling student and recommend RTI.(4-5)	Literacy coach, principal, teachers	Local Funds Special Ed Title 1	Sept., Jan. May	Pre and posttests	Comparative Analysis
Continue implementation of “TRA”(Texas Reading Academy) strategies.(k-4) And Begin TALA academies grade 6 and fluency training and testing grade7.	Teacher Principals Literacy coaches Curriculum directors.	Local Funds; Title I, Title II	Monthly	Sign ins; training certificates; benchmark reading test results	End of year TAKS reading results
Administer “TPRI” to grades K-3 and use results to focus reading instruction and to assign students to TIER 2 & 3.	Teacher; Literacy Coach; Principal; Curriculum Dir.	Local Funds; Title 1	K-Sept.- April 1-3 Sept.-April	BOY, MOY, and EOY results used to make TIER 2 & 3 groups.	Test results; Comparative analysis

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVALUATIONS	
				FORMATIVE	SUMMATIVE
Provide training to K-3 teachers in balanced literacy techniques by Regional Technical assistant.	Principal Reading First Director; Literacy Coaches	Reading 1 st & Title 1	8 days per year; (1das per grade level- winter and spring)	Progress reports; TPRI observations	TAKS reading; ITBS (1&2); Improved learner centered activities on PDAS
Continue utilizing literacy coaches to demonstrate balanced literacy techniques for teachers, improve student success by using the data to plan instruction and interventions.	Principals; Reading First Director; Literacy Coaches	Reading 1 st (261) Title 1;	August - May	Observations; Progress reports	Improved learner centered activities on PDAS; TAKS reading; ITBS; PPRI scores
Follow reading curriculum plan to ensure TEKS/TAKS implementation in reading.	Curriculum committee; Principal; Curriculum Director	Title 1 Local Funds	January-August	Review at the end of each 6 week period and revise	Revised document; TAKS results; Increased passing rate
Continue implementation of Letter People program in Pre-K	Teachers	Title 1 Local funds	Daily	Pre-Post tests	End of year results.
Instructional strategists will be added in Reading/ELA at TMS and FHS to assist teachers in aligning curriculum and improving student achievement.	Principals Curriculum Directors; Instructional Strategists	HS Allotment; Local Funds; Title 1 Funds	08-09 school year	Meeting agendas with department and curriculum directors, student report cards	Increased TAKS scores and improved scope and sequence, ACT/SAT,
Implement Achieve 3000 as an RTI program to improve reading achievement.	Special Ed. Director; Principals; Teachers	Rural Technology Grant; Local Funds	08-09 school year.	Programs data	TAKS, TAKS A, and TAKS M scores.
Provide Reading Teachers in grades 7 and 8 in addition to Language Arts Teachers to improve reading achievement.	Principal; Curriculum Director	Title 1 Funds	08-09 school year.	Schedule; report cards; 6 weeks, and benchmark tests.	Reading TAKS scores

Math Strategies

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVALUATIONS	
				FORMATIVE	SUMMATIVE
Integrate and reinforce math vocabulary in Grades PK-12.	Principals; Grade leaders; teachers; Curriculum Directors; Facilitators	Local Funds; Vocabulary Cards Comprehensive Vocabulary list	Daily; Weekly; October, February, and March	Teacher-made tests; TEKS materials; Lesson plans; Progressive mastery of objectives	TAKS Results
Use supplemental math materials such as KAMICO, Region IV, Measuring-UP; Dana Center, TEKSING towards TAKS, Study Island, Heart Beeps;; Accelerated Math & Sharon Wells(2-4) and purchase manipulatives.	Principals; Grade leaders Curriculum Directors	Local Funds /Title 1	3 weeks; 6 weeks	Progress reports; Report cards	TAKS Results
Tutor in the computer and Title 1 lab to accelerate math (1-3)	Teachers; Lab aides	Local Funds; Title 1	program reports; 3 wk.& 6 wk. reports	assessments; Progress reports; Report cards	TAKS Results
Daily Practice in TAKS Objectives, spiral reviews, and daily bell ringers tied to daily SE's.	All Core Teachers; Principals; Curriculum Dir.	Local Funds Title 1	2008-09 School year	Lesson Plans; Walkthroughs	Increased Passing Rate
Use calendar math review grades PK-3.	Teachers; Curriculum Dir.	Title 1; Local	Daily	Attend. Certificate	Increased Passing Rate
Implement Sharon Wells Curriculum Grades 2-4 and train every 6 weeks. Provide manipulatives and supplies that are required.	Teachers; principals; curriculum Director.	Title 1 funds	2008-09 school year.	Walkthroughs; 6 weeks tests; benchmarks	Improved TAKS passing rate.
Instructional strategists will be added in Math at FHS to assist teachers in aligning curriculum and improving student achievement.	Principals Curriculum Directors; Instructional Strategists	HS Allotment; Local Funds; Title 1 Funds	08-09 school year	Meeting agendas with department and curriculum directors, student report cards	Increased TAKS scores and improved scope and sequence, ACT/SAT,
Math Stipends will be allotted to secondary math teachers to recruit and retain highly qualified teachers in order to implement rigorous course work.	Principal; Administration	HS allotment; Local Funds	08-09 school year	Student report cards	Teacher retention data; TAKS scores; ACT/SAT scores

Writing Strategies

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVALUATIONS	
				FORMATIVE	SUMMATIVE
Continue to develop writing objective framework by dividing TAKS objectives by 6 weeks in Grades 3-12.	Principals; Grade Leaders; Curriculum Directors	Local Funds	6 weeks	Vertical team meetings; Lesson plans	TAKS Results
Use TAKS writing prompt practice to improve TAKS composition skills.	Teachers	Local Funds	October, February, March	Holistic scoring	TAKS Results
Continue Alignment for language arts TEKS and TAKS objectives. Vertical alignment 3-12 beginning with bringing the Writing Academy training and curriculum from grade 4 to grade 3.	Coordinator of Curriculum; Principals	TEKS, Title 1 Funds	6 weeks	Training dates; Integration plan; Lesson plans; Meeting documentation	TEKS extrapolation; TAKS Results
Use daily practice on TAKS writing skills	Principals; Teachers	Local funds	Daily	Lesson Plans Benchmark test results	TAKS Results
Daily Practice in TAKS Objectives, spiral reviews, and daily bell ringers tied to daily SE's.	All Core Teachers; Principals; Curriculum Dir.	Local Funds Title 1	2008-09 School year	Lesson Plans; Walkthroughs	Increased Passing Rate
Use supplemental writing materials such as Region IV, Writing Academy Materials; Study Island, Heart Beeps, and purchase supplies and materials as needed.	Principals; Grade leaders Curriculum Directors	Local Funds /Title 1	3 weeks; 6 weeks	Progress reports; Report cards	TAKS Results

Social Studies Strategies

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVALUATIONS	
				FORMATIVE	SUMMATIVE
Implement social studies vertical teaming and align curriculum in 8-12. Revise and develop scope and sequence.	Curriculum Directors Principals; Dept. Heads	TEKS; Region 10; Margaret Kilgo Training; Scope and Sequence	6 weeks	Training dates; Integration plan; Lesson plans; Meeting documentation; walkthroughs	Training completion; TEKS extrapolation; Alignment completion; scope and sequence document
Administer mastery and 2 Benchmark TAKS Social Studies tests in Grades 8-12.	Principals; Grade leaders Dept. Heads Curriculum Directors	Local Funds	Oct – Nov and Jan – Feb.	Progressive mastery of objectives. Benchmark scores	TAKS Results
Integrate and reinforce social studies vocabulary.	Principals; Grade leaders; teachers; Curriculum Directors; Facilitators	Local Funds; Vocabulary Cards Comprehensive Vocabulary list	Daily; Weekly; October, February, and March	Teacher-made tests; TEKS materials; Lesson plans; Progressive mastery of objectives	TAKS Results
Use supplemental Social Studies materials such as, Region IV; Dana Center.	Principals; Grade leaders Curriculum Directors	Local Funds Title 1	3 weeks; 6 weeks	Progress reports; Report cards	TAKS Results
Daily Practice in TAKS Objectives, spiral reviews, and daily bell ringers tied to daily SE's.	All Core Teachers; Principals; Curriculum Dir.	Local Funds Title 1	2008-09 School year	Lesson Plans; Walkthroughs	Increased Passing Rate

Science Strategies

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVALUATIONS	
				FORMATIVE	SUMMATIVE
Implement science vertical teaming and align science curriculum in 5-12. Revise and develop scope and sequence.	Curriculum Directors Principals; Dept. Heads	TEKS; Region 10; Margaret Kilgo Training; Scope and Sequence	6 weeks	Training dates; Integration plan; Lesson plans; Meeting documentation; walkthroughs	Training completion; TEKS extrapolation; Alignment completion; scope and sequence document
Administer mastery and 2 Benchmark TAKS science tests in Grades 5, 8, 10 & 11..	Principals; Grade leaders Dept. Heads Curriculum Directors	Local Funds	Oct – Nov and Jan – Feb.	Progressive mastery of objectives. Benchmark scores	TAKS Results
Use supplemental science materials such as KAMICO Region IV, Measuring-UP, DANA Center, Study Island, Heart Beeps.	Principals; Grade leaders Curriculum Directors	Local Funds Title 1 and Title II	3 weeks; 6 weeks	Progress reports; Report cards	TAKS Results
Daily Practice in TAKS Objectives, spiral reviews, and daily bell ringers tied to daily SE's.	All Core Teachers; Principals; Curriculum Dir.	Local Funds Title 1	2008-09 School year	Lesson Plans; Walkthroughs	Increased Passing Rate
Install additional hooded vent in FHS science classroom to allow additional lab space so science teacher can add additional lab time to ensure student success.	Instructional Strategist; Principal; Curriculum Director	HS allotment Local Funds	2008-09 school year	Lesson plans	Improved Science TAKS scores
Instructional strategists will be added in Science at Butler and FHS to assist teachers in aligning curriculum and improving student achievement.	Principals Curriculum Directors; Instructional Strategists	HS Allotment; Local Funds; Title 1 Funds	08-09 school year	Meeting agendas with department and curriculum directors, student report cards	Increased TAKS scores and improved scope and sequence, ACT/SAT,
Science Stipends will be allotted to secondary math teachers to recruit and retain highly qualified teachers in order to implement rigorous course work.	Principal; Administration	HS allotment; Local Funds	08-09 school year	Student report cards	Teacher retention data; TAKS scores; ACT/SAT scores
Add Anatomy and Physiology.	Principal Teacher	CATE Local Funds	08-09 school year	Student report cards	Report cards.
Add Science Lab technician at FHS to help facilitate labs.	Principal; Curriculum Dir.	Local Funds	08-09 school year	Lesson plans: # of labs held	Improved TAKS scores

Goal 2

The student attendance rate will improve from 93.5 % to 97%.

Objective:

District student attendance rate will improve from 93.5% to 97%.

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVALUATIONS	
				FORMATIVE	SUMMATIVE
Campus attendance meetings to review procedures	Principals; Chief of Police Asst. Supt.	Texas Education Code Board Policies	Semester or more frequently as determined by campuses	Attendance report	Attendance rate
Motivate through incentives, awards, and recognition.	Principals; Director of School/ Community Relations	Local Funds	Daily	Attendance reports	AEIS (attendance)
Contact parents of absent students.	Principals	Local Funds	Daily	Contact log	AEIS attendance rate
Conduct awards ceremony for staff.	Principals	Local Funds	Monthly	Teacher attendance	Teacher attendance rate
Increase Friday/ Saturday school written work.	Principals	Local Funds	Weekly	Number of students retaining credit	Attendance rate
Public Relations Campaign	Principals; Director of S/C Relations	Local Funds	Semester	Articles/Letters	Attendance rate
Utilize In School Suspension to avoid student suspensions.	Principals; ISS Teacher	Local Funds	Daily	Attendance Report	AEIS Attendance Rate
Identify, monitor, and evaluate students with excessive/unexcused absences to determine promotion or course credit.	Principals; Truancy Officer	Campus attendance committee	2 times per semester	Committee report	Course credit; Promotion rate; Attendance rate
Pregnancy Related Services	Homebound Teachers	WADA for PRS	2008-09 School Year	Homebound Teacher's Log	Improved Attendance
Truancy Officer	Truancy Officer; Campus Admin.	Local Funds	2008-09 School Year	Contact Log; Cases Filed	Improved Attendance
Each campus will assess its practices for achieving success with diverse learners (including At-risk, LEP, Special Ed. Students with dyslexic characteristics) in the general curriculum and QISD's Academic Standards according to research based practices, to include; The IEP process, positive behavioral supports, and differentiated instruction, as related to attendance assisted by an outside consultant to improve achievement. The district Has developed SCE and AT Risk Procedures for the whole district.	Campus Administration; Assessment Staff, Counselor; Special Programs Directors	Local Funds, SCE funds, Title 1, Title II, and Title III funds.	08-09 school year	Programmatic assessments; Progress Reports IEP Progress Reports/Report Cards	Increased attendance rate for all diverse learner subgroups; decrease in number of at risk students. Improvement in TAKS scores for all groups.

Goal 3

The completion rate will increase from 87.8 to 91%.

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVALUATIONS	
				FORMATIVE	SUMMATIVE
Inform community and potential dropouts about District GED program	Sp. Programs Director; Principal; Counselors	Local funds	Weekly	Number of participants	Reduction of dropouts
Daily phone calls on absences	Assistant Principals; Clerical staff	Local Funds	Daily	Calling log	Reduction of dropouts
Referrals to attendance officer	Assistant Principals; Attendance Officer	Local Funds	Weekly	Copies of referral	Reduction of dropouts
Counseling service	Assistant Principals; Counselors	SCE (24)	Daily	Counselors log	Reduction of dropouts
Letter to parents	Assistant Principals	Local Funds	Weekly	Copies of letter	Reduction of dropouts
GED classes; Daytime GED classes	Counselor; GED teacher; Sp. Programs Director	Local Funds	Weekly	Enrollment papers	Reduction of dropouts
Student Advisory Program	Counselors; Principals	Local Funds	6 Weeks	Written Plan	Reduction of dropouts
Speakers on Career Awareness and the need to stay in school. .Parent Training Sessions on higher education.	Senior Counselor	Local Funds	Semester	Number of speakers	Reduction of dropouts
Utilize In School Suspension to help students stay in school	Principals; ISS Teacher	Local Funds	Daily	Number of student withdrawals	AEIS dropout rate
Pregnancy related service	Teacher	SCE (24)	Weekly	Student folders Teacher log	Reduction of dropouts
Expand vocational program offerings by adding 1 ½ teachers and reinstating the Auto- tech program.	Principal; teacher; curriculum director; counselors	Local Funds 199-22	2008-09 school year	Increased Enrollment in CATE classes.	Reduction of dropouts

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVALUATIONS	
				FORMATIVE	SUMMATIVE
Each campus will assess its practices for achieving success with diverse learners (including At-risk, LEP, Special Ed. Students with dyslexic characteristics) in the general curriculum and QISD's Academic Standards according to research based practices, to include; The IEP process, positive behavioral supports, and differentiated instruction. CATE programs will be evaluated and all courses required for federal funding will be offered and additional non-traditional courses will be researched.	Campus Administration; Assessment Staff; Counselors	Local Funds; Special Programs funds; Federal funds; SCE funds 244 funds, Title 1	2008-09 school year	Programmatic assessments; Progress Reports; IEP Progress; Reports/Report Cards	Decreased drop-out rate for all diverse learner subgroups
Credit Recovery Program; Continue to use Odyssey Ware Program purchased in 05 with Title 1 funds.	Special Programs Director; Principal; Counselors; AEP principal	Local Funds; SCE funds;	Daily	Enrollment	Reduction of dropouts
Drop Out Recovery Program	Principal; Sp. Program Director; Teacher Aide; Counselor	Local Funds; SCE funds H)	Daily	Number of participants	Reduce number of dropouts
ESL and Dyslexia	ESL & Dyslexia Instructors	ESL Funds (25); Title 1 and 11 funds; Local	2008-09 School Year	Student's Schedule	Reduction in Dropouts
Students will be instructed in healthy life style, nutrition, and exercise to prevent obesity and will be assessed using Fitness gram.	Curriculum Director; Principals, PE and Health Staff	Local Funds	2008-09 school year	Student Progress Reports	Fitness Gram Assessment

Goal 4

- (1) The number of students taking SAT/ACT tests will improve from 49.1 to 70%.
- (2) The percent of students scoring above the criterion on SAT/ACT will improve from 15.8 to 35%.

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVALUATIONS	
				FORMATIVE	SUMMATIVE
Provide GT/AP students with a continuum of learning experiences that lead to advanced level performances. Increase AP course offerings.	Sp. Programs Director	G/T Funds (21)	6 weeks	Student projects and performances; UIL participation; Field trips; Samples of student work	Number of students taking SAT/ACT; Improvement in student scores
Practice SAT/ACT objectives. Use purchased materials.	Math and Language Departments	Local Funds; Title 1 Funds	Weekly	Lesson Plans	Increase in number of students tested and scores
Increase classroom guidance on PSAT, SAT, ACT and parent workshops and remove barriers to increase number of students testing.	Senior Counselor	Local Funds	Semester	Counselor's log	Increase in number of students tested and scores
Require vocabulary development in curriculum 9-12	Teacher Department Chair	SAT vocabulary improvement	Lesson cycle	Teacher made tests Report cards	Number of students taking SAT/ACT Improvement in student scores
Offer the PSAT to all juniors enrolled in advanced English and math classes.	Counselor; Principal	Local Funds	Annual	Individualized computer prep SAT/ACT programs	Increase number of students taking SAT/ACT Improvement in student scores
Provide opportunities for district funds to cover dual credit book costs and testing costs such as PSAT, SAT & ACT & increase # of students participating, esp. in dual credit courses.	Principals Counselors	Local Funds; HS allotment funds	Annual	Increase in # of student participating	Increase number of students taking Dual Credit/ACT/SAT. Improvement in student scores.

Goal 5**Parental involvement will improve throughout the district.**

Objective: The number of parent volunteers will increase in the 2008-09 school year.

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVALUATIONS	
				FORMATIVE	SUMMATIVE
Encourage Parent Booster Clubs for organizations	Sponsors	Local funds	Semester	Membership Roster	Increased involvement
Expand Parent Volunteer Program	Principals; Curriculum Directors; Director of SC Relations	Local funds; Title 1 funds;	Daily	Volunteer Roster	Increased involvement
Increase Parent meetings/trainings	Principals	Local funds Title 1 Parent Literacy Funds	Semester	Sign in sheet	Increased involvement
Provide Open house	Principals	Local funds	Annual	Sign in sheet	Increased involvement
Provide an on-line District newsletter	Director of SC Relations	Local funds	weekly	Website e-mail list	Increased involvement
Provide Campus newsletters	Principals	Local funds	Monthly	Newsletter	Increased involvement
Offer Home visits	Sponsors	Local funds	Semester	Sponsor's log	Increased involvement
Encourage PTO meetings	Principals	Local funds	Monthly	Sign in sheet	Increased involvement
Provide Spring Orientation for Parents of Incoming 9 th graders.	FHS Administrators	Local Funds; Title 1 funds	Spring	Sign in sheet	Increase in Number of Parents involved at FHS
Provide a Meet the Teacher Night on all campuses	Principals; Teachers	Local Funds	August	Sign in sheet	Increased involvement
Provide Family Literacy Services	Administration; Teacher	Local Funds; Title 1	2008-09 School year	Documentation of Classes; Sign in Sheets	Increased involvement
All teachers will continue to update their Web pages to keep parents informed of classroom events and post grades on K-12 planet.	Principal; Technology Coordinator; Teachers	Local Funds	2008-09 School year	Documentation of Web page updates; and K-12 planet postings	Increased Parental involvement
Provide local media/newspaper information and increase communication between all stakeholders.	Director of SC Relations	Local funds	2008-09school year	# of newspaper articles	Increased QISD happening awareness.

Goal 6

A violence prevention / intervention plan will be provided to ensure the safety of all students.

Objective: The number of incidents involving disorderly conduct and/or drug use will decrease.

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVALUATIONS	
				FORMATIVE	SUMMATIVE
Implement coordinated Drug Free Program and add sweeps by drug dogs at TMS and FHS.	Principals; Drug Free Coordinator	Local Funds Title IV (204)	08-09 school year	Incident report Program list	Reduction in incidents
Continue implementation of the Quinlan Pride Program	Head Counselor.; Principals; Sponsor	Local Funds Title IV (204)	January	Feedback	Reduction in incidents
Review District Crisis Plan and Implement Crisis Drills	Asst. Superintendent; Principals	Local Funds	Semester	Written plan	Reduction in incidents
Provide In School Suspension on 1-12 Campuses	Principal; ISS Teacher	Local Funds	Daily	Incident Report	Reduction in incidents
Increase teacher staff development in the area of discipline management. Special Education Dept. And 4 campuses involved in 3 year partnership with Region 10.	Asst. Superintendent; Principals; Sp. Ed. Director	Title II TPTR (255) Title IV (204)	Annual	Sign in Sheets	Reduction in incidents
Implement Alternative Education Program	Principal	SCE (24) FTE 3.02	6 weeks	Incident Report	Reduction in incidents
Continue FHS Advisory Groups	FHS Counselors & Advisors	Local Funds	2008-09 School Year	Advisory Agendas	Reduction in Incidents
Offer FISH camp for incoming freshman	Student Leaders; Counselors; Administrators	District Funds	Fall 2008	Agenda; Attendance Roster	Reduction in Incidents
Follow district's dating violence policy and develop a program to increase student awareness of dating violence.	Curriculum Director HS Principal Counselors	District Funds	08-09 school year	Teacher/Counselor observations and reports	Reduction in incidents.

Goal 7**All students will have highly qualified administrators, teachers and paraprofessionals**

Objectives: Student academic achievement will increase through improving administrator, teacher and paraprofessional quality.

Provide high quality professional development training for administrators, teachers and paraprofessionals

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVALUATIONS	
				FORMATIVE	SUMMATIVE
Provide high-quality professional development training and updated research in teaching and learning in the areas of reading, language arts, technology, science, ESL, math G/T, and dyslexia to paraprofessionals, teachers and administrators	Deputy Superintendent; Curriculum Director; Principals	Region 10; Speakers; QISD employees; G/T Funds (21); Title II Funds (255); Title I Funds (211);	Continue in the 2008-09 School Year	Sign-In Sheets; Agendas; Attendance Certificates; Training Dates	TAKS Results; Increased Passing Rate
Increase the percent of highly qualified teachers and paraprofessionals in core academic subjects on each campus to meet 100%.	Deputy Superintendent; Principals	Human Resource Dept.; Title II TPTR (255); Title I Funds (211)	Fall 2008	Degree; Certification; Transcript	Number of Highly Qualified QISD Employees
Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-highly qualified teachers	Deputy Superintendent; Principals	Human Resource Dept.; Title II TPTR (255); Title I Funds (211)	Fall 2008	Degree; Certification; Transcript	Number of Highly Qualified QISD Employees
Attract and retain highly qualified teachers and give a Retention Bonus at Christmas to all staff.	Deputy Superintendent; Principals	Human Resource Dept.; Job Fairs; Local Funds	2008-09 school year	Degree; Certification; Transcript	Number of Highly Qualified Teachers
Assist teachers not currently highly qualified to become familiar with and meet the highly qualified requirements in a timely manner..	Deputy Superintendent; Principals	Human Resource Dept.; Region 10; Alternative Cert. Programs; TEX-ES training	Fall 2008	Degree; Certification; Transcript	Percentage of Highly Qualified Teachers – 100%
Offer a \$500 step to all instructional teaching staff with a Masters Degree.	Deputy Superintendent	Human Resource Dept.	2008-09 school year	Transcript	Increased # with Masters

Ensure that all paraprofessionals are highly qualified by meeting a rigorous standard of quality that can be demonstrated through a formal local academic assessment of knowledge and the ability to assist in instructing reading, writing, and math	Deputy Superintendent	Human Resource Dept.; Title II TPTR (255) Local	Fall 2008		Mastery of Paraprofessional Exam
Provide a partner/mentoring program to assist in planning and support for new teachers.	Teacher Mentor/Mentee Coordinator	Local Funds Title II(255)	Continue in the 2008-09 School Year	Informal Evaluation; Attendance at Mentor/Mentee Meetings	Sign-In Sheets; TAKS/ Scores

SPECIAL PROGRAMS BUDGET 08-09

GT/21	Martin	Cannon	Butler	Thompson	Ford	ALC	District	Total
6118	\$0.0		\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
6119		\$58,790.00	\$78,182.00	\$80,169.88	\$10,047.00	\$0.0	\$0.0	\$227,188.88
FTE		1.5	1.724	1.946	0.28	0	0	5.45
6129						\$0.0	\$0.0	
6140		\$3,949.00	\$7,970.00	\$8,615.00	\$6,535.00	\$0.0	\$0.0	\$27,069.00
6200		\$0.00	\$0.00	\$0.00	\$0.00	\$0.0	\$0.0	\$0.00
6300	\$500.00	\$1,500.00	\$1,200.00	\$50.00	\$0.00	\$0.0	\$0.0	\$3,250.00
6400		\$0.00	\$0.00	\$0.00	\$0.00	\$0.0	\$0.0	
Total	\$500.00	\$64,239.00	\$87,352.00	\$88,834.88	\$16,582.00	\$0.00	\$0.00	\$257,507.88

C&T 22	Martin	Cannon	Butler	Thompson	Ford	ALC	District	Total
6118	\$0.0	\$0.0	\$0.0					
6119	\$0.0	\$0.0	\$0.0	\$35,000.00	\$235,316.00			\$270,316.00
FTE	\$0.0	\$0.0	\$0.0	0.098	5.541			5.639
6129	\$0.0	\$0.0	\$0.0					
6140	\$0.0	\$0.0	\$0.0	\$3,897.00	\$26,938.00			\$30,835.00
6200	\$0.0	\$0.0	\$0.0		\$500.00			\$500.00
6300	\$0.0	\$0.0	\$0.0		\$10,760.00			\$10,760.00
6400	\$0.0	\$0.0	\$0.0		\$3,150.00			\$3,150.00
6600	\$0.0	\$0.0	\$0.0		\$24,140.00			\$24,140.00
Total				\$38,897.00	\$300,804.00			\$339,224.00

SE 23	Martin	Cannon	Butler	Thompson	Ford	ALC	District	Total
6118					\$4,120.00		\$515.00	\$4,635.00
6119	\$0.00	\$142,050.00	\$115,980.00	\$174,925.72	\$197,738.00		\$283,276.00	\$913,969.72
FTE	0	3	1.99	3.848	5.287		6	20.125
6129	\$28,568.00	\$43,365.00	\$59,709.86	\$37,923.00	\$61,814.80		\$66,468.00	\$297,848.66
6140	\$8,093.00	\$14,571.00	\$39,721.00	\$33,849.00	\$32,855.00		\$43,388.00	\$172,477.00
6200	\$1,000.00	\$0.00	\$0.00	\$0.00			\$175,220.00	\$176,220.00
6300	\$900.00	\$1,000.00	\$1,000.00	\$100.00	\$225.00		\$43,000.00	\$46,225.00
6400					\$450.00		\$21,100.00	\$21,550.00
6600							\$14,000.00	\$14,000.00
Total	\$38,561.00	\$200,986.00	\$216,410.86	\$246,797.72	\$297,202.80	\$0.00	\$646,967.00	\$1,646,925.38

CE 24/30	Martin	Cannon	Butler	Thompson	Ford	ALC	District	Total
6118			\$309.00	\$309.00	\$4,120.00		\$0.00	\$4,738.00
6119	\$519,234.80	\$1,256,890.00	\$699,010.00			\$137,893.00	\$0.00	\$2,613,027.80
FTE	13.043	30.43	17.37			2.98		63.823
6121								
6129	\$42,575.24	\$0.00	\$10,966.00			\$54,048.00	\$35,700.00	\$143,289.24
6140	\$66,392.00	\$116,020.00	\$88,731.00			\$28,319.00	\$6,281.00	\$305,743.00
6200						\$5,410.00		\$5,410.00
6300				\$50.00		\$14,050.00	\$6,120.00	\$20,220.00
6400						\$1,798.00	\$1,280.00	\$3,078.00
6600						\$400.00		\$400.00
Total	\$628,202.04	\$1,372,910.00	\$799,016.00	\$359.00	\$4,120.00	\$241,918.00	\$49,381.00	\$3,095,906.04

BL 25	Martin	Cannon	Butler	Thompson	Ford	ALC	District	Total
6118								
6119	\$11,585.00	\$11,585.00	\$11,585.00	\$6,392.00	\$6,392.00		\$2,000.00	\$49,539.00
FTE	0.26	0.26	0.26	0.14	0.14		0.04	1.1
6129								
6140	\$349.00	\$2,837.00	\$493.00	\$697.00				\$4,376.00
6200								
6300								
6400								
Total	\$11,934.00	\$14,422.00	\$12,078.00	\$7,089.00	\$6,392.00	\$0.00	\$2,000.00	\$53,915.00