

Checklist for Campus Plans

Use the rating scale to evaluate your campus plan for the following items:

0 - Not Evident **1** - Somewhat Evident **2** - Clearly Evident

	<u>Goals:</u> (Long range [3-5 years] goals that reach to the state standards for each area)
	Academic Goal (including special education and LEP) (TEC/NCLB)
	Drop Out/At Risk— (TEC/NCLB)
	Violence Prevention/Intervention – (TEC/NCLB)
	Highly Qualified Teachers-- (NCLB)
	Parent Involvement – (TEC/NCLB)
	<u>Objectives:</u> (Must be specific, measurable, annual targets) (TEC/NCLB)
	<u>Measurable, annual</u> targets for each long-range goal. Also address in the objectives:
	All student groups for whom improvement is needed
	Students in special education, and/or students in special program areas, especially Federal programs
	Any Performance Indicators from ESEA/NCLB that apply if the District accepts Federal funds
	<u>Evaluation Measures:</u> (It should be possible to measure the extent to which the objective has been achieved.) (TEC/NCLB)
	Time-constrained – after a certain amount of time (at the end of the semester/six weeks, or end of year, etc.).
	Formative: Measures progress of students during the implementation phase (Teacher-made tests, Benchmark assessments, Six weeks grades, Teacher observation, Attendance, etc.)
	Summative: Measures success at the completion of the strategy. (Passing the TAKS, Promotion, Attendance rates, Drop out rates, etc.)
	<u>Strategies/Activities for the following areas:</u> (TEC)
	<u>Instructional methods for addressing the needs of student groups not achieving</u>
	<u>Methods for addressing the needs of students in special programs such as suicide prevention, conflict resolution, violence prevention or dyslexia treatment programs</u>
	<u>Drop-out reduction</u>
	<u>SB 976: “junior, middle, and high school campuses will analyze information related to dropout prevention</u>
	<u>...and ...shall use the information reviewed to develop district and campus improvement plans.</u>
	<u>Integration of technology in instructional and administrative programs</u>

	Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
	Comprehensive, Intense, Accelerated education (at-risk, SCE)
	Staff development for professional and paraprofessional staff based on the district/campus comprehensive needs assessment
	Strategies for providing information to Middle School, Jr. High School, and High School parents, counselors, students on higher education opportunities, including admissions and financial aid information for higher education and the need to make informed curriculum choices.
	Strategy for how the school will provide the parents individual student assessment results in a language the parents can understand (Title 1 Schoolwide requirement)
	Services to the Homeless Student (NCLB)
	Pregnancy Related Services
	Title 1 components (see attached) for <u>Title I Schoolwide schools</u> (10) Campus Plans
	<u>Staff Responsible (TEC, SCE)</u>
	Position(s) of those who will implement and/or monitor the strategy
	<u>Time lines (TEC, SCE)</u>
	Specific date(s) when the strategy be <u>monitored</u>
	<u>Resources: (Clearly specified funding, materials, personnel, etc.) (TEC, SCE)</u>
	<u>State Comp Education \$ amounts and FTE's.</u> 85% of the SEC funds must be visible in the Plan* attached to <i>supplemental</i> activities/strategies that address the needs of students identified as at-risk for failure/drop-out.
	<u>Evaluation Measures: (It should be possible to measure the extent to which the objective has been achieved.) (TEC, NCLB)</u>
	Time-constrained – after a certain amount of time (at the end of the semester/six weeks, or end of year, etc.).
	Formative: Measures progress of students during the implementation phase (Teacher-made tests, Benchmark assessments, Six weeks grades, Teacher observation, Attendance, etc.)
	Summative: Measures success at the completion of the strategy. (Passing the TAKS, Promotion, Attendance rates, Drop out rates, etc.)