

**(Name of Institution) School  
Campus Improvement Plan  
(School Year)**

<b>Campus Goal #1</b>	All students will be provided an innovative and challenging curriculum in the core content area of Mathematics, Language Arts, Science, and Social Studies.				
<b>Performance Objective</b>	All student populations will achieve a minimum of (%) mastery on all (State) tests.				
<b>Summative Evaluation</b>	Spring State Exam Scores				
For this goal, the campus is putting in place substantial revisions of its curriculum. An ongoing review of strategies and initiatives will occur over the year, with changes made as needed for the (date) school year.					
<b>Target Area</b>	<b>Initiative/Strategy</b>	<b>Formative Evaluation</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Cost/Resources</b>
Math	Create and use scope and sequence aligned with Standards for each math course	Scopes and Sequences in place by (Date) Teacher lesson plans submitted	Documents created (Date Span) and reviewed monthly during the school year	List who in admin, faculty and support staff	
Math	Create technology and manipulative proficiency standards for math teachers	Teachers achieve proficiency on all items	Standards created prior to (Date). Teachers assessed on standards as needed each quarter	(Who) will create a standards list.  Who will provide assessment	Persons?  Fund:
Math	Provide adequate hands-on resources matched to scope and sequence for each course	(Year) Materials in place by start of school year.	Materials list-date Orders set by date There after as needed	Initial list prepared by (Who) Order (Who approves, prepares)	Amount and Source
Math	Secure online resources matched to scope and sequence	Programs installed and operative by first day of school	Decision on programs by (date) Ordered by (Date)	Who	

<b>Target Area</b>	<b>Initiative/Strategy</b>	<b>Formative Evaluation</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Cost/Resources</b>
Math	Professional Development related to standards in instruction, specified technology and hands-on resources, data disaggregation, and working with at-risk students.	Teachers complete (hours) of prof. development before school starts and as needed.	Training plan in place by (date); Training institute (date) Ongoing through the year	Who ?	Contract Costs for trainers Stipends for teachers of (Amount) Fund:
Math	Standard Benchmark Exams-Use 6 weeks benchmarks as course exams to determine student progress	Test written and used at the end of 1 <sup>st</sup> 5 grading periods	Tests Written and given to (who) for review 2 weeks before tests given.	Math Teachers	Reviewer Contract Cost Fund:
Math	Offer tutoring support outside of class time	Sign in sheets to log participation and review of grades to determine if students improved or received credit	Ongoing throughout the school year	Principal, Math teachers	Hourly rate to teachers for work outside of contract day
Math	Review and rewrite grading policies to encourage students to work	Logs of student activity related to student use or abuse of the policies.	In place by the start of school	Principal, Math teachers	
Math	Include State Format questions on all Class assessments	Teachers submit sample exams for documentation	Ongoing through the school year	Principal, math teachers	
Math	Review and correction of all strategies	Survey of math faculty respecting strategies	January and June of each school year	Instructional leader, Contract Specialist and Math staff	

<b>Campus Goal #1</b>	All students will be provided an innovative and challenging curriculum in the core content area of Mathematics, Language Arts, Science, and Social Studies.				
<b>Performance Objective</b>	All student populations will achieve a minimum of (%) mastery on all State tests.				
<b>Summative Evaluation</b>	Spring State Exam Scores				
For this goal, the campus is putting in place substantial revisions of its curriculum. An ongoing review of strategies and initiatives will occur over the year, with changes made as needed for the (years) school year.					
<b>Target Area</b>	<b>Initiative/Strategy</b>	<b>Formative Evaluation</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Cost/Resources</b>
English/Language Arts	Create and use scope and sequence aligned with Standards for each grade	Scopes and Sequences in place by (date) Teacher lesson plans submitted	Documents created June-July (year) and reviewed monthly during the school year	Principal and Campus English- LA Teachers	Teacher stipends at (\$) each per document Source:
English/Language Arts	Offer tutoring support outside of class time	Sign in sheets and review of grades to determine improvement	Ongoing throughout the school year	Principal, Language Arts teachers	Hourly rate to teachers for work outside of contract day Source:
Reading	Select reading materials that are at or above grade level; Include works by British, American, and other cultural writers written from the sixteenth century to contemporary times	Reading Materials list ready by (Date)	June-July list researched and created; Ongoing review and revision	Language Arts Teachers	Stipend for creation of reading list each grade level (\$) per list. Source:
Reading	Train teachers in strategies for Development of listening, speaking, or reading skills	Samples of strategies will be implemented before, during, and after content reading strategies	Institute (Dates)	Principal, Contract Specialist, Language Arts Teachers	Stipends for 2 teachers total (\$) Specialist at (\$)/day Source:

<b>Target Area</b>	<b>Initiative/Strategy</b>	<b>Formative Evaluation</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Cost/Resources</b>
English/Language Arts-Writing	Emphasize basic grammar, sentence structure, paragraph development, and vocabulary	Teacher lesson plans; Benchmark writing samples	Content as per scope and sequence throughout the school year	Principal, Language Arts Teachers	
English/Language Arts-Writing	Apply all elements of style learned throughout the year to create a balanced and credible piece of writing	Teacher Lesson Plans; Benchmark writing samples	Content as per scope and sequence throughout the school	Language Arts Teachers	
English/Language Arts-Writing	Use strategies for student awareness of own learning processes in language arts and all content areas	Survey of Instructional faculty respecting strategies	January and June of each school year	Instructional Staff	
English/Language Arts-Writing	Mandatory writing assignments in all classes.	All teachers will include writing strategies to be used in the classroom in their lesson plans.	Each six weeks	All Instructional Faculty	

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<b>Performance Objective</b>	All student populations will achieve a minimum of (%) mastery on all State tests.				
<b>Summative Evaluation</b>	Spring State Scores				
For this goal, the campus is putting in place substantial revisions of its curriculum. An ongoing review of strategies and initiatives will occur over the year, with changes made as needed for the (date of) school year.					
<b>Target Area</b>	<b>Initiative/Strategy</b>	<b>Formative Evaluation</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Cost/Resources</b>
Science	Create and use scope and sequence aligned with (Standards) for each science course	Scopes and Sequences in place by (date) Teacher lesson plans submitted	Documents created June-July (year) and reviewed monthly during the school year	Principal and teachers	Teacher stipends at (\$) each per document Fund:
Science	Create technology and manipulative proficiency standards for science teachers	Teachers achieve proficiency on all items	Standards created prior to 08/01/05. Teachers assessed on standards as needed each quarter	Science Teachers will create standards list. Campus Instructional Leader or Contract science Specialist for assessment	Contract Specialist cost of \$/day Fund:
Science	Provide adequate hands-on resources matched to scope and sequence for each course	(Year) Materials in place by start of school year.	Materials list- (Date) Orders set by (Date) There after as needed	Initial list prepared by Principal and science staff, Budget office do orders	Equipment and materials set-up per course: (Cost) Source:
Science	Create list of website resources matched to scope and sequence	Research completed and ready by first day of school	June-July Research websites and produce list.	Science Teachers	

<b>Target Area</b>	<b>Initiative/Strategy</b>	<b>Formative Evaluation</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Cost/Resources</b>
Science	Professional Development related to the components of this plan.	Teachers complete (?) hours of prof. development before school starts and as needed.	Training plan in place by date; Training institute (Dates) Ongoing through the year	Teachers or contract specialist for training, Principal	Contract Costs for trainers Stipends for teachers of (\$)/day Source:
Science	Standard Benchmark Exams-Use 6 weeks benchmarks as course exams to determine student progress	Test written and used at the end of 1 <sup>st</sup> 5 grading periods	Tests Written and given to specialist for review 2 weeks before tests given.	Science Teachers	Reviewer Contract Cost, copy cost Source:
Science	Offer tutoring support outside of class time	Sign in sheets to log participation and review of grades to determine if students improved or received credit	Ongoing throughout the school year	Principal, Science teachers	Hourly rate to teachers for work outside of contract day Source:
Science	Review and rewrite grading policies to encourage students to work	Logs of student activity related to student use or abuse of the policies.	In place by the start of school	Principal, Science teachers	
Science	Include State Exam Format questions on all Class assessments	Teachers submit sample exams for documentation	Ongoing through the school year	Principal, science teachers	
Science	Review and correction of all strategies	Survey of math faculty respecting strategies	January and June of each school year	Instructional leader, Contract Specialist and Math staff	

<b>Campus Goal #1</b>	All students will be provided an innovative and challenging curriculum in the core content area of Mathematics, Language Arts, Science, and Social Studies.				
<b>Performance Objective</b>	All student populations will achieve a minimum of (%) mastery on all State Exam tests.				
<b>Summative Evaluation</b>	Spring State Exam Scores				
For this goal, the campus is putting in place substantial revisions of its curriculum. An ongoing review of strategies and initiatives will occur over the year, with changes made as needed for the (dates of) school year.					
<b>Target Area</b>	<b>Initiative/Strategy</b>	<b>Formative Evaluation</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Cost/Resources</b>
Social Studies	Create and use scope and sequence aligned with Standards for each social studies course	Scopes and Sequences in place by (date) Teacher lesson plans submitted	Documents created June-July (year) and reviewed monthly during the school year	Principal and Campus social studies Teachers	Teacher stipends at (\$) each per document Fund:
Social Studies	Provide adequate hands-on resources matched to scope and sequence for each course	2005 Materials in place by start of school year.	Materials list- (date) Orders set by (date) There after as needed	Social Studies staff, Principal, Budget office does orders	
Social Studies	Create list of websites with appropriate resources matched to scopes and sequences	List ready first day of school	June-July 2005, on-going each school year	Social Studies staff	
Social Studies	Professional Development related to standards in instruction, specified technology and hands-on resources, data disaggregation, and working with at-risk students.	Teachers complete (#) hours of prof. development before school starts and as needed.	Training plan in place by date; Training institute (dates) Ongoing through the year	Superintendent, content specialist for training Principal	Contract Costs for trainers Stipends for teachers of (\$)/day Fund:

<b>Target Area</b>	<b>Initiative/Strategy</b>	<b>Formative Evaluation</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Cost/Resources</b>
Social Studies	State Standards Exams- Use 6 weeks benchmarks as course exams to determine student progress	Test written and used at the end of 1 <sup>st</sup> 5 grading periods	Tests Written and given to content specialist for review 2 weeks before tests given.	Social Studies Teachers	Reviewer Contract Cost Fund:
Social Studies	Offer tutoring support outside of class time	Sign in sheets to log participation and review of grades to determine if students improved or received credit	Ongoing throughout the school year	Principal, Social Studies teachers	Hourly rate to teachers for work outside of contract day
Social Studies	Review and rewrite grading policies to encourage students to work	Logs of student activity related to student use or abuse of the policies.	In place by the start of school	Principal, Social Studies teachers	
Social Studies	Include State Test Format questions on all Class assessments	Teachers submit sample exams for documentation	Ongoing through the school year	Principal, Social Studies teachers	
Social Studies	Review and correction of all strategies	Survey of social studies faculty respecting strategies	January and June of each school year	Instructional leader, Contract Specialist and social studies staff	



<b>Campus Goal #2</b>	The campus staff will create a learning and social environment that will encourage students to want to come to school.				
<b>Performance Objective</b>	Achieve a (%) attendance rate for (school year) and a (%) attendance rate for (Next School year)				
<b>Summative Evaluation</b>	End of school year campus attendance rate report				
For this goal, the campus is moving away from primarily reactive strategies toward primarily proactive strategies.					
<b>Target Area</b>	<b>Initiative/Strategy</b>	<b>Formative Evaluation</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Cost/Resources</b>
Attendance	Students and parents sign acceptance of personal attendance goal at enrollment.	Track student attendance in individual classes	Date of student enrollment and daily during school year	Student, campus administration, teachers, attendance clerk	Attendance Records, (\$) copy costs
Attendance	Create and implement innovative and challenging curriculum in all classes	New scope and sequence in place for each course, instructional resources available at start of school, teacher lesson plans, class attendance records for each teacher.	Summer (Date)-create curriculum & order materials; Ongoing attendance checks in each course during school year.		Lesson plan books and grade books for each teacher-(\$); Copy costs-(\$); Instructional materials costs-see each section in this plan.
Attendance	Renovate campus to provide improved learning environment	Work list provided to campus administration, custodian hired, protocol established for ongoing repairs.	Summer-(year) and ongoing during school year		Custodian Salary, Renovation costs \$_____
Attendance	Weekly, monthly, grading period, semester and annual attendance recognitions with awards.	Descriptions of recognitions and awards created, Records on awards received by students	Descriptions of recognitions and awards created by opening of school, awards available by school opening, awards given as per strategy		Award certificates printed, other awards as determined by staff and community (\$) Postage (\$)

<b>Target Area</b>	<b>Initiative/Strategy</b>	<b>Formative Evaluation</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Cost/Resources</b>
Attendance	Teachers and staff team to call or visit homes of students with successful attendance record at targets listed above	Logs of calls to student homes	Ongoing at the end of target periods.	Principal, teachers and other school staff	Phone in teachers' conference/lounge area for making calls.  Source:
Attendance	Include one trip to IHE per grade level in the first semester of each school year	Trip scheduled and accomplished	9 <sup>th</sup> grade-(Jr. College) 10 <sup>th</sup> grade-(State 4-year College) 11 <sup>th</sup> grade-Out of town day trip- Nearby 4 yr. college		Bus rental costs  Source:
Attendance	Include at least one out-of-classroom learning experience in every course, for example- River water quality study for science, courthouse visit for Government, etc	Log, photos and lesson plan related to each out of classroom learning experience	Teachers submit list of requested experiences at the beginning of each 6-week grading period		Transportation costs  Source:
Attendance	Restrict class size to advertised "small" classes and provide advertised "individual attention."	"Small" class size defined, enrollment records for each teacher	Definition and instructional staffing plan made by June 8		Staffing Salaries
Attendance	Revise campus grading scheme to include retesting and non-traditional assessments	A new campus grade scheme created, students surveyed at the end of the first semester.	New grade plan in place by start of school, end of semester surveys, with revisions summer (year)		Copy costs, Stipends for teachers on committee
Attendance	Make students aware of state attendance requirements, require a one-for-one policy for every absence over the maximum	Student and parent sign state and campus policy requiring make-up time; log of attendance for	Policy in place by start of school; decision in place on staffing and locations of make-up time		Copy costs for documents, staff stipends for make-up experience.

		make-up time			
<b>Target Area</b>	<b>Initiative/Strategy</b>	<b>Formative Evaluation</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Cost/Resources</b>
Attendance	Teachers and staff phone parents of absent students daily	Attendance records, logs of phone calls.	Phone calls begin on second day of school, on-going during school year.	Principal, campus staff and teachers	Phone in teachers' conference/lounge area for making calls.  Source:
Attendance	Create and implement "chronic" absence plan	Records of conferences, phone calls, other plan actions	Plan in place by opening of school, ongoing review of implementation	Principal, specifically appointed staff	Staffing and Legal costs
Attendance	Student and parents sign commitment for student to be present for all State testing and to attend minimum of 1 semester	Copy of signature available for every student	Signature at enrollment, expectation given daily	Principal, Registrar, campus staff	Copy costs

<b>Campus Goal # 3</b>	School will provide appropriate staff to support all school functions.				
<b>Performance Objective</b>	Campus will be staffed with highly qualified teachers at a student to teacher ratio of 15 to 1 based on an enrollment of (#) students. Other support staff will be hired to perform essential school functions.				
<b>Summative Evaluation</b>	Faculty roster, support staff list.				
For this goal, the campus is seeking highly qualified staff to implement innovative and challenging curriculum, provide adequate support services to instruction, administration, and the student body, and create a positive learning environment to help improve student recruitment and attendance.					
<b>Target Area</b>	<b>Initiative/Strategy</b>	<b>Formative Evaluation</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Cost/Resources</b>
Core Areas	Hire 2 highly qualified teachers in each of the four core areas	Recruiting documents, logs of interviews		Principal, Superintendent	Faculty Salaries and Benefits Source:
Technology	Hire a highly qualified Technology teacher	Recruiting documents, logs of interviews		Principal, Superintendent	Faculty Salaries and Benefits Source:
Elective Areas	Hire highly qualified teachers as needed for the campus program	Recruiting documents, logs of interviews		Principal, Superintendent	Faculty Salaries and Benefits Source:
Special Education	Hire highly qualified special education coordinator	Recruiting documents, logs of interviews		Principal, Superintendent	Faculty Salaries and Benefits Source:
Administration	Hire a highly qualified Assistant principal	Recruiting documents, logs of interviews		Principal, Superintendent	Salary and Benefits Source:
Paraprofessionals	Restructure positions to include a Registrar-data clerk, Receptionist-Attendance Clerk, Administrative Secretary, a teacher aide for credit recovery lab and for A.M./P.M. program.	Recruiting documents, logs of interviews, Job descriptions		Principal, Superintendent	Salary and Benefits Source:

<b>Target Area</b>	<b>Initiative/Strategy</b>	<b>Formative Evaluation</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Cost/Resources</b>
Security	Hire appropriate number of security staff	Recruiting documents, logs of interviews, Job descriptions	(Dates), and ongoing as needed	Principal, Superintendent	Salary and Benefits Source:

<b>Campus Goal # 4</b>	School will have administrative policies that support the provision of a sound learning environment.				
<b>Performance Objective</b>	All administrative policies such as student code of conduct, campus discipline plan, grading policies; enrollment procedures, etc. will be reviewed and revised as needed.				
<b>Summative Evaluation</b>	Policy manuals in place and distributed to appropriate staff members.				
For this goal, the campus is reviewing all administrative policies and revising or creating appropriate written documents to support these policies.					
<b>Target Area</b>	<b>Initiative/Strategy</b>	<b>Formative Evaluation</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Cost/Resources</b>
Code of Conduct	Review and revise to match campus practice	Time on Task report and finished document		Superintendent, Principal,	Copies
Social Contract	Devise and implement social contract for staff, students, and parents	Committee minutes and finished document		Principal, staff, parents and student representatives	Copies
Job Descriptions	Create and publish Job descriptions for all staff positions	Time on Task report and finished documents		Superintendent, principal	Copies
Discipline Management Plan	Create, publish and implement	Time on Task report and finished document		Superintendent, Principal, Campus Leadership Team	Copies
Teacher Handbook	Review and revise as needed	Handbook ready by start of school each year		Principal, Campus Leadership Team	Notebook and copies
Other Campus Polices	Review and revise to match campus practice	Time on Task report and finished document		Principal, Campus Leadership Team	Copies

<b>Campus Goal # 5</b>	The Campus will provide a variety of Parent Involvement Activities to encourage parents to become active partners in their children's education.				
<b>Performance Objective</b>	Parental Involvement activities will allow at least (%) of our parents to be actively involved in the school monthly.				
<b>Summative Evaluation</b>	Agendas, invitations, Logs, and sign-in sheets related to parental involvement activities				
For this goal, the campus is seeking to proactively encourage the participation of parents in the functions of the school.					
<b>Target Area</b>	<b>Initiative/Strategy</b>	<b>Formative Evaluation</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Cost/Resources</b>
Parent Involvement	Bi-weekly morning meetings will be held by teachers to inform parents of their student's progress at school.	Sign-In Sheets of parents who attended and lists parents who were invited	To begin the 3 <sup>rd</sup> week of school and continue until May 6	Director, Parent Liaison, & Teachers	
Parent Involvement	Parents will be notified daily of their children's absences	Maintenance of daily phone logs	Begin the 2 <sup>nd</sup> day of school and continue daily	Director, Parent Liaison, & Teachers	
Parent Involvement	Meetings to be held during the school day that provide important information for parents, i.e. Graduation requirements, State Test Guide for parents...	Meeting Agendas, Sign-In sheets	To begin in (start of school date) and continue each month until (End of school)	Parent Liaison & Campus Administration	
Parent Involvement	Meetings to be held in the evenings that provide important information for parents, (i.e. Graduation requirements...) or instructional information (i.e. Family Math, Science Fair, Young Authors)	Meeting Agendas, Sign-In sheets, Programs		Parent Liaison, Campus, Administration, Teachers	
Parent Involvement	Parents will be invited to student celebrations (i.e. Awards Assembly, Senior Banquet, etc)	Sign-In sheets, Programs	Assemblies to be conducted in the Fall and Spring Semesters	Parent Liaison, Campus, Administration, Teachers	

<b>Target Area</b>	<b>Initiative/Strategy</b>	<b>Formative Evaluation</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Cost/Resources</b>
Parent Involvement	Parents will be asked to serve as sponsors during off campus educational experiences	Lists of volunteers during specific off campus educational experiences	Occasionally during Fall and Spring Semesters	Administration & Teachers	
Parent Involvement	At least two parents will become members of the Campus Improvement Plan Committee	Records of invitations to parents to join committee, Sign-in Sheets	June (year) Parents contacted for participation, ongoing as needed to keep parent representation	Principal	
Parent Involvement	Communications to parents will be sent in English or Spanish as required	Copies of all communications on file in both languages	June-July (year) documents translated as necessary. Ongoing thereafter	Principal	Stipends to translator as required



<b>Campus Goal # 6</b>	The campus will seek and sustain broad community partnerships to support the instructional goals of rigor, relevance and relationships.				
<b>Performance Objective</b>	The community will fund a minimum of 2 scholarships and the school will have a minimum of partnerships with businesses or professional, and a minimum of 10 working relationships with government and non-profit agencies.				
<b>Summative Evaluation</b>	Scholarships awarded in May (year) and May (year), and evidence of relationships with businesses, professionals, government agencies and non-profit organizations is in place.				
For this goal, the campus is seeking productive partnerships with the community at large in order to enhance the learning experiences of our students.					
<b>Target Area</b>	<b>Initiative/Strategy</b>	<b>Formative Evaluation</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Cost/Resources</b>
Scholarships	Approach listed groups for donations to fund two named scholarships for each year.	Scholarships are granted	June (year) and ongoing over the next two years	Superintendent, Principal, Liaison, staff	
Mentor ships	Develop with business and professionals appropriate mentoring relationships for 20 students	Mentoring program in place, record of mentoring visits	June-August (year) to develop mentor list, mentoring ongoing in school year	Superintendent, Principal, Liaison, staff	
Supplemental Resources	Seek Grants from the community to enhance instruction	Dollars of collected	June-August (year) develop grant list, ongoing in school year	Superintendent, Principal, Liaison, staff	
Community Action Events for Fund Raising	Develop a plan for a community wide event to benefit the campus	Event planned and held	June-August (year) to develop event, work ongoing in school year	Superintendent, Principal, Liaison, staff	
Off Campus Learning Experiences	Create relations with above named groups to allow off campus learning for each grade	At least one off-campus learning experience is held for each grade each school year	June-August (year) to develop list, ongoing in school year	Superintendent, Principal, Liaison, staff	

<b>Campus Goal # 7</b>	The campus will renovate facilities to provide an improved learning environment				
<b>Performance Objective</b>	The staff will review the entire facility and develop an action plan to correct and improve the campus.				
<b>Summative Evaluation</b>	Review of campus prior to the start of school and create list of completed repairs.				
For this goal, the campus recognizes that a clean and orderly learning environment enhances student and faculty morale, and is an important piece in encouraging students to attend school.					
<b>Target Area</b>	<b>Initiative/Strategy</b>	<b>Formative Evaluation</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Cost/Resources</b>
Campus Facilities	Custodians, Summer	Review of facilities prior to the start of school with notations of corrections and improvements	June-July Each Summer	Superintendent and Principal	
Campus Facilities	Custodian, Regular	Cleaning and repair list for each day	Ongoing through the school year	Superintendent, principal	
Campus Facilities	Contractors as needed for tasks not appropriate for the custodian	Job Description, contract with acceptance of repair when completed	As Needed	Superintendent, principal	

<b>Campus Goal # 8</b>	All students will be provided an innovative and challenging curriculum in the elective and non-core content areas required for the recommended diploma
<b>Performance Objective</b>	All elective content areas will provide a scope and sequence that provides for high achievement for the students in the program.
<b>Summative Evaluation</b>	Documents in place with supporting evidence the curriculum designed is followed.

For this goal, the campus is putting in place substantial revisions of its curriculum. An ongoing review of strategies and initiatives will occur over the year, with changes made as needed for the 2006-2007 school year.

<b>Target Area</b>	<b>Initiative/Strategy</b>	<b>Formative Evaluation</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Cost/Resources</b>
Music, Art, Technology, Health, PE, Etc.	Create and use scope and sequence aligned with Standard for each course	Scopes and Sequences in place by (date) Teacher lesson plans submitted	Documents created June-July 2005 and reviewed monthly during the school year	Principal and Campus Teachers	Teacher stipends at (\$) each per document Fund:
Music, Art, Technology, Health, PE, Etc.	Provide adequate hands-on resources matched to scope and sequence for each course	(year) Materials in place by start of school year.	Materials list-Date Orders set by Date There after as needed	Principal, Budget office to do orders	
Music, Art, Technology, Health, PE, Etc.	Professional Development related to Standards in instruction, specified technology and hands-on resources,	Teachers complete professional development before school starts and as needed.	Training plan in place by date. Ongoing through the year	contract specialist for training Principal	Contract Costs for trainers

<b>Campus Goal # 8</b>	All students will be provided an innovative and challenging curriculum in the elective content areas required for the recommended diploma
<b>Performance Objective</b>	All elective content areas will provide a scope and sequence that provides for high achievement for the students in the program.
<b>Summative Evaluation</b>	Documents in place with supporting evidence the curriculum designed is followed.

For this goal, the campus is putting in place substantial revisions of its curriculum. An ongoing review of strategies and initiatives will occur over the year, with changes made as needed for the (date) school year.

<b>Target Area</b>	<b>Initiative/Strategy</b>	<b>Formative Evaluation</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Cost/Resources</b>
Spanish	Create and use scope and sequence aligned with Standards for each Spanish course	Scopes and sequences in place by (date) Teacher lesson plans submitted	Documents created June and July (year) and reviewed monthly during the school year	Principal and Spanish Teacher	
Spanish	Create technology and manipulative proficiency standards for Spanish teachers	Teachers achieve proficiency on all items	Standards created by prior to (date) Teachers assessed on standards as needed each quarter	Spanish teacher will create standards list	
Spanish	Provide adequate hands-on resources matched to scope and sequence for each course	(Year) Materials in place by start of school year	Materials list (date) There after as needed	Initial list prepared by Principal and Spanish teacher; Budget office does orders	
Spanish	Secure online resources matched to scope and sequence	Programs installed and operative by first day of school	Decision on programs by (date), Ordered by (date)	Spanish teacher	
Spanish	Professional Development related to Standards in instruction, specified hands on resources students	Teachers complete (#) hours of professional development before school starts and as needed	Training plan in place by (date); Training institute (dates) Ongoing through the year	Principal	

<b>Target Area</b>	<b>Initiative/Strategy</b>	<b>Formative Evaluation</b>	<b>Timeline</b>	<b>Persons Responsible</b>	<b>Cost/Resources</b>
Spanish	Standards based exam-use at the end of every 6 weeks to determine student progress	Test Written and used at the end of every six weeks	Tests written and given to Spanish teacher for review 2 weeks before tests are given	Spanish teachers	
Spanish	Offer tutoring support outside of class time	Sign in sheets to log participation and review of grades to determine if students improved or received credit	Ongoing throughout the school year	Principal, Spanish teachers	