



D. C. Cannon Elementary  
Quinlan ISD

Campus Improvement Plan  
2009-2010

## Site-Based Committee

<b>Name</b>	<b>Position</b>
Barnes, Sherri	Second Grade
Clements, Christy	Third Grade
Curb, Cynthia	Specialty/Support
Elliott, Jerrie	Community
Griffin, Amy	Assistant Principal
Hoff, Landra	First Grade
Hoffman, Ashley	Third Grade
Hughes, Amy	Parent
Milton, John Michael	Principal
Spradlin, Paula	First Grade
Stewart, Ila	Community
Taylor, Ashley	Second Grade
Wilkins, Debbie	Specialty/Support

## Comprehensive Needs Assessment: Summary of Findings

A comprehensive needs assessment was conducted by the members of the site-based committee. The following findings were revealed:

Findings	Data Source
<p>Reading continues to be a strength, although performance from 2008 to 2009 dropped. TAKS Reading scores dropped from 92% of students meeting standard in 2008 to 89% meeting standard in 2009.</p> <p>Results for percentage of students meeting standards within subgroups:            90% White            83% Hispanic            85% Economically Disadvantaged</p> <p>The largest difference from 2008 to 2009 was in the economically disadvantaged subgroup. This group dropped eight percentage points in 2009.</p> <p>36% of students achieved commended performance.            Retention of reading coach.</p>	<p>Campus Accountability Data Table, TAKS Reporting Table, TPRI</p>
<p>Math continued to see improvement. TAKS Math scores have continued to improve from 53% of students meeting standard in 2007 to 82% meeting standard in 2009.</p> <p>Results for percentage of students meeting standards within subgroups:            82% White            83% Hispanic            77% Economically Disadvantaged</p> <p>Results continue to improve overall and in all subgroups.            27% of students achieved commended performance.            Curriculum alignment in math and science, including materials and training.</p>	<p>Campus Accountability Data Table, TAKS Reporting Table</p>
<p>Curriculum alignment in science and language arts, including materials and training.</p>	<p>Fifth grade TAKS scores</p>
<p>Increase technology available for interactive classrooms.</p>	<p>Star Chart, teacher surveys</p>
<p>Continue to work on improving student attendance. Attendance rate during 2008-2009 was 95.2% which was a slight increase from 94.7% in 2007-2008.</p>	<p>Campus attendance records</p>
<p>Maintain an emphasis on Safe and Drug-Free School.</p>	<p>Classroom feedback, referral data</p>
<p>Parent involvement is good, but need to continually improve. Make changes to volunteer program to increase participation and communicate with volunteers.</p>	<p>Sign-in sheets, volunteer information, Title I compacts, Title I Interest surveys</p>
<p>Continue practices learned from Positive Behavior Support Initiative.</p>	<p>Classroom feedback, referral data</p>

## CAMPUS GOALS

Goal I: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, mathematics, and science.

Objective 1: D.C. Cannon Elementary will meet or exceed 95% passing by all students and subgroups on TAKS Reading.

Objective 2: D. C. Cannon Elementary will meet or exceed 90% passing by all students and subgroups on TAKS Math.

Objective 3: D. C. Cannon Elementary will utilize a vertically aligned writing/language arts curriculum that will lead to higher performance of students on fourth grade TAKS Writing.

Objective 4: D. C. Cannon Elementary will utilize a vertically aligned science curriculum that will lead to higher performance of students on fifth grade TAKS Science.

Goal II: All students will be taught by highly qualified teachers.

Objective: D. C. Cannon Elementary will attract and retain high quality and highly qualified teachers and staff through the many benefits, programs, and training provided by the campus and district.

Goal III: D.C. Cannon Elementary will meet or exceed student attendance rate of 97%.

Objective: Student attendance rate will improve from 94.8% in 2007-2008 to 97% in the year 2008-2009 through awards, incentives, parental involvement, campus attendance committee, and use of QISD Police.

Goal IV: D.C. Cannon Elementary will increase parental involvement in the educational process of children.

Objective: D. C. Cannon will encourage and improve parental involvement through scheduled meetings, events, and verbal and written communication.

Goal V: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Objective: D.C. Cannon Elementary will decrease the number of discipline referrals for misconduct and violence in the 2009-2010 school year through staff training, school programs, and other available resources.

**Goal I:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, mathematics, and science.

**Objective 1:** D.C. Cannon Elementary will meet or exceed 95% passing overall and in all subgroups on TAKS Reading.

**Summative Evaluation:** 95% of all students and all student accountability subgroups will meet standard on 2009 TAKS Reading test.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Implement Harcourt Trophies reading curriculum	Classroom teachers, reading teachers, reading coach	Daily	199	Walkthroughs, lesson planning
Ninety minute reading block	Classroom teachers, Administration	Daily	199	Master schedule, walkthroughs, lesson planning
Implementation of HeartBeeps computer assessments for reading	Classroom teachers, Computer lab aide	August-June	211, 255	HeartBeeps activity reports, tutoring schedule
Professional communication and team planning	Reading coach, Classroom teachers	Weekly	199	Sign-In sheets
School-wide Accelerated Reading Program	Classroom teachers, librarian	August-June	211	Number of students receiving AR rewards at parades, AR testing records
TPRI administration to drive instruction and monitor student progress	Classroom teachers, reading teachers, reading coach	September, January, April	199, Title I	TPRI results, data analysis
Implementation of QPS, DIBELS, and Benchmarks for progress monitoring	Classroom teachers, reading teachers, reading coaches	August-June	199	QPS, DIBELS, benchmark data
Benchmark tests (2) to evaluate mastery of curriculum and plan timeline and remediation	Curriculum director, classroom teachers, administration	Spring and Fall Semester	199	Benchmark scores, data disaggregation with D-MAC Solutions
Identification of students and notification of parents of students at-	Classroom teachers, administration,	August-June	199	Letters

risk of not meeting standards on TPRI and TAKS as outlined in Student Success Initiative	Reading coach			
Third grade parent meeting for TAKS information	Classroom teachers, administration, reading coach	October	211, Third grade teachers	Sign-In sheets
Extended year and day program and in-school acceleration program as needed	Classroom teachers, administration	Weekly	199, 211	Benchmarks, student grades, rosters
K-12 reading curriculum alignment	Curriculum Director, classroom teachers, administration	August-June	199	Alignment completion, lesson plans
K-12 reading scope and sequence	Curriculum Director, classroom teachers, administration	August-June	199	Training completion, lesson plans
Daily practice in TAKS objectives, spiral reviews, and daily bell ringers tied to daily student expectations	Curriculum Director, classroom teachers, administration	August-June	199	Lesson plans, walkthroughs
Daily student expectation written on board and discussion of key concepts	Curriculum Director, classroom teachers, administration	August-June	199	Lesson plans, walkthroughs
Technology training and implementation of technology TEKS and technology standards	Classroom teachers, Campus Technology Assistant, administration	August-June	199	Lesson plans, walkthroughs, sign in sheets
Flexible waiver schedule for students that pass all portions of TAKS	Classroom teachers, administration	August-June	199	TAKS reports, letters to parents
Online lesson plan system to assist tracking of TAKS and scope and sequence	Classroom teachers, administration	August-June	199, Sp. Ed. Funds, Title II Part D	Lesson plans
Reading interventionists to work with small groups of tier two and three	Reading teachers	August-June	Title II, 404, 261, Title I Stimulus	Personnel records, lesson plans

students				
Use of m-class to monitor struggling students and recommend RTI	Classroom teachers, reading coach, administration	August-June	199, Special Ed, Title II	TPRI assessments, score reports
Implementation of Texas Reading Academy strategies	Classroom teachers, reading coach, administration	August-June	199	Lesson plans, sign in sheets
Training from Reading Technical Assistant on balanced literacy techniques	Curriculum Director, classroom teachers, reading coach, Administration	Eight days per year, one day per grade level each semester	Reading First, Title I	Sign in sheets
Retention of reading coach	Administration, reading coach	August-June	Title I Stimulus	Personnel records
Correct use of technology including interactive equipment	Administration, technology department, classroom teachers	August-June	Title I Stimulus, Title II Part D Stimulus, SFSF funds	Classroom observations, inservice sign in sheets
Assess practices for achieving success with diverse learners in the general curriculum and QISD academic standards according to research based practices including the IEP process and differentiated instruction	Special Programs Director, administration, assessment staff, counselors	August-June	199, Title I, Title II, Title III, Title I Stimulus	Assessments, progress reports, IEP progress, report cards
Supplemental reading resources such as Kamico, Region X, Region IV, Dana Center, TEKSing toward TAKS to improve mastery of TAKS objectives	Curriculum Director, classroom teachers, administration	August-June	199	TEKS materials, lesson plans, walkthroughs
Provide GT students with a continuum of learning experiences that lead to advanced level performance	GT coordinator, administration	August-June	211	Student projects, work samples, performances; Field trips

**Goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, mathematics, and science.

**Objective 2:** D. C. Cannon Elementary will meet or exceed 90% passing overall and in all subgroups on TAKS Math.

**Summative Evaluation:** 90% of all students and all student accountability subgroups will meet standard on 2009 TAKS Math test.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Implement Sharon Wells mathematics curriculum	Classroom teachers	Daily	199, 211, Sharon Wells Mathematics Curriculum	Lesson planning, walkthroughs, weekly and Six-weeks benchmarks
Sharon Wells Mathematics training for second and third grade teachers	Classroom teachers	Once per six weeks	199, Sharon Wells Mathematics Trainer	Weekly and six-weeks benchmarks
Sharon Wells Mathematics scope and sequence for first grade	Classroom teachers	August-June	119	Walkthroughs, lesson planning
Ninety minute math block for second and third grade classrooms	Classroom teachers, principal	Daily	199	Master schedule, walkthroughs, lesson planning
Implementation of HeartBeeps computer assessments for mathematics	Classroom teachers, computer lab aide	August-June	211, 255	HeartBeeps activity reports, tutoring schedule
Implementation of AimsWeb and Benchmarks for progress monitoring	Classroom teachers	August-June	199-23	AimsWeb and benchmark data
Supplement the math program with increased use of manipulatives	Classroom teachers, administration	August-June	211, Sharon Wells Mathematics Curriculum	Lesson planning, walkthroughs, weekly and six-weeks benchmarks
Annual school-wide Math Olympics with emphasis on hands-on activities	Classroom teachers, math committee	January	199, General Fund	Math committee minutes
School-wide Accelerated Math Program	Classroom teachers	August-June	199	Accelerated math testing records

Benchmark tests (2) to evaluate mastery of curriculum and plan timeline and remediation	Classroom teachers, administration	Spring and Fall Semester	199	Benchmark scores, data disaggregation with D-MAC Solutions
Extended Day Program	Classroom teachers, administration	Two days per week January-April	211	Student grades, extended day rosters
Third grade parent meeting for TAKS information	Classroom teachers, administration, reading coach	October	211, Third grade teachers	Sign-In sheets
Extended year and day program and in-school acceleration program as needed	Classroom teachers, administration	Weekly	199, 211	Benchmarks, student grades, rosters
K-12 math curriculum alignment	Curriculum Director, classroom teachers, administration	August-June	199	Alignment completion, lesson plans
K-12 math scope and sequence	Curriculum Director, classroom teachers, administration	August-June	199	Training completion, lesson plans
Daily practice in TAKS objectives, spiral reviews, and daily bell ringers tied to daily student expectations	Curriculum Director, classroom teachers, administration	August-June	199	Lesson plans, walkthroughs
Daily student expectation written on board and discussion of key concepts	Curriculum Director, classroom teachers, administration	August-June	199	Lesson plans, walkthroughs
Flexible waiver schedule for students that pass all portions of TAKS	Classroom teachers, administration	August-June	199	TAKS reports, letters to parents
Online lesson plan system to assist tracking of TAKS and scope and sequence	Classroom teachers, administration	August-June	199, Sp. Ed. Funds, Title II Part D	Lesson plans
Technology training and implementation of technology TEKS and technology	Classroom teachers, Campus Technology	August-June	199	Lesson plans, walkthroughs, sign

standards	Assistant, administration			in sheets
Integrate and reinforce math vocabulary	Curriculum Director, classroom teachers, administration	August-June	199	TEKS materials, lesson plans, walkthroughs
Supplemental math resources such as Kamico, Region X, Region IV, Dana Center, TEKSing toward TAKS to improve mastery of TAKS objectives	Curriculum Director, classroom teachers, administration	August-June	199	TEKS materials, lesson plans, walkthroughs
Calendar math for daily math concept review	Curriculum Director, classroom teachers, administration	August-June	199, Title I	lesson plans, walkthroughs
Correct use of technology including interactive equipment	Administration, technology department, classroom teachers	August-June	Title I Stimulus, Title II Part D Stimulus, SFSF funds	Classroom observations, inservice sign in sheets
Assess practices for achieving success with diverse learners in the general curriculum and QJSD academic standards according to research based practices including the IEP process and differentiated instruction	Special Program Director, administration, assessment staff, counselor	August-June	199, Title I, Title II, Title III, Title I Stimulus	Assessments, progress reports, IEP progress, report cards
Provide GT students with a continuum of learning experiences that lead to advanced level performance.	GT coordinator, administration	August-June	211	Student projects, work samples, performances; Field trips

Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, mathematics, and science.

Objective 3: Objective 3: D. C. Cannon Elementary will utilize a vertically aligned writing/language arts curriculum that will lead to higher performance of students on fourth grade TAKS Writing.

Summative Evaluation: Increase of fourth grade language arts scores as students are assessed on fourth grade TAKS Writing.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Alignment for language arts TEKS and TAKS objectives; vertical alignment 3-12; bring Writing Academy training to third grade	Curriculum Director, classroom teachers, administration	August-June	199, Title I	Training dates, lesson planning, walkthroughs, assessments
Daily practice of TAKS writing skills	Administration, classroom teachers	August-June	199	Lesson planning, walkthroughs, assessments
Supplemental language arts resources such as Kamico, Region X, Region IV, Dana Center, TEKSing toward TAKS to improve mastery of TAKS objectives	Curriculum Director, classroom teachers, administration	August-June	199	TEKS materials, lesson plans, walkthroughs
Assess practices for achieving success with diverse learners in the general curriculum and QISD academic standards according to research based practices including the IEP process and differentiated instruction	Special Program Director, administration, assessment staff, counselors	August-June	199, Title I, Title II, Title III, Title I Stimulus	Assessments, progress reports, IEP progress, report cards
Provide GT students with a continuum of learning experiences that lead to advanced level performance	GT coordinator, administration	August-June	211	Student projects, work samples, performances; field trips

**Goal I:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, mathematics, and science.

**Objective 4:** D. C. Cannon Elementary will utilize a vertically aligned science curriculum that will lead to higher performance of students on fifth grade TAKS Science.

**Summative Evaluation:** Increase of fifth grade science scores as students are assessed on fifth grade TAKS Science.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Implement CScope science curriculum	Classroom teachers	Daily	199, 211, Region X	Lesson planning, walkthroughs, assessments
CScope training	Curriculum Director, classroom teachers, administration	Once per six weeks	199, Title 1 Stimulus, Region X	Sign in sheets
Purchase of science materials, manipulatives, and equipment for classrooms and lab	Curriculum Director, classroom teachers, administration	August-June	199, Title 1 Stimulus	Invoices, lesson planning, walkthroughs,
Assess practices for achieving success with diverse learners in the general curriculum and QJSD academic standards according to research based practices including the IEP process and differentiated instruction	Special Program Director, administration, assessment staff, counselors	August-June	199, Title I, Title II, Title III, Title I Stimulus	Assessments, progress reports, IEP progress, report cards
Provide GT students with a continuum of learning experiences that lead to advanced level performance	GT coordinator, administration	August-June	211	Student projects, work samples, performances; Field trips

Goal II: All students will be taught by highly qualified teachers.

Objective: D. C. Cannon Elementary will attract and retain high quality and highly qualified teachers and staff through the many benefits, programs, and training provided by the campus and district.

Summative Evaluation: 100% of core academic classes will be taught by Highly Qualified teachers and 100% Highly Qualified staff will be maintained.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
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 administration	Deputy Superintendent, Curriculum Director, Special Programs Director, administration,	August-June	199, 21, 255, 211, Region 10	Certificates of completion, sign-In sheets
Mentor program for all beginning teachers	Administration, Paul Patterson	August-June	Local Funds	Sign-In sheets, observations
Promote district benefits including health insurance, bimonthly pay, wellness program, increased teacher pay scale, mentoring program, and teacher retention program to attract highly qualified teachers	Deputy Superintendent, Administration	August-June	199	Applications and increased desire for employment within QISD
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	Administration	Fall semester	199, 211	Formal assessment mastery
Offer \$500 step to all instructional teaching staff with Master's Degree	Deputy Superintendent	August-June	Human Resource department, 199	Transcript, employment records, increased number of employees with

				Master's degree
Childcare facility at reduced rate for district employees to attract staff and encourage retention	Deputy Superintendent, Child Care Coordinator	August-June	Human Resource department	Employment records, enrollment

**Goal III:** D.C. Cannon Elementary will meet or exceed student attendance rate of 97%.

**Objective:** Student attendance rate will improve from 95.2% in 2008-2009 to 97% in the year 2009-2010 through awards, incentives, parental involvement, campus attendance committee, and use of QISD Police.

**Summative Evaluation:** Improved attendance.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Attendance committee meetings	Administration; attendance committee	Fall and Spring Semester	199	Minutes from meeting
Generate letters and counseling services for students with excessive absences	Administration	August-June	199	Letters to parents
Legal consequences for violators of compulsory attendance laws	Attendance Officer	August-June	211	List of cases filed
Phone calls home to absent students	ISS aide	Daily	199	Fewer daily absences
Saturday School for students with attendance issues to focus on increased amount of written work	Administration; Saturday school teacher	Spring Semester	211	List of students attending Saturday School
Motivate through incentives, awards, and recognition	Student Motivation and Attendance Committee (SMAC), secretary	Each six weeks, End of second semester	PTO Funds, 199	Attendance reports, List of students who receive awards
Six weeks attendance contests between students/classes/grade levels	Student Motivation and Attendance Committee (SMAC), administration	Each six weeks	199	Attendance reports
Coordination with truancy officer and participation in Truancy Abatement Program	Administration, Attendance Officer	August-June	199, Title I	Attendance reports, Court documents
Assess practices for achieving success with diverse learners in the general curriculum and QISD academic standards according to research based practices	Special Program Director, Administration, assessment staff,	August-June	199, Title I, Title II, Title III, Title I Stimulus, SCE funds	Assessments, progress reports, IEP progress, report cards

including the IEP process and differentiated instruction as related to attendance assisted by an outside consultant to improve achievement. District has developed SCE and at-risk procedures	counselors			
Utilize ISS to avoid students suspensions	Administration, ISS aide	August-June	199	Attendance reports
Instruction in healthy lifestyle, nutrition, and exercise to prevent obesity	Curriculum Director, PE staff, Administration	August-June	199	Student progress reports, FITNESSGRAM assessment data
FITNESSGRAM assessment	Curriculum Director, PE staff, Administration	Spring 2010	199	FITNESSGRAM assessment data
Development of CSH plan using multiple data sources, including FITNESSGRAM	Curriculum Director, PE staff, Administration	August-June	199	FITNESSGRAM assessment data
Training of office staff on PEIMS coding to track completion rate	PEIMS coordinator, Administration, Secondary Curriculum Director	August-June	199	Error free data entry
The EDGE program to improve service to at-risk students	EDGE Director, teachers	Tuesdays and Thursdays, September-May	199, SFSF funds	Student enrollment, attendance, report cards

Goal IV: D.C. Cannon Elementary will increase parental involvement in the educational process of children.

Objective: D. C. Cannon will encourage and improve parental involvement through scheduled meetings, events, and verbal and written communication.

Summative Evaluation: School records will indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Meet the Teacher, Open House	Administration	Each semester	199	Sign-In sheets
Parent-Teacher conferences held each semester for every student	Administration, classroom teachers	Each semester	199	Sign-In sheets, conference Log
Weekly/Monthly assignment sheets and classroom newsletters	Teachers	Weekly/Monthly	199	Assignment sheets and newsletters
Progress reports for all students with a grade of 75 or lower	PEIMS coordinator	Each six weeks	199	Improvement of grades on report cards; reduction of number of progress reports printed per six weeks
txConnect online grade book	Teachers, PEIMS coordinator	Weekly	199	Number of parents participating, improvement of grades on report card
Parent-Teacher Organization (PTO) membership, meetings, and programs	PTO, administration, classroom teachers	Monthly	PTO Funds	Membership, sign-In sheets
Campus monthly newsletter	Administration, classroom teachers	Monthly	199	Informed parents, parent participation in school activities
Title I Parent Compact	Title I teacher, classroom teachers	Annually	211	Signed compacts

Parent training session	Title I teacher	January	211	Calendar, schedule, sign-In sheets
Spring orientation for incoming first grade students	Administration, counselor, teachers	May	Counselor, JMECC staff	Calendar, schedule, sign-In sheets
Spring orientation for outgoing third grade students	Administration, counselor, teachers	May	Counselor, BIS staff	Calendar, schedule, sign-In sheets
Teacher web pages	Classroom teachers, CTA	August-June	199	Web pages updated, number of visits
Expand parent volunteer program	Partners for Success Committee	August-June	Partners for Success Committee	Sign-In sheets
Third grade parent meeting for TAKS information	Classroom teachers, administration, reading coach	November	211, Third grade teachers	Sign-In sheets
Home visits as needed	Administration, classroom teachers	August-June	199	Logs of visitation
Local media and stakeholder communication to increase	Director of School Community Relations, administration, classroom teachers	August-June	199	Newspaper articles

Goal IV: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Objective: D.C. Cannon Elementary will decrease the number of discipline referrals for misconduct and violence in the 2009-2010 school year through staff training, school programs, and other available resources.

Summative Evaluation: A reduction in both incidents noted and discipline referrals as compared to 2008-2009.

<b>Activity/Strategy</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>
Project Wisdom character education announcements	Administration	Weekly	199	Reduction of discipline referrals
Honor roll to recognize academic achievement	Administration, classroom teachers	Each six weeks	199, General Fund	Number of students on honor roll list
Behavior rewards: Panther Praise, Panther Paws, Principal's Star Chart	Administration, classroom teachers	Daily, weekly	199, General Fund	Number of students awarded
Positive Behavior Support Initiative practices	Administration, PBSI committee	August-June	199	Reduction of discipline referrals
FHS PALs and TMS Jr. PALs for mentoring and student support	Administration, counselor, PALS sponsor	Weekly	Local Funds	Student participation, sign-In sheets
Implement comprehensive drug free education and safety	Administration, classroom teachers, counselor	August-June	204	Red Ribbon Week activities and contest participation, counselor reports
Service projects (Clothe-a-child, canned food drive, Angel tree)	Partners for Success Committee	August-June	199	Activities
Guidance lessons	Counselor, classroom teachers	August-June	Counselor	Guidance schedule
In School Suspension (ISS)	ISS aide, administration	August-June	199	Discipline records
Teacher and staff professional development in the area of discipline management.	Curriculum Director, Special Programs Coordinator, administration,	August-June	225, 204	Sign-In sheets

	classroom teachers			
Review and follow district and campus crisis plans including implementation of crisis drills	Administration, QISD Police	August-June	199	Plan, drill documentation log
Standardized employee, substitute, and visitor badges	District administration	August-June	Local Funds	Improved identification of personnel and campus visitors

## Ten Components of a School-Wide Title I Program

	Page that Addresses component
1. A comprehensive Needs Assessment	3
2. School-wide reform strategies: <ul style="list-style-type: none"> <li>• Provide opportunities for all children to meet the state’s proficient and advanced levels of student academic achievement.</li> <li>• Use effective methods and instructional strategies that are based on scientifically based research</li> <li>• Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of students of the target population of any program that is included in the school-wide program.</li> <li>• The Title I program may include various resources such as counseling, college and career, vocational and technical programs, mentoring, and others.</li> </ul>	5-12 15-16
3. Instruction by Highly Qualified Teachers	13-14
4. Professional Development for teachers, principals, and paraprofessionals, as well as others that may need it to ensure academic success for students	5-12 19-20
5. Strategies to attract high-quality highly qualified teachers to high need schools	13-14
6. Increase Parent Involvement	17-18
7. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, and other preschool programs to local elementary schools	17-18
8. Measures to include teachers in the decisions regarding the use of academic assessments to provide information on and to improve the achievement of individual students and the overall instructional program	5-12
9. Activities that ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement shall be provided with effective, timely, additional assistance	5-12
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education and job training	17-18

