

03-07

**QUINLAN INDEPENDENT SCHOOL DISTRICT
2006-07 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
2006-07**

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 and mathematics.
- **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 2006-2007, 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 and mathematics.

Objectives:

Reading/English Language Arts

Hispanic students will improve from 79% passing to 85% passing in 2007.

LEP students will improve from 48% passing to 70% passing in 2007.

Special education students will improve from 66% passing to 75% passing in 2007.

Economically Disabled students will improve from 82% passing to 85% passing in 2007.

African American students will improve from 91% passing to 95% passing in 2007.

White students will improve from 86% passing to 90% passing in 2007.

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

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

90% of students taking SDAA, LDAA, TAKS ALT will meet ARD committee expectations.

Math

LEP students will improve from 59% passing to 75% passing in 2007.

Special Education students will improve from 44% passing to 70% passing in 2007.

Hispanic students will improve from 54% passing to 75% passing in 2007.

Economically Disadvantaged students will improve from 57% passing to 75% passing in 2007.

White students will improve from 60% passing to 75% passing in 2007.

African American will improve from 70% passing to 80% passing in 2007.

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

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

90% of students taking SDAA, LDAA, TAKS ALT will meet ARD committee expectations.

Writing

Economically Disadvantaged students will improve from 88% passing to 90% passing in 2007.

Special Education students will improve from 70% passing to 80% passing in 2007.

White students will improve from 89% passing to 95% passing in 2007.

Hispanic students will improve from 79% passing to 85% passing in 2007.

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

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

90% of students taking SDAA, LDAA, and TAKS-ALT will meet ARD committee expectations.

Additional Goals Addressed:

Data Reviewed

- AEIS Report
- Campus Improvement Plans
- Quinlan Technology Plan
- Organizational Health Survey
- Student Attendance
- Safe and Drug Free PEIMS Report
- Administrative Meetings

Persons Responsible

- District Advisory Committee
- Administrative Team

Results

- Identified Strengths and Weaknesses
- 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 Academic Standards
- Need Continued Improvement in High School Completion Rate
- Parental Involvement Needs Improvement

Reading Strategies

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVALUATIONS	
				FORMATIVE	SUMMATIVE
Provide support teachers in grades K-3. Provide professional/paraprofessional to work with small groups on a balanced reading method. (Tier 2&3)	Teachers	Title II; Accelerated Reading (404); Title I; Reading First	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.
Use computer lab for TAKS acceleration of skills in reading. 1-8.	Principal; Computer lab teacher/aide	SCE (24) Aides	Weekly 3 weeks 6 weeks	Programmatic assessments; Progress reports Report cards	TAKS
Continue Accelerated Reader program in Grades 1-8.	AR campus coordinator; Teachers; Librarian	Local Funds	Monthly; As needed	Book circulation; STAR pre-test, tri-annual STAR, and end-of book tests AR Accreditation Testing	TAKS reading STAR report
Provide extended year & extended day programs in Grades K-12.	Principals	Local Funds OEYP Funds Title 1 Funds	Weekly	Teacher-made tests, benchmarks	Pass/Fail rate; Promotion rate; Attendance
Provide before and after school tutorials; TAKS remediation classes(during school), and Title I tutorials. K-12	Principals	SCE (24)	Weekly 3 weeks 6 weeks	Tutorial referral records; Progress reports; Report cards	TAKS results
Provide a teacher for dyslexia disorders to better serve that student population.	Dyslexia Teacher	Accelerated Reading Funds Title 1	Daily	Proficiency tests; Progress reports; Report cards	TAKS results; Improvement percentages
Use supplemental curriculum and other supplemental TAKS materials to improve mastery of TAKS reading objectives.	Grade leader/ Department head	SCE (24)	Daily	Programmatic assessments	TAKS reading
Continue and extend ESL services, follow CIP for reading and ensure classroom modifications district-wide..Train regular classroom teachers in ESL certification	Principal; ESL teacher; Classroom teacher, ESL Coordinator	Title III (263) ESL (25) ESL SSI shared services with Region 10	Semester; 3 weeks; 6 weeks	Proficiency tests; Progress reports; Report cards	Proficiency Levels; Number of students exited; TAKS as applicable, AMAOS, TELPAS reports

Continue implementation of Harcourt Trophies program grades K-3. Implement Reading Scope & Sequence in grades K-3.	Principals; Teachers; Reading First Literacy Coaches, and Reading First Director	Reading 1 st (261)	Daily	TPRI results	Reading on grade level by grade three; TAKS results, ITBS grades 1 & 2
Administer TPRI 3 times a year to all kindergarten students.	Literacy coach, principal, teachers	Local Funds	Sept., Jan. May	Pre and posttests	Comparative analysis
Continue implementation of reading vertical teaming and align reading curriculum in PK-12.	Director of Curriculum; Principals	Local Funds	6 weeks	Vertical team meetings; Lesson plans	Training completion; TEKS extrapolation; Alignment completion
Administer Pre-TAKS and benchmarks.	Principals; Asst. Prin.; Counselors	Local Funds	Semester	Pre-test results	TAKS
Continue implementation of "TRA" strategies.(k-4)	Teacher	Local Funds	Daily	Lesson plans	End of year test
Administer "TPRI" to grades K-3 and use results to focus reading instruction.	Teacher	Local Funds	K-Sept.- April 1-3 Sept.-April	Testing dates	Test results; Comparative analysis
Provide training to K-3 teachers in balanced literacy techniques by Regional Technical assistant.	Principal; Special Programs Director; Literacy Coaches	Reading 1 st (261)	8 days per year; (2 days pr 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.	Principals; Special Programs Director	Reading 1 st (261)	August - May	Observations; Progress reports	Improved learner centered activities on PDAS; TAKS reading; ITBS
Revise reading curriculum plan to ensure TEKS/TAKS implementation in reading and math.(GR. 1-3)	Curriculum committee; Principal; Curriculum Director	Curriculum Reform Grant (256) 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	Pre-K Grant (415)	Daily	Pre-Post tests	End of year results.

Participation in TAKS Cadre/Updates	Region 10	Region 10	2006-07 School year	Attendance certificate; Agenda – Dept. Meetings	Increased Passing Rate
TAKS/TEKS Training for Teachers	Region 10 Consultants Curriculum Director	Title II TPTR (255)	Summer School	Attendance Certificate	Increased Passing Rate
Pregnancy Related Services	Homebound Teacher	WADA for PRS	2006-07 School Year	Homebound Teacher’s Log	Increased Passing Rate
Daily Practice in TAKS Objectives	Math and Language Arts Teachers	Local Funds	2006-07 School year	Lesson Plans	Increased Passing Rate
Pull-Out Remediation Prior to Test	Administration; Teachers	Local Funds	January-April	Schedule of Tutoring Sessions	Increased Passing Rate
Provide a summer TAKS tutoring program SSI grades 3&5.	Principal; Teacher; Aide	Local Funds	4 weeks	Tests; Mastery of Objectives	TAKS Results
Continue to implement whole school tutoring for TAKS based on Pre TAKS objectives.	Principal; Teacher; Aide	SCE (30)	September-April	Schedule of Tutoring Sessions	TAKS Results
Review Special Ed. TAKS/SDAA/LDAA/TR2 decision making to ensure appropriate assessments and decisions regarding least restrictive environment.	Special Education Director	Special Education (23)	Ongoing throughout the academic year	Provide training for ARD committee members	Compare 2003-2004 TAAS/SDAA/LDAA results with Region 10 and state averages
Provide annual staff development on TAKS/SDAA/LDAA decision-making and annual staff decision making on Least Restrictive Environment.	Special Education Director, Campus Principals	Special Education (23)	Fall	Annual Staff Development	Sign-In Sheets
Each campus will disaggregate assessment scores for all student groups to ensure student success.	Administrators; Teachers; Counselors	Local Funds	Summer	Disaggregated Scores	Improvement on TAKS

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.	Campus Administration, Assessment Staff, Counselors, Special Program Directors	Local Funds	Summer	Programmatic assessments; Progress Reports; IEP Progress; Reports/Report Cards	Improvement on TAKS/SDAA scores for all diverse learner subgroups
Provide a variety of professional development opportunities to all instructional employees in order to better meet the needs of all student groups and ensure student success.	Assistant Superintendent; Administrators	Title II TPTR (255)	Fall In-service; January 15; Summer Training	Agendas; Sign in Sheets	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.	Assistant Superintendent; Principal; Lead Nurse; Teacher	Grant	2006-07 School year	Parent Documentation; Class List;	Test Results; Comparative Analysis
Recruit and retain highly qualified professional and paraprofessional personnel. HQ district plan developed..	Assistant Superintendents; Principals	Title II TPTR (255)	2006-07 School year	Recruitment efforts; Increased salary scales; Increased employee benefits; Paraprofessional training/testing schedule	Program Evaluations; Student Promotion; TAKS Results
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 Coordinator	Local funds	2006-2007 School year	PDAS, technology training logs	Increased Test Scores and Student motivation
Implement the use of technology integration by providing students with mobile laptops (Prek-K).	Principal, Instructional Technology Coordinator	Verizon Grant	2006-2007 School year	Teacher Lesson Plans, PDAS	Increased Test Scores and Student Motivation

Math Strategies

STRATEGIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINES	EVALUATIONS	
				FORMATIVE	SUMMATIVE
Implement math vertical teaming and align math curriculum in K-12. Revise scope and sequence is summer of 06 using M. Kilgo template.	Coordinator of Curriculum; Principals; Dept. Heads	TEKS; Region 10; Margaret Kilgo Training	6 weeks	Training dates; Integration plan; Lesson plans; Meeting documentation; walkthroughs	Training completion; TEKS extrapolation; Alignment completion; scope and sequence document
Administer mastery and practice TAKS math tests in Grades 3-12.	Principals; Grade leaders	Local Funds	October, February, and March	Progressive mastery of objectives	TAKS Results
Integrate and reinforce math vocabulary in Grades PK-12.	Principals; Grade leaders	Local Funds Vocab Cards	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, RegionIV, Dana Center, Teksing to TAKS, Study Island, Agile Mind (HS)	Principals; Grade leaders Curriculum Director	Local Funds	3 weeks; 6 weeks	Progress reports; Report cards	TAKS Results
Provide TAKS remediation classes, and double block 9 th grade math classes at the HS.	Principals; Teachers	SCE (24) Title 1	Daily and weekly; 3 weeks;	Teacher-made tests; Progress reports; Report cards	TAKS Results
Tutor in the computer lab to accelerate math skills. (1-3)	Teachers; Lab aides	Local Funds	Daily program reports; 3 weeks; 6 weeks	Programmatic assessments; Progress reports; Report cards	TAKS Results
Integration of Math Curriculum with Technology Accel. Math Gr. 2-5	Principals; Teachers	Title I (211)	Daily	AM report; Progress reports; Report cards	TAKS Results
Implement Teksing Towards TAKS Curriculum Gr. 6-8 and implement some components in grades 3-5 and 9-12.	Principals Curriculum Director	Title I (211)	Daily	6 weeks tests Progress reports; Report cards	TAKS Results
Continue implementation of "Math Advantage" program and supplement with "Math Their Way" (K)	Teachers	Textbook Funds PK Grant (415)	Daily	Progress reports Lesson plans Report Cards	Pre and posttests
Provide TAKS/TEKS Training for Teachers	Region 10 Consultants; TEXTTEAMS for Math, Private Consulatant	Title II TPTR (255)	Ongoing 06-07, Sept 29, 2006	Attendance Certificate	Increased Passing Rate
Pregnancy Related Services	Homebound Teacher	WADA for PRS	2006-07 School Year	Homebound Teacher's Log	Increased Passing Rate

Daily Practice in TAKS Objectives	Teachers	Local Funds Title 1 OEUP- Ext. Day	2006-07 School Year	Lesson Plans	Increased Passing Rate
Pull-Out Remediation Prior to Test	Administration & Teachers	Local Funds	January-April	Schedule of Tutoring Sessions	Increased Passing Rate
Review Special Ed. TAKS/SDAA/LDAA/TAKS I, TAKS Alt decision making to ensure appropriate assessments and decisions regarding least restrictive environment.	Special Education Director, Diagnostician	Special Education (23)	Ongoing throughout the academic year	Provide training for ARD committee members	Compare 2003-2004 TAAS/SDAA/LDAA results with Region 10 and state averages
Provide annual staff development on TAKS/SDAA/TKAS I/TAKS-ALT decision-making and annual staff decision making on the Least Restrictive Environment.	Special Education Director; Campus Principals	Special Education (23)	Fall	Annual Staff Development	Sign-In Sheets
Each campus will assess its practices for achieving success with diverse learners (including At-risk, LEP, Special Ed. Students) 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	Local Funds	Summer	Programmatic assessments; Progress Reports; IEP Progress; Reports/Report Cards	Improvement on TAAS/SDAA scores for all diverse learner subgroups
Participation in TAKS Cadre/TEKS updates	Region 10; Teachers	Local Funds	2006-07 School year	Attendance certificate; Agenda – Dept. Meetings	Increased Passing Rate
Each campus will disaggregate assessment scores for all student groups to ensure student success.	Administrators; Teachers; Counselors	Local Funds Math Grant (289) Title 1	Summer	Disaggregated Scores	Improvement on TAKS

Provide a variety of professional development opportunities to all instructional employees in order to better meet the needs of all student groups and ensure student success. Provide additional math in-service with funds from the Improving Student Achievement in Mathematics through Professional Development Partnerships for grades 1-12, such as TEX Teams training with Region 10, 7-12 training with DeBorde and Thompson, and on site training with Region 10	Assistant Superintendent; Administrators, Curriculum Director	Local Funds Title II TPTR (255), Math Grant (289)	Fall In-service; January 15; Ongoing 06-07	Agendas; Sign in Sheets Improved teaching techniques observed in walk-throughs.	Increased Passing Rate
Continue implementation of Head Start to identify students with the greatest needs and to ensure readiness opportunities and family support.	Assistant Superintendent; Principal; Lead Nurse; Teacher	Grant	2006-07 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. ARE we doing these?	Principals, Instructional Technology Coordinator	Local funds	2006-07 School year	PDAS, technology training logs	Increased Test Scores and Student motivation
Implement the use of technology integration by providing students with mobile laptops (Prek-K).	Principal; Instructional Technology Coordinator	Verizon Grant	2006-07 School year	Teacher Lesson Plans, PDAS	Increased Test Scores and Student Motivation
Intervention Training for campus intervention teams.	Principals; Special Ed. Director	ESC 10; Intervention Teams; Intervention funds; Special Ed. Director	2006-07 School year	Special Ed. Referrals, Progress Reports, Report cards	Incoming Referrals, Number of Special Ed. Students, TAKS/TAKS-M/TAKS-A Results

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	Local Funds	6 weeks	Vertical team meetings; Lesson plans	TAKS Results
Use TAKS writing prompts to improve TAKS composition skills.	Teachers	Local Funds	October, February, March	Holistic scoring	TAKS Results
Administer Benchmark writing test.	Principals; Asst. Principals; Counselors	Local Funds	Semester	Pre-test results	TAKS Results
Continue Alignment for language arts TEKS and TAKS objectives. Vertical alignment K-12	Coordinator of Curriculum; Principals	TEKS	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
Pregnancy Related Services	Homebound Teacher	WADA for PRS	2006-07 School Year	Homebound Teacher's Log	Increased Passing Rate
Pull-Out Remediation Prior to Test	Administration; Teachers	Local Funds	January-April	Schedule of Tutoring Sessions	Increased Passing Rate
TAKS/TEKS Training for Teachers	Region 10 Consultants	Title II TPTR (255)	Summer	Attendance Certificate; Agenda – Dept. Meetings	Increased Passing Rate
Provide an additional teacher for dyslexia disorders to better serve that student population. (1-7)	Dyslexia Teacher	Local Funds; Accelerated Reading Funds	Daily	Proficiency tests; Progress reports; Report cards	TAKS Results; Improvement percentages
Implement whole school tutoring for TAKS based on Pre TAKS objectives.	Principal; Teacher; Aide	Local Funds	September-April	Schedule of Tutoring Sessions	TAKS Results

Review Special Ed. TAKS/SDAA/LDAA/TAKS I, TAKS ALt decision making to ensure appropriate assessments and decisions regarding least restrictive environment.	Special Education Director	Special Education (23)	Ongoing throughout the academic year	Provide training for ARD committee members	Compare 2003-2004 TAAS/SDAA/LDAA results with Region 10 and state averages
Provide annual staff development on TAKS/SDAATAKS I, and TAKS Alt, and/LDAA decision-making and annual staff decision making on Least Restrictive Environment.	Special Education Director; Campus Principals	Special Education (23)	Fall	Annual Staff Development	Sign-In Sheets
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. Implement Assist Teams at all campuses and provide training for staff.	Campus Administration; Assessment Staff; Counselors; Special Ed. Staff; Special Programs Director	Local Funds	Summer	Programmatic assessments; Progress Reports IEP Progress Reports/Report Cards	Improvement on TAAS/SDAA scores for all diverse learner subgroups
Participation in TAKS Cadre/Region 10 Updates	Region 10; Teachers	Local Funds	2006-07 School year	Attendance certificate; Agenda – Dept. Meetings	Increased Passing Rate
Each campus will disaggregate assessment scores for all student groups to ensure student success.	Administrators; Teachers; Counselors	Local Funds	Summer	Disaggregated Scores	Improvement on TAKS
Provide a variety of professional development opportunities to all instructional employees in order to better meet the needs of all student groups and ensure student success.	Assistant Superintendent; Administrators	Title II TPTR (255)	Fall In-service; January 15;	Agendas; Sign-in Sheets	Increased Passing Rate

Continue implementation of Head Start to identify students with the greatest needs and to ensure readiness opportunities and family support.	Assistant Superintendent; Principal; Lead Nurse; Teacher	Grant	2006-07 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 Coordinator	Local funds	2006-07 School year	PDAS, technology training logs	Increased Test Scores and Student motivation
Implement the use of technology integration by providing students with mobile laptops (Prek-K).	Principal; Instructional Technology Coordinator	Verizon Grant	2006-07 School year	Teacher Lesson Plans, PDAS	Increased Test Scores and Student Motivation
Intervention Training for campus intervention teams.	Principals; Special Ed. Director	ESC 10; Intervention Teams; Intervention funds; Special Ed. Director	2006-07 School year	Special Ed. Referrals, Progress Reports, Report cards	Incoming Referrals, Number of Special Ed. Students, TAKS/TAKS-M/TAKS-A Results

Goal 2

The student attendance rate will improve from 92.7% to 95% by the year 2007.

Objective:

District student attendance rate will improve from 92.5% to 95% by the year 2007.

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	2006-07 School Year	Homebound Teacher's Log	Improved Attendance
Truancy Officer	Truancy Officer; Campus Admin.	Local Funds	2006-07 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. The district is developing SCE and AT Risk Procedures for the whole district.	Campus Administration; Assessment Staff, Counselor; Special Programs Directors	Local Funds, SCE funds	06-07 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 91.1 to 95% by 2007.

Objective:

The completion rate will increase from 91.1 to 95% by 2007.

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

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.	Campus Administration; Assessment Staff; Counselors	Local Funds; Special Programs funds; Federal funds; SCE funds	06-07	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; Title 1 funds	Daily	Enrollment	Reduction of dropouts
Drop Out Recovery Program	Principal; Sp. Program Director; Teacher Aide; Counselor	Local Funds; SCE funds H.S. Completion Funds (409)	Daily	Number of participants	Reduce number of dropouts
ESL and Dyslexia	ESL & Dyslexia Instructors	ESL Funds (25); Title 1 and 11 funds; Local	2006-07 School Year	Student's Schedule	Reduction in Dropouts
HS Completion Grant – Small group tutoring will be provided after school (if interest) and in summer.	Principals – HS and DAEP; Curriculum Director; Tutors	High School Completion Funds (409)	Fall 2006 Summer 2007	Benchmark reports	Benchmark improvement; HS completion rate; TAKS results

Goal 4

(1) The number of students taking SAT/ACT tests will improve from 41.4 to 48% by the year 2007.

(2) The percent of students scoring above the criterion on SAT/ACT will improve from 5.5% to 30% in 2007.

Objectives:

The number of students taking SAT/ACT tests will improve from 41.4 to in 48% 2007.

The percent of students scoring above the criterion of 24 on ACT and 1110 on SAT will improve from 5.5% to 30% in 2007.

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.	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 Avid College Readiness Programs	Math and Language Departments	Local Funds HS Completion Grant (409)	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 Fund HS Completion Grant (409)s	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 HS Completion Grant (409)	Annual	Individualized computer prep SAT/ACT programs	Increase number of students taking SAT/ACT Improvement in student scores
Provide opportunities for grant funds to cover dual credit and testing costs such as PSAT, SAT & ACT & increase # of students participating, esp. in dual credit courses.	Principals Counselors	HS Success Grant (429)	Annual	Increase in # of student participating	Increase number of students taking Dual Credit/ACT/SAT. Improvement in student scores.
Increase AP/Advanced course opportunities for students	Principal Counselor	HS Success Allotment (429)	Annual		Increase number of students taking advanced courses. Increase number of student earning AP seal.

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

Objective: The number of parent volunteers will increase in the 2006-2007 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 Director; 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	2006-07 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.	Principal; Technology Coordinator	Local Funds	2006-07 School year	Documentation of Web page updates	Increased Parental involvement
Provide local media/newspaper information	Director of SC Relations	Local funds	2006-07 school 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
Expand Red Ribbon week	Principals; Drug Free Coordinator	Local Funds Title IV (204)	2 weeks	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 3 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	2006-07 School Year	Advisory Agendas	Reduction in Incidents
Offer FISH camp for incoming freshman	Student Leaders; Counselors; Administrators	District Funds	Fall 2006	Agenda; Attendance Roster	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 2006-07 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 2006	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 2006	Degree; Certification; Transcript	Number of Highly Qualified QISD Employees
Attract and retain highly qualified teachers	Deputy Superintendent; Principals	Human Resource Dept.; Job Fairs	Fall 2006	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; TExES training	Fall 2006	Degree; Certification; Transcript	Percentage of Highly Qualified Teachers – 100%
Ensure that all paraprofessionals are highly qualified by meeting a rigorous standard of quality that can be demonstrated through a formal local academic	Deputy Superintendent	Human Resource Dept.; Title II TPTR (255) Local	Fall 2006	Provide Local Assessment	Mastery on Paraprofessional Exam

assessment of knowledge and the ability to assist in instructing reading, writing, and math					
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 2006-07 School Year	Informal Evaluation; Attendance at Mentor/Mentee Meetings	Sign-In Sheets; TAKS/SDAA Scores

GT 21

	Martin	Cannon	Butler	Thompson	Ford	ALC	District	TOTAL
6118								
6119	\$14,243.60	\$53,585.00	\$59,365.65	\$77,154.00	\$149,536.24			\$353,884.49
FTE	0.42	1.5	1.52	2.01	3.99			9.44
6129								
6140	\$1,343.00	\$6,451.00	\$5,327.00	\$7,868.00	\$17,414.00			\$38,403.00
6200	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00			\$1,000.00
6300	\$1,000.00	\$1,550.00	\$1,200.00	\$50.00				\$3,800.00
6400								
	\$16,786.60	\$61,786.00	\$66,092.65	\$85,272.00	\$167,150.24	\$0.00	\$0.00	\$397,087.49

C&T 22

	Martin	Cannon	Butler	Thompson	Ford	ALC	District	TOTAL
6118								
6119				\$47,845.22	\$233,583.86			\$281,429.08
FTE				1.14	5.72			6.86
6129								
6140				\$4,564.00	\$23,706.00			\$28,270.00
6200					\$300.00			\$300.00
6300					\$2,000.00			\$2,000.00
6400					\$4,000.00			\$4,000.00
	\$0.00	\$0.00	\$0.00	\$52,409.22	\$263,589.86	\$0.00	\$0.00	\$315,999.08

SE 23

	Martin	Cannon	Butler	Thompson	Ford	ALC	District	TOTAL
6118				\$400.00	\$4,400.00			\$4,800.00
6119		\$106,728.00	\$152,080.00	\$207,970.00	\$172,049.22		\$230,902.47	\$869,729.69
FTE		3	3.92	5.77	4.62		5	22.31
6129	\$12,339.00	\$46,499.68	\$83,180.00	\$25,706.00	\$54,084.29		\$54,084.29	\$275,893.26
6140	\$3,797.00	\$20,127.00	\$36,957.00	\$25,574.00	\$40,564.00		\$36,544.00	\$163,563.00
6200	\$1,000.00						\$88,750.00	\$89,750.00
6300	\$1,000.00	\$1,000.00	\$700.00	\$70.00	\$513.00		\$58,600.00	\$61,883.00

6400	\$187.00		\$300.00				\$33,050.00	\$33,537.00
	\$18,323.00	\$174,354.68	\$273,217.00	\$259,720.00	\$271,610.51	\$0.00	\$501,930.76	\$1,499,155.95

**CE
24/30**

	Martin	Cannon	Butler	Thompson	Ford	ALC	District	TOTAL
6118		\$200.00	\$200.00	\$200.00	\$7,000.00	\$23,200.00		\$30,800.00
6119	\$376,010.08	\$1,171,489.00	\$28,716.00	\$20,294.03	\$96,759.65	\$78,771.00		\$1,772,039.76
FTE	10.32	30.7	0.65	0.49	1.91	1.54		45.61
6121								
6129	\$6,891.50	\$5,222.50				\$15,467.00	\$32,000.00	\$59,581.00
6140	\$55,802.00	\$122,853.00	\$3,209.00	\$544.00	\$9,976.00	\$9,484.00		\$201,868.00
6200						\$5,288.00		\$5,288.00
6300						\$2,133.00	\$2,700.00	\$4,833.00
6400						\$962.00	\$347.00	\$1,309.00
6600						\$9,110.00	\$500.00	\$9,610.00
	\$438,703.58	\$1,299,764.50	\$32,125.00	\$21,038.03	\$113,735.65	\$144,415.00	\$35,547.00	\$2,085,328.76

BL 25

	Martin	Cannon	Butler	Thompson	Ford	ALC	District	TOTAL
6118								
6119	\$15,476.00	\$21,796.00	\$14,058.00	\$12,640.00	\$6,320.00			\$70,290.00
FTE	0.4	0.6	0.4	0.4	0.2			2
6129								
6140	\$1,734.00	\$1,908.00	\$1,041.00	\$348.00	\$173.00			\$5,204.00
6200								
6300								
6400								
	\$17,210.00	\$23,704.00	\$15,099.00	\$12,988.00	\$6,493.00	\$0.00	\$0.00	\$75,494.00

**ALT
26/28**

	Martin	Cannon	Butler	Thompson	Ford	ALC	District	TOTAL
6118								
6119						\$75,600.00		\$75,600.00
FTE						2		2
6129						\$37,137.00		\$37,137.00
6140								
6200								
6300								

6400								
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$112,737.00	\$0.00	\$112,737.00