

**QUINLAN INDEPENDENT SCHOOL DISTRICT
2009-10 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
2009-10**

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 89% passing to 92% passing in 2010.

Hispanic students will improve from 83% passing to 87% passing in 2010.

Special education students will improve from 58% passing to 67% passing in 2010.

Economically Disadvantaged students will improve from 85% passing to 90% passing in 2010.

White students will improve from 90% passing to 94% passing in 2010.

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 74% passing to 80% passing in 2010.

Special Education students will improve from 51% passing to 65% passing in 2010.

Hispanic students will improve from 71% passing to 80% passing in 2010.

Economically Disadvantaged students will improve from 69% passing to 80% passing in 2010.

White students will improve from 74% passing to 80% passing in 2010.

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 84% passing to 90% passing in 2010.

Economically Disadvantaged students will improve from 80% passing to 87% passing in 2010.

Special Education students will improve from 67% passing to 75% passing in 2010.

White students will improve from 83% passing to 90% passing in 2010.

Hispanic students will improve from 84% passing to 90% passing in 2010.

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 74% passing to 80% passing in 2010.

Hispanic students will improve from 54% passing to 65% passing in 2010.

Economically Disadvantaged students will improve from 69% passing to 80% passing in 2010.

White students will improve from 77% passing to 82% passing in 2010.

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 93% passing to 97% passing in 2010.

Special Education students will improve from 77% passing to 85% passing in 2010.

Hispanic students will improve from 89% passing to 94% passing in 2010.

Economically Disadvantaged students will improve from 92% passing to 95% passing in 2010.

White students will improve from 94% passing to 97% passing in 2010.

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/Completion Rate data
- Safe and Drug Free
- PEIMS Report
- Administrative Meetings

Persons Responsible

- District Advisory Committee
- Administrative Team

Results

- Identified Strengths and Weaknesses
- Identified need for aligned curriculum- C-SCOPE especially in math and science with supplemental materials.
- Sustain and Retain pre-K teachers and literacy coaches as grants end.
- Add additional instructional technology to classrooms
- Need continued Improvement in High School Graduation Rate and add Night Time Credit Recovery Opportunities.
- Increase CTE courses offered to decrease drop out rate.
- Continued emphasis on Professional development using Best Practices especially in math and Science.
- Increased focus on TEKS and Instructional Strategies
- Continued District-Wide Emphasis on Math and Science Improvement.
- Student Attendance Needs Improvement-Implement New Truancy Abatement Program.
- 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
- 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 C-scope and sequence K-12 focus on math and science. And materials.	Director of Curriculum; Principals	Local Funds Title 1 and Stimulus LEP Cycle 4	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. Principals; Curriculum directors	Local Funds	Semester	Benchmarks results	TAKS
Pregnancy Related Services	Homebound Teacher	WADA for PRS	2009-10 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	2009-10 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, Stimulus & Title 1, II and III funds.	August- June	Programmatic assessments; Progress Reports; IEP Progress; Reports/Report Cards	Improvement on TAKS 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 best practices including C-Scope and 5E model.	Administrators Curriculum Directors; Region 10	Title II TPTR (255), Title 1, Local Funds Title 1 Stimulus	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 Guidelines	Elementary Curriculum Director Principal; Lead Nurse; Teachers	Title 1, Head Start (205), Local Funds	2009-10 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. Add additional equipment including Mimio's, document cameras, and in-focus machines to all core 2-12 classes and start grade 1.	Principals, Instructional Technology Trainer and Campus Technology Assistants	Local funds Title 1 Sp. Ed. Stimulus Title 1 Stimulus, Title 11 Part D Stimulus, SFSF funds	2009-10 School year	PDAS, technology training logs; Walkthroughs; lesson plans	Increased Test Scores and Student motivation; Increase use of technology in lessons.
Continue additional Central Office support by maintaining elementary and secondary curriculum directors and staff to offer more teacher and instructional support by curriculum and technology departments by adding instructional technology hardware and training.	Superintendent Curriculum Dept. Administration	Local Funds SFSF funds, Title 1 Stimulus	2009-10 school year	Scope and Sequence by 6 weeks.	Improved vertical alignment and improved TAKS scores.
Implement PKES Tier III Grant. Implement required curriculum, training, mentoring, and follow guidelines for TX School Ready. Add Pre-K aide	Principal; teachers	Title 1; Local Funds Title 1 Stimulus Pre-K Tier 111	2009-10 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. Spread out days in 2 nd semester	Principal; Teachers	Local Funds	2009-10 school year	Communication with parents; benchmarks; report cards	TAKS results
Continue 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	2009-10 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; Title 1	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.
Provide interventionists to work with groups of no more than 2 to provide intensive interventions for speech and reading students in Tier 2 and 3 in grades K-5.	Special Ed. Director, Principals	Federal Special Education Stimulus funds	2-3 times per week for 30 minutes	Progress reports; Report cards	Improvement in articulation and in reading as evidenced through observations, TPRI scores and TAKS
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	Daily	Programmatic assessments	TAKS reading
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 Continue 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
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	Title 1; Title 1 Stimulus	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. Begin implementing some C-Scope Lessons.	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 maintained in Reading/ELA at TMS and FHS to assist teachers in aligning curriculum and improving student achievement.	Principals Curriculum Directors; Instructional Strategists	Local Funds; Title 1 Funds SFSF Funds	09-10 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 for at-risk students in grades 6-12.	Special Ed. Director; Principals; Teachers	Rural Technology Grant; Local Funds	09-10 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	09-10 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
Implement Sharon Wells Math and Training Grades 2-4 and C-Scope math and training in Grades 5-12.	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	2009-10 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	2009-10 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	Local Funds; Title 1 Funds SFSF funds	09-10 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	;Local Funds SFSF funds	09-10 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 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 and 5.	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	2009-10 School year	Lesson Plans; Walkthroughs	Increased Passing Rate
Use supplemental writing materials such as Region IV, Writing Academy Materials; and purchase supplies and materials as needed and training from Region 10 and other sources.	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. Begin using C-Scope lessons.	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	2009-10 School year	Lesson Plans; Walkthroughs	Increased Passing Rate

Science Strategies

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVALUATIONS	
				FORMATIVE	SUMMATIVE
Implement science vertical alignment by using C-Scope science grades K-12 and provide training each 6 weeks.	Curriculum Directors Principals; Dept. Heads	TEKS; Region 10; Margaret Kilgo Training; Lep Cycle 4, Title 1 funds.	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
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	2009-10 School year	Lesson Plans; Walkthroughs	Increased Passing Rate
Add additional science supplies, equipment, and training ,	Instructional Strategist; Principal; Curriculum Director	Local Funds Title 1, title 1 Stimulus	2009-10 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	Local Funds; Title 1 Funds SFSF funds	09-10 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 teachers to recruit and retain highly qualified teachers in order to implement rigorous course work.	Principal; Administration	SFSF funds Local Funds	09-10 school year	Student report cards	Teacher retention data; TAKS scores; ACT/SAT scores
Continue Anatomy and Physiology and add Health Science CTE course.	Principal Teacher	CATE Local Funds	09-10 school year	Student report cards	Report cards.

Goal 2

The student attendance rate will improve from 93.9 to 95%.

Objective:

District student attendance rate will improve from _____.

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	2009-10 School Year	Homebound Teacher's Log	Improved Attendance
Truancy Officer will implement Truancy Abatement Program to decrease truancy.	Truancy Officer; Campus Admin.	Local Funds, Title 1	2009-10 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	Campus Administration; Assessment Staff, Counselor; Special Programs Directors	Local Funds, SCE funds, Title 1, Title II, and Title III funds.	09-10 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 70% to 80%.

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVALUATIONS	
				FORMATIVE	SUMMATIVE
Inform community and potential dropouts about daytime on campus credit recovery options.	Secondary curriculum Director; Principal; Counselors	Local funds	Weekly	Number of participants	Reduction of dropouts
Reorganization and remodeling of HS to have a Freshman Center. Teachers set up in learning communities to transition 8 th graders to HS. Required Life Management Class that all 9 th graders must take. (1/2 credit)	Principal and Assistant Principals; Director of Secondary Curriculum; Counselor	Local funds Waiver	Daily	Completion of courses by participants.	Reduction of dropouts
Daily phone calls on absences. Referrals to attendance officer And enroll students in truancy abatement Program.	Assistant Principals; Attendance Officer; clerical staff.	Local Funds	Weekly	Copies of referral	Reduction of dropouts
Counseling service and letters to parents.	Assistant Principals; Counselors	SCE (24); Local Funds	Daily and Weekly	Counselors log; Copies of letters	Reduction of dropouts
Bring Inspired STEPS Intervention Program to Quinlan to	Counselor; PR Director; HS Principal.	Local Funds	One weeks with follow-up	Feed -back from students and follow up sessions by counselor.	Reduction of dropouts and students at risk.
Add 2 nd Chance Virtual Night School with night classes and 0 hour Dual credit class.(Government)	Counselor; GED teacher; Secondary Curriculum Director; Principal;	Local Funds Waiver, SFSF funds, Title 1 stimulus	Daily; Weekly	Completion of classes and earning credits.	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
Expand vocational program offerings by adding 5 new CTE classes and expanding the Auto- tech program.	Principal; teacher; curriculum director; counselors	Local Funds 199-22, 244	2009-10 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	2009-10 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. Move Credit recovery daytime program to FHS and offer at alternative school also.	Secondary Curriculum Director; Principal; Counselors; AEP principal	Local Funds; SCE funds; Intensive Technology Grant; SFSF funds	Daily	Enrollment	Reduction of dropouts
Follow FHS CIP for Completion Rate.	Secondary Curriculum Director; Principal; External Monitor	Local Funds	2009-10	External Monitor Evaluations	Exiting AU for Completion Rate.
ESL and Dyslexia	ESL & Dyslexia Instructors	ESL Funds (25); Title 1 and 11 funds; Local	2009-10 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 and this will be combined with testing and other data for a CSH Plan.	Curriculum Director; Principals, PE and Health Staff	Local Funds	2009-10 school year	Student Progress Reports	Fitness Gram Assessment
Retraining of all Office Staff on PEIMS coding and to track completion rate.	PEIMS COORDINATOR; Principal; Director of Secondary Curriculum.	Local Funds	2009-10	Correctly coded students on PEIMS submission	Improved Data applied to Completion Rate.
Serve identified migrant children through shared service agreement with Region 10. Follow Region 10's Plan of Action for migrant education.	Principals; Elementary and Secondary Curriculum Director	Local Funds Migrant funds	2009-10	Tracking and providing interventions when needed for identified migrant students	Improved Performance of Migrant students.

Goal 4

(1) The number of students taking SAT/ACT tests will improve from AEIS 09 rate to 55%.

(2) The percent of students scoring above the criterion on SAT/ACT will improve from AEIS rate 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 /Pre-APcourse offerings.	GT Coordinator; Principal	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 dual credit classes and testing opportunities such as PSAT, ACT, and SAT. Increase # of students participating	Principals Counselors	Local 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 2009-10 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	2009-10 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.	Principal; Technology Coordinator; Teachers	Local Funds	2009-10 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	2009-10school 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
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 will continue discipline Practices learned at PSI training with support from Region 10.	Asst. Superintendent; Principals; Sp. Ed. Director	Title II TPTR (255) Title IV (204)	Annual	Continued Training.	Reduction in incidents
Implement Alternative Education Program	Principal	SCE (24) FTE 3.02	6 weeks	Incident Report	Reduction in incidents
Add additional Assistant Principal	Principal	Local	Fall 09	Decrease in referrals	Reduction in incidents
Offer FISH camp for incoming freshman	Student Leaders; Counselors; Administrators	District Funds	Fall 2009	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	09-10 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 2009-10 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 2009	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 2009	Degree; Certification; Transcript	Number of Highly Qualified QISD Employees
Attract and retain highly qualified teachers and give a Retention Incentive at Christmas to all staff.	Deputy Superintendent; Principals	Human Resource Dept.; Job Fairs; Local Funds	2009-10 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 2009	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.	2009-10 school year Fall 2009	Transcript	Increased # with Masters Mastery of

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			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 2009-10 School Year	Informal Evaluation; Attendance at Mentor/Mentee Meetings	Sign-In Sheets; TAKS/ Scores
Add a staff childcare facility at a reduced rate to help attract and retain staff.		Local Funds			
Add The Edge after school program to improve service to At Risk students.		Local Funds SFSF funds			