

# **WHITE DEER ELEMENTARY/JUNIOR HIGH SCHOOL**



## **CAMPUS IMPROVEMENT PLAN**

**2008-2009**

**CAMPUS PLANNING COMMITTEE**

<b>Members</b>	<b>Name</b>		<b>Term Expires</b>
WD ELEM/JH	Non-teaching professional	Miriam Lynch	never
WD ELEM/JH	Non-teaching professional	Linda Allen	never
WD ELEM/JH	Teacher	Janie Haiduk	2009
WD ELEM/JH	Teacher	Cordelia Back	2010
WD ELEM/JH	Teacher	Jennifer Rapstine	2009
WD ELEM/JH	Teacher	Terry Cox	2010
WD ELEM/JH	Para-professional	Teri Grange	2010
Community	Parent	Kovette Bradley	2009
Community	Parent	Lora Baggerman	2009
Community	Business Owner	Johnny Freeman	2009

# WHITE DEER ELEMENTARY-JR HIGH SCHOOL

## 2008-2009 GOALS

- Goal: 1 Increase student achievement on TAKS
- Goal: 2 White Deer Elementary-Jr High will maintain high attendance
- Goal: 3 The Campus will strive to keep drop out rates at a minimum
- Goal: 4 Continue providing up-to-date technology
- Goal: 5 Provide students with additional and/or advanced academic experience
- Goal: 6 The Campus will maintain Highly Qualified Instructional Personnel
- Goal: 7 White Deer Elementary-Jr High will work to involve parents and community in achieving student success on formal and informal assessment instruments
- Goal: 8 Continue identifying At-Risk students in grades K-8th grade using state criteria.

## **White Deer ISD FUNDING KEY**

<b>1.</b>	<b>State Comp. Ed.</b>	<b>\$125,011.00</b>
<b>2.</b>	<b>Title I, Part A</b>	<b>\$ 37,232.00</b>
<b>4.</b>	<b>Title II, Part A</b>	<b>\$ 2,904.00</b>
<b>5.</b>	<b>Title II, Part D</b>	<b>\$ 295.00</b>
<b>7.</b>	<b>Title IV, Part A</b>	<b>\$ 831.00</b>

**White Deer ISD utilized the REAP program to redirect 100% of Title II – Part A, Title II – Part D, and Title IV – Part A funds into Title I – Part A. These funds will be used to upgrade the Title I – Part A school wide program at all campuses.**

**For 2008-2009, \$ 125.011.00 State Compensatory Education funds and 4.5629 FTE's will be used to upgrade the Title I-Part A school wide program at all campuses.**

**FTE's in the District are:**

**White Deer Elementary Jr. High ----**

**4.5629 FTE's equates to: 2 Aides and 3 Teachers**

**White Deer High School---- 0 FTE's Teachers and Aides**

# Title 1

## 10 School-wide Components

<b>T1.1</b>	<b>T1.2</b>	<b>T1.3</b>	<b>T1.4</b>	<b>T1.5</b>
Comprehensive needs assessment	School-wide Reform Strategies (Scientifically Research-Based Strategies)	Instruction by Highly Qualified Teachers	High Quality & Ongoing Professional Development (in accordance with §1119)(teachers, principals, & paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff)	Strategies to Attract High-Quality, Highly-Qualified Teachers
<b>T1.6</b>	<b>T1.7</b>	<b>T1.8</b>	<b>T1.9</b>	<b>T1.10</b>
Parental Involvement Strategies (in accordance with §1118)	Transition Activities for Preschool Children	Inclusion of Teachers in Academic Assessment Decisions	Assisting Students Experiencing Difficulties Mastering the Proficient & Advanced Levels of Achievement Standards	Coordination and Integration of Federal, State, and Local Services & Programs

## At-Risk Criteria

### Student Eligibility Criteria:

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

1. is in pre-kindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless\*, as defined by 42. U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

**\*Homeless students**, as defined by 42. U.S.C. Section 11302, and its subsequent amendments-

- 1) The term “homeless” or “homeless individual or homeless person” includes-an individual who lacks a fixed, regular, and adequate nighttime residence; and
- 2) an individual who has a primary nighttime residence that is
  - a. a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);
  - b. an institution that provides a temporary residence for individuals intended to be institutionalized; or
  - c. a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

The term “homeless” or “homeless individual” does not include any individual imprisoned or otherwise detained pursuant to an Act of the Congress or a State law.

**WHITE DEER ELEMENTARY-JR HIGH SCHOOL  
CAMPUS IMPROVEMENT PLAN  
2008-2009**

<b>GOAL: 1</b>	Increase student achievement on TAKS scores August 2008 thru May 2009
<b>Objective: 1</b>	Implementation of instructional strategies, which will be successful in raising the achievement level of students by 1% on each test. Evaluated with AEIS instruments
<b>SUMMATIVE EVALUATION:</b>	TAKS, ITBS, TPRI

<b>Activity/Strategies</b>	<b>Title I SW Comp</b>	<b>Timeline</b>	<b>Staff Responsible</b>	<b>Resources</b>	<b>Formative Evaluation</b>
1. Continue to implement SAXON PHONICS – Kinder through 2 <sup>nd</sup> grade a. Teacher training b. Daily scheduling of program	T1. 9	August 2008- May 2009  Daily	All classroom teachers  Saxon Phonics Materials  Training provided by consultants and/or staff	Local Funds	Increased test scores  Written & oral weekly assessments  Report Cards
2. Continue SAXON MATH program—Kindergarten through 8 <sup>th</sup> grade a. Daily homework b. Parental Involvement	T1.9	August 2008- May 2009  Daily	All classroom teachers  Saxon Math materials	Local Funds	Lesson plans  Report Cards
3. Accelerated Reader a. K-8th b. Staff training	T1. 2	August 2008- May 2009  Daily	Librarian aide Computer aide Classroom teacher Accelerated Reader materials	Local Funds	Star Test  Individual student point accumulation

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**WHITE DEER ELEMENTARY-JR HIGH SCHOOL  
CAMPUS IMPROVEMENT PLAN  
2008-2009**

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<b>SUMMATIVE EVALUATION:</b>	TAKS, ITBS, TPRI

<b>Activity/Strategies</b>	<b>Title I SW Comp</b>	<b>Timeline</b>	<b>Staff Responsible</b>	<b>Resources</b>	<b>Formative Evaluation</b>
4. Shurley English 1 <sup>st</sup> -3 <sup>rd</sup> grade	T1.3	August 2008- May 2009  30-45 minutes	Classroom Teachers	Local Funds	Bi-weekly assignments  Writing journals  Report Cards
5. Continue Reading Plus (2 <sup>nd</sup> - 8 <sup>th</sup> ) and Lexia (K-2); students will Learning to write through emerging literacy	T1.3	August 2008- May 2009 Kinder – 20-25 minutes 1 <sup>st</sup> -5 <sup>th</sup> -30 min daily 6 <sup>th</sup> -8 <sup>th</sup> 45 min weekly	Kindergarten & 1 <sup>st</sup> grade classroom teachers, computer technician  Emerging literacy training	Local Funds	Lesson plans  Class computer lab schedule

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CAMPUS IMPROVEMENT PLAN  
2008-2009**

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<b>SUMMATIVE EVALUATION:</b>	TAKS, ITBS, TPRI

<b>Activity/Strategies</b>	<b>Title I SW Comp</b>	<b>Timeline</b>	<b>Staff Responsible</b>	<b>Resources</b>	<b>Formative Evaluation</b>
7. Counseling Program a. Preventive education (Drugs, etc) b. Individual & student group counseling Kindergarten through 8 <sup>th</sup> c. Test Coordinator d. Worth the Wait e. Anti-Bullying/Harassment f. Suicide Prevention g. Conflict Resolution h. Violence Prevention f. Workshops for parents promoting higher education, financial aide, higher education grant programs, accelerated high school graduation & recommended diploma. Spring: January-March 2009	T1.6 T1.10	Beginning August 2008- May 2009 As needed & implemented per parent or teacher request	Counselor  Staff	Local Funds	Monthly lesson plans  Monthly calendar of events
8. At-Risk- keep student lists or attendees a. Tutorials – teachers will document At-Risk student’s attendance 1. Accelerated instruction b. Accelerated Reader c. Peer Tutoring (including cross-age)	T1.1 T1.9	August 2008— May 2009	Principal  All Teachers	Local Funds	Lesson plans  Sign in Sheets

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**WHITE DEER ELEMENTARY-JR HIGH SCHOOL  
CAMPUS IMPROVEMENT PLAN  
2008-2009**

<b>GOAL: 1</b>	Increase student achievement on TAKS scores August 2008 thru May 2009
<b>Objective: 1</b>	Implementation of instructional strategies, which will be successful in raising the achievement level of students by 1% on each test. Evaluated with AEIS instruments
<b>SUMMATIVE EVALUATION:</b>	TAKS, ITBS, TPRI

<b>Activity/Strategies</b>	<b>Title I SW Comp</b>	<b>Timeline</b>	<b>Staff Responsible</b>	<b>Resources</b>	<b>Formative Evaluation</b>
9. Gifted & Talented: <u>Accelerated Studies To Renew Academics (ASTRA)</u> ; All professional staff will have their G/T training hours	T1.3	August 2008- May 2009	Classroom teachers, G/T facilitator & G/T committee	Local Funds	Reg. Ed Lesson plans G/T Lesson plans Participation in G/T activities Nomination forms in Fall G/T is done in the teachers classrooms
10. Continue Resource Program a. ARD placement decision for determination of LRE b. Enhance the Speech & Counseling programs c. Develop a schedule for Resource that coincides with the academic course in the regular classroom d. Transition services for students on or before age 14	T1.2 T1.9	August 2008- May 2009  As determined by the ARD or 504 committee  March 2009	Classroom teachers & aides  504 committee  HAC Special Ed SSA for Speech & Counselor  ARD Committee & special ed teacher	Local Funds	ARD schedule  Special Ed schedule  Regular Ed schedule
11. RTI- Response to Intervention Program a. Form committee and procedures for addressing students intervention needs	T1.9	January, 2009 - May 2009	RTI Committee Intervention Teachers	Local Funds	RTI Schedule Teacher Intervention Schedule TAKS Results

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**WHITE DEER ELEMENTARY-JR HIGH SCHOOL  
CAMPUS IMPROVEMENT PLAN  
2008-2009**

<b>GOAL: 1</b>	Increase student achievement on TAKS scores August 2008 thru May 2009
<b>Objective: 1</b>	Implementation of instructional strategies, which will be successful in raising the achievement level of students by 1% on each test. Evaluated with AEIS instruments
<b>SUMMATIVE EVALUATION:</b>	TAKS, ITBS, TPRI

<b>Activity/Strategies</b>	<b>Title I SW Comp</b>	<b>Timeline</b>	<b>Staff Responsible</b>	<b>Resources</b>	<b>Formative Evaluation</b>
12. Continue to improve & develop the systematic processes for pre-referral of Special Education, 504, & G/T students	T1.2 T1.9	August 2008- May 2009	Professional staff  Norm referenced test for G/T referrals	Local Funds	State mandated time frames Special Education, 504, & G/T student qualification matrix
13. Maintain an effective procedure for evaluating new assessment data as necessary for special programs (GT, 504, & special education)	T1.9 T1.10	August 2008- May 2009  Annual ARD anniversary dates	Parents, diagnosticians, professional staff, ARD committee, GT coordinator, 504 committee, & Counselor	Local Funds	ARD committee minutes & notes  G/T Assessments 504 modification monitoring
14. Maintain effective transition junior high special education	T1.6	January 2008-April 2008	Parents, diagnosticians, ARD committee, & Counselor	Local Funds	ARD Documents

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**WHITE DEER ELEMENTARY-JR HIGH SCHOOL  
CAMPUS IMPROVEMENT PLAN  
2007-2008**

<b>GOAL: 1</b>	Improve <u>ALL</u> students' achievement in accordance with the <u>A</u> cademic <u>E</u> xcellence <u>I</u> ndicator <u>S</u> ystem by August 2008 - May 2009 Increase student achievement on TAKS scores August 2008 thru May 2009 (Including all special populations—At Risk, Special Education, Homeless, Gifted & Economically Disadvantaged)
<b>Objective: 1</b>	Implementation of instructional strategies, which will be successful in raising the achievement level of students by 1% on each test. Evaluated with AEIS instruments
<b>SUMMATIVE EVALUATION:</b>	TAKS, ITBS, TPRI

<b>Activity/Strategies</b>	<b>Title I SW Comp</b>	<b>Timeline</b>	<b>Staff Responsible</b>	<b>Resources</b>	<b>Formative Evaluation</b>
15. Benchmark Testing,	T1.1 T1.2 T1.9	Test will be administered 3 <sup>rd</sup> - 8 <sup>th</sup> students tested over teacher selected TEKS obj. Spring :TAKS testing per state requirements	Classroom teachers Counselor Principal	Local Funds	Teacher Evaluation of student performance  Records kept on file by teacher
16. Code of Conduct	T1.2	August 2008	Principal & classroom teacher	Local Funds	Student signature sheet documenting receipt
16. Provide aides for Pre-Kindergarten & Kindergarten	T1.9	August 2008- May 2009	Pre –Kindergarten & Kindergarten teachers & aides	Local Funds	Elementary Master schedule

**WHITE DEER ELEMENTARY-JR HIGH SCHOOL  
CAMPUS IMPROVEMENT PLAN  
2008-2009**

<b>GOAL: 2</b>	White Deer Elementary-Jr High will maintain high attendance
<b>Objective: 2</b>	Students of White Deer Elem-Jr High will maintain a rate of 97% attendance
<b>SUMMATIVE EVALUATION:</b>	PEIMS & AEIS Indicators, Six weeks' Principal's Reports and weekly monitoring of students with attendance problems

<b>Activity/Strategies</b>	<b>Title I SW Comp</b>	<b>Timeline</b>	<b>Staff Responsible</b>	<b>Resources</b>	<b>Formative Evaluation</b>
1. Attendance committee will: a. Examine & recommend attendance awards b. Remain knowledgeable of attendance policies (examine weekly report)	T1.2 T1.8	Beginning August 2008, every 6 weeks through May 2009	Campus Attendance Committee  Principal	N/A	Maintained attendance of staff and students
2. Recognize and reward persons with excellence in attendance (3 days or less)	T1.2	August 2008-May 2009	Principal, Secretary, & attendance committee  Awards for perfect & recognized attendance	Local Funds	Attendance records  Public Recognition
3. Communication of attendance policies and procedures to parents a. Student Handbook b. Parent notification of excessive absences by phone calls, home visit, & letter notification	T1.6	August 2008-May 2009	Principal, secretary, & attendance committee	N/A	Attendance records  Documentation of phone conversations & notification letters on file
4. Kindergarten Roundup	T1.7	April-May 2009	Kindergarten teachers, newspaper, & community posters	Local Funds	Sign in sheet  Attendance policy sent home

**WHITE DEER ELEMENTARY-JR HIGH SCHOOL  
CAMPUS IMPROVEMENT PLAN  
2008-2009**

<b>GOAL: 3</b>	The campus will strive to keep drop out rates at a minimum
<b>Objective: 3</b>	To promote a 0% drop out rate as students achieve high school status
<b>SUMMATIVE EVALUATION:</b>	End of year drop out rate, attendance records, TAKS

<b>Activity/Strategies</b>	<b>Title I SW Comp</b>	<b>Timeline</b>	<b>Staff Responsible</b>	<b>Resources</b>	<b>Formative Evaluation</b>
1. Failing students will be required to attend after school tutorials  Extra section of K, 1 <sup>st</sup> , 3 <sup>rd</sup> , and 4 <sup>th</sup> grades to reduce class size	T1.1 T1.9	October 2008- April 2009	Classroom teacher & remedial tutorial staff  Classroom teachers will monitor progress	SCE Funds FTE 2.0 \$97,680.00	Following six weeks report card grade  3 week progress reports mailed to each JH student
2. Poor attendance make up program (Detention hall, academic Tutorials, and Saturday school)	T1.9	August 2008- May 2009  October 2007 April 2009	Attendance committee, principal, & classroom teachers	Local Funds	Individual attendance rate approaching or exceeding state average.
3. White Deer ISD will provide reading remediation to At-Risk students in all grades.	T1.9 T1.10	Daily	Classroom teachers Reading Intervention Teacher	Local Funds	Sign in sheets Reading Plus Reports Class schedule
4. White Deer ISD will provide 5 <sup>th</sup> & 8 <sup>th</sup> Science TAKS remediation to At-Risk students	T1.9 T1.10	Daily	Classroom teachers	Local Funds	Sign in sheets Study Island Reports Class schedule
5. White Deer ISD will provide tutorials for 5 <sup>th</sup> , 6 <sup>th</sup> , 7 <sup>th</sup> , & 8 <sup>th</sup> At-Risk students	T1.3 T1.9	Daily or post 3-wk progress reports	Classroom teachers	Local Funds	Sign in sheets Class schedule

<p>6. WDISD will provide small classes</p> <ul style="list-style-type: none"> <li>a. 3<sup>rd</sup>–8th grade reading remediation for At-Risk students</li> <li>b. 1<sup>st</sup> – 2nd grade reading remediation for At-Risk students</li> </ul>	T1.10	September 2008-May 09	Classroom Teachers	Local Funds	Benchmark testing, TAKS, ITBS
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**WHITE DEER ELEMENTARY-JR HIGH SCHOOL  
CAMPUS IMPROVEMENT PLAN  
2008-2009**

<b>GOAL: 4</b>	Continue providing up-to-date technology
<b>Objective: 4</b>	All K-8 students will be provided the opportunity to enter High School with the technology prerequisite skills to be successful at the High School level and to meet all TEKS technology competencies
<b>SUMMATIVE EVALUATION:</b>	Data from TEKS computer literacy competencies

<b>Activity/Strategies</b>	<b>Title I SW Comp</b>	<b>Timeline</b>	<b>Staff Responsible</b>	<b>Resources</b>	<b>Formative Evaluation</b>
1. Replace the existing outdated systems with multimedia, internet capable computer systems & switches	T1.5 T1.10	May 2008- May 2009	Technology Director Superintendent Principal	Local Funds Federal Funds	Updated Inventory of Technology equipment
2. Purchase switches & cabling to connect existing White Deer ISD LAN	T1.10	May 2008- May 2009	Technology Director Superintendent Principal	Local Funds	Updated Inventory of Technology equipment
3. Replace outdated computers in junior high lab and purchase mobile laptop carts	T1.10	May 2008- May 2009	Technology Director Superintendent Principal	Local Funds Federal Funds	Updated Inventory of Technology equipment
4. Update AR Testing software to include AR tests for all existing titles	T1.7 T1.8	August 2008- May 2009	Technology Director Library Aide Principal	Local Funds	Updated Inventory of Technology equipment
5. New teacher training for e-class, Win school, technology programs, attendance, & updated StAR charts	T1.4	November, 2008	Classroom teachers Principal	Local Funds	100% participation  Sign in sheets
6. WD Elementary staff will receive training on Outlook, Internet safety, web pages, United Streaming, Study Island, Reading Plus, Alpha Smarts & other technology applications	T1.4	October 2008- May 2009	Technology Director Principal Classroom Teachers	Local Funds	Sign in sheets

**WHITE DEER ELEMENTARY-JR HIGH SCHOOL  
CAMPUS IMPROVEMENT PLAN  
2007-2008**

<b>GOAL: 5</b>		Provide students with additional and/or advanced academic experience			
<b>Objective: 5</b>		All students will be provided with exploratory opportunities which can foster future educational and career ideas			
<b>SUMMATIVE EVALUATION:</b>		TAKS, ITBS, TPRI			
<b>Activity/Strategies</b>	<b>Title I SW Comp</b>	<b>Timeline</b>	<b>Staff Responsible</b>	<b>Resources</b>	<b>Formative Evaluation</b>
1. Junior High schedule which utilizes advanced classes (Health/Speech; Alg. I HS Band)	T1.1 T1.3	August 2008-May 2009	All Junior High Staff Principal Campus committee	N/A	Increased class instructional time as indicated by master schedule Number of students enrolled in advanced classes
2. Develop the Gifted & Talented Program to serve Students in the four core academic areas-Language Arts, Social Studies, Math, and Science	T1.10	August 2008-May 2009	Principal Classroom Teachers	Local Funds	Increased student participation in activities & events Documentation of activities
3. Achievement Assessment for grades PK-8 <sup>th</sup> with ITBS or Explore	T1.9 T1.1	November 2008	Testing Coordinator  Principal	Local Funds	Student achievement at grade level or above
4. Fine Arts field trips and museums		August 2008-May 2009	Music Teachers G/T Coordinator Principal	Local Funds	Total student body participation in fine arts activities and field trips.
5. Physical education TEKS instruction	T1.9 T1.3	August 2008-May 2009	P.E. Instructor(s)	Local Funds	Fitnessgram evaluation 3 <sup>rd</sup> – 8 <sup>th</sup> Grade Master Schedule for PK-2 Grade

6. Semester Career Class for 6 <sup>th</sup> Grade	T1.2	August, 2008-May 2009	Career Teacher Counselor	Local Funds	Student Report Cards Career Investigation Results
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**WHITE DEER ELEMENTARY-JR HIGH SCHOOL  
CAMPUS IMPROVEMENT PLAN  
2008-2009**

<b>GOAL: 6</b>	The campus will maintain Highly Qualified Instructional Personnel
<b>Objective: 6</b>	All teachers will have opportunities to develop new skills and learn current trends in education and technology.
<b>SUMMATIVE EVALUATION:</b>	PDAS, Certificates of Completion

<b>Activity/Strategies</b>	<b>Title I SW Comp</b>	<b>Timeline</b>	<b>Staff Responsible</b>	<b>Resources</b>	<b>Formative Evaluation</b>
1. Technology training for: a. Internet access for instruction b. Use of word processing programs c. United Streaming d. Use of Classroom Technology equipment	T1.10 T1.3	August 2008- May 2009	All teachers & paraprofessionals Technology Mentors  Region 16 ESC staff Technology Director	Local Funds	Teachers & students utilizing computer in the classroom  Computer instruction training logs
2. Gifted/Talented training (ASTRA) a All professional staff receive training in G/T (30 hours) plus (6 hours update annually)		August 2008	Classroom Teachers  Campus Principal	Local Funds	Training Certificates
3. <u>L</u> anguage <u>P</u> roficiency <u>A</u> ssessment <u>C</u> ommittee (LPAC) training	T1.10 T1.3	August 2008- May 2000	ESL Teacher Principal Eligible community members Region 16 ESC staff	N/A	LPAC participation
4. Migrant Identification Training	T1.10	August 2008	Migrant Contact	N/A	Identification process for migrant students and training certificates
5. Pre-Kinder professional development	T1.3	August 2008- May 2009	Kindergarten and Pre-Kindergarten Teachers	N/A	Improved TPRI ITBS Grade Reports
6. K-8 staff will be trained in characteristics of Dyslexia students & programs that could be utilized to remediate reading difficulties	T1.4	Sept 2008	Counselor Dyslexia Teacher	Local Funds	Dyslexia Schedule Student Reading Scores

7. Early identification of Dyslexia students for grades K-5 <sup>th</sup>	T1.9	Monthly	Dyslexia Teacher Classroom Teachers	N/A	Dyslexia Testing Matrix Dyslexia Schedule
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2008-2009**

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<b>SUMMATIVE EVALUATION:</b>	PDAS, Certificates of Completion

<b>Activity/Strategies</b>	<b>Title I SW Comp</b>	<b>Timeline</b>	<b>Staff Responsible</b>	<b>Resources</b>	<b>Formative Evaluation</b>
8. Continue in implementation of early Reading Strategies	T1.4	September, 2008 – May, 2009	Counselor Special Education Teacher Reading Intervention Teacher	N/A	Dyslexia Remediation Schedule
9. Star Chart (teacher updates)	T1.4	Annually	Principal Technology Director	N/A	Star Chart Results
10. At-Risk Annual Conference	T1.4	August 2008	Region16 ESC	Local Funds	Professional Development certificates

**WHITE DEER ELEMENTARY-JR HIGH SCHOOL  
CAMPUS IMPROVEMENT PLAN  
2008-2009**

<b>GOAL: 7</b>	White Deer Elementary-Jr High will work to involve parents & community in achieving student success.
<b>Objective: 7</b>	All campus staff will increase communication with and involvement of parents and community members
<b>SUMMATIVE EVALUATION:</b>	Increased number of parents attending & participating in all school year activities.

<b>Activity/Strategies</b>	<b>Title I SW Comp</b>	<b>Timeline</b>	<b>Staff Responsible</b>	<b>Resources</b>	<b>Formative Evaluation</b>
1. Parental Involvement a. Parent Volunteers b. Parent visitations— parent/teacher conferences c. Parent programs & activities – Fall Open House What’s the Buzz? Assemblies Grandparents Day Awards Assemblies Athletic Events Music Program d. Communication – email, newspaper, office communications, grade reports, teacher web pages, phone messages, notes, and conferences e. Texas Public School Week: School wide breakfast with parents & family	T1.6	August 2008- May 2009	Parents, volunteers, staff & students	Local Funds	Increased number of parents attending & participating
2. Provide parents with: a. school academic information letter b. Monthly calendar of events c. District/Campus website c. Yearbook	T1.6	August 2008- May 2009	Office Staff Yearbook Advisor	Local Funds	Sign in sheets for number of parents attending & participating

**WHITE DEER ELEMENTARY-JR HIGH SCHOOL  
CAMPUS IMPROVEMENT PLAN  
2008-2009**

<b>GOAL: 8</b>	Continue identifying At-Risk students in grades K-8th grade using state criteria.				
<b>Objective: 8</b>	Identify all at-risk students early and remediate to appropriate grade level performance				
<b>SUMMATIVE EVALUATION:</b>	Test Results: ITBS, TPRI, TAKS, Benchmark test				
	<b>Title I SW Comp</b>	<b>Timeline</b>	<b>Staff Responsible</b>	<b>Resources</b>	<b>Formative Evaluation</b>
1. Pre-K and Kinder will have additional Readiness Screening (Academy Therapy Publication)	T1.1 and T1.9	Within first 6 weeks of each school year	Grade level teachers	Local Funds	Records of testing  Summary Analysis
3. Benchmark testing for TAKS test in grades 3-8	T1.1 and T1.9	October through January – all subjects tested	Grade level teachers	Local Funds	Records of testing  Summary Analysis
4. TPRI is for reading (K-2), tests are given at the beginning of year, middle of year, and end of year; ITBS is given in the Fall to (K-8) in SS, Science, Language Arts, Math	T1.1 and T1.9	September January May	Grade level teachers	Local Funds	Records of testing  Summary Analysis
5. INOVA	T1.1 and T1.9	August 2008- January 2009	Grade level teachers Principal	Title I	Identifying At-Risk students to accelerate understanding of subject matter
6. Identify and serve homeless students through local programs and TEXSHEP grant	TI.9	August 2008 – May 2009	Homeless Liaison Principal Counselor	Local Funds Grant Funds	TEXSHEP Data Information
7. Identify and serve students qualifying for pregnancy related services with programs to prevent drop out students	TI.9	August, 2008 - May 2009	Principal Counselor Classroom Teachers	Local Funds	Student Attendance Grade Report Card

## NEEDS ASSESSMENT SUMMARY

White Deer Elementary/Jr High used several items that contributed to the comprehensive needs assessment. Our primary focus was to assess the student academic progress, staff performance, and parental involvement. The following data was used by the campus committee for review and consideration to determine the areas in need of improvement.

- Parent, staff, and student surveys
- Disaggregation of longitudinal INOVA data
- Disaggregation of current year INOVA data
- Current year budget
- Iowa Test of Basic Skills for grades K-8
- Teacher Meetings
- Star Charts
- AEIS Report

Parent involvement is an area in which White Deer Elementary–Jr High will continue to strive for improvement particularly in the area of parent notification of events, assemblies, and opportunities for increased participation. Some of the activities include: parent surveys, fall and spring open houses, academic progress reports for students other than those who are failing at mid six week intervals, fall Grandparent lunch with their grandchildren, spring parent pancake breakfast.

Based on our examination of the following: higher TEKS-based test standards, the AEIS report, the projected TAKS scores, correlation of TEKS and TAKS objectives, multi year history reports; we will prepare students for TAKS and/or other assessments. We have identified the 08-09 8<sup>th</sup> grade class as a group of students that is in need of intervention in the areas of math for the 08-09 testing period. Their class goals will be attaining a score of 90% in these areas.

This campus will provide an after school tutorial session for students in 4<sup>th</sup> through 8<sup>th</sup> grade who are failing at the mid six week progress reporting time. Mandatory tutorials for 5<sup>th</sup>-8<sup>th</sup> graders who are receive a failing grade on their progress report. This tutorial will be conducted Tuesday through Thursdays for the remaining three weeks of each six-week grading period except for the 1<sup>st</sup> six weeks. This tutorial will also be

utilized when students show low performance on daily class work, subject matter tests, as well as students who exhibit poor work ethic and inconsistency completing assigned work.

The Elementary / Junior High department grade level meetings will be utilized to discuss the best way to address short and long term deficiencies that have been identified from the TAKS, TPRI, benchmark testing, three week progress reports, and six week student report card results.

The Elementary/Junior High campus has recognized the need to bring more technology into the classroom. This will be developed through teaching training, technology mentors, and more computers in for students in the classroom.

The elementary/Junior High campus through data disaggregation have recognized the need to increase science professional development training and science remediation for students due to this being the lowest TAKS scores for the campus.

The primary and intermediate grade levels have received additional highly qualified teachers resulting in lower student/teacher ratios in grades 1-5. The 8<sup>th</sup> grade class has a specialized period for students that is utilized to address TAKS objectives that have historically challenged this grade. Due to the continual changes for high school students, we have included Algebra I, Health, and Speech in the 8<sup>th</sup> grade course offerings.

**White Deer Elementary/Jr. High Recruitment and Retention Plan  
100% Classes Taught by Highly Qualified Teachers  
2008 - 2009**

<b>Goal</b>	Maintain 100% of academic core subject area classes taught by highly qualified teachers.					
<b>Summative Evaluation</b>	Personnel files, highly qualified worksheets, and principal attestations.					
<b>Performance Measures</b>	<ol style="list-style-type: none"> <li>1. Campus will retain highly qualified teachers.</li> <li>2. Campus will recruit 100% highly qualified teachers.</li> </ol>					
<b>Title I Plan Requirements</b>	<ol style="list-style-type: none"> <li>1. Instruction by HQ Teachers</li> <li>2. High quality professional development to maintain 100% classes taught by HQ teachers</li> <li>3. Attract high quality HQ teachers</li> </ol>					
Strategy / Activity	Title I Req.	Target Population	Person Responsible	Budget / Resources	Formative Assessment	Benchmark Timeline
1. Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining active webpage.	1,2,3	Students	Superintendent Principal	Local	Local Number of positions posted Number of applications completed Number of visits on the webpage	Sept. 2008 Feb. 2009 June 2009
2. Establish and effective teacher mentoring system in order to retain highly qualified staff	1,2,3	Students	Principal Local Mentor assignments	Local	Mentor conference logs Mentor	Aug. 2008 Dec. 2008 April 2009

					journals	
3. Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified status	1,2	Students	Superintendent's Office Local Personnel files	Local	Professional development records Teacher interviews	Aug. 2008 Jan. 2009 4.
4. Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework and TExES testing in order to assure all staff is highly qualified.	1,2,3	Students	Principal	Local Federal Funds	Local Number of teachers in ACP's Professional development records	Aug. 2008 May, 2009
5. Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified.	1	Students	Superintendent's Office	Local	Local Personal files Professional development records	Aug. 2008