

Monaco Elementary School

Campus Improvement Plan

2011-2012



Monaco Elementary School Site Based Decision-Making Team

Name of School: Monaco Elementary School
Address: 9350 Cape Cod Blvd.
Aubrey, Texas 76227
Phone: (940) 668-0000
Fax: (940) 668-0001

Site Based Decision-Making Team Members:

Jana Lowman, Principal	Non-Teaching Professional	
Dusty Wright, Counselor	Non-Teaching Professional	
Sallee Clark, District Librarian	Non-Teaching Professional	
Angela Hellman	Non-Teaching Professional	
Erich Ransleben, Pool Builder	Business Member	Exp. 2012
Tesh Beaty	Community Member	Exp. 2012
Tammy Hawkins	Parent	Exp. 2013
Brent Hill	Parent	Exp. 2013
Kelli Lavi	Parent	Exp. 2013
Janet Bird	Teacher	Exp. 2013
Joanie Rouk	Teacher	Exp. 2012
Ron Gregory	Teacher	Exp. 2013
Lindsey Ray	Teacher	Exp. 2014
Jody Dickson	Teacher	Exp. 2013
Tanya Crisp	Teacher	Exp. 2012
Lecia Crowder	Teacher	Exp. 2013
Kathi Johnson	Teacher	Exp. 2013

Part I: Our Profile

A. Executive Summary

Introduction:

In this section of our school improvement plan an overview of student performance data, student and community demographic data, school characteristics, and stakeholder perspectives on the quality of education are provided.

Student Performance Data

The student performance data collected for the Profile is summarized in Tables 1-3 and Graphs 1-11.

State Measures for grades 3rd-5th. (See Table 1) The percentages of our students meeting the state standards according to the Texas Projection Measures in the spring of 2010 were as follows.

99% of all students passed reading

100% of all students passed mathematics

98% of all students passed writing

97% of all students passed science

The students' achieved our Academic Excellence Indicator System rating of "Exemplary."

Attendance rate for 2010-2011 school year was 96.6%.

1. Student and Community Demographic Data

Monaco Elementary School is a Pre-kindergarten through 5th grade campus with a current total enrollment of 441 students.

	2011-2012	2010-2011	2009-2010
PK	60	55	67
K	72	65	55
1 st	71	80	52
2 nd	71	65	44
3 rd	62	59	55
4 th	60	54	39
5 th	50	63	46
	446	441	358

The subpopulation breakdown is as follows:

- 75% White
- 20% Hispanic
- 4% African American
- 1% Other
- 32% Economically Disadvantaged

About 62% of the students of Monaco Elementary School are residents the Providence Village Community. The remaining 38% of students are out-of-district transfers or residents of the rural community made up the Aubrey ISD boundary. The city of Aubrey has a population of 2,610 while City of Krugerville has a population of 1,790. The AISD has a minimum of service industry, small retail businesses, and agriculture. The largest single employer is the Aubrey Independent School District.

2. School Characteristics

Dr. James A. Monaco Elementary School was established in August 2008.

Table 1: State Assessments

3rd Grade

Reading	State Avg.	2009	2010	2011
Economically Disadvantaged	85%	87.5%	94%	100%
Hispanic	86%	85.7%	100%	100%
White	95%	100%	100%	100%
African American	83%	100%	75%	100%
All Student Population	89%	98.7%	98%	100%
Commended Performance	46%	65.9%	63%	75%
Math	State Avg.	2009	2010	2011
Economically Disadvantaged	78%	87.5%	88%	100%
Hispanic	81%	85.7%	100%	100%
White	91%	100%	97%	100%
African American	73%	100%	75%	100%
All Student Population	84%	97%	96%	100%
Commended Performance	37%	68%	51%	45%

4th Grade

Reading	State Avg.	2009	2010	2011
Economically Disadvantaged	78%	100%	100%	93%
Hispanic	80%	100%	100%	91%
White	92%	100%	97%	100%
African American	76%	100%	100%	100%
All Student Population	84%	100%	98%	98%

Commended Performance	29%	60%	44%	62%
-----------------------	-----	-----	-----	-----

Math	State Avg.	2009	2010	2011
Economically Disadvantaged	81%	100%	100%	100%
Hispanic	84%	100%	100%	100%
White	92%	96%	98%	100%
African American	77%	100%	100%	100%
All Student Population	86%	96%	98%	100%

Commended Performance	40%	60%	66%	57%
-----------------------	-----	-----	-----	-----

Writing	State Avg.	2009	2010	2011
Economically Disadvantaged	88%	100%	100%	94%
Hispanic	90%	100%	100%	91%
White	93%	100%	100%	99%
African American	88%	100%	100%	100%
All Student Population	91%	100%	100%	98%

Commended Performance	32%	48%	46%	51%
-----------------------	-----	-----	-----	-----

5th Grade

Reading	State Avg.	2009	2010	2011
Economically Disadvantaged	75%	100%	80%	100%
Hispanic	77%	100%	83%	100%
White	92%	100%	100%	100%
African American	77%	100%	75%	100%
All Student Population	83%	100%	95%	100%

Commended Performance	30%	57.5%	73%	65%
-----------------------	-----	-------	-----	-----

Math	State Avg.	2009	2010	2011
Economically Disadvantaged	78%	100%	90%	100%
Hispanic	81%	100%	100%	100%
White	90%	100%	100%	100%
African American	73%	75%	50%	100%
All Student Population	84%	97%	95%	100%

Commended Performance	44%	73%	73%	73%
-----------------------	-----	-----	-----	-----

Science	State Avg.	2009	2010	2011
Economically Disadvantaged	78%	93%	88%	92%
Hispanic	80%	93%	100%	83%
White	93%	100%	94%	99%
African American	75%	100%	75%	80%
All Student Population	84%	97%	93%	97%

Commended Performance	43%	61%	75%	76%
-----------------------	-----	-----	-----	-----

**Monaco Elementary School
TAKS Results 2011**

READING	TOTAL	
All Students	163/165	99%
Hispanic	22/23	96%
Low SES	42/44	95%
African American	9/9	100%
White	130/131	99%
Commended	12/165	73%

MATH	TOTAL	
All Students	165/165	100%
Hispanic	23/23	100%
Low SES	44/44	100%
African American	9/9	100%
White	131/131	100%
Commended	113/164	69%

WRITING	TOTAL	
All Students	49/50	98%
Hispanic	10/11	91%
Low SES	16/17	94%
African American	2/2	100%
White	37/37	100%
Commended	26/50	52%

SCIENCE	TOTAL	
All Students	57/59	97%
Hispanic	5/6	83%
Low SES	12/13	92%
African American	4/5	80%
White	48/48	100%
Commended	44/58	76%

Assessment of the Current Situation

Comprehensive Needs Assessment

To assess where our students are in relation to our Vision, Mission, and our board-approved goals, the SBDM Committee or various members reviewed all available data to identify our strengths and to prioritize our most urgent needs. The review includes data from the following:

- Disaggregate AEIS data
- Results of benchmark assessments
- Prior year budgets/entitlements and expenditures in relation to current year funding and priorities
- Results of State & Federal planning requirements
- Teacher retention rates
- Needs identified through campus faculty meetings
- Staff focus groups with Superintendent
- Review of the campus' vision and discussion at the campus level, regarding current information/research-based strategies that will help us to attain that vision
- Report cards
- Discipline records
- Staff Development survey
- Log of parent/community suggestions

Part II

Our Core Beliefs

At Monaco Elementary School, we believe:

- Every student will be afforded the opportunity for a quality education.
- All children have equal value and can learn.
- High expectations result in high performance.
- Each person is ultimately responsible for his/her own learning.
- Learning is lifelong and unlimited.
- Parents and teachers are the key to educational success.
- Our families are the foundation of this community.
- Our shared values including honesty, integrity, hard work and responsibility will be modeled for our students.

Our Mission Statement

Our goal at Monaco Elementary School is to meet the educational needs of all our students while also motivating every student to do their best!

Our Motto

Motivating Every Student to Achieve Success

Goals of Monaco Elementary School

- Goal 1: All students will maintain high standards and commitment to excellence in academic performance.
- Goal 2: All members of the school community will be partners in the ongoing enhancement of the educational organization.
- Goal 3: A well-balanced curriculum will be taught to engage all students in completing a program of study which will be challenging and prepare them for a career path.
- Goal 4: A school climate will be provided that is safe, orderly, and well-maintained and accepting of diversity.

Performance Objectives of Monaco Elementary School

Goal 1 All students will maintain high standards and commitment to excellence in academic performance.

Objective 1: All student populations will achieve 90% mastery on all STAAR/SRA tests.

Objective 2: 40% of all students will attain a commended rating on STAAR/SRA tests.

Objective 3: All student populations will maintain 96.5% attendance.

Goal 2 All members of the school community will be partners in the ongoing enhancement of the educational organization.

Objective 1: Develop and utilize a variety of strategies to ensure communication with 100% of targeted parent and community members regarding student achievement, meetings, and training sessions.

Objective 2: Provide Training to AISD parents and teachers.

Objective 3: Explore & expand school/community partnerships.

Goal 3 A well-balanced curriculum will be taught to engage all students in completing a program of study which will be challenging and prepare them for a career path.

Objective 1: All curriculums will be aligned to state content and performance standards.

Objective 2: 100% of staff will be trained to implement the guidelines of the Special Education process.

Objective.3: All student populations will be provided career awareness opportunities.

Objective 4: Prepare students for the future through involvement in a variety of school supported student activities.

Goal 4 A school climate will be provided that is safe, orderly, and well- maintained and accepting of diversity.

Objective 1: All personnel will be provided staff development facilitating a positive school climate.

Objective 2: AISD will ensure that all facilities are well maintained and orderly.

Objective 3: To plan a smooth transition for exiting 5th graders.

Part III:
School Improvement Plan

Monaco Elementary School Campus Improvement Plan 2011-2012

Campus Goal 1:		All students will maintain high standards and commitment to excellence in academic performance.						
Performance Objective 1:		All student populations will achieve 90% mastery on all STAAR/SRA tests.						
Summative Evaluation:		STAAR/SRA Results						
SW Comp	Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation
A	1.1 Identify areas of weakness for every student.	STAAR, SRA, Target Quiz, Benchmarks		Principal Teacher Counselor	Aug. '11 - May '12	CSCOPE, district-made tests, target quizzes	Quiz results, benchmark results, STAAR/SRA results	Individual student STAAR/SRA folder
R	1.2 Target Subgroups. Assign specialized tutoring as needed.	STAAR, SRA, Target Quiz, Benchmarks	ESL, AR, SE, ECO, GT	Principal Teacher Counselor ESL Coord. ESL Teacher Tutor	Aug. '11 - May '12	PEIMS data, benchmarks, target quizzes, CSCOPE	Quiz results, benchmark results, STAAR/SRA results	Subgroup lists, tutoring schedule
R	1.3 Provide focused tutoring for students in need of remediation. a) Pull-out tutorial b) After school tutoring	Report Cards, Prior STAAR Results, SRA, Target Quiz, Benchmarks		Principal Teacher Counselor Tutor	Aug. '11 - May '12	AMI/ARI funds (\$8,500), CSCOPE, Benchmarks, Target Quizzes, Compensatory Ed money, Title I (\$8,500)	Quiz results, benchmark results, STAAR/SRA results	Tutoring lists/logs, list of weak areas per student need
PD	1.4 Provide teachers with staff development opportunities in successful STAAR/SRA strategies and follow-up implementation.	AEIS, STAAR Data, Campus Needs, SRA, Focus Groups		Staff Development Director, Administration	Aug. '11 - May '12	ESC XI, Dana Center, Conferences, Professional Organizations	Walkthroughs, Evaluations, Quiz results, benchmark results, STAAR/SRA results	SD Evaluations, Sign-In sheets, Lesson Plans

Needs Assessment: AEIS, SS-Student Survey, PS-Parent Survey, FS-Faculty Survey, DR-Discipline Report, O-Other (Specify)

Special Population (Sp. Pop.): GT-Gifted and Talented, ESL-English as a Second Language, AR-At-Risk, SE-Special Education, EOC-Economically Disadvantaged

SW Components: R=Reform Strategies, PD= Professional Development, PI= Parent Involvement, T= Transition Strategies, A= Assessment, M=Master, HQ= Highly Qualified.

PD	1.5 Provide teachers with staff development opportunities in successful ESL strategies.	AEIS, STAAR/SRA Data, Campus Needs	ESL	Staff Development Director, Administration	Summer '11 – Feb. '12	ESC XI, Dana Center, Conferences, Professional Organizations	Walkthroughs, Evaluations, Quiz results, benchmark results, STAAR/SRA results	SD Evaluations, Sign-In sheets, Lesson Plans
	1.6 Conduct STAAR “Power Talks” individually to focus students on improving weaknesses and enhancing strengths, as well as to promote student ownership of academics.	AEIS, STAAR/SRA Data, Campus Needs		Principal Counselor Teachers	Spring '12	Prior STAAR results, Benchmark Scores, Target Quizzes, CSCOPE	Student Surveys, quiz, benchmark, and STAAR/SRA results	Individual student STAAR folders, “Power Talk” schedule
	1.7 Utilize the media services in the math, science, social studies, and English classes. (STAAR/SRA)			Principal Librarians Teachers	Aug. '11 - May '12	Innovative Monies Title V (\$600)	Library Inventory	Circulation Records
	1.8 Provide every student in grades 3-5 with access to Study Island in each STAAR area.	STAAR/SRA, Target Quiz, Benchmarks		Principal Teacher	Aug. '11 - May '12	Study Island contract (\$1,500 Title I monies), computer lab, teacher Training	Quiz results, benchmark results, STAAR/SRA results	Individual student Study Island progress
	1.9 Continue Training in Building Background Knowledge	AEIS, STAAR/SRA	ESL, ECO, AR	Staff Development Director, Principal, Teacher	Aug. '11 - May '12	ESC XI, Dana Center, Professional Organizations	Quiz results, benchmark results, STAAR/SRA results	Lesson Plans, Vocabulary Notebooks, SD evaluations, sign in sheets
	1.10 STAAR Extravaganza and Monaco Bucks	STAAR/SRA		Teacher	Aug. '11 - May '12	STAAR	STAAR	STAAR

Needs Assessment: AEIS, SS-Student Survey, PS-Parent Survey, FS-Faculty Survey, DR-Discipline Report, O-Other (Specify)

Special Population (Sp. Pop.): GT-Gifted and Talented, ESL-English as a Second Language, AR-At-Risk, SE-Special Education, EOC-Economically Disadvantaged

SW Components: R=Reform Strategies, PD= Professional Development, PI= Parent Involvement, T= Transition Strategies, A= Assessment, M=Master, HQ= Highly Qualified.

Monaco Elementary School Campus Improvement Plan 2011-2012

Campus Goal 1:		All students will maintain high standards and commitment to excellence in academic performance.						
Performance Objective 2:		40% of all students will attain a commended rating on STAAR/SRA tests as determined by campus						
Summative Evaluation:		STAAR/SRA results						
SW Comp	Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation
A	2.1 Target areas of weakness for students who have historically passed.	Last year TAKS/TRA data, target Quiz, Benchmarks		Principal Counselor Teachers	Aug. '11 - May '12	CSCOPE, district-made tests, target quizzes	Quiz results, benchmark results, STAAR/SRA results, evaluate lesson plans	List of at-risk students, Lesson plans targeting those areas, individual student STAAR/SRA folders
	2.2 Provide daily review of previously taught reporting categories.			Teacher	Aug. '11 - May '12	STAAR/SRA review materials, List of Student Weak Objectives	Evaluate lesson plans, walkthroughs, bell work, STAAR/SRA results	Lesson plans, walkthroughs, progress reports, report cards
M	2.3 Provide individual enrichment activities and strategies to enhance targeted weak reporting objectives for each student.	Prior STAAR/SRA data, target Quiz, Benchmarks		Teacher Parents	Aug. '11 - May '12	STAAR/SRA review materials, List of student's weak objectives	Evaluate lesson plans, walkthroughs, bell work, STAAR/SRA results, parent help	Lesson plans, walkthroughs, progress reports, individual student STAAR/SRA folders

Needs Assessment: AEIS, SS-Student Survey, PS-Parent Survey, FS-Faculty Survey, DR-Discipline Report, O-Other (Specify)

Special Population (Sp. Pop.): GT-Gifted and Talented, ESL-English as a Second Language, AR-At-Risk, SE-Special Education, EOC-Economically Disadvantaged

SW Components: R=Reform Strategies, PD= Professional Development, PI= Parent Involvement, T= Transition Strategies, A= Assessment, M=Master, HQ= Highly Qualified.

M	2.4 Align lesson plans and questioning techniques and activities to higher levels of thought.		GT	Teacher	Aug. '11 - May '12	Bloom's Taxonomy, Erikson's Structure of Knowledge, staff development, textbooks, STAAR/SRA materials	Evaluate lesson plans, walkthroughs, bell work, STAAR/SRA results	Lesson plans, walkthroughs, teacher evaluations
PD	2.5 Train all teachers in "Thinking Maps" and monitor consistent use in lessons.			Teachers/Mcnabb	Aug. '11 - May '12	Thinking Maps Training materials, time, space	Evaluate lesson plans, walkthroughs, bell work, STAAR/SRA results	Thinking Maps posted in classrooms, lesson plans, walkthroughs, teacher evaluations
PD	2.6 Train all teachers in "Building Background Knowledge" and monitor use of vocabulary notebooks in lessons.			Teachers	Aug. '11 - May '12	Building Background Knowledge Training materials, time, space	Evaluate lesson plans, walkthroughs, bell work, STAAR/SRA results	walkthroughs, teacher evaluations, vocabulary binders
M	2.7 Provide every student in grades 2-5 with access to Study Island.	STAAR/SRA, Target Quiz, Benchmarks		Principal Teacher	Aug. '11 - May '12	Study Island contract, computer lab, teacher Training	Quiz results, benchmark results, STAAR/SRA results	Individual student Study Island progress

Needs Assessment: AEIS, SS-Student Survey, PS-Parent Survey, FS-Faculty Survey, DR-Discipline Report, O-Other (Specify)

Special Population (Sp. Pop.): GT-Gifted and Talented, ESL-English as a Second Language, AR-At-Risk, SE-Special Education, EOC-Economically Disadvantaged

SW Components: R=Reform Strategies, PD= Professional Development, PI= Parent Involvement, T= Transition Strategies, A= Assessment, M=Master, HQ= Highly Qualified.

Monaco Elementary School Campus Improvement Plan 2011-2012

Campus Goal 1:		All students will maintain high standards and commitment to excellence in academic performance.						
Performance Objective 3:		All student populations will maintain 96.5% attendance.						
Summative Evaluation:		AEIS Report						
SW Comp	Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation
	3.1 Track student attendance.	RSCCC Data	AR	PEIMS Clerk, Principal, SRO, Teachers	Aug. '11 – May '12	Attendance reports, Parent notes, Phone calls	Attendance six week reports, ADA reports	Attendance reports and documents
	3.2 Provide incentives to students for attendance.			Principal, Counselor, Teachers	Each six weeks	Attendance reports, certificates, incentives, recognition	Attendance six weeks reports	Attendance reports and documents
PI	3.3 Educate parents about attendance laws and policies.			Principal, Counselor	Aug. '11	Letter regarding policy and code of conduct, postage	Number of parents in attendance	Sign-in sheets Meeting Evaluation
	3.4 Refer excessive absences to Court system as warranted.		AR	PEIMS Clerk, Principal, SRO, Teachers	Aug. '11 – May '12	Attendance reports, referral letters, attendance documentation	Attendance six week reports, ADA reports	Attendance reports and documents, copies of referral letters, court documents
	3.5 Convene meetings with parent, teacher, and ARC of student who has cumulated 10 absences.	RSCCC Data	AR	Principal, ARC	Aug. '11 – May '12	Attendance Reports, Parent letters, Conference log/notes	Attendance six weeks reports	Attendance reports, sign in sheets, meeting logs

Needs Assessment: AEIS, SS-Student Survey, PS-Parent Survey, FS-Faculty Survey, DR-Discipline Report, O-Other (Specify)

Special Population (Sp. Pop.): GT-Gifted and Talented, ESL-English as a Second Language, AR-At-Risk, SE-Special Education, EOC-Economically Disadvantaged

SW Components: R=Reform Strategies, PD= Professional Development, PI= Parent Involvement, T= Transition Strategies, A= Assessment, M=Master, HQ= Highly Qualified.

Monaco Elementary School Campus Improvement Plan 2011-2012

Campus Goal 2:		All members of the school community will be partners in the ongoing enhancement of the educational organization.						
Performance Objective 1:		Develop and utilize a variety of strategies to ensure communication with 100% of targeted parent and community members regarding student achievement, meetings, and Training sessions.						
Summative Evaluation:		Parent Survey						
SW Comp	Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation
PI	1.1 Parents will be notified each third and sixth week of the school year of student progress.			Principal, Teachers	Each third and sixth week of school year	RSCCC, PEIMS Clerk	Parent Surveys, Timeline for reports met	Progress reports, report cards, calendar, copies of reports
PI	1.2 Students will take homework folders to parents daily M-Th.			Teachers, Parents	Weekly	Provided school folders, information	Parent signatures, Parent surveys, folder checks	Student folders, Surveys
PI	1.3 Fourth & Fifth grade students will keep an agenda. Teachers and parents will check agendas daily for assignments.			Teachers, Parents	Daily	Agendas for 4 th & 5 th graders, information	Parent signatures, Parent surveys, agenda checks	Agendas, Surveys
	1.4 Parents will be made aware of their access to Parent Portal			Teachers, Parents	On going	Computer	Parent usage	Web access

Needs Assessment: AEIS, SS-Student Survey, PS-Parent Survey, FS-Faculty Survey, DR-Discipline Report, O-Other (Specify)

Special Population (Sp. Pop.): GT-Gifted and Talented, ESL-English as a Second Language, AR-At-Risk, SE-Special Education, EOC-Economically Disadvantaged

SW Components: R=Reform Strategies, PD= Professional Development, PI= Parent Involvement, T= Transition Strategies, A= Assessment, M=Master, HQ= Highly Qualified.

PI	1.5 Update district website calendar with MES information and events.			Principal, Secretary	Weekly	Technology dept., Calendar, e-mail	Parent surveys, number of hits on website, evaluate website	Website is current and updated
T	1.6 Notify parents regarding beginning of the year activities including back to school night, grade-level orientations, school supplies, etc... via e-mail and school website in English and Spanish.			Principal, Counselor, Secretary	July '11 and Aug. '12	Mail, postage, technology department, e-mail	Number of parents and students in attendance, Parent Surveys, Website evaluations	Sign-In Sheets, surveys
T	1.7 E-mail list serve for parents to keep them updated regarding activities and information.			Principal, Secretary	As needed	Parent e-mail addresses, technology assistance	Number of parents accessing e-mail	Parent e-mail log
T	1.8 Post hard copies of important information in high traffic areas in English and Spanish.	ESL		Principal, Secretary, translator	Update weekly	Information, bulletin board, space	Evaluate information for timeliness	Weekly announcements
T	1.9 Teachers make voice contact with each parent during the first 3 weeks of school.			Teachers	September	Telephone	Contact log to principal	Contact log

Needs Assessment: AEIS, SS-Student Survey, PS-Parent Survey, FS-Faculty Survey, DR-Discipline Report, O-Other (Specify)

Special Population (Sp. Pop.): GT-Gifted and Talented, ESL-English as a Second Language, AR-At-Risk, SE-Special Education, EOC-Economically Disadvantaged

SW Components: R=Reform Strategies, PD= Professional Development, PI= Parent Involvement, T= Transition Strategies, A= Assessment, M=Master, HQ= Highly Qualified.

Monaco Elementary School Campus Improvement Plan 2011-2012

Campus Goal 2:		All members of the school community will be partners in the ongoing enhancement of the educational organization.						
Performance Objective 2:		Provide Training to parents.						
Summative Evaluation:		Parent Survey						
SW Comp	Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation
PI	2.1 Provide training to parents of incoming K students to ease transition (Pop Into Kinder).			Principal, Counselor, PTO	Aug. '11	Consumables, space, information packets	Number of parents in attendance	Sign-in sheets, Parent Surveys, Calendar, Agendas
PI	2.2 Provide Training to parents regarding dress code, handbooks, weekly folders, agendas, progress reports and report cards, discipline, grading, and attendance policies.			Principal, Counselor, Teachers	Aug. & Sept. '11	Consumables, space, information packets	Number of parents in attendance	Sign-in sheets, Parent Surveys, Calendar, Agendas
PI	2.3 Provide information to parents regarding bullying and educate parents about our school action plan.			Principal, Counselor, SRO	Fall '11- Spring '12	Consumables, information packets, policies, bullying program	Parent survey results	Parent Surveys, Calendar, Agendas
PI	2.4 Provide information to parents of students involved in and/or interested in special programs.		ESL, SE, GT, EOC, AR, UIL	Principal, Director of Special Program	Spring '12	Consumables, space, information packets	Number of parents in attendance	Sign-in sheets, Parent Surveys, Calendar, Agendas
T	2.5 STAAR informational meeting regarding parent assistance in meeting and excelling state standards.			Principal, Counselor, Teachers	Fall '11	Information packets	Number of parents in attendance	Sign-in sheets, Parent Surveys, Calendar, Agendas, STAAR Scores
	2.6 Provide grade level orientation meetings to all parents during the first month of school. (Meet the Teacher/Back to School Night)			Principal, Teachers	August/September '11	Information packets, space, consumables	Number of parents in attendance	Sign-in sheets, Parent Surveys

Needs Assessment: AEIS, SS-Student Survey, PS-Parent Survey, FS-Faculty Survey, DR-Discipline Report, O-Other (Specify)

Special Population (Sp. Pop.): GT-Gifted and Talented, ESL-English as a Second Language, AR-At-Risk, SE-Special Education, EOC-Economically Disadvantaged

SW Components: R=Reform Strategies, PD= Professional Development, PI= Parent Involvement, T= Transition Strategies, A= Assessment, M=Master, HQ= Highly Qualified.

Monaco Elementary School Campus Improvement Plan 2011-2012

Campus Goal 2:		All members of the school community will be partners in the ongoing enhancement of the educational organization.						
Performance Objective 3:		Explore and expand school/community partnerships						
Summative Evaluation:		Community survey						
SW Comp	Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation
HQ	3.1 Work with the Aubrey Education Foundation to raise funds for innovative teacher grants and scholarships.			Principal, Counselor, Volunteer	Aug. '11 – May '12	Announcements, supplies for auction items	Each grade level provides auction item	Payroll deduction, Auction items, teacher grants
	3.2 Work with the PTO to improve the school and community relationship.			Principal, PTO, Teachers	Aug. '11 – May '12	Space for meetings, Officers, PTO membership	Increased membership and involvement	Meetings on calendar, achievement of PTO goals
	3.3 Work with community members to provide ongoing career info/education to students.			Counselor/ Teachers	Spring '12	Volunteers, space, guest accommodations	Career day scheduled and completed successfully	Calendar, Schedule, Agendas, Surveys, counselor records

Needs Assessment: AEIS, SS-Student Survey, PS-Parent Survey, FS-Faculty Survey, DR-Discipline Report, O-Other (Specify)

Special Population (Sp. Pop.): GT-Gifted and Talented, ESL-English as a Second Language, AR-At-Risk, SE-Special Education, EOC-Economically Disadvantaged

SW Components: R=Reform Strategies, PD= Professional Development, PI= Parent Involvement, T= Transition Strategies, A= Assessment, M=Master, HQ= Highly Qualified.

	3.4 Enlist the help of community volunteers in our literacy program.		ESL	Principal, Teachers, ESL Coordinator	Fall '11	Volunteers, space, time, reading materials	Number of community members involved, number of books checked out from library per student.	Increase in student reading, STAAR/SRA reading scores
PI	3.5 Provide professional development to work with parents as equal partners.			Principal	Fall '11	ESCXI, staff, principal	Session evaluation, surveys	Calendar, sign-in sheets
	3.6 Complete student assessment to enhance participation in select UIL events, based on their strengths.			Principal, UIL coordinator	Fall '11	Teachers, Parents, Administrators	Survey	Number of students participating
	3.7 Recruit parent/community volunteers/tutor to participate in math tutoring.		AR	Principal, Teachers	Oct. '11 – Spring '12	Volunteers, space, time, math materials	STAAR/SRA results	Sign in sheets, Number of volunteers participating
	3.8 Work with community members and MES staff to complete and make operational the outdoor learning environment.			Outdoor learning environment committee, volunteers	On going	Grants, donations, fund raisers, Exxon Mobile, and Lowe's	Complete plan	Meetings on calendar, design drawings, achievements of goals

Needs Assessment: AEIS, SS-Student Survey, PS-Parent Survey, FS-Faculty Survey, DR-Discipline Report, O-Other (Specify)

Special Population (Sp. Pop.): GT-Gifted and Talented, ESL-English as a Second Language, AR-At-Risk, SE-Special Education, EOC-Economically Disadvantaged

SW Components: R=Reform Strategies, PD= Professional Development, PI= Parent Involvement, T= Transition Strategies, A= Assessment, M=Master, HQ= Highly Qualified.

Monaco Elementary School Campus Improvement Plan 2011-2012

Campus Goal 3:		A well-balanced curriculum will be taught to engage all students in completing a program of study which will be challenging and prepare them for a career path.							
Performance Objective 1:		All curriculums will be aligned to state content and performance standards.							
Summative Evaluation:		AEIS Report							
SW Comp	Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation	
	1.1 Prepare curriculum by following CSCOPE /YAG.			Principal, Teachers	Summer '11	Horizontal teaming/CSCOPE	Evaluate lesson plans,	Year At a Glance	
R	1.2 Develop and implement strategies that align with skills in the CSCOPE Year at A Glance (YAG) plans.			Teachers	Aug. '11 – May '12	Staff development Training, materials, CSCOPE	End of Unit quizzes and benchmarks show improvement in skill areas	CSCOPE data, Target quiz results, STAAR/SRA results	
M	1.3 Monitor student performance of TEKS development by analyzing data.			Principal, Teachers	Weekly	CSCOPE, End of Unit Tests	CSCOPE data evaluated and adjustments made as needed.	CSCOPE/ DMAC data, End of Unit results, STAAR/SRA results	
HQ	1.4 Provide time for teachers to meet in vertical teams to align curriculum to Reporting Categories.			Principal, Teachers	Each six weeks	PLTs, Wednesday staff development time, space, materials, YAG, TEKS/STAAR, STAAR Standards	STAAR/SRA data shows consistent growth from grade to grade, evaluate sessions, teacher surveys, staff development	Staff development records, sign-in sheets, agendas, Wednesday staff development calendar, STAAR/SRA	

Needs Assessment: AEIS, SS-Student Survey, PS-Parent Survey, FS-Faculty Survey, DR-Discipline Report, O-Other (Specify)

Special Population (Sp. Pop.): GT-Gifted and Talented, ESL-English as a Second Language, AR-At-Risk, SE-Special Education, EOC-Economically Disadvantaged

SW Components: R=Reform Strategies, PD= Professional Development, PI= Parent Involvement, T= Transition Strategies, A= Assessment, M=Master, HQ= Highly Qualified.

							evaluations	results
	1.5 Provide staff development on reading fluency, TPRI, and DRA.				Aug. '11	Title IIA (\$4,000)	Evaluation of professional development	Sign in sheets

Needs Assessment: AEIS, SS-Student Survey, PS-Parent Survey, FS-Faculty Survey, DR-Discipline Report, O-Other (Specify)

Special Population (Sp. Pop.): GT-Gifted and Talented, ESL-English as a Second Language, AR-At-Risk, SE-Special Education, EOC-Economically Disadvantaged

SW Components: R=Reform Strategies, PD= Professional Development, PI= Parent Involvement, T= Transition Strategies, A= Assessment, M=Master, HQ= Highly Qualified.

Monaco Elementary School Campus Improvement Plan 2011-2012

Campus Goal 3:		A well-balanced curriculum will be taught to engage all students in completing a program of study which will be challenging and prepare them for a career path.						
Performance Objective 2:		100% of staff will be Trained to implement the guidelines of the Special Education process.						
Summative Evaluation:		AEIS Report						
SW Comp	Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation
PD	In district and out of district staff training will be conducted for the following: <ul style="list-style-type: none"> a. SST process b. Referral process c. STAAR-Modified STAAR-Alt. requirements d. Timelines e. ARD/IEP updates 		SE	Principal, Counselor, SST Coordinator	Aug. '11 – Dec. '12	Sanger Coop, ESC XI, Staff Development, Title IIA \$1,500	Session evaluations	Student records, special education data

Needs Assessment: AEIS, SS-Student Survey, PS-Parent Survey, FS-Faculty Survey, DR-Discipline Report, O-Other (Specify)

Special Population (Sp. Pop.): GT-Gifted and Talented, ESL-English as a Second Language, AR-At-Risk, SE-Special Education, EOC-Economically Disadvantaged

SW Components: R=Reform Strategies, PD= Professional Development, PI= Parent Involvement, T= Transition Strategies, A= Assessment, M=Master, HQ= Highly Qualified.

Monaco Elementary School Campus Improvement Plan 2011-2012

Campus Goal 3:		A well-balanced curriculum will be taught to engage all students in completing a program of study which will be challenging and prepare them for a career path.						
Performance Objective 3:		All student populations will be provided career awareness opportunities.						
Summative Evaluation:		AEIS reports						
SW Comp	Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation
R	3.1 Provide career activities exposing students to a variety of career opportunities.			Counselor/ Teachers	Spring '12	Community volunteers, space, schedule of careers, guest accommodations, Watch DOGS	100% of students exposed to at least 6 careers	Calendar, surveys, agendas, evaluations, counselor records
R	3.2 Integrate career education across all grade levels during classroom guidance/daily lessons.			Counselor/ Teachers	On going	Lesson planning, time, career materials.	100% of students are exposed to career education throughout the year	Counselor's guidance plans/calendar, teacher feedback, counselor records

Needs Assessment: AEIS, SS-Student Survey, PS-Parent Survey, FS-Faculty Survey, DR-Discipline Report, O-Other (Specify)

Special Population (Sp. Pop.): GT-Gifted and Talented, ESL-English as a Second Language, AR-At-Risk, SE-Special Education, EOC-Economically Disadvantaged

SW Components: R=Reform Strategies, PD= Professional Development, PI= Parent Involvement, T= Transition Strategies, A= Assessment, M=Master, HQ= Highly Qualified.

Monaco Elementary School Campus Improvement Plan 2011-2012

Campus Goal 3:		A well-balanced curriculum will be taught to engage all students in completing a program of study which will be challenging and prepare them for a career path.						
Performance Objective 4:		Prepare students for the future though involvement in a variety of school supported student activities.						
Summative Evaluation:		AEIS reports						
SW Comp	Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation
R, M	4.1 Facilitate Reading & Math Buddies for grade levels above & below in a mentor/mentee program.		AR	Principal Teachers	Weekly	Time, Location	AEIS report	Lesson Plans, AEIS report
T	4.2 Organize a Student Council			Principal StuCo Sponsor	Each 6 weeks	Student Council Budget, Time	Number of community members helped	Meeting sign in
R	4.3 Organize a UIL Academic Team			Principal UIL Director	Fall '11	Coaching Stipends, Training materials	Competition results	Tests, District results
R	4.4 Organize Battle of the Books Teams			Principal Librarian	Fall '11	Time, Coaches	Competition results	Tests, results

Needs Assessment: AEIS, SS-Student Survey, PS-Parent Survey, FS-Faculty Survey, DR-Discipline Report, O-Other (Specify)

Special Population (Sp. Pop.): GT-Gifted and Talented, ESL-English as a Second Language, AR-At-Risk, SE-Special Education, EOC-Economically Disadvantaged

SW Components: R=Reform Strategies, PD= Professional Development, PI= Parent Involvement, T= Transition Strategies, A= Assessment, M=Master, HQ= Highly Qualified.

Monaco Elementary School Campus Improvement Plan 2011-2012

Campus Goal 4:		A school climate will be provided that is safe, orderly, and well-maintained.						
Performance Objective 1:		All Monaco personnel will facilitate a positive school climate.						
Summative Evaluation:		Parent, Staff, and Student Surveys						
SW Comp	Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation
	1.1 Provide “Huddle” meetings for teachers and students to promote school pride and unity.			Principal, Counselor	Every six weeks	Incentives, attendance data/grade reports	Students exhibit pride in school and self.	Huddle agendas, calendar, discipline records, report cards, STAAR/SRA scores, teacher and student feedback, counselor records
	1.2 Initiate “Positive Principal Referrals” for students who show outstanding citizenship.			Teachers, Principal	Daily, as warranted	Incentives	Students exhibit pride in school and self.	Certificates, parent call log, referral forms, parent survey

Needs Assessment: AEIS, SS-Student Survey, PS-Parent Survey, FS-Faculty Survey, DR-Discipline Report, O-Other (Specify)

Special Population (Sp. Pop.): GT-Gifted and Talented, ESL-English as a Second Language, AR-At-Risk, SE-Special Education, EOC-Economically Disadvantaged

SW Components: R=Reform Strategies, PD= Professional Development, PI= Parent Involvement, T= Transition Strategies, A= Assessment, M=Master, HQ= Highly Qualified.

R	1.3 Promote character education & bullying curriculum in classroom guidance			Counselor	Monthly	Character education curriculum, materials, guidance lesson plans/calendar, Title IIA (\$1,000)	Students exhibit pride in school and self, discipline referrals decrease by 10% from 2011-12 school year, positive referrals increase	Discipline records, parent surveys, guidance plans and calendar, agendas, teacher and student feedback, counselor records
	1.4 Contact parents frequently regarding a positive student success.			Principal, Teachers	Weekly	Postcards, telephone, e-mail	Evaluate contact log available to principal	Contact log, Parent survey
T	1.5 Provide new student parent orientation.			Counselor, Principal	As needed	Information packets	New students assimilate to the MES school quickly and with few problems, parent and student feedback	Parent survey, completed list of responsibilities from assigned peer, student feedback, counselor records
PI	1.6 Host parent and student gatherings such as Math Night, Science Fair, and Grandparent's Day, etc...			Principal, Counselor, PTO Teachers	Once per semester	Space, consumables, other accommodations	Parent and student feedback, number of parents in attendance	Calendar, Sign-in sheets, Agendas, Parent Surveys
	1.7 Integrate appropriate materials into curriculum to promote self-esteem, to provide violence intervention strategies, sex abuse prevention education, and drug/alcohol prevention strategies.		AR	Principals, Nurse	Aug. '11 – May '12	Character Ed. Curriculum; DARE Curriculum Title IV (\$500)	Periodic Review of Discipline Reports; Attendance & Grade Records for AR students (Failure reports; Teacher interviews	Discipline Records; 6 Week Report Cards

Needs Assessment: AEIS, SS-Student Survey, PS-Parent Survey, FS-Faculty Survey, DR-Discipline Report, O-Other (Specify)

Special Population (Sp. Pop.): GT-Gifted and Talented, ESL-English as a Second Language, AR-At-Risk, SE-Special Education, EOC-Economically Disadvantaged

SW Components: R=Reform Strategies, PD= Professional Development, PI= Parent Involvement, T= Transition Strategies, A= Assessment, M=Master, HQ= Highly Qualified.

	1.8 Implement Steps to Respect bullying curriculum		AR	Counselor	Aug. '11- May '12	Steps to Respect Curriculum	Review of discipline records	Discipline Records, Guidance Calendar, Parent sign in sheets
	1.9 Make a Difference Awards			All faculty, staff, parents, and students	Aug. '11 – May '12	Awards, printer	Huddle, and Faculty meetings	

Needs Assessment: AEIS, SS-Student Survey, PS-Parent Survey, FS-Faculty Survey, DR-Discipline Report, O-Other (Specify)

Special Population (Sp. Pop.): GT-Gifted and Talented, ESL-English as a Second Language, AR-At-Risk, SE-Special Education, EOC-Economically Disadvantaged

SW Components: R=Reform Strategies, PD= Professional Development, PI= Parent Involvement, T= Transition Strategies, A= Assessment, M=Master, HQ= Highly Qualified.

Monaco Elementary School Campus Improvement Plan 2011-2012

Campus Goal 4:		A school climate will be provided that is safe, orderly, and well-maintained.							
Performance Objective 2:		Monaco Elementary School is safe, orderly, and well-maintained.							
Summative Evaluation:		Staff, Parent, and Student Surveys							
SW Comp	Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation	
	2.1 Monitor security surveillance system to ensure the safety of students			Principal, SRO	As needed	Surveillance system in place, video tapes	Discipline referrals decrease in cases of vandalism and destruction of property.	Video tapes of surveillance, discipline records, maintenance reports	
	2.2 Require campus visitors to register in office and wear visitor badges at all times.			Principal, Receptionist, Secretary, SRO	Daily	Log sheets, receptionist, visitor badges	100% of non-personnel have signed in and are wearing badges, periodic visitor checks	Visitor log	
	2.3 Require campus visitors to run a driver's license scan that will check the National Sex Offender Registry. Noncompliant individuals or offenders will be escorted by school personnel throughout their visit.			Principal, Receptionist, Secretary,	Daily	Log sheets, receptionist, visitor badges	100% of non-personnel have signed in and are wearing badges, periodic visitor checks	Visitor log	

Needs Assessment: AEIS, SS-Student Survey, PS-Parent Survey, FS-Faculty Survey, DR-Discipline Report, O-Other (Specify)

Special Population (Sp. Pop.): GT-Gifted and Talented, ESL-English as a Second Language, AR-At-Risk, SE-Special Education, EOC-Economically Disadvantaged

SW Components: R=Reform Strategies, PD= Professional Development, PI= Parent Involvement, T= Transition Strategies, A= Assessment, M=Master, HQ= Highly Qualified.

	2.4 Conduct lockdown, fire, and duck & cover drills to ensure safety of students in harsh conditions.			Principal, Teachers	Monthly	Alarms, fire department assistance, personnel Training, safety maps/routes, SRO	100% of students are in their safe areas within minutes, 100% of classrooms have safety maps/routes posted	Calendar, drill log, safety maps/routes
PD	2.5 Provide Training to personnel regarding crisis management.			Principal, SRO	Annually prior to school year starting	Crisis management flip-charts, crisis management Training, practice scenarios, presentation	100% of teachers and students are aware of plan and can implement in an emergency, 100% of classrooms have crisis management flipcharts posted	Crisis management notebooks, Drill calendar
	2.6 Utilize classroom phone systems for emergency communication.			Principal, Teachers	As needed	Phone system Training, crisis management Training, practice scenarios	100% of teachers are Trained on phones and can implement in an emergency	Faculty survey, emergency call log, Training sign-in sheets and evaluations
	2.7 Perform background checks on all employees and volunteers.			Principal	As needed	EBCI Program, permission forms to perform check, results	All employees and visitors have been cleared by Administration	Signed permission forms, results of search
	2.8 Utilize safety audit information to improve school safety.			Principal/ Safety committee	As needed	Student surveys, teacher surveys, Safety Audit Team Report	100% of students and teachers feel safe at school	Reports of completion of recommended changes

Needs Assessment: AEIS, SS-Student Survey, PS-Parent Survey, FS-Faculty Survey, DR-Discipline Report, O-Other (Specify)

Special Population (Sp. Pop.): GT-Gifted and Talented, ESL-English as a Second Language, AR-At-Risk, SE-Special Education, EOC-Economically Disadvantaged

SW Components: R=Reform Strategies, PD= Professional Development, PI= Parent Involvement, T= Transition Strategies, A= Assessment, M=Master, HQ= Highly Qualified.

	2.9 Implement Child Lures Program			Counselor	Annually	Lessons, books	100% of students have been through Child Lures lessons.	Lesson Plans
	2.10 Train teachers in Sexual Abuse information			Principal	Annually	Books, facility	100% of staff Trained in Sex Abuse	Sign in sheets
	2.11 Implement Watch D.O.G.S program			Counselor/ Receptionist/ Dads	Annually	D.O.G.S curriculum, printer, T-shirts, calendar	D.O.G.S evaluation feedback	Kick-Off meeting, evaluation feedback

Needs Assessment: AEIS, SS-Student Survey, PS-Parent Survey, FS-Faculty Survey, DR-Discipline Report, O-Other (Specify)

Special Population (Sp. Pop.): GT-Gifted and Talented, ESL-English as a Second Language, AR-At-Risk, SE-Special Education, EOC-Economically Disadvantaged

SW Components: R=Reform Strategies, PD= Professional Development, PI= Parent Involvement, T= Transition Strategies, A= Assessment, M=Master, HQ= Highly Qualified.

Monaco Elementary School Campus Improvement Plan 2011-2012

Campus Goal 4:		A school climate will be provided that is safe, orderly, and well-maintained.						
Performance Objective 3:		To plan a smooth Transition for exiting fifth grade students.						
Summative Evaluation:		Parent Surveys						
SW Comp	Action(s) Implementations	Needs Assess	Special Population	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documentation
T	3.1 Plan fifth grade Graduation			Principal, Counselor, Teachers, Receptionist	May '12	Certificates of Graduation/teacher awards	Number of parents and students in attendance	Registration forms, Sign-in sheets, calendar
	3.2 Organize a Middle School field trip to help students transition.			Principal, Counselor, Middle School Counselor	May '12	Registration forms, time, space, incentives, tour guides	All registration sheets are turned in by the end of the year, all students have visited the middle school,	Registration forms, Sign-in sheets, calendar
	3.3 Supply Middle School with a list of students that may have difficulty transitioning.			Principal, Counselor, Middle School Counselor, 5 th grade teachers	May '12		List, conference	list
	3.4 Parents transition into to Middle School			Principal, Counselor, Middle School Counselor, 5th grade teachers	May '12	Newsletter/email	Blue folders	website

Needs Assessment: AEIS, SS-Student Survey, PS-Parent Survey, FS-Faculty Survey, DR-Discipline Report, O-Other (Specify)

Special Population (Sp. Pop.): GT-Gifted and Talented, ESL-English as a Second Language, AR-At-Risk, SE-Special Education, EOC-Economically Disadvantaged

SW Components: R=Reform Strategies, PD= Professional Development, PI= Parent Involvement, T= Transition Strategies, A= Assessment, M=Master, HQ= Highly Qualified.

Appendices

Needs Assessment: AEIS, SS-Student Survey, PS-Parent Survey, FS-Faculty Survey, DR-Discipline Report, O-Other (Specify)

Special Population (Sp. Pop.): GT-Gifted and Talented, ESL-English as a Second Language, AR-At-Risk, SE-Special Education, EOC-Economically Disadvantaged

SW Components: R=Reform Strategies, PD= Professional Development, PI= Parent Involvement, T= Transition Strategies, A= Assessment, M=Master, HQ= Highly Qualified.

Appendices:

Appendix A: State Compensatory Education and FTE's

Appendix B: Staff Development Plan

Appendix C: Benchmark Days

Needs Assessment: AEIS, SS-Student Survey, PS-Parent Survey, FS-Faculty Survey, DR-Discipline Report, O-Other (Specify)

Special Population (Sp. Pop.): GT-Gifted and Talented, ESL-English as a Second Language, AR-At-Risk, SE-Special Education, EOC-Economically Disadvantaged

SW Components: R=Reform Strategies, PD= Professional Development, PI= Parent Involvement, T= Transition Strategies, A= Assessment, M=Master, HQ= Highly Qualified.

Appendix A: State Compensatory Education and FTE's

Aubrey ISD State Compensatory Education Monies for 2011-2012 School Year

Monaco Elementary Compensatory Education Monies for 2009-2010 School Year

Appendix B: Staff Development
2010-2011

Date	Attendees/Presenter(s)	Location	Topic
08/25/10	Principals: By Campus	Campus	Faculty Meetings
09/01/10	K – 2 Daily Five Meeting w/ Ms. Ranton/Ms. McDowell PK, 3-12 and all specials – Teacher Resource Workshop w/ Library Dept.	Monaco Elementary Campus Computer Labs	Daily Five Information Resources available to teachers through our library; Nettekker, Grolier Online, Ebsco, etc.
09/08/10	All District: Instructional Technology/Library Sciences w/ Technology and Library Dept.	Campus Computer Labs	Copyright Law; Project Share; Sounds Abound
09/15/10	MS/HS: Grade Level Meetings, Principals Brockett/Monaco: Grade Level Meetings (both campuses together), Principals PK Teaming: Angela Hellman All K-2: Daily Five Training (continued) at Monaco Elementary.		Horizontal Teaming: Grade Level Meetings
09/22/10	PLT Vertical Teams - All Professional Learning Team Facilitators	TBA	Vertical Professional Learning Team Meetings
09/29/10	Principals		Campus Faculty Meetings
10/06/10	All District: Instructional Technology	Middle School Cafeteria	TTCC Certification Celebration
10/13/10	All District: Thinking Maps Refresher; McNabb	TBA	Thinking Maps in your subject area
10/20/10	All Professional Learning Team Facilitators	TBA	Vertical Professional Learning Team Meetings
10/27/10	Principals		Campus Faculty Meetings
11/03/10	Technology: By Campus	TBA	TBA
11/10/10	All Professional Learning Team Facilitators	TBA	Vertical Professional Learning Team Meetings
11/17/10	Principals		Campus Faculty Meetings/Thanksgiving
12/01/10	All District: Special Education Coop.	Middle School Cafeteria	Special Education Assessment Update
12/08/10	All Professional Learning Team Facilitators	TBA	Vertical Professional Learning Team Meetings
12/15/10	Principals		Campus Faculty Meetings/ Christmas
1/05/11	Technology: By Campus	TBA	TBA
1/12/11	All Professional Learning Team Facilitators	TBA	Vertical Professional Learning Team Meetings
1/19/11	MS/HS: Grade Level Meetings, Principals Brockett/Monaco: Grade Level Meetings (both campuses together), Principals PK Teaming: Angela Hellman		Horizontal Teaming: Grade Level Meetings
1/26/11	Tutoring Begins		

Appendix C: Benchmark Days

Benchmark Days

The week of December 5, 2011

The week of January 2, 2012.