

2008-2009 IDALOU I.S.D. DISTRICT IMPROVEMENT PLAN

Goal 1: By May 2009, at least 90% of all students in each special population will be expected to meet or exceed the educational performance standards as measured by the State Accountability System.

Objective: To become an exemplary district as indicated by the annual AEIS report.

INITIATIVES/ ACTIVITIES/STRATEGIES	STAFF RESPONSIBLE	TIMELINE	RESOURCES ALLOCATED	EVALUATION	EXPECTED OUTCOME
Comprehensive needs assessments will be conducted for each student. Assessment will provide information regarding the student's needs in relationship to TAKS, and TEKS objectives.	Teachers and Principal	August – May (Annually)	TEKS, TAKS assessment instruments, PDAS and AEIS reports	Correlation of TEKS into TAKS objectives as documented by teachers	Increased efficiency and effectiveness in lesson plans and positive results from AEIS reports
All faculty and staff will be trained through staff development in testing procedures and data disaggregation. Aeis it, Web cat.	Counselor, ESC, and Principal	October & February	TAKS Coordinators handbook, prior year test data, funds for ESC training Title I part A	Teachers sign-in sheet	Consistent delivery of information and complete understanding of test data, regulations, and testing procedures
Practice TAKS test and state TAKS test assessments will be administered to grades 3-11	Teachers, Counselor, Principal	Fall, Spring	Released TAKS test, state TAKS test	Delivery of TAKS test to all students not exempt	Increased TAKS scores and report from AEIS
Disaggregate 2008 TAKS data from all student populations	Teachers, Counselor, Principal	Fall (Practice test), March & April for TAKS	Practice TAKS test, state TAKS assessments	Teachers will evaluate data and re-teach areas of weakness and reinforce areas of strengths	Increased student/parent comfort with what is required on TAKS test
Disaggregate SDAA and LDAA test data for students not required to take the TAKS	Teachers, Counselor, Principal, EPEC	Fall, Spring	SDAA, LDAA released tests	End of year assessment, AEIS reports	Monitor student success, understanding of data tested and interpreting data

Through vertical alignment faculty will Review and interpret assessment tools	Teachers, Counselor, Principal, Aides	August – May	TPRI, STAR, TAKS, SDAA, LDAA, report cards, AEIS reports, PDAS	Student performance and success of students on all assessments	Students success and progress in all assessment areas
Publicize success of students through local media outlets	Counselor, Principal	Aug – May	Local newspaper, school web page	Community feedback	Community feedback
Idalou ISD will continue to pursue an attendance rate of 97% or higher	Principal, Teachers	Aug – May	Time, Local Funds	Daily attendance	97% or higher attendance across all campuses
Coordinate and integrate Title I, services with other educational services such as Reading first, pre school programs, LEP programs, special education programs, neglected or delinquent youth and homeless children, in order to increase student performance.	Administration, SBDM	Aug – May	Title I, ESL, Special Ed, CATE, Perkins Title III	Lesson plans, schedules, agendas, and minutes	List of programs by campus and district
Provide staff development to teachers, administrators, other staff members and parents in order to collaborate and plan program goals and objectives for staff development that will build ties between parents and school.	Administration	Aug - May	Time	Agendas minutes, handout from planning meetings	Staff development calendar

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Objective: 100% of all students in each special population who are identified with special needs will be provided exceptional service to meet those needs.

INITIATIVES/ ACTIVITIES/STRATEGIES	STAFF RESPONSIBLE	TIMELINE	RESOURCES ALLOCATED	EVALUATION	EXPECTED OUTCOME
Identify students who qualify for special education, develop IEP's and schedule classes as needed. Continue to provide content mastery and resource classes	Special Education Teachers, Diagnostician, Counselor, and Principal	August – May	Local funds, shared service funds, federal funds	Monitor daily success, six week IEP reports	Correct identification of students requiring special services
Regular communication between regular education teacher and special education teacher to monitor and coordinate student progress	Classroom Teachers, Special Education Teacher, CMC Teacher	Aug – May	Time, special education funds	ARD minutes and ARD evaluation	Regular and on-going discussion of student's needs at all levels of mastery
Complete special education referrals in a timely manner	Special Education Teacher, Counselor, Principal, SIT TEAM members	Aug – May (30 day limit)	Time, special education funds	ARD to determine goals	Appropriate IEP in place for student
Students with disabilities are educated with non-disabled peers in the least restrictive environment	Classroom Teachers, Special Education Teacher, Counselor, Principal, EPEC personnel	Complete assessment within 60 days, develop IEP in 30 days	Time, special education funds	Evaluate student success in relation to IEP and BIP	The best education possible
Provide related services to assist the child to benefit from special education placement	A multi-disciplinary team approach will integrate related services into the curriculum to generalize skills in all learning environments	From date of placement until dismissal from special education	Time, special education funds	Assessments from related services, i.e., O.T., P.T., OHI, etc., as needed to formulate goals and objectives	Student success in all educational areas and adaptations as required from all assessments from related services

Schedule evaluations every 3 years or more often at request of parents or teacher if student needs indicate a change that would benefit the student	Classroom Teacher, Special Education Teacher, Counselor, Principal, EPEC	From date of placement until dismissal from special education	Time, special education funds	Monitor and review student progress according to IEP	Adequate progression of IEP and goals established by ARD committee
Beginning at age 14, or younger if appropriate, the IEP will include 1) a statement of needed transition services, 2) a statement that the parent will be informed that transition services will be part of the IEP meeting, 3) a statement that the student will be invited. Transition services begin at age 16.	Classroom Teacher, Special Education Teacher, Principal, EPEC personnel	Aug – May	Time, local funds, special education funds, community and state agency representatives	Regular and ongoing discussion of student needs and progress	Evaluate student success in transition to post secondary activities
Develop a strategy to reduce (1) the percentage of students in special education and (2) the number of TAKS exemptions	Classroom Teacher, Special Education Teacher, EPEC personnel	Aug – May	Time, local funds, special funds	Class testing and IEP developments	Compare Idalou percentages with the state percentages of students in special education and students taking the TAKS
Ensure all teachers and teacher assistants have the proper certification and/or certificates	Principal, EPEC	August	ESC, Special education funds, Title I, Part I, Title II, A	Review of personnel files	All teachers properly certified and highly qualified
Ensure that all students with disabilities have access to the general curriculum	Administration, Counselor, Special Education Teacher, Classroom Teacher, EPEC	Aug – May	Special Education funds, Local funds	ARD, IEP	Student schedules
Provide parental involvement and provide opportunities for parents of students with disabilities to participate in school sponsored activities, including extra-curricular activities	Principal, Classroom Teachers, Sponsors	Aug – May	EPEC, ESC, Local funds, Special Education funds	Parent Involvement Calendar	Sign-in sheets, surveys from ARD
Provide training to the ARD committee	Special education director, Diagnostician, Principal	August	ESC, EPEC	Training scheduled	Sign-in sheets

Address PBMAS areas of ethnic distribution and economically disadvantaged students in special education	Special education director, Principal, Counselor, Teachers	Aug – May	Local	Consistent monitoring of special education referrals	Lower number of PBMAS scores in the areas of ethnic and economically disadvantaged students
Assess pre-referrals and explore options to address student needs before referring students from these two areas	Principal, Counselor, Classroom Teacher	Aug – May	Local	Monitor special education referrals	Lower number of DAS scores in the areas of ethnic and economically disadvantaged students
Address CAP/AIM areas of need which are; transition and pre-referral process Continue assessment of those students not taking TAKS	Principal, General and Special Education Staff	Aug – May	ESC, EPEC	PBMAS	PBMAS

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Goal 1: By May 2009, at least 90% of all students in each special population will be expected to meet or exceed the educational performance standards as measured by the State Accountability System

Objective: 100% each student population, including, but not limited to, Male/Female, LEP, Bilingual and ESL, Gifted and Talented, At-Risk, 504, Dyslexic, Pregnant, and Title I students who are identified with special needs will be provided adequate service to meet those needs.

INITIATIVES/ ACTIVITIES/STRATEGIES	STAFF RESPONSIBLE	TIMELINE	RESOURCES ALLOCATED	EVALUATION	EXPECTED OUTCOME
Identify G/T students and address their needs	G/T Committee, Principal	Aug – May	Local, Time and G/T funds, CCS Contract	Qualified students are placed	Review placement
Update written policies that include provisions for initial assessment, re-assessment, exiting of students from program, services, transfer students, appeals of district decisions regarding placement in program	Principal, G/T Coordinator, Classroom Teachers, Counselor	August	Time, Local funds	Agendas, Minutes, Sign-in Sheets	Written policies and handbook
Continue annual student nomination process with particular focus on ESL, Special education, economically disadvantaged, and minority student nominations	Principal, Counselor, G/T Teacher and committee	Aug – May	Time, Local funds	Training of staff on G/T characteristics	List and records of student nominations to improve in critical areas
Provide an advanced and challenging curriculum to all G/T students in all grades	Counselor, Principal, G/T Staff	Aug – May	Local, G/T funds, ESC	Lesson Plans and curriculum	Student projects, student scores on TAKS/SAT/ACT
Continue to provide opportunities for all professional staff to obtain 30 hours of G/T Training, ensuring all teachers are G/T certified	Principal, ESC	June – August	Local, ESC funds	Staff Development Calendar, Attendance certificates	Highly trained staff
Identify and recruit every student population for the G/T program	Principal, Counselor, G/T Coordinator	Aug – May	Time, Local funds	Monitor referrals	Increased enrollment in G/T program

Identify 504 students and address their needs	Principal, Counselor, Special education teacher	Aug – May	Time, Local funds	Evaluate 3 week progress reports, and 6 week grade reports	Increased TAKS scores and special education testing/referral
Identify LEP/ESL students and address their needs	Principal, Counselor, ESL teacher	Aug – May	LPAC, Time, Local Funds, Title I Funds, ESL funds	Grade reports	AEIS and TAKS data
Identify and provide all LEP/ESL students a program that develops proficiency in the comprehension, speaking, reading, and composition of the English language	ESL certified teachers	Aug – May	ESL funds, Title I funds	Home language survey, List of ESL students	Increased RPTE scores and TAKS scores
Reduce the percentage of LEP exemptions on the TAKS	LPAC	Sept & May	Time	List of students exempted	PAS/DAS
Ensure information to parents is provided in the home language	Principal, ESL Teachers	Aug – May	Time, Local funds, Translators	Copies of correspondence to parents	Parent sign-in sheets, increased communication to parents
Continue to recruit and train highly qualified ESL staff, including minorities	Principal	Annually	Local, ESL funds	Posting of positions, Job Fairs	Fully certified and highly qualified staff
Address Title I students and their needs	Principal, Title I teachers, Counselor	Aug – May	Time, Title I, Part A funds	Grade reports	Increased TAKS scores and results of teacher recommendations
Ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless, conduct a comprehensive needs assessment of individual needs and ensure curriculum can be adapted to meet the myriad of needs	Homeless Liaison, Counselor, Principal	Upon enrollment	Title I, Part A, ESC, Local	Enrollment records, class schedules, visits outside of school	Excellent education with academic as well as social needs being met
Identify at-risk students and ensure equitable learning opportunities and success	Principal, Counselor, Classroom Teachers	Aug – May	SCE funds to fund total number of	State At-Risk List and criteria	Increased TAKS scores and AEIS reports

Provide extra help opportunities such as TAKS, ACE Tutorials, Tutorials, classes and class size reduction, contact with At-Risk coordinator	Classroom teachers, Principal, Counselor	Aug – May	FTE SCE funds	State At-Risk	Increased TAKS scores, Failure Analysis
Determine total amount of SCE funds for campus/district to reduce the dropout rate and improve student performance for all at-risk students	Superintendent, Business Manager, Principal	September	Total SCE funds	CIP/DIP	Adequate funding for Title I program
Determine total full time equivalents (FTEs) if a person is funded from SCE	Superintendent, Business Manager, Principal	September	FTE	CIP/DIP	Funds reflect appropriate teachers
Identify students at risk of dropping out of school using state criteria	Principal, Counselor, Teacher	Aug – May (grading periods)	SCE	At risk criteria	Zero dropouts
Provide teachers with confidential list of at-risk students and supporting criteria for identification	Counselor, Principal	August	Local	List developed and handed out	All teachers are provided at-risk list and address concerns
Conduct a comprehensive needs assessment which includes TAKS, dropout rate, RPTE, to identify areas to accelerate instruction	Counselor, Site Base Team, Principal	May & Aug	Local, Title I Part A	Disaggregate student data	Increased TAKS scores, Lower dropout rate, lower failure rate
Serve students in K-3 who failed readiness test with accelerated instruction and intensive program for early literacy	Principal	Fall, Spring	SCE, Local	Identify students failing readiness tests and place in program	Increased scores on all assessments, TPRI results
Serve pregnant students and parents through parenting programs	Principal	Aug – May	Local, SCE	Students placed in program	Transition to ensure requirements are met for graduation
Provide program for students in AEP, expelled, on probation, or previous dropouts	Principal	Aug – May	Local	Discipline reports, report cards	TAKS completion, GED, Graduation rate

Provide research based staff development designed to assist students at-risk of dropping out of school for professional/paraprofessional staff with input from staff and site base	Principal, ESC	Fall, Spring, Summer	Local, Title I, Part A, Title II Part A, ESL	Staff Development Calendar, Certificates	Highly qualified and knowledgeable teachers and paraprofessionals
Conference with parents. Encourage parental involvement and provide opportunities for parents to participate in school sponsored activities, open house, UIL, PTO, etc.	Principal, Administration	Aug – May	Local, Title, I	Parent involvement calendar	Open communication, knowledgeable parents
Identify students with dyslexia or a related disorder and provide appropriate instructional services	Principal, Dyslexic teacher	Aug – May	Local	Staff Training, Certified dyslexic teacher	Appropriately identified dyslexic students and assessment of goals and objectives
Provide a program for early identification, intervention, and support for students at risk for dyslexia or other reading difficulties	Principal, Dyslexic teacher	August	Local	Written procedures	Students identified and placed in appropriate programs
Provide services for students who may be eligible for 504 services	Principal, 504 director, Site Base	Aug – May	Local, Title I	List of identified students, appropriate identification	Students appropriately identified and assistance provided across the curriculum
Make use of computer software to tutor students for ACT/SAT test	Principal Technology Dir	Aug - May	Local State	ACT/SAT results	Increase scores
Decrease dropout through early intervention tutorial and counseling, afterschool programs and maintaining number of vocational classes offered	Principal, Teachers, Counselor	Aug - May	Local, CATE	Grades	Lower dropout

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Goal 2: The students of Idalou schools will be taught so that all students may develop a positive self-esteem, respect for others, responsible behavior, interpersonal effectiveness, and realize their learning potential in order to prepare for productive lives.

Objective: All campuses will focus on creating opportunities for students with special needs so differences in academic achievement, socio-economic status, ethnicity, sex, and handicapping conditions are eliminated.

INITIATIVES/ ACTIVITIES/STRATEGIES	STAFF RESPONSIBLE	TIMELINE	RESOURCES ALLOCATED	EVALUATION	EXPECTED OUTCOME
Provide each student and staff with an updated student handbook, student code of conduct, which outlines expected behavior and discipline strategies	Principal	June – August	Local	100% return of acknowledgement pages	Highly informed student body and staff in regards to expected behavior, conduct, and creation of a positive, safe, learning environment
Provide a comprehensive drug/alcohol education program	Counselor	Aug – May	Local funds, Title I	100% student participation	Overall student success and reduced incidences involving drug and alcohol
Maintain and update the Crisis Management Plan	Administration	Annually	Local Funds	Completed documentation	Informed student body and staff
Provide conflict resolution strategies and goals	Principal, Counselor, Teachers	Aug – May	Local Funds	Observance of student behavior, discipline referrals	Lower discipline referrals, student body morale/climate
Maintain and update programs that promote community awareness and communication	Principal, Teachers	Aug – May	Local Funds	Student and community participation	Improved relations with community

Provide a Health Advisory Committee, Provide opportunities for dental health, pregnancy prevention, health screenings, inoculations, and other health issues with local & state agencies	Counselor, Principal, Administration	Aug – May	Local Funds, Local & State Health Providers	Maintain student health issues by contacting various health providers	Student, Staff, & Community Feedback to become positive
Conduct a comprehensive needs assessment and an overall program evaluation to determine areas of strength and weaknesses and determine the size, scope, quality, and effectiveness of CATE programs	Admin, Counselor, CATE staff	May	CATE Funds, Carl Perkins funds,	Disaggregated data	Annual evaluation report of all individual programs and the overall CATE programs
Integrate CATE and academic programs	CATE staff and Academic Staff	Aug - May	CATE, SCE funds, Carl Perkins Funds	Lesson Plans	Student participation

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Goal 2: The students of Idalou schools will be taught so that all students may develop a positive self-esteem, respect for others, responsible behavior, interpersonal effectiveness, and realize their learning potential in order to prepare for productive lives.

Objective: Teachers will strive to use innovative teaching strategies and techniques to motivate students to learn and become more responsible for their learning.

INITIATIVES/ ACTIVITIES/STRATEGIES	STAFF RESPONSIBLE	TIMELINE	RESOURCES ALLOCATED	EVALUATION	EXPECTED OUTCOME
Staff (including paraprofessionals) will participate in proactive and research based staff development, especially those on TEKS and TAKS	Principal, Administration	June – May	Local Funds, ESC	Staff feedback and participation, sign-in sheets, certificates	Applied research based methods of instruction, increased student performance, quality teaching
Seek out various speakers with expertise on topics pertinent to staff needs, including, but not limited to, G/T, Special Education, Technology	Administration, ESC, Local Teachers, Staff	June – May	Local Funds, ESC, Time	Staff feedback and participation, sign-in sheets, certificates	Application of knowledge and skills learned
Provide mentors for new teachers	Experienced staff members	Aug – May	Time	Staff feedback, surveys	Smooth transition in regards to district policies and application of skills and techniques
Staff (including principal and superintendent) will be evaluated to insure adequate performance	Principal, Administration, School Board	Aug – May	Time, PDAS, Principal and Supt. Appraisal guidelines	The district will have less than 5% on growth plans	Exemplary PDAS appraisals, Completed principal and superintendent appraisals
Paraprofessionals will be evaluated according to locally adopted evaluation procedures	Principal	Aug – May	Time, IISD Appraisal instruments	The district will have less than 5% on growth plans	Exemplary appraisals

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Goal 2: The students of Idalou schools will be taught so that all students may develop a positive self-esteem, respect for others, responsible behavior, interpersonal effectiveness, and realize their learning potential in order to prepare for productive lives.

Objective: All campuses will create an awareness of UIL/extra-curricular activities and what participation in these activities can do to prepare students for real world situations.

INITIATIVES/ ACTIVITIES/STRATEGIES	STAFF RESPONSIBLE	TIMELINE	RESOURCES ALLOCATED	EVALUATION	EXPECTED OUTCOME
Coaches, Sponsors, Band Director will work with younger students by presenting programs to inform students and parents of available benefits of each respective program (Athletics, FFA, UIL, Band, etc.,)	Principal, Coaches, Sponsors, Band Director	Aug – May	Time, Local Funds	Feedback from students and parents	Increased number of students participating in all activities
Teachers will encourage students to participate in U.I.L. academic events	Sponsors, UIL Director	Aug – May	Time	Increased student participation	Improved standings in District U.I.L. competitions
Continue to provide Career Awareness programs in middle school and high school	Administrator, counselor	May – Aug	CATE funds, Perkins funds, Local	Schedule of programs	List of participants
Provide transition activities for EE to elementary, middle school to high school, high school to work.	Administration, Counselor	May – Aug	Local	Lesson Plans	List of students participating
Provide parent involvement strategies that include the notification of entry to any state university for any student, especially those in the top 10% of the graduating class.	Counselor	Aug - May	Local	Students college application	More student attending college

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Goal 3: Idalou Schools will strive to create an effective interaction between parents, students, and faculty in regards to student expectations, performance, and behavior to insure a safe and more positive learning environment for all students.

INITIATIVES/ ACTIVITIES/STRATEGIES	STAFF RESPONSIBLE	TIMELINE	RESOURCES ALLOCATED	EVALUATION	EXPECTED OUTCOME
Schedule teacher/parent conferences to assure thorough communication and dissemination of information regarding academic expectations and behavior	Principal, Counselor, Teachers	Aug – May	Time, Local Funds	Teacher and parent observations	Better parent feedback and increased student performance in deficient areas
Conferences will be scheduled for at-risk students	Principal, Teachers	Aug – May	Time, Local Funds	Parent sign-in sheet	Zero miscommunication of what is expected of all students and parents
Distribute and collect parent/student compacts	Principal, Secretary	Aug – Sept	Time, Local Funds	Monitor return	Increased student performance
Provide opportunities for parents to participate in extra-curricular and co-curricular activities that include, but are not limited to, PTO, Booster Club, Wildcat After Game Time on the field with players, Community Youth involvement, Autumn House participation, Fall Festival (Carnival)	Administration, Parents, Community Members	Aug – May	Time, Local Funds, Designated areas for activities	Membership, Participation	Community participation and an increased sense of the school and community belonging to each other
District Web Page	Administration and Technology Director	Monthly	Time, Local Funds	Increased use of web page	Increased use of web page
New Student Registration and Parent Orientation	Administration, Secretary, Counselor	Fall, Spring	Time, Local Funds, Registration Materials	Signed pre-registration materials, sign-in sheets	Smoother transition to grades and less confusion at registration
Provide parent involvement activities that are planned by parents in order to increase parent involvement	Administrators, Parents, SBDM	Aug – May	Title I and Local	School calendar	Sign in sheets
Review parent involvement program and include parents in process	Principals	Aug - May	Evaluation Document	Results of participation	Adjustments made to document

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Goal 4: Idalou ISD will strive to maintain and steadily increase its investment in the use of technology to assist the needs of the faculty to enhance student success.

Objective: Hardware and software will be consistently added and properly maintained to ensure all students and staff of Idalou ISD keep current with emerging technologies. Staff will receive training in use of software and hardware. Technology will continue to be integrated into the regular curriculum allowing all students hands-on opportunities to increase proficiency in reading, writing, social studies, science, and other disciplines.

INITIATIVES/ ACTIVITIES/STRATEGIES	STAFF RESPONSIBLE	TIMELINE	RESOURCES ALLOCATED	EVALUATION	EXPECTED OUTCOME
Students will have opportunities to learn about technology and learn from advanced equipment	Technology Director, Teachers, Principal	Ongoing	Local Funds, Time, CATE funds, grants, computer labs, updated computer equipment, Novell	Review student progress	Increased student accessibility to technology and increased scores on all assessments
ITV Lab will be available for students, staff, and community	Principal, Technology Director	Ongoing	Time, Local Funds, grants, ESC	Monitor number of times lab is used and the number of people who utilize the lab	Increased student performance and community involvement
Establish Listening Stations in Library	Librarian, Technology Coordinator	Summer	Local Funds, Title I	Monitor number of times stations are utilized	Increased reading scores for special needs students
Staff will receive on-going training in use of programs to be integrated into the curriculum and classroom instruction.	Principals, Library/Media Specialist & Technology Coordinator	August 04, April-May 05, ongoing	25% of Title II, Part D funds - \$1470.00	Review teacher & student progress in use of technology. Monitor digital knowledge central for student/teacher usage of on-line databases.	Increased teacher & student accessibility to technology and increased scores on all mandated assessments.

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Goal 1. All teachers and aids will be Highly Qualified

INITIATIVES/ ACTIVITIES/STRATEGIES	STAFF RESPONSIBLE	TIMELINE	RESOURCES ALLOCATED	EVALUATION	EXPECTED OUTCOME
All campuses will have 100% teachers that are “highly qualified”. Those teachers teaching in core academic subject areas are highly qualified.	Principals, Supt	Aug – May	Local, State, Title 1 and Special Ed Title II part a, Title V part a	Teacher certification	100% Highly Qualified
Attract and Retain Highly Qualified teachers	Principals, Supt	Aug – May		Teacher Certification	
Increase the percentage of teachers receiving high-quality professional development.	Principals, Supt	Aug – May	Local, State, Title 1 and Special Ed	Teacher Certification	
Insure that low-income students and minority students are not taught at higher rates than other students groups by teachers who are not “highly qualified”	Principals, Supt	Aug - May	Local, State, Title 1 and Special Ed Local, State, Title 1 and Special Ed	Teachers Certification	

Idalou ISD Recruitment and Retention Plan

Goal #1	Highly Qualified Staff: by the end of 2007-2008, all students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.
Performance Measures	1. 100% of core area teachers will be highly qualified by the end of the school year. 2. 100% of instructional paraprofessionals will meet the highly qualified standards by the end of the school year. 3. 100% of new hires will meet highly qualified status prior to employment. 4. NCLB Indicator 3.1: The percentage of classes being taught by highly qualified teachers in the aggregate and in high-poverty schools will be 100%. 5. NCLB Indicator 3.2: The percentage of teachers receiving high-quality professional development will be 100%. 6. NCLB Indicator 3.3: The percentage of instructional paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are highly qualified will be 100%.
Summative Evaluation	Personnel files, highly qualified worksheets, and principal attestations.

Strategy/Activity	Target Population	Person Responsible	Budget/Resources	Formative Assessment	Benchmark Timeline
1. Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining active webpage.	All Staff Members	Superintendent	Local Funds Title II, A	Number of positions posted Number of applications completed Number of visits on the web page counter	Sept. 2008 Feb. 2009 May 2009
2. Establish an effective teacher mentoring system in order to retain highly qualified staff.	All Teachers	Campus Principals	Local Funds Title II, A	Mentor assignments	Aug. 2008
3. Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified status.	All Teachers	Campus Principals	Local Funds Title II, A	Personnel files Professional Development records Teacher interviews	Aug. 2008 Aug. 2008 Aug. 2008
4. Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing in order to assure all staff is highly qualified.	All Teachers	Campus Principals	Local Funds Title II, A	Number of teachers in ACPs Professional Development records	Aug. 2008 Aug. 2008

Strategy/Activity	Target Population	Person Responsible	Budget/ Resources	Formative Assessment	Benchmark Timeline
5. Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified.	All Instructional Paraprofessionals	Campus Principals	Local Funds Title II, A	Personnel files Professional Development records	Aug. 2008 Aug. 2008
6. Require any instructional aides not considered highly qualified to complete TOP training.	All Instructional Paraprofessionals	Campus Principals	Local Funds Title II, A	Professional Development records Number of paraprofessionals attending TOP training	May 2009 May 2009
7. Provide incentives for teachers to attain ESL/GT certification.	All teachers	Superintendent	Local Funds Title II, A	Staff Development records Personnel files	Aug. 2009 Aug. 2009