

Comfort Independent School District District Improvement Plan 2004 – 2007

Preface

Plan Development

The District Improvement Plan for Comfort Independent School District was developed over a period over several months during the 2003 – 2004 school year by the members of the District-Wide Educational Improvement Committee (DWC). The needs assessment process started in November of 2003. The members of the DWC were representative of the stakeholders of the district as required by Texas Education Code and local board policy. Prior to developing the plan, the committee members reviewed data from a variety of sources as part of the needs assessment. In addition to assessment data from state-mandated testing, the administration provided the committee members with data concerning the district's changing demographics and budgetary constraints.

In December of 2004, the plan was reviewed and revised by the 2004-5 DWC committee. Several revisions were made to the original plan as a result of that review.

District-Wide Instructional Improvement Committee (DWC) Membership for 2003 – 2004

The members of the District-Wide Instructional Improvement Committee (DWC) for 2003 – 2004 were as follows:
Janell Billieter, Belinda Pace, Tevis Mathews, Paul Urban, Karen Letz, Chris Espinosa, Michelle Lopez, Monica Smith, Mariechen Wallendorf, Daniel Johns, Corey Heitzman, Yvonne Bunch, Jennifer Goetz, Doris Reeh-Mazurek, Ralph Real, Joe Paolilli, Beverly Lauderdale, Irene Spenrath, Steve Rich, David Wuest, Bobbie Murray, Jon Cearley and John Rouse.

2006- 2007 DWC Members include:

Shannon Bohnert, Serena Kerr, Tammy Lindner, Bill Heczko, Tom Duffy, Margaret McAdams, Tina Bagley, Nicole Bagley, Emily Evans, Wrangler Prankratz, Evangelina Contreras, Michele Rose, Laura Erwin, Melissa Dunbar, Desi Vadnais, Valerie Houghton, Jayne Burton, Trish Turner, and John Rouse

Needs Assessment

The DWC reviewed a wide range of data as part of the needs assessment in preparation for the improvement planning process. For a comprehensive list of the data reviewed, the agenda from the DWC meetings can be reviewed. For the purposes of this document, some of the pertinent district achievement data is presented in Appendix A.

Standards for Program Planning and Evaluation**Standard 1: *The District Has Policies and/or Regulations Relevant to Curricular Design and Delivery, Feedback and Assessment, and Planning***

Quality control is the fundamental element of a well-managed educational program. It is one of the major premises of local educational control within any state's educational system. Through the development of an effective policy framework for the written, taught, and tested curriculum, a local school board provides the focus on learning as the primary purpose and "product" of the educational system. Policy makes explicit the accountability for learning and enables the district to assess meaningfully and use student learning data as a critical factor in determining success.

Common indicators include:

- *A curriculum that is centrally defined and adopted by the Board of Education,*
- *A clear set of policies establishing quality control for the written, taught, and tested curriculum,*
- *Documentation of school board and central office planning for the attainment of goals, objectives, and mission over time.*

Standard 2: **A School District Has Employed School Improvement Planning in Relationship to District Long Range Planning and Staff Development Efforts**

The needs of school districts and students are continually changing. Long- and short-range planning efforts should promote improvement by providing a mechanism for districts to anticipate these evolving needs and develop solutions that prepare students for work and life. Individual schools in a district are part of a larger system – namely the school district. As such, school improvement planning efforts provide direction for meeting the unique needs of the school and contributing to the accomplishment of the district mission and goals. School planning documents form an important base for determining the intent to “control” activities in the school and contribute to district wide activities.

Common indicators include:

- *School improvement plans that focus on the improvement of learning as the primary function of the school,*
- *School improvement plans that embed staff development into each component of the plan and direct staff development toward the increase of capacity of the instructional staff to deliver the curriculum,*
- *School improvement plans that are in alignment with and contribute to the attainment of district-wide goals and objectives.*

Standard 3: **A District Uses Curriculum Planning for the Attainment of Achievement Goals and Priorities and to Provide Equity Within the System**

A school district meeting this Core Area has established a comprehensive curriculum planning process that provides clarity and focus for a deeply aligned written, taught, and tested curriculum. Curriculum planning ensures that the curriculum will reflect the changing needs of students and state and national requirements, and will be provided in accordance with differential needs of students.

Curriculum planning is the foundation for the improvement of the instructional program over time. It ensures a periodic review of all curricula, all subjects, all grade levels, and the opportunity of the district to adjust, modify or delete curriculum based on the needs of students and the requirements of state or national authorities.

Common indicators include:

- *Analysis of curriculum based on the needs of students and the accountability system,*
- *A periodic cycle of curriculum review and revision,*
- *Differential allocations of programs and services to deliver equity and equal success of the students*
- *Equal access for all students to educational opportunities provided by the system*
- *Planning for curricular staff development for all administrators and teachers,*
- *A design for curricular change that ensures the incorporation of best practice, articulation and coordination, communications, and the evaluation of curriculum.*

Standard 4: The Scope of the Written Curriculum Provides Focus and Establishes Curricular Priorities

Curriculum objectives for students set the direction for achieving the district's mission. A complete curriculum includes a set of student objectives for all grade levels and courses offered in the district. This is known as the scope of the written curriculum. The scope identifies the significant student learnings and curriculum priorities to be taught. The lack of written curriculum for any course or subject area increases the likelihood of fragmentation and lack of consistency across grades, courses, and schools for students. A well-written set of curriculum content standards provide for vertical alignment – the flow of objectives from one grade to another. Aligning teaching to the objectives helps increase the likelihood of coordination within grades and courses as students move through the years.

Common indicators include:

- *Written curriculum for all courses, subjects, and grade levels (seventy percent [70%] is accepted for adequacy)*
- *Written scope and sequence documents provide a framework for planning for the delivery of the curriculum that clarifies the grade level at which key concepts are introduced, developed, and evaluated.*

Standard 5: A School District Has Developed Quality Curriculum Documents in the Main Content Areas of Language Arts/Reading, Mathematics, Science, and Social Studies

Teaching and learning is directly affected by the use of well-written, deeply aligned curriculum guides. Curriculum guides identify the significant learnings and priority student achievement goals of the district. Well-designed curriculum will include clear, translatable content standards, and objectives. Curriculum guides will provide deep curriculum alignment to standards and objectives for teachers to use in instructional diagnostic ways.

Useful curriculum guides include information on the degree of alignment of instructional resources (e.g. textbooks, kits, videos, books, etc.) to the objectives and modifications needed to ensure content, cognitive thinking process, and assessment context alignment. Strategies for teaching the standards and objectives will be fully aligned to the student learnings.

Common indicators include:

- *Curriculum guides in the four main content areas: English language arts, mathematics, science, and social studies,*
- *Curriculum guides are in a format that is readily accessible to the instructional staff.*

Standard 6: **A School District Has Established the Procedures for Monitoring Curriculum and Using District Adopted Documents**

Supervision of curriculum and instruction can be an effective tool for improving teaching and learning. It is also a way to ensure that the district-adopted curriculum is being taught. The primary responsibility for day-to-day monitoring of practice lies with the building principal. An effective principal needs to be one who can diagnose teaching practices to be improved and provide the necessary leadership to improve teaching.

Monitoring needs to be systemic and occur at all levels to ensure that the board-adopted curriculum is being implemented in the way the system has established. It is important that the district communicate clearly concerning student expectations, programs, and practices in order to bring about the desired student learning. The building principal is key to the implementation of sound curriculum management practices in an individual school. The principal's expertise and willingness to manage curriculum at the building level will provide the impetus for changing practice throughout the school.

It is the responsibility of the central administration to provide the needed resources, professional development, and ongoing assistance to support the efforts of building principals as the monitor and implement curriculum and work to improve teaching.

Common indicators include:

- *Clear and explicit expectations on the roles of the building principal and central office administration for monitoring curriculum,*
- *Staff development on curriculum monitoring and "Walk-Through" training,*
- *Analysis of the results of curriculum monitoring at both the school and district levels and subsequent modifications made in curriculum or teaching.*

Standard 7: **A School District Has Instituted Student and Program Assessment Planning**

A written comprehensive assessment plan creates a district framework to provide direction and guidelines for collecting, analyzing, and disseminating data to foster informed decision making for the design and delivery of curriculum. The district's plan is the vehicle for examining the effectiveness of an educational program in achieving the desired results. Assessment data sources, e.g., test data, survey data, teacher appraisal, and statistical analysis of programs, contribute to decisions concerning the revision or elimination of programs that fall short of the district's mission and goals.

Common indicators include:

- *Appropriate direction for assessment and assessment planning through policy and administrative regulations has been adopted by the board of education,*

- *Clear delineation of the philosophical framework for the design of the student and program assessment plan has been clearly delineated.*

Standard 8: *The Scope of Student and Program Assessment Provides a Data Base for Decision-Making*

The quality of any organization is influenced by the presence of an assessment process that facilitates informed decision-making about levels of productivity and the quality of the curriculum. As a critical element of sound curriculum management, assessment is comprehensive in nature and guides the district as it considers the need for eliminating, revising, or initiating programs intended to support the mission and vision of the system. Assessment is designed to be part of the curriculum development process to provide feedback needed for making curriculum decisions. To establish a comprehensive picture of the progress of students, assessment should occur in all subject areas and all grade levels.

Common indicators include:

- *Formal assessments for all subjects, courses, and grade levels have been instituted by the district,*
- *A variety of assessment tools are employed.*

Standard 9: *Trends of Available Student Achievement Data Are Used To Indicate Areas of Student Success*

Comparative student assessment data enable the school board and district staff to assess how well the school district educates its students in comparison with other school districts at both the state and national levels. In effective school districts, efforts are made to promote high student achievement among all students and to remove the likelihood that socio-economic status, ethnicity, and gender are predictors of student performance.

Trend analysis provides information on how the student assessment data change over time. In an effective school district, it is expected that there will be improvement over time in student performance on various student assessment instruments and a reduction of any performance gaps that might exist.

Common indicators include:

- *Disaggregation of student assessment data based on socio-economics, ethnicity, and gender,*
- *Trend analysis of assessment data to determine possible areas of change in curriculum and/or teaching.*

Standard 10: *The District Uses the Results of Student and Program Assessment Data As A Basis for Decision-Making*

To assess the effectiveness of the design and delivery of teaching on student learning, the use of assessment data from multiple sources is essential. Such an approach collects information from the various sources that influence the educational system. Effective assessment measures include test data, survey and follow-up studies, audits and reviews, and teacher evaluation data. The resulting

data serve as the basis for improving instruction to facilitate student achievement. Direction for linking feedback from assessments to the design and delivery of instruction should have its origin in board policy.

Common indicators include:

- *Test item deconstruction to determine causes for student error,*
- *Provisions in board policy for the use of student achievement data in decision-making,*
- *Evidence at the district and school site levels of the use of data for decision-making,*
- *Staff development for administrators and teachers on the use of student assessment data to make changes in curriculum and teaching*

Additional Quality of Work Indicators:

Quality Indicator 1: A School District Has A Technology Plan in Relationship to the Curriculum and Instructional Program

A school district meeting this indicator has integrated technology into the curriculum and instructional program to increase student achievement. It has a plan in place to provide direction for the identification, acquisition, implementation, and evaluation of technology as an instructional tool. The district has a clear purpose and concepts on how technology is to be used in the classroom and adequate resources and staff development are provided prior to implementation.

Technology planning in effective school districts leads technology implementation towards the facilitation of deeper, more meaningful student learning. Moreover, implementation of technology is designed to specifically enhance how teachers teach and students learn.

Common indicators include:

- *A philosophical framework for the use of technology as an instructional tool as expressed through school board policy,*
- *Provision of staff development as a prerequisite for implementation,*
- *Clear delineations of technology as an instructional tool and as an administrative tool,*
- *An evaluation process to determine the effectiveness of technology implementation,*
- *Evaluation of effectiveness based on the extent to which technology has increased student learning.*

Quality Indicator 2: A School District Employs Instructional Practice Analysis Using Classroom Visitations to Increase Instructional Effectiveness

Effective delivery of the curriculum and successful-learner achievement in any school system is accomplished through the teaching in the classroom. Use of effective teaching practices form the foundation for successful student learning in a quality school system. As the needs of the learners change, the teaching strategies need to be updated and refined to reflect the expectations of the school community and the latest thinking in the field.

A school district meeting this indicator has instituted mechanisms to assess instructional practices in the classroom and has taken steps to improve the delivery of curriculum over time. It sees as an overriding long-term goal the need to increase the capacity of the district to meet the needs of learners and the competence of the professional staff to deliver the curriculum.

Common indicators include:

- *Staff development for principals and central office administrators on effective classroom visitation practices,*
- *Explicit expectations for instructional practices as stated in school board policy,*
- *Mechanisms exist for analyzing instructional practices at the district and school site levels and using the data for decision-making for staff development, resource allocations, and priority setting,*
- *Evidence exists of effective instructional practice interventions with subsequent improvements in student achievement.*

Quality Indicator 3: The School District Uses Administrative Staff Review to Ensure Organizational Effectiveness

Clear organizational relationships are important to an educational organization in the productive grouping and management of its tasks and function. Without such grouping there can be no economy of scale in administrative deployment. A functional, accurate, and timely delineation of administrative relationships are generally depicted in graphic form and called the table of organization or TO.

A school district meeting this indicator has an administrative organizational structure that follows generally accepted organizational management principles.

Common indicators include:

- *Periodic reviews of administrative staffing based on principles of sound organizational management,*
- *Adjustments are made to the organizational structure to meet principles of sound organizational management and the priorities of the system.*

Quality Indicator 4: A School District Assesses the Effectiveness of Instructional Interventions for Congruence to District Goals and Priorities and Improvements in Student Learning

Analysis of an inventory of program interventions is useful data for a school district to collect. It indicates the array of large and small initiatives and changes that are underway at any given time in the school district. It also indicates the degree to which these initiatives are connected to the overall plan and mission of the district. In addition, such an analysis demonstrates the extent to which these changes are under the policy control of the board of education and related directly to curriculum or ancillary to it.

Common indicators include:

- *Mechanisms exist to inventory program interventions to determine the array of interventions underway in the district,*
- *Analysis of the congruence of interventions to the district's mission and goals is completed,*
- *Policy exists to direct the purpose, selection process, evaluation procedures, and implementation of interventions/innovations,*
- *Program initiatives are evaluated, extended, modified, or eliminated based on their effectiveness in producing student learning.*

Quality Indicator 5: The School District Conducts a Facilities Review to Determine the Extent to Which Facilities Support Instruction

Delivery of curriculum requires an appropriate setting and a supportive physical environment. The condition and characteristics of the environment within a school are important gauges of the system's capability to deliver the curriculum effectively. School environments can foster effective and successful teaching and learning given appropriate condition, space, cleanliness and sanitation, healthy and safe conditions, maintenance, and upkeep. However, without adequate attention to those factors, a school environment can undermine the best of intentions in teaching and learning. Teachers need safe, healthy, clean, well-maintained, and well-ventilated classrooms and connected facilities to facilitate instruction and delivery of curriculum.

Facilities that are well maintained, clean, and safe create a learning environment that is pleasant and does not interfere with the delivery of the overall instructional program. Further the availability of usable instructional space to deliver various instructional programs is an important aspect of the effectiveness of curriculum delivery.

Common indicators include:

- *Visitations are conducted to each school site to determine the overall maintenance, physical atmosphere, accessibility, safety, capacity, and use of the buildings,*
- *Facility characteristics that interfere with the instructional program are noted and included in facilities planning,*
- *Facilities' planning includes instructional, financial, environmental, capacity, and flexibility of use components.*

Quality Indicator 6: The School District Uses a Curriculum-Driven Budgeting Process

A school district's productivity is improved when clear linkages exist between the curriculum and the budget. Cost-benefit analysis requires a clear delineation of program costs compared to documented system gains or results obtained formal assessments. Such linkages provide for a budgetary process that is driven by curriculum needs, priorities, and goals. Linkages between the budget and curriculum are critical and document how the district allocates fiscal resources to support and implement its programs. Thus, the budget is the numerical expression of the curriculum and should mirror program expectations.

Common indicators include:

- *Tangible connections between assessments of curriculum effectiveness and allocation of resources are completed,*
- *The budget is an expression of instructional priorities and goals,*
- *The curriculum drives the budget rather than the budget driving the curriculum.*

Quality Indicator 7: Student Achievement Data Are Disaggregated to Determine Trends and Used as an Indicator of Instructional Effectiveness

A school district meeting this indicator has a planned approach to assessment that includes data disaggregation and trend analysis. Informed curriculum decisions become possible when disaggregated data from student assessment tools can be reviewed to determine instructional effectiveness. Data disaggregation is used to determine strengths and weaknesses of the instructional program and equity analysis. Administrators and teachers use disaggregated data to make changes in curriculum and teaching. Without information from data disaggregation, curriculum decisions are left to opinion or speculation of the personnel involved in decision-making.

Common indicators include:

- *Mechanisms exist to disaggregate student achievement data based on socio-economics, ethnicity, and gender factors,*
- *Skills of data disaggregation are an integral part of administrative roles, staff development, and accountability systems,*
- *Decision-making procedures are based on disaggregated data*

**Adapted from the Small School Audit Core Areas developed by CMSi, Inc.*

**Comfort Independent School District
District Improvement Plan
2004 – 2007**

GOAL 1- Teaching and Learning

<p>CISD Goal: 1. Teaching and Learning Goal: Teaching strategies will be developed and supported to meet the learning needs of every student, including special education, bilingual and ESL, Section 504, at risk, and gifted and talented students, by focusing on the content and skills necessary for them to meet the proficiency standards of the statewide assessments. Relevant, real world concepts will be presented in an integrated context in which technology is utilized as a tool for learning and communication.</p>	<p>NCLB Performance Goal(s):</p> <ol style="list-style-type: none"> 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-14. 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 and mathematics. 5. All students will graduate from high school. <p>EETT Goals</p> <ol style="list-style-type: none"> 1. To improve student academic achievement through the use of technology in elementary schools and secondary schools; 2. To assist every student in crossing the digital divide by ensuring that every student is technology literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability; 3. To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State education agencies and local education agencies. 			
<p>Objective: 1.1 – Strive to achieve and/or maintain the state standard for “Exemplary” status by 2007. This standard applies to all student groups and all grade levels. For 2005-6, improve TAKS scores so that all campuses will be performing at the</p>	<p>Action Leader(s):</p>	<p>Resource Allocation: NOTE: All dollar amounts shown are “planning amounts” based on the previous years allocations. These amounts will be adjusted in September after the budget has been approved.</p>	<p>Formative Evaluation: Performance Standard 2: A School District Has Employed School Improvement Planning in Relationship to District Long Range Planning and Staff Development Efforts</p> <p>Performance Standard 3: A</p>	<p>Summative Evaluation: PS 2: Campus improvement plans will include specific staff development activities to support the identified teaching strategies.</p> <p>PS 3: District and</p>

<p>“Recognized” level.</p>			<p>District Uses Curriculum Planning for the Attainment of Achievement Goals and Priorities and to Provide Equity Within the System</p> <p>Performance Standard 4: The Scope of the Written Curriculum Provides Focus and Establishes Curricular Priorities</p>	<p>Campus improvement plans will include specific strategies to address the learning objectives which are measurable in terms of student achievement.</p> <p>PS 4: The written curriculum will be aligned with the TEKS and establish a sequence that is appropriate for the TAKS testing targets.</p> <p>Performance Standard 5: A School District Has Developed Quality Curriculum Documents in the Main Content Areas of Language Arts/Reading, Mathematics, Science, and Social Studies</p> <p>Quality Indicator 2: A School District Employs Instructional Practice Analysis Using Classroom Visitations to Increase Instructional Effectiveness</p> <p>Quality Indicator 6: The School District Uses a Curriculum-Driven Budgeting Process</p>
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				Quality Indicator 7: Student Achievement Data Are Disaggregated to Determine Trends and Used as an Indicator of Instructional Effectiveness
Strategy: 1.1.1 High expectations for student performance in reading will be stressed at every campus and included as part of the campus plan.	Principals and SBDM teams	<p>Human resources and time Local M&O funds for instruction will equal at least 55% of all budgeted funds will be allocated to "Instruction." (As per FIRST criteria).</p> <p>State Comp Ed. Funds (SCE): Allocation = \$313,691</p> <p>SCE funding is allocated for salaries of teachers and teaching assistants who are involved the instruction of students who are considered to be at risk of not achieving AYP in reading and mathematics. The dollar amounts shown reflect the planning amounts available from each funding source. The allocation for each campus is dependent on the number of eligible students at that campus for each program area. The numbers included are preliminary based on estimated student counts and staffing expenses.</p> <p>ES- \$104,472 Teachers- \$45,057</p>	<p>Campus plans will include specific strategies for addressing the needs of special population students including special education, 504, at risk, and G/T students. Strategies for bilingual, ESL, dyslexia, and C/T students will be included where appropriate.</p> <p>By September of each year, each campus will review their respective campus plans and highlight specific timelines for implementing strategies for at risk students. A comprehensive needs assessment will be conducted annually by DWC using disaggregated data for comparison and analysis. D.W.C. will review each campus plan to determine alignment with the district plan.</p> <p>Emphasis will be placed on language development and</p>	<p>NCLB PI 1.1 – The percentage of students in all schools (including Title I schools), in the aggregate and for each subgroup who meet or exceed the proficiency level in reading on the TAKS exam will meet or exceed the level required to the NCLB standard for 2013-14.</p> <p>NCLB PI 1.3-100% of the Title I students will meet or exceed the standard for annual yearly progress. For 2005-2006, 54% is the standard for proficiency in reading for AYP purposes.</p>

		<p>Aides- \$42,276 Supplies Reading- \$2,000</p> <p>MS- \$197,455 Teachers- \$153,065 Aides- \$14,092 AR/STAR contracted services- \$250 Testing (Dyslexia)- \$200</p> <p>HS- \$75,036 Teachers- \$51,600 Aides- \$14,092</p> <p>DAEP- Teacher-1.0 FTE</p> <p>DAEP Supplies- \$500</p> <p>Note: All federal program allocations are based on the 2004-5 entitlement amount.</p> <p>Title I, Part A Funds: Allocation: \$431,635 ES- teachers \$107,000 - Counselor \$19,000 - Paraprofessionals- \$18,000 Asst. Prin.- \$32,000 Nurse's aide - \$14,000 Supplies- \$ 4,000 Staff Dev. Travel/fees- \$9,000</p> <p>MS- teachers \$ 37,000 - Counselor \$19,000 - Paraprofessionals- \$27,000 Asst. Prin.- \$19,000 Nurse's aide - \$2,000</p>	<p>concept building, particularly for students with limited language and vocabulary understanding. Suggested strategies include teachers' journaling the words that students do not understand to be included in concept building.</p> <p>Program offerings: ES- Math Walls, Guided Reading, Earobics, Drops in a Bucket, Benchmark testing MS- TAKS Classes, TMDS- Texas Math Diagnostics System (gr. 8), Bilingual/ESL Software- Rosetta Stone, Punctuation Power, EDL Reading lab, Daily tutorials, Benchmarks HS-TAKS Math class, Reading Improvement class, Daily tutorials, Altered curriculum for continuous geometry review, Bilingual/ESL software</p>	
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		<p>Supplies- \$ 2,000 Staff Dev. Travel/fees- \$6,000</p> <p>HS- teachers \$37,000 - Counselor \$10,000 Asst. Prin.- \$19,000 Nurse's aide - \$14,000 Supplies- \$ 1,000 Staff Dev. Travel/fees- \$1,500</p> <p>Title II, Part A Funds: Allocation=\$ 72,846 Teacher/Principal Training/Recruitment HS- Asst. Prin.- \$14,400 MS- Asst. Prin.- \$14,400 ES- Asst. Prin.-\$26,580 - Biling. Stipends- \$10,500</p> <p>Staff Dev. Principals \$1,500 walk-through training</p> <p>Title II, Part D Funds: Technology - Total =\$10,068 - Supplies - \$6,500 - Training- \$2,500 - Contr. Services- \$1,000</p> <p>Title III, Part A Funds: Bilingual -Total = \$20,517</p> <p>Bilingual Liaison - \$5,000 HS- ESL software - \$2,047 MS- ESL Software- \$2,047 -Travel- \$186</p>		
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		<p>ES- Salaries-\$13,220 - supplies- \$335 - parents \$129</p> <p>LEP Grant (Shared Services-ESC XIII) Total= \$1,000</p>		
<p>Strategy: 1.1.2 High expectations for student performance in mathematics will be stressed at every campus and included as part of the campus plan. The link between mathematics and reading will be emphasized.</p>	<p>Principals and SBDM teams</p>	<p>Human resources and time</p> <p>State Comp Ed. Funds: (see Strategy 1.1.1)</p> <p>Title I, Part A Funds: (see Strategy 1.1.1)</p> <p>Title II, Part A Funds: (see Strategy 1.1.1)</p> <p>Title II, Part D Funds: (see Strategy 1.1.1)</p> <p>Assessment results.</p> <p>DWC</p>	<p>Campus plans will include specific strategies for addressing the needs of special population students including special education, 504, at risk, and G/T students. Strategies for ESL, dyslexia, and C/T students will be included where appropriate. By September of each year, each campus will review their respective campus plans and highlight specific timelines for implementing strategies. A comprehensive needs assessment will be conducted by DWC with disaggregated data for comparison and analysis. Principals will monitor the degree to which teachers are incorporating and integrating technology into their lesson plans.</p>	<p>NCLB PI 1.2 – The percentage of students in all schools (including Title I schools), in the aggregate and for each subgroup who meet or exceed the proficiency level in mathematics on the TAKS exam will meet or exceed the level required to the NCLB standard for 2013-14.</p> <p>NCLB PI 1.3-100% of the Title I students will meet or exceed the standard for annual yearly progress.</p> <p>For 2005-6, 41.7 % is the standard for proficiency in mathematics for AYP purposes.</p>

<p>Strategy: 1.1.3 Strategies that incorporate “Best Practices” such as teaching approaches that stress brain-based learning techniques will be included as a portion of the Campus’ Staff Development Plans. Principals will monitor the application of “Best Practices” in the classroom. “Best Practices” include but are not limited to:</p> <ul style="list-style-type: none"> - Differentiated instruction matched to individual student needs - Multiple assessments that are aligned in content and context to the state testing instruments. - Cross-curricular writing and journaling - Project-based integrated lessons - Strategies that stress the most current knowledge regarding brain-based learning 	<p>Administrative staff, SBDM teams and DWC</p>	<p>Some of the district staff development sessions will focus on brain-based learning techniques.</p> <p>Title I, Part A Funds: (see Strategy 1.1.1)</p> <p>Title II, Part A Funds: (see Strategy 1.1.1)</p> <p>Title II, Part D Funds: (see Strategy 1.1.1)</p> <p>Title III, Part A Funds: (see Strategy 1.1.1)</p>	<p>Walkthrough observations will provide evidence that strategies are being applied in the classroom setting.</p> <p>The Superintendent will review walkthrough observational data at least once each grading period.</p> <p>Instructional planning will reflect planning for implementing “best practices”.</p>	<p>NCLB PI 5.1- The percentage of students who graduate from high school, with a regular diploma that reflects fulfillment of state academic standards and in the standard number of years or less will increase annually at a rate that will result in 100% by the year 2013-14.</p>
<p>Strategy: 1.1.4 Instruction will be differentiated to address the needs of special population students including special education, 504, Bilingual, ESL, at-risk, dyslexic, and G/T students, as specified in campus plans.</p>	<p>Principal, DWC, counselors, and instructional staff</p>	<p>-Strategies for differentiating instruction will be included as part of the district’s staff development plan.</p> <p>-Comprehensive Needs Assessment conducted by DWC with disaggregated data for comparison and analysis.</p> <p>-TAT training will be provided for all staff.</p>	<p>Staff development plan will include training opportunities and follow up activities that address differentiation of instruction for special population students, including: special education, bilingual education, ESL, 504, at-risk, dyslexic, and G/T students.</p> <p>DWC will review campus-based staff development to monitor inclusion of differentiated instruction.</p>	<p>NCLB PI 2.1* – The percentage of limited English proficient students who are exempt from taking the TAKS exam at the middle school will decrease from the current level of 57% to 37% for the 2005 TAKS test.</p> <p>*modified for TAKS.</p> <p>NCLB PI 5.2_-The</p>

		<p>Title I, Part A Funds: Training = \$15,000</p> <p>Title II, Part D Funds: Training = \$2,514</p> <p>Title IV, Part A Funds: Training = \$3,000</p> <p>G/T Funds: Allocation=\$22,488</p> <p>CATE Funds: Allocation= \$251,016</p> <p>Carl Perkins Grant: Allocation =</p> <p>Special Ed Funds: Allocation= \$486,496</p>	<p>Principals will monitor classroom instruction for evidence of differentiated instruction appropriate to the learners.</p> <p>The district staff development plan will be developed by June 2005.</p>	<p>number of students who drop out of school after entering grades 7-12 will decrease at a rate necessary to reach 0% by the year 2013-14. This standard applies to all subgroups.</p>
<p>Strategy: 1.1.5 Bilingually certified teachers will continue to be recruited and retained for grades K-5.</p> <p>-The principal and the superintendent will attend job fairs and recruit bilingually certified teachers for grades K-5.</p> <p>-The superintendent and principal will explore alternative certification programs through ESC 13 and area universities to secure qualified applicants for any openings in grades K-5.</p> <p>-Teachers who are currently employed by CISD will be offered</p>	<p>Principal and superintendent</p>	<p>Bilingually certified teachers will be hired for openings in grades K-5 for the 2004-5 school year.</p> <p>Local funds = \$10,500 \$1,500 Bilingual stipends for K-5 Bilingual teachers</p> <p>State Bilingual Funds: Allocation; \$54,323</p>	<p>-List of candidates who are interviewed at the job fairs will be maintained on file as documentation of efforts to recruit bilingual applicants.</p> <p>-A copy of the individuals who are pursuing bilingual certification through ESC 13 will be maintained as documentation.</p> <p>-Funds from Title III will be used as incentive pay for recruiting bilingual teachers. Approximately \$10,500 will be budgeted from local dollars to allow for \$1,500 stipends for bilingual recruits.</p>	<p>NCLB PI 3.1- The percentage of classes being taught by “highly qualified teachers” will increase. Specifically, in the bilingual education classes in grades prek-5 at least one additional certified bilingual teacher will be recruited and employed. Enough teachers need to be ESL certified so that each LEP student will have an ESL trained teacher in the four core areas by 2007.</p>

<p>incentives to secure certification in bilingual education. -Incentives will be provided (as resources come available) to encourage staff members to become ESL certified.</p>			<p>-The number of teachers who become ESL certified will be monitored.</p>	
<p>Objective: 1.2 The student attendance rate will remain above 97% throughout the school year. The dropout rate according to the AEIS indicator report will continue to diminish.</p>	<p>Action Leader(s):</p>	<p>Resource Allocation:</p>	<p>Formative Evaluation:</p> <p>Performance Standard 2: A School District Has Employed School Improvement Planning in Relationship to District Long Range Planning and Staff Development Efforts</p> <p>Performance Standard 9: Trends of Available Student Achievement Data Are Used To Indicate Areas of Student Success</p> <p>Performance Standard 10: The District Uses the Results of Student and Program Assessment Data As A Basis for Decision-Making</p>	<p>Summative Evaluation:</p> <p>PS 2: Campus improvement plans will include specific staff development activities to support the identified teaching strategies.</p> <p>PS 9: Longitudinal data charts will demonstrate a positive trend relative to student attendance.</p> <p>PS 10: Campus and District School Improvement Teams will use the best available achievement data in their decision-making.</p>

<p>Strategy: 1.2.1 Develop incentive programs to promote good attendance. HS- Implement a daily phone calling system to notify parents when students are absent. HS- Consider granting exemptions from finals as an incentive for good attendance.</p>	<p>Campus SBDM teams.</p>	<p>Time at campus SBDM meetings to discuss this topic and develop plans for incentives.</p>	<p>Each campus DWC representative will present an incentive plan to DWC by the October meeting.</p>	<p>The attendance rate for the district and each campus will improve by at least 0.1%</p>
<p>Strategy: 1.3.1 Review/revise the school health program.</p>	<p>DWC and school health advisory council (SHAC)</p>	<p>Title IV, Drug-Free Schools Funds Allocation=\$8,074 Title V, Part A Innovative: Allocation=\$3,456</p>	<p>By November 2005 the school health education advisory council (SHAC) will review the Emergency Response plans at each campus. Note: The SHAC will be made up of representatives appointed by the DWC.</p>	<p>By October 2005, the implementation plan will be in place.</p>
<p>Strategy: 1.3.2 Utilize the TAT process to address behavior issues that are interfering with learning (CAP). TAT process will serve as a pre-</p>	<p>TAT committees</p>	<p>Time allocated for TAT committees to meet.</p>	<p>By October 2005, counselors and TAT members will report to the DWC on the effectiveness of the TAT process in addressing behavior concerns.</p>	<p>By December 2005, representatives from each campus TAT will report to the DWC on the impact of the TAT process on student performance.</p>

<p>referral process for special programs (CAP). Align TAT process with ARD process.</p>				
<p>Objective 1.4: Instructional modifications will be fully implemented in the classroom.</p>	<p>Action Leader(s):</p>	<p>Resource Allocation:</p>	<p>Formative Evaluation:</p> <p>Performance Standard 1: The District Has Policies and/or Regulations Relevant to Curricular Design and Delivery, Feedback and Assessment, and Planning</p> <p>Performance Standard 6: A School District Has Established the Procedures for Monitoring Curriculum and Using District Adopted Documents</p>	<p>Summative Evaluation:</p> <p>PS1: Individual Education Plans (IEPs) are legal documents that carry the weight of federal regulations. Failure to follow the recommendations written in the IEP may result in legal action against the employee.</p> <p>PS 6: It is the responsibility of the principals and assistant principal to monitor the implementation of IEPs as written.</p> <p>Quality Indicator 2: A School District Employs Instructional Practice Analysis Using Classroom</p>

				<p>Visitations to Increase Instructional Effectiveness</p> <p>Quality Indicator 3: The School District Uses Administrative Staff Review to Ensure Organizational Effectiveness</p>
<p>Strategy 1.4.1: Principals will monitor implementation of instructional modifications.</p>	Principals	Time for observations and follow-up meetings.	Principals will report to the superintendent at least once per grading period on the level of implementation of modifications.	By the November DWC meeting, the superintendent will present a report to DWC on the level of implementation of modifications by campus.
<p>Objective 1.5: Instruction will be differentiated for special population students including special education, ESL, At-risk, 504, and GT in order to maintain a dropout rate of less than 1.0%</p>	Action Leader(s):	Resource Allocation:	<p>Formative Evaluation:</p> <p>Performance Standard 3: A District Uses Curriculum Planning for the Attainment of Achievement Goals and Priorities and to Provide Equity Within the System</p> <p>Performance Standard 6: A School District Has Established the Procedures for Monitoring Curriculum and Using District Adopted Documents</p> <p>Performance Standard 7: A School District Has Instituted Student and Program Assessment Planning</p> <p>Performance Standard 8: The Scope of Student and Program Assessment Provides a Data Base for Decision-Making</p>	<p>Summative Evaluation:</p> <p>PS3: Budgeted expenditures will reflect the appropriate allocation resources to address equity as measured in student achievement data.</p> <p>PS 6: It is the responsibility of the principals and assistant principal to monitor the delivery</p>

			<p>Performance Standard 9: Trends of Available Student Achievement Data Are Used To Indicate Areas of Student Success</p>	<p>of the written curriculum. Failure to appropriately monitor instructional delivery may result in an unsatisfactory performance evaluation for the responsible administrator.</p> <p>PS 9: Longitudinal data of dropouts will demonstrate the degree to which this objective is being accomplished.</p> <p>Quality Indicator 2: A School District Employs Instructional Practice Analysis Using Classroom Visitations to Increase Instructional Effectiveness</p> <p>Quality Indicator 3: The School District Uses Administrative Staff Review to Ensure Organizational Effectiveness</p>
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				Quality Indicator 7: Student Achievement Data Are Disaggregated to Determine Trends and Used as an Indicator of Instructional Effectiveness
Strategy 1.5.1: Implementation of IEPs will be monitored by the principals and assistant principals.	Principals Asst. Principals	Time will be allocated at administrative staff meetings to review progress. Special Education Block Grant Funds: \$486,496	The principal will make monthly reports regarding implementation issues to the superintendent.	At the May DWC meeting, the superintendent will report to DWC regarding the level of implementation of IEPs.
		High School- 3.0 professional FTEs, 1.0 paraprofessional (2-Resource teachers, 1-CM teacher, 1 CM aide) Middle School- 4.0 professional FTEs, 3.0 paraprofessional FTEs (2- CM/Resource teachers split 50/50, 1-Resource teacher, 1-Life Skills teacher, 2-LS aides, 1-Resource aide)		

		Elementary School- 3.5 professional FTEs, 2.0 paraprofessional FTEs (2-Resource teachers, 0.5- CM teacher, 1-PPCD teacher, 1-CM aide, 1-PPCD aide)		
Strategy 1.5.2: Differentiated instructional activities for ESL, bilingual education, G/T, At-Risk, and 504 students will be monitored.	Principals Asst. principals	Time will be allocated at administrative staff meetings to review progress.	Principals will make monthly reports regarding implementation issues to the superintendent.	Principals at the middle school and high school will prepare PGPs for the students as required by NCLB.
Strategy 1.5.3: Personal graduation plans will be prepared for all students as required by NCLB.	Principal, counselors, and teachers	-Guidelines available from TEA and ESC 13 regarding PGPs.	A sample PGP will be presented to DWC by the middle school and high school principals at the September meeting.	By November 2005, all students in grades 8-11 at CHS will have a PGP.
Objective: 1.6 The district will support the integration of technology as a tool for learning by utilizing technology to effectively administer district tasks and by equipping classrooms for computer-mediated	Action Leader(s):	Resource Allocation:	Formative Evaluation:	Summative Evaluation: Quality Indicator 1: A School District Has A Technology Plan in Relationship to the Curriculum and Instructional Program

multimedia presentations.				
Strategy 1.6.1: Determine the number of rooms and gather bids for purchasing and installing the necessary equipment.	Technology Planning Committee	District technology funds State Technology allotment = \$33,180 District technology plan	District technology committee will review the district needs and revised the district's technology plan in order to secure the necessary equipment and software to address those needs by February 2005. (See Technology Plan)	By the April DWC meeting, the technology staff will detail the expenditures made regarding software, hardware, human resources, and training.
Strategy 1.6.2: Equip each classroom with at least one computer for student use, preK- 12.	Technology Dept.	\$70,000 from technology allotments from state and local sources District technology plan	The technology department will determine which classrooms do not have at least one computer for student use and assess the costs involved in installing a unit. The technology department will consider alternate means of addressing this issue such as wireless mobile carts of computers.	By May 2006, the number of student computers available in the classrooms will be increased to the point where there is at least one computer available for student use in each room.
Strategy 1.6.3: Schedule annual training for all district teachers in the area of technology integration. Provide extensive technology-focused staff development to achieve the Advanced Tech level on the Teacher STaR Chart.	Technology staff, principals, and teachers	Technology staff District technology plan	All teachers will receive training as specified in the district technology plan. Teachers and administrators will work to incorporate a mechanism for designing instructional units and/or lessons that utilize current technology tools	Staff will utilize technology tools to aide in instructional planning where appropriate. A survey of staff will be conducted as per the district technology plan and the results will be reviewed by the DWC and the technology planning committee.

				STaR Chart results will be at the Advanced Te3ch level.
Strategy 1.6.4: Develop a plan for software purchases to meet district needs including special student populations of GT, special education, bilingual education, and ESL.	Network manager, business manager	District technology budget District technology plan	The district's revised technology plan addresses a coordinated plan for purchasing software.	The 2005-6 budget will provide for appropriate resources.
Strategy 1.6.5: Integrate the use of the video conferencing center into the district's instructional planning.	Network manager, principals, counselors	Allocate planning time. Allocate technology staff to be responsible for managing the distance-learning center. Technology plan	See the district technology plan.	Teachers will have access to the videoconferencing resources for virtual field trips and for training sessions via videoconferencing.

GOAL 2 Staffing

<p>Goal: 2. Staffing Goal: – The district will provide the resources necessary to meet the staffing needs- recruitment and retention- of each campus and/or organizational department to support the district’s mission. In addition, the district will allocate the resources needed to meet the needs of the staff including professional development, equipment and materials, time for planning and preparation, as well as fostering community support for district staff members.</p>	<p>NCLB Performance Goal(s):</p> <ol style="list-style-type: none"> 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-14. 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 and mathematics. 3. By 2005-6, all students will be taught by highly qualified teachers. 			
<p>Objective 2.1: Meet staffing needs of each campus.</p>	<p>Action Leader(s):</p>	<p>Resource Allocation:</p>	<p>Formative Evaluation:</p> <p>Performance Standard 10: The District Uses the Results of Student and Program Assessment Data As A Basis for Decision-Making</p>	<p>Summative Evaluation:</p> <p>PS 10: Longitudinal data from student and program assessments will be used a basis for adding additional staff as well as to eliminate or restructure staff in areas where the program is no longer addressing student needs.</p> <p>Quality Indicator 4: A School District Assesses the Effectiveness of Instructional Interventions for Congruence to District Goals and Priorities and Improvements in Student Learning</p>

				Quality Indicator 6: The School District Uses a Curriculum-Driven Budgeting Process
Strategy 2.1.1: Review staffing needs at each campus.	Principals, SBDM Teams, Superintendent	Budget will reflect additional positions as soon as resources are available. Staffing patterns and class size data will be provided by the administration.	The 2005-2006 budget development process will allow for consideration and prioritization of all staffing needs.	By May 2005, the draft version of the expenditure side of the budget will be prepared and presented to DWC for review and input.
<p>Strategy 2.1.2: Bilingually certified teachers will continue to be recruited and hired for grades K-5.</p> <p>-The principal and the superintendent will attend job fairs and recruit bilingually certified teachers for grades K- 5.</p> <p>-The superintendent and principal will explore alternative certification programs through ESC 13 and area universities to secure qualified applicants for any openings in grades K-5.</p> <p>-Teachers who are currently employed by CISD will be offered incentives to secure certification in bilingual education.</p>	Principal and superintendent	<p>Bilingually certified teachers will be sought for openings in grades K-5 for the 2005-6school year.</p> <p>Title III Funds - \$1,500 stipends for bilingual certified teachers. Total allocation for seven potential positions (preK-5) = \$10,500.</p>	<p>-List of candidates who are interviewed at the job fairs will be maintained on file as documentation of efforts to recruit bilingual applicants.</p> <p>-A copy of the individuals who are pursuing bilingual certification through ESC 13 will be maintained as documentation.</p> <p>-Funds from Title III will be used as incentive pay for recruiting bilingual teachers. Approximately \$10,500 will be budgeted to allow for \$1,500 stipends for bilingual recruits.</p>	NCLB PI 3.1- The percentage of classes being taught by “highly qualified teachers” will increase. Specifically, in the bilingual education classes in grades prek-5 at least one additional certified bilingual teacher will be recruited and employed.
Objective 2.2: Provide professional development opportunity for staff in the area of Spanish language and	Action Leader(s):	Resource Allocation:	Formative Evaluation: Performance Standard 2: A School District Has	Summative Evaluation: PS 2: The DWC and administrative staff will use

bilingual instruction.			Employed School Improvement Planning in Relationship to District Long Range Planning and Staff Development Efforts	both formal and informal measures to evaluate the effectiveness of the district's staff development efforts in the area of Spanish language and bilingual instruction. Quality Indicator 6: The School District Uses a Curriculum-Driven Budgeting Process
Strategy 2.2.1: CISD staff members will have the opportunity to learn ESL strategies and prepare for the ESL TEX-ES exam.	Nancy Wilson	Title III, Part A Funds: Allocation=\$2,200 -Stipend \$150 per teacher for 3 days of training -\$15 per hour for trainer -\$70 per teacher for testing fee		
Objective 2.3: The impact of the district's efforts in bilingual education will be monitored to determine the effect on student performance.				Quality Indicator 4: A School District Assesses the Effectiveness of Instructional Interventions for Congruence to District Goals and Priorities and Improvements in Student Learning
Strategy 2.3.1: Involvement of non-English speaking parents in school activities will increase through contact by a bilingual Parent Liaison.	Superintendent	Bilingual Liaison funded through the Title III funds (part-time liaison = \$5,000).	- The number parents of LEP students attending school events will increase. The administration will collect data on the parents attending.	There will be increased parental involvement of non-English-speaking parents at school events.

GOAL 3- Learning Environment

<p>Goal: 3 Learning Environment Goal: The district will provide the resources so that all students will be educated in learning environments that are safe, drug-free, and conducive to learning in a way that every student will be treated with respect, and recognized for his or her strengths.</p>	<p>NCLB Performance Indicator: The number of “persistently dangerous” schools, as defined by the State, will be decreased.</p>			
<p>Objective 3.1 Provide a learning environment that will enable all students to learn without fear for their personal safety or self-image.</p>	<p>Action Leader(s):</p>	<p>Resource Allocation:</p>	<p>Formative Evaluation:</p>	<p>Summative Evaluation: Quality Indicator 4: A School District Assesses the Effectiveness of Instructional Interventions for Congruence to District Goals and Priorities and Improvements in Student Learning</p>
<p>Strategy 3.1.1: The district SHAC will establish Emergency Response Teams on each campus will be trained and prepared for emergencies.</p>	<p>SHAC Principals</p>	<p>Training provided by local law enforcement agencies</p>	<p>Lists detailing the membership of each campus’ response team will be contained in the Campus Emergency Response Plans. These plans will be completed and on file with the central office by September 2004.</p>	<p>At least one emergency response drill will be held prior to the end of the fall semester.</p>

<p>Strategy 3.1.2: The administration will provide for regular monitoring of school district facilities and grounds to eliminate potential safety hazards.</p>	<p>Director of Grounds Director of Maintenance</p>	<p>OSHA requirements for school grounds safety.</p>	<p>Each semester, the director of grounds and director of maintenance will conduct a joint review of all district facilities concerning safety.</p> <p>A checklist will be signed and dated by the staff.</p>	<p>The number of injuries resulting from safety issues on district grounds will decrease.</p>
<p>Strategy 3.1.3: The district SHAC will develop strategies to eliminate harassing, teasing, and bullying of students and replace those negative behaviors with appropriate positive behaviors.</p>	<p>SHAC Principals</p>	<p>Title IV- Safe and Drug-free School Funds (\$1,200 for AIM for Success materials)</p>	<p>Each CIP committee will plan activities to address these critical issues.</p>	<p>The number of complaints about harassment, teasing, and bullying will decrease.</p>

GOAL 4- Changing Demographics and Community Relations

<p>Goal 4: Changing Demographics and Community Relations Goal: Recognizing the changing demographics of the Comfort community, the district will seek to improve communications with all segments of our population, including non-English speaking and limited-English proficient individuals. The district will promote access and equity within the system by expanding resources, such as adult education opportunities and family literacy programs.</p>	<p>NCLB Performance Indicator: None</p>			
<p>Objective 4.1: The district will promote equity in the system by expanding resources such as adult education and family literacy programs.</p>	<p>Action Leader(s):</p>	<p>Resource Allocation:</p>	<p>Formative Evaluation:</p>	<p>Summative Evaluation: Quality Indicator 6: The School District Uses a Curriculum-Driven Budgeting Process</p>
<p>Strategy 4.1.1: The district will work with the adult education cooperative (Seguin ISD) to re-establish an adult ESL and GED program.</p>	<ul style="list-style-type: none"> • superintendent 	<p>Adult ed grant funds</p>	<p>At least one class of no less than 10 adult ESL students will enroll for the CISD adult ESL program.</p>	<p>The number of non-English speaking adults who attend adult ESL classes on a regular basis will increase to at least ten per year.</p>
<p>Strategy 4.1.2: The district will gather preliminary data required to submit for a Family Literacy grant.</p>	<ul style="list-style-type: none"> • Elementary assistant principal 	<p>ESC 20 and ESC 13 Kendall County Head Start program Kendall County WIC program statistics</p>	<p>The elementary assistant principal will contact both region centers as well as the Boerne Head Start program to determine the need for a family literacy program in the community.</p>	<p>By March of 2006, the assistant principal will submit the needs data to the superintendent and DWC to determine the need for a family literacy program.</p>

Goal 5 Planning for Growth

<p>Goal 5: Planning for Growth Goal: The district will develop written plans for addressing the impact that future population growth will have on the school district.</p>	<p>NCLB Performance Indicator: None</p>			
<p>Objective 5.1: The plans will be based on the findings of an impact study done by a committee appointed by the administration that is composed of balanced representation of the community and the school system and by a facilities report prepared by an external firm.</p>	<p>Action Leader(s):</p> <ul style="list-style-type: none"> • superintendent • administrative staff • DWC 	<p>Resource Allocation:</p>	<p>Formative Evaluation:</p>	<p>Summative Evaluation: Quality Indicator 5: The School District Conducts a Facilities Review to Determine the Extent to Which Facilities Support Instruction</p>
<p>Strategy 5.1.1: The superintendent will select a committee to develop a list of facility projects based on input from the staff and community as well as from the facilities report from the outside consultant.</p>	<ul style="list-style-type: none"> • Superintendent • Facilities committee 	<p>Facilities study</p>	<p>By August, the superintendent will compile a list of possible facility projects to be considered by the Board for prioritizing and funding.</p>	
<p>Strategy 5.1.2: The resulting plans will be presented to the Board of Trustees for their consideration regarding allocation of current and future resources.</p>	<ul style="list-style-type: none"> • superintendent • Board 			<p>By September, an updated facilities plan will be presented to the Board for action.</p>
<p>Strategy 5.1.3: The Board of Trustees will prioritize the facility needs and seek resources to address those needs utilizing community resources</p>	<ul style="list-style-type: none"> • Board • superintendent 			<p>By the October board meeting, the Board will develop a prioritized list of projects that will be funded.</p>

Appendix A
NEEDS ASSESSMENT DATA

ATTACH JUNE 2004 TAKS DATA TABLES

