

MAYPEARL INTERMEDIATE SCHOOL IMPROVEMENT PLAN 2008 – 2009



Vision Statement

A Superior Learning Community

MISSION STATEMENT

It is the mission of the
Maypearl Independent School District
to educate and equip ALL students to their
unique potential creating productive and successful citizens.

**MAYPEARL INTERMEDIATE
SITE BASED DECISION MAKING
TEAM MEMBERS FOR 2008-2009
“A Superior Learning Community”**

CHAIR PERSON
Lynne Pipes (2 year)

Elected Teachers:
Cristin Votaw (3 Years)
Tracy Sheffer (1 year)

Business/Community
Renaë DuBose

PTO Representative
Janette Wilcken

Parent Representative
Terry Roberson

Teacher Assistant Representative
Ann Kiefer

Student Special Interest Representative
Vona Hopkins
Administrator
Janet Stinson, Principal

DISTRICT VALUES

(Beliefs that dictate actions)

We always **DO WHAT IS BEST** for the child(dren)!!

Everything we do is **QUALITY**.

HONESTY is the only Policy.

Everybody is **ACCOUNTABLE** for his/her own Actions.

Discipline fosters **SELF DISCIPLINE**.

We Lead by **EXAMPLE**.

TEAMWORK is not optional.

Maypearl Independent School District Comprehensive Needs Assessment

Maypearl Independent School District and Maypearl Intermediate School conducted comprehensive needs assessments based on AEIS data such as TAKS performance, attendance rates, dropout rates, and SAT/ACT data. In addition, for general education and for special programs, the data were disaggregated for all population groups, including male and female. Individual student's strengths and weaknesses were identified by disaggregating TAKS data by grade level, subject area, and objectives. Maypearl Intermediate is a Title I School-Wide campus with 33% free and 7% reduced status creating 40% of the campus being low-income students.

Academic Goals

Eligible students graduating with Distinguished Achievement or recommended High School plans and recognized as Texas Scholars will be 100%.

Students enrolled in Dual Credit Courses will increase by 20%.

Sixty percent (60%) of all graduating seniors will be involved in post secondary education.

All students attending post secondary education will have some type of scholarship help.

Maypearl ISD will achieve Exemplary status based on AEIS by SY 2008-2009.

Each MISD Campus will achieve Exemplary status based on the AEIS by SY 2008-2009.

All TAKS scores for all sub-groups will meet or exceed 90% meeting standard by SY 2008-2009.

Commended rates for all sub-groups will meet or exceed 90% meeting standard by 2008-2009.

All Campuses will meet AYP goals as prescribed by NCLB.

Maypearl Independent School District Administrative Expectations

Student attendance rates will exceed 96% district wide and at all campuses.

Number and types of violent incidents will be less than 5% of all discipline referrals at all campuses.

Age appropriate alcohol awareness, drug prevention and sexual abstinence plans will be instituted on all campuses in order to achieve a zero incidents per year in each area.

Attendance rates for all employees will meet 97%.

Facilities will be properly maintained to create a healthy learning environment that fosters school spirit and the integrity of the schools.

Communication and dispersal of information will improve at the District and campus levels in all aspects of the Learning Community

A ROAD MAP TO SUCCESS

Start the organization of a living curriculum document for each subject at each grade level.

This will be the scope and sequence created by the teachers with the TEKS/SE as the backbone.

The main idea will be one of concept learning by the students and every teacher accepts the responsibility for all students learning.

An ongoing plan for working on curriculum throughout current school year and summer.

The establishment of Response to Intervention (RTI) for all At Risk Students.

Staff members will study all students at the Intermediate level. Specialized focus will be used to establish common and uncommon reasons for school failures. The staff will develop an RTI plan that will be implemented in the student(s) educational plan.

The RTI plan maps specific instructional strategies found to benefit particular students.

Where are we now?

The teachers are working as teams to base the student's learning on a curriculum designed based on the reading, thinking, and communicating.

Reading is getting the author's meaning from any text in multiple disciplines. Every teacher is a reading teacher; every class is a reading class.

Thinking when taught intentionally is an overt skill in all disciplines!

For example in math, it is a universal law. An example is scaffolding that teaches how things fit together.

Science is the natural law. Reasoning teaches what happens.

Social Studies is an example of social law. Rationalizing teaches why things happen.

Technology is practical law. Processing teaches information management.

Communicating is broken into three parts.

Writing is communicating personal ideas in multiple written forms.

Speaking is communicating personal ideas in multiple spoken situations.

Cooperating is communicating collective ideas productively with persons in multiple social, curricular, and extra-curricular situations.

READING THINKING COMMUNICATING

Con't from Raod Map to Success

All curriculum of the Maypearl ISD can be taught under these three hearings.

Every student who graduates from Maypearl ISD will master these skills!

Every member of the Maypearl Learning Community will know and be able to quote the Curriculum

To anyone who asks what we teach. WE TEACH:

R T C

Where do we plan to be?

By the end of the school year, a living document (with timelines, scope and sequences, emphasis on learning, monitored plan for at risk student, etc.) will be completed by the teachers. This living document has been worked on by teachers that believe that all students educated at Maypearl Intermediate are on the road to success using the RTC.

READING STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<ul style="list-style-type: none"> ➤ Classroom teachers and special programs teachers will plan and coordinate to reinforce skill weaknesses through: <ul style="list-style-type: none"> ❖ Modifications ❖ Differentiation ❖ Tutoring ❖ Student Intervention Plan ❖ Response to Intervention ➤ SRA Reading Kits ➤ Study Island ➤ Novel Studies ➤ UIL participation ➤ Reading TAKS summer school participation for those who did master the first two tries. ➤ ESL training for all classroom teachers to help get their certification. ➤ Staff will design & implement lessons & a tutoring program for student's weaknesses. 	Principal	Same as previous page	Same as previous page	Same as previous page	Same as previous page

WRITING STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<p>Disaggregate TAKS WRITING data for <i>all students</i> and focus on objectives below 90% mastery.</p> <ul style="list-style-type: none"> ➤ Grammar usage will stress writing in complete sentences, varying the types such as compound and complex to match meanings and purposes ➤ Writing process will ◇ Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text ◇ Edit drafts for specific purposes such as to ensure standard usage, and appropriate word choice ➤ Staff development on Write Traits curriculum ➤ Implement six traits of writing in all writing ➤ Bring writing completely through the publishing process—Don't Sweat the TAKS process 	<p>Principal</p> <p>Teachers</p> <p>&</p> <p>Support Staff</p>	<p>All Staff</p> <p>TAKS Guides</p> <p>TAKS Yearly Summary Reports</p> <p>AEIS Reports</p> <p>Curriculum: <u>Write Traits</u></p> <p>Special Funds</p> <p>Local Funds</p> <p>TELPAS</p>	<p>TAKS results and the evaluation of them during Administrative Meetings</p> <p>TAKS results and the evaluation of them during Faculty Meetings</p> <p>Lesson Plans</p> <p>Writing Samples</p> <p>Benchmark Tests</p> <p>Susan Sharp's IEPs Disaggregated Program</p>	<p>Bi-monthly</p> <p>Several Monthly Meetings</p> <p>Weekly</p> <p>Three times a year</p> <p>Three times a year</p> <p>Summer workshops</p>	<p>AEIS Reports that will be compiled with the following data</p> <p>TAKS, TAKS-A, TAKS-M, Dyslexia bundling determined from ARD meetings</p> <p>TELPAS—Fall and Spring writing samples gathered by the core classroom teachers.</p>

WRITING STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<p><u>LANGUAGE!</u> Reading/Lang Arts/Writing Program will address and identify needs of ESL, Dyslexia, At-Risk, Special Education, and bubble students.</p> <p>Novel Studies</p> <p>SRA Reading/Writing Kits</p>	<p>Teachers</p>	<p>Staff</p> <p>New <u>Language!</u> Program</p>	<p>At teachers' discretion</p>	<p>As outlined in Program materials</p>	<p>As outlined in Program materials</p>

MATH STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<p>Disaggregate TAKS Math Data and focus on objective weaknesses below 90% mastery for all students, including special education students.</p> <ul style="list-style-type: none"> ➤ Modified block schedule ➤ Vertical team meetings ➤ Departmentalization ➤ 4th period tutoring ➤ Macmillan/McGraw Hill training for 5th grade best practices in mathematics ➤ Differentiated instruction ➤ Kilgo Research ➤ Star Math Program ➤ Accelerated Math Program ➤ Continuation of alignment of math curriculum with other resources and strategies to meet TEKS and higher level thinking skills ➤ Emphasize 5th grade promotion/retention based on TAKS failure results. ➤ Math, G/T, and technology workshops during in-service presented to classroom/special program teachers 	<p>Principal</p> <p>District Testing Coordinator</p> <p>Counselor</p> <p>Teachers</p> <p>Support Staff</p>	<p>All teachers</p> <p>TAKS <i>Study Guides</i></p> <p>Title I funds</p> <p>Special Ed. Funds</p> <p>ARI funds</p> <p>Local funds</p> <p>TAKS <i>Tornado/ Mentoring Minds</i></p> <p><i>AEIS-IT</i></p> <p><i>CLASS Program</i></p> <p><i>Measuring Up,</i></p> <p><i>Prentice Hall (6),</i></p> <p><i>Wigginisms</i></p> <p><i>Math Notebooks</i></p> <p><i>Study Island</i></p> <p><i>Step Up to TAKS</i></p> <p>Teacher generated materials/tests/data</p>	<p>Administrator and Faculty Meetings</p> <p>Susan Sharp</p> <p>Kilgo Assessment</p> <p>Progress Reports</p> <p>Report Cards</p> <p>STAR Report</p> <p>Vertical Planning</p> <p>Benchmarks</p> <p>IEPs</p>	<p>Bi-weekly meetings</p> <p>On-going</p> <p>3 weeks</p> <p>6 weeks</p> <p>Three Times a Year</p> <p>Every six weeks</p> <p>3 times a year as scheduled by teacher</p> <p>Yearly ARDs and implemented weekly</p>	<p>TAKS Commended & Met Expectations Percentage</p> <p>AEIS State Report</p> <p>AYP Federal Report</p> <p>End of Year Report Card</p> <p>TELPAS</p> <p>District Goals</p>

SCIENCE STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<ul style="list-style-type: none"> ➤ Disaggregate TAKS <i>Science</i> data for all students and focus on objectives below 90% mastery. ➤ Block Schedules ➤ Vertical meetings ➤ Departmentalization ➤ TAKS Tutoring (weekly) ➤ Region X Science Cadre ➤ Departmental Meetings ➤ Differentiated instruction ➤ Kilgo Research ➤ Foss Science Program ➤ Projects/Experiments to enhance understanding on science inquiries. ➤ Utilize software and internet to provide virtual experiences/video streaming ➤ Hand-On Science Experiments ➤ Revise Science Scope/Sequence for 5th & 6th ➤ Inclusion classroom with para-educators and teachers 	<p>Principal</p> <p>Counselor</p> <p>Teachers</p> <p>Support Staff</p> <p>Para-educators</p>	<p>TAKS grade level summary reports</p> <p>Region X Science Cadre</p> <p>TAKS Guides</p> <p>Foss Research Company</p> <p>Study Island</p> <p>Special Education Funds</p>	<p>Administrators and Staff meetings</p> <p>Horizontal level meetings</p> <p>Vertical meetings</p> <p>Lesson plans</p> <p>Progress Reports</p> <p>Report Cards</p> <p>Benchmarks</p> <p>AEIS</p> <p>IEPs</p>	<p>Bi-monthly</p> <p>Bi-monthly</p> <p>5x a year</p> <p>Weekly</p> <p>Every 3 weeks</p> <p>Every 6 weeks</p> <p>3 Times a year</p> <p>As needed/Yearly</p> <p>1 Time a yearly</p>	<p>TAKS testing information furnished yearly</p> <p>Reports from meetings</p> <p>Annual ARDS AEIS Reports Teacher's Evaluations</p>

SOCIAL STUDIES STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<p>Prepare all students for state or local assessments in <i>Social Studies</i> and focus on the following objectives:</p> <ul style="list-style-type: none"> ➤ Link a connection between students and the past, present and future. ➤ Implement TAKS based questions to enhance higher order thinking skills in the areas of civic values, responsibilities, economic influences, and to interpret social studies data by using the following strategies. <p>The following strategies will be applied:</p> <ul style="list-style-type: none"> ➤ Block scheduling ➤ Vertical team meetings ➤ Departmentalization ➤ 4th period tutoring ➤ Kilgo Research ➤ Differentiated instruction ➤ Continuation of revision of the scope and sequence for the 5th & 6th grades. 	<p>Principal</p> <p>Teacher Staff</p> <p>Para-Educators</p> <p>Assistant Superintendent</p>	<p><i>Measuring Up</i></p> <p><i>TAKS Guides</i> (SS can supplement reading TEKS)</p> <p><i>TEKS Checks</i> <i>Benchmarks</i></p> <p><i>INOVA</i> <i>AEIS.IT</i></p>	<p>Administrative and Faculty Meetings Vertical Teamings</p> <p>Progress Reports</p> <p>Report Cards</p> <p>Benchmarks</p> <p>IEPs</p>	<p>Bi-monthly</p> <p>Every three (3) weeks</p> <p>Every six (6) weeks</p> <p>Three (3) Xs a year</p> <p>Yearly</p>	<p>Minutes from meetings</p> <p>Review of verification sheets for completion of report cards</p> <p>Passing rate of 100% for subjects tested</p> <p>Teacher and diagnostician reports</p>

Physical Education Strategies	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<p>Assigning a full time physical education teacher to the Intermediate campus and designing a PHYSICAL EDUCATION PROGRAM that will:</p> <ul style="list-style-type: none"> ➤ Meet or exceed the National Physical Fitness standards with 70% of the students in the 5th & 6th grades reaching national level, and the remaining students reaching president's level. ➤ All of the students create a mileage log that will document their weekly walks totaling 4—5 miles. ➤ Revisit the state's TEKS and local scope and sequence for Physical Education and Health program. 	<p>Principal</p> <p>Physical Education Teacher & Para-Educators</p>	<p>Teacher of Record & Para-Educators</p>	<p>Guidelines for the Presidential Fitness Award</p> <p>Maypearl Mile (Stick) Club</p> <p>Student Created Log Sheets</p>	<p>Weekly log checks</p> <p>Para-Educator Log Books</p>	<p>On going from August 2008—May 2009</p> <p>Review of data collected by teacher of record and Para-educator through out the school year.</p>

COMPUTER STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<p>Assigning a full time computer (Para-educator) teacher to the Intermediate School and designing a Computer curriculum that will:</p> <ul style="list-style-type: none"> ➤ Create a Scope and Sequence for 5th & 6th students. ➤ The majority of the 5th & 6th will be assigned computer classes that will expose them to the structure of keyboarding. ➤ Each 5th & 6th grade student that is assigned to computer class will establish their individual goals for word per minute in typing. <p>Classroom teachers will use the computer lab to expose students to research type information applicable to individual disciplines.</p>	<p>Principal</p> <p>Classroom Teachers</p> <p>Para-Educators</p>	<p>Assistant Superintendent</p> <p>Teachers</p> <p>Para-Educators</p> <p>SRA Tech Knowledge WPM Test</p>	<p>Beginning and ending data gathered though teacher's and para-educator's observations and paper verifications.</p> <p>Weekly, 6 weeks, and semester evaluations created by para-educator.</p> <p>SRA Tech computer generated running records</p>	<p>Weekly, 6 weeks, and semester evaluations.</p>	<p>Data gathered from school year 2008-2009 that will be reviewed at weekly, six weeks, and semester intervals.</p> <p>Participation grades for each student involved in computer class. Students participate at individual levels.</p>

CAMPUS ACCOUNTABILITY STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<p>Maypearl Intermediate will continue to strive to maintain “<i>exemplary status</i>”.</p> <p>Intermediate will strive to achieve 97% or better <i>attendance rate</i> for 5th & 6th grade students.</p> <ul style="list-style-type: none"> ➤ Students with perfect attendance will be recognize every 6 weeks during morning announcements ➤ at the end of the year with certificate from Cowboy Bank. ➤ Parents of students who have been identified by state guidelines as excessive will be notified by mail. <ul style="list-style-type: none"> ➤ Utilize written communication on a periodic basis with parents emphasizing the importance of good attendance and punctuality at school. 	<p>Principal</p> <p>Teacher/Support Staff</p> <p>Principal</p> <p>Attendance Clerk Principal</p> <p>Teachers Principal Attendance Clerk</p>	<p>Reminder to students that attendance will improve school performance.</p> <p>Pencils/Coupons/notification to local papers).</p> <p>Coupon for savings account from Cowboy Bank. State Attendance Guidelines</p> <p>Campus Funds</p>	<p>Use Winn School and report card data.</p> <p>Winn School Attendance records</p> <p>Formal letter from Intermediate office & attendance committee</p>	<p>Every six weeks the Wednesday after close of a 6 weeks.</p> <p>End of the school year</p> <p>After three days, five days, and eight days of absences</p> <p>As the need arises</p>	<p>Winn School data</p> <p>End of 6 weeks</p> <p>End of Year Awards Ceremony</p> <p>List of students as needed</p> <p>Copies of notification letters to parents</p>

CAMPUS ACCOUNTABILITY STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<ul style="list-style-type: none"> ➤ Maypearl Intermediate's morning announcements will remind students that administration's expectations are for them to graduate from high school and attend some type of college/training facility. ➤ Special Programs: ➤ At-Risk Students will be served through Title I programs. ➤ G/T students will be served by classroom activities & a pull out program during 4th period ➤ UIL Enrichment ➤ Provide appropriate placement of Special Education Students ➤ Offer staff development addressing instructional modifications for students in Spec. Ed. ➤ Provide pre-referral intervention strategies and information and information referral timelines to all teachers prior to referrals 	<p>Principal</p> <p>Office Staff</p> <p>Campus Programs & School Personnel</p> <p>Trained classroom teachers</p> <p>Sped. Ed. Diagnostician, classroom teachers</p>	<p>N/A</p> <p>Title I part A and FTEs</p> <p>Local Funds/ State Funds</p> <p>Coop—Director of Special Education and diagnostician</p>	<p>N/A</p> <p>Assistant Superintendent</p> <p>Teacher's Observations</p> <p>Annual ARDs</p>	<p>Every morning during morning announcements</p> <p>Campus Data</p> <p>Weekly meetings with classroom Teachers</p> <p>Yearly ARDs</p>	<p>Campus Data</p> <p>Student and Parent evaluation at end of the school year 2008-2009</p> <p>IEPs ARDs</p>

CAMPUS ACCOUNTABILITY STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<p>Focus on providing special education update training and identify:</p> <ul style="list-style-type: none"> ➤ Initial evaluations ➤ Re-evaluations ➤ Transitions ➤ Least Restrictive Environment (LRE) <p>Special Ed. DAS Report</p> <p><u>Special Ed. DAS Report, Element 1</u></p> <p>Percent of students receiving special education services (Risk Level 3)</p> <ul style="list-style-type: none"> ➤ Monitor and revise pre-referral policy <p><u>Special Ed. DAS Report, Element 2</u></p> <p>Ethnic distribution of students receiving Sp. Ed. Services (Risk Level 3)</p> <ul style="list-style-type: none"> ➤ Focus on pre-referral process ➤ Alternative intervention activities in classroom ➤ Professional development activities working with LEP students. ➤ Verify accuracy of PEIMS LEP coding 	<p>Ellis County Coop Special Education Division, Director</p> <p>Assistant Superintendent</p> <p>Principal</p> <p>Counselor</p>	<p>Special Ed Teachers</p> <p>Special Education Funds</p> <p>Teachers and support staff</p>	<p>Training sessions (agendas, minutes, sign-in sheet)</p> <p>Lesson plans</p> <p>Student IEPs</p> <p>ISS Meetings</p>	<p>Weekly</p> <p>Every 6 Weeks check on progress of students</p> <p>As needed</p>	<p>TAKS</p> <p>Special Education DAS Reports</p>

CAMPUS ACCOUNTABILITY STRATEGIES	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<p><u>Special Ed. DAS Report, Element 7</u> Percent of DAEP/JJAEP Referrals for students receiving special ed. Services (Risk Level 3) Consider alternatives to DAEP referrals for special ed. Students. Students work with campus counselor.</p>	<p>Same as before</p>	<p>Same as before</p>	<p>Same as before</p>	<p>Same os before</p>	<p>Same as before</p>

CAMPUS ACCOUNTABILITY	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<p>Focus on identifying needs of the <i>ESL</i> program:</p> <ul style="list-style-type: none"> ➤ Administer norm-referenced test in Reading/Language Arts for ESL ➤ Gather data, study and implement strategies in every core subject regarding ESL students. ➤ ID remaining teachers who still need certification in ESL <p>Focus on developing and implementing a <i>Guidance Plan</i> that includes:</p> <ul style="list-style-type: none"> ➤ Character Education ➤ Self-Esteem ➤ Drug-Free Awareness ➤ Career Awareness ➤ Peer Mediation ➤ Parent meetings for all Title I programs ➤ Parent/School Compact ➤ Group Counseling <p>Focus on dyslexia understanding by classroom teachers.</p> <ul style="list-style-type: none"> ➤ How to serve kids who have been id ➤ Designee will work w/classroom teachers with instructional modifications for students who require reading assistance 	<p>Principal</p> <p>ESL Specialist (Vona Hopkins)</p> <p>Counselor</p> <p>Dyslexia Specialist (Vona Hopkins)</p>	<p>Region X</p> <p>Teachers</p> <p>LPAC Committee</p> <p>ESL Funds</p> <p>Core Essentials Program</p> <p>Reach Council Group from Waxahachie</p> <p>Counselor's classroom activities</p> <p>Scottish Rite Hosp <i>Reading Science</i></p> <p><i>Language!</i></p>	<p>State Tests</p> <p>Munoz</p> <p>Development of English/Spanish documents for LPACs, ARDs, and teacher's meetings</p> <p>Lesson Plans</p> <p>Counselor's Lesson Plans</p> <p>Teacher Lesson Plans</p> <p>Testing by specialist</p>	<p>30 Days of start of school or enrollment of identified Students</p> <p>Character Ed classes during modified block schedule times</p> <p>And grades generated every 6 weeks for report cards</p>	<p>LPAC end of year</p> <p>TAKS</p> <p>TELPAS/RPTE</p> <p>Woodcock Munoz</p> <p>End of year evaluations from parents and students</p>

CAMPUS ACCOUNTABILITY	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<p>Focus on developing and implementing a <i>Safe and Supportive Environment</i></p> <ul style="list-style-type: none"> ➤ Emphasis safety and respect for others through character ed classes ➤ Bus safety classes to all students. ➤ Review safety flip-chart to staff. ➤ Purchase and use 2-way radios with designated staff members. ➤ Access to building will be cafeteria doors beginning of day front entrance during school hours. ➤ Visitors will check-in at the office and wear a pass to enter the halls. ➤ Promote student safety through observance of Red Ribbon Week ➤ Persons picking up students during the day must be on the pre-approved pickup list. ➤ School Violence prevention and intervention, & substance abuse 	<p>Counselor</p> <p>Transportation Director</p> <p>Principal</p> <p>Morning duty staff</p> <p>Office staff</p> <p>Counselor</p> <p>Office staff</p> <p>Counselor</p>	<p>Campus Funds</p> <p>Campus Budget</p> <p>PTO contribution</p> <p>N/A</p> <p>N/A</p> <p>Reach Council</p> <p>N/A</p> <p>School material</p>	<p>Individual Processes</p>	<p>Throughout entire school year</p> <p>By the beginning of the 2nd six weeks</p> <p>N/A</p> <p>Beginning of the school year 08-09</p> <p>Last week of October 2008</p> <p>Beginning of school year 2008</p> <p>Beginning of school year 2008</p>	<p>Records of instruction</p> <p>Records of instruction</p> <p>Teacher evaluation</p> <p>Teacher evaluation</p> <p>List of Visitors</p> <p>Lesson plans of Counselor</p> <p>Student Sign-out sheet</p>

CAMPUS ACCOUNTABILITY	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<p>Continuation of previous page:</p> <ul style="list-style-type: none"> ➤ Prevention, suicide prevention, and crisis management. ➤ A district wide in-school suspension room will be available for students who need to be removed from the classroom for disciplinary reasons. ➤ Maintain an up-to-date Emergency Operations Plan ➤ Training for staff on nonviolent crisis intervention program ➤ Code Red procedure for emergency situations 	<p>Counselor</p> <p>Principal</p> <p>Assistant Superintendent</p> <p>Special Ed Coop</p> <p>Principal</p>	<p>Nurse</p> <p>District costs</p> <p>N/A</p> <p>Local Funds</p> <p>Title IV Funds Title V Innovative</p>	<p>Student activities listed in lesson plans</p> <p>Records of student sent to ISS</p> <p>Documentation of plan and on-going preparedness</p> <p>Safety Checklists Crisis drills/Emergency Drills</p>	<p>Yearly</p> <p>Yearly</p> <p>On-going for 2008-2009 School year</p> <p>Monthly</p>	<p>Record of lesson plan</p> <p>Records of yearly use</p> <p>Presentation of final plan</p> <p>Sign-in sheet for training</p> <p>Title IV Annual Evaluation Report</p> <p>PEIMS 425 Report</p> <p>Gun-Free Report</p>

CAMPUS ACCOUNTABILITY	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<p>Focus on implementing a discipline management plan.</p> <ul style="list-style-type: none"> ➤ District guidelines ➤ Parent communications ➤ ISS/SAC ◆ Special Education Needs: ◆ IEP ◆ Behavior Intervention Plan ➤ Consistent enforcement of Student Code of Conduct ➤ Teachers will review classroom rules, and the Student Code of Conduct at the end of semester 2 for: ❖ Review/revise a demerit system for behavior 	<p>Assistant Superintendent</p> <p>Principal</p> <p>Teachers</p>	<p>Administrators</p> <p>Teachers</p> <p>Counselor</p> <p>Title V</p> <p>ARD Committee</p> <p>District/Campus Diagnostician</p> <p>Special Funds</p>	<p>Discipline referrals</p> <p>Individual student ARD meetings</p> <p>Discipline Reports</p> <p>ISS Assignments</p> <p>Positive Recognition</p>	<p>As needed</p> <p>As needed</p> <p>Every semester</p>	<p>Title IV Annual Evaluation Report</p> <p>PEIMS 425</p> <p>Teacher Surveys</p> <p>Ratio of regular Education in-school and out-of-school suspensions to special education in-school and out-of-school suspensions</p>

CAMPUS ACCOUNTABILITY	PERSONS RESPONSIBLE	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
<p>Focus on promoting business/community involvement through the following:</p> <ul style="list-style-type: none"> ➤ District/Campus committee meetings. ➤ District/Campus web site ➤ Students will maintain a student assignment book as a form of communication with parents. ➤ Staff will periodically call or email parents with positive news of their child ➤ Parents will receive email/letter of class procedures ➤ Open House at end of the first 6 wks. ➤ Encourage teachers to join PTO ➤ Post MIS events on marquee ➤ Create volunteer program 	<p style="text-align: center;">Assistant Superintendent</p> <p style="text-align: center;">Principal</p> <p style="text-align: center;">Teachers</p>	<p style="text-align: center;">Administrators</p> <p style="text-align: center;">Business/community participation records</p> <p style="text-align: center;">Teachers</p> <p style="text-align: center;">Local Papers</p> <p style="text-align: center;">PTO meetings</p>	<p style="text-align: center;">Participation records</p> <p style="text-align: center;">People responses to questionnaires</p>	<p style="text-align: center;">Semester</p> <p style="text-align: center;">As needed</p> <p style="text-align: center;">Every semester</p>	<p style="text-align: center;">Participation sign-in list</p> <p style="text-align: center;">Response from Parents (emails, phone calls, letters)</p>