

WHITE DEER ELEMENTARY/JUNIOR HIGH SCHOOL



CAMPUS IMPROVEMENT PLAN

2010-2011

White Deer Elementary and Junior High Mission Statement

WHITE DEER ELEMENTARY AND JUNIOR HIGH, ADMINISTRATION, TEACHERS, AND SUPPORT STAFF, IN PARTNERSHIP WITH THE PARENTS AND COMMUNITY OF WHITE DEER, WILL PROVIDE OPPORTUNITIES AND SUPPORT FOR STUDENT ACHIEVEMENT.

THROUGH OUR CARING AND QUALITY INSTRUCTION, STUDENTS MAY BECOME RESPONSIBLE AND HAPPY CHILDREN WHO REACH THEIR HIGHEST ACADEMIC POTENTIAL.

CAMPUS PLANNING COMMITTEE

| <u>Members</u> | <u>Name</u> | <u>Term Expires</u> | |
|----------------|---------------------------|---------------------|-------|
| WD ELEM/JH | Non-teaching professional | Miriam Lynch | never |
| WD ELEM/JH | Non-teaching professional | Linda Allen | never |
| WD ELEM/JH | Teacher | Barbra Craig | 2011 |
| WD ELEM/JH | Teacher | April Cross | 2012 |
| WD ELEM/JH | Teacher | Tammy Damron | 2011 |
| WD ELEM/JH | Teacher | Jennifer Rapstine | 2012 |
| WD ELEM/JH | Para-professional | Amanda Taylor | 2011 |
| Community | Parent | Lori Bichsel | 2011 |
| Community | Parent | Staci Collins | 2012 |
| Community | Business Owner | Diahana Hillman | 2012 |

At-Risk Criteria

Student Eligibility Criteria:

White Deer ISD has adopted the thirteen criteria delineated in Texas Education Code §29.081 and redefined by Senate Bill 702 as the sole criteria used in identifying students who are eligible to receive intensive, supplemental services. These criteria include the following:

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. The exception is a student who did not advance from Pre-K or Kindergarten to the next grade level only as a result of the request of the student's parents.
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 §37.006 during the preceding or current school year;
7. Has been expelled in accordance with §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 Management System (PEIMS) to have dropped out of school;
10. Is a student of limited English proficiency, as defined by §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. §11302, and its subsequent amendments; or
13. Resided, in the preceding school year, or who resides, in the current school year, in a residential placement facility within 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.

NEEDS ASSESSMENT SUMMARY

White Deer Elementary/Junior High used several items that contributed to the comprehensive needs assessment. The process for the needs assessment began at the end of the past school year by evaluating the progress on the strategies and goals met in the 2009-2010 campus plan. All professional staff had the opportunity to provide input on this step. The needs for the campus were considered for the professional development required for all staff during the summer and during in-service. The needs for students' academic progress, staff performance, parental involvement, and increase technology integration was determined as high priorities. 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 DMAC data
- Disaggregation of current year DMAC data
- Current year budget
- Iowa Test of Basic Skills for grades K-8
- TPRI Data for K- 2
- Teacher Meetings
- Star Charts
- AEIS Report
- SBDM Team Meetings
- Needs Assessment for College Readiness Grant
- Discipline referrals
- Discipline committee
- Past Campus Improvement Plan
- Response To Intervention (RTI) data

Parent involvement is an area in which White Deer Elementary–Junior High will continue to strive for improvement particularly in the area of parent notification of events, assemblies, and opportunities for increased participation. This will be achieved through electronic formats, phone calls, notes, and websites. Some of the activities include: parent surveys, fall and spring open

houses, academic progress reports for students, parental lunches and breakfasts, volunteer opportunities and other possibilities.

Based on our examination of the data disaggregation, the campus staff will prepare students for TAKS and/or other assessments. We have identified the 10-11 8th grade class as a group of students that are in need of intervention in the areas of math and reading for the 10-11 testing period. Their class goals will be to attain a score of 90% in these areas.

A discipline committee was formed to evaluate the amount of and type of referrals in the year 09-10. The committee set up a tier system to be used by all staff. This has made discipline referrals more uniform throughout the campus. The format and structure of lunch detention utilized as a consequence was also discussed.

This campus will provide in school tutorial session for students up to 8th grade who are failing at the mid six week progress reporting time on an as needed basis. Mandatory tutorials for 6th - 8th graders who are receive a failing grade on their progress report. This tutorial will be conducted during the tutorial class period everyday. This tutorial period will also be utilized when students show low performance on daily class work, subject tests, as well as students who exhibit poor work ethic and inconsistency completing assigned work. The tutorial class period will also provide TAKS intervention to identified students. The master schedule for the junior high was restructured to accommodate 7th and 8th grade college readiness grant criteria.

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 teacher training, technology mentors, and more computers for students in the classroom. A technology team is being sent to a state technology convention to bring back ideas for our campus to implement. A focus on reading is being developed through RTI training as well as advanced training in utilizing the data results of TPRI.

Teachers are being trained to use the TPRI data alongside resources developed by Florida Reading specialists.

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 historically lower TAKS scores for the campus. The need for a focus on basic writing skills was also identified as a need because of the societal shift in the importance of writing skills. The Elementary/Junior High campus has a focus on writing from Kindergarten through 8th grade. The core subject teachers will be trained in the 6 = 1 Writing Traits during in-service.

The need to improve the delivery of RTI will be addressed with more professional development for a core team to help restructure the delivery of services to students. The use of all staff to improve UIL academic performance, as well as host the 2nd-8th grade District UIL event, was utilized to prepare and equalize the load for student coaching.

The Elementary/Junior High campus SBDM team met to consider and evaluate parts of the Campus Improvement Plan that needed to be updated during the month of October. Miriam Lynch presented the previous (09-10) Campus Plan to the White Deer School Board in November for the update on progress of the strategies utilized to improve the campus. SBDM team will meet and reevaluate the CIP plan at the end of the year. An evaluation will be presented to all staff in May on needs met and improvement needed.

The following information is from the AEIS report from TEA for the 2009-2010 school year:

2008-09 Academic Excellence Indicator System

Campus Name: WHITE DEER EL

2019 Accountability Rating: Exemplary

Gold Performance Acknowledgments:

Commended on Writing

Commended on Mathematics

Commended on Science

Commended on Social Studies

* (Not enough students)

| | | State | District | Campus | Hispanic | White | Male | Female | Special Ed | Eco. Dis. |
|--|------|-------|----------|--------|----------|-------|-------|--------|------------|-----------|
| TAKS Met 2010 Standard (Sum of All Grades Tested) | | | | | | | | | | |
| (Standard Accountability Indicator) | | | | | | | | | | |
| Reading/ELA | 2010 | 90% | 90% | 94% | 89% | 94% | 92% | 95% | 63% | 86% |
| | 2009 | 88% | 90% | 92% | 83% | 92% | 93% | 92% | 56% | 80% |
| Mathematics | 2010 | 84% | 86% | 98% | 88% | 98% | 97% | 99% | 57% | 96% |
| | 2009 | 80% | 82% | 94% | 83% | 94% | 93% | 94% | 63% | 90% |
| Writing | 2010 | 93% | 96% | 96% | * | 95% | 88% | > 99% | * | 94% |
| | 2009 | 92% | 96% | 96% | * | 96% | 91% | > 99% | * | > 99% |
| Science | 2010 | 83% | 88% | 94% | * | 96% | 91% | 96% | * | 93% |
| | 2009 | 78% | 77% | 85% | * | 86% | 84% | 86% | 60% | 76% |
| Soc Studies | 2010 | 95% | 95% | > 99% | * | > 99% | > 99% | > 99% | * | > 99% |
| | 2009 | 93% | 95% | 97% | * | 96% | > 99% | 93% | * | 90% |
| All Tests | 2010 | 77% | 79% | 90% | 78% | 90% | 85% | 94% | 56% | 83% |
| | 2009 | 72% | 74% | 84% | 67% | 84% | 81% | 86% | 45% | 74% |

TAKS Met 2010 Standard with TPM (Sum of All Grades Tested)

| | | | | | | | | | | |
|-------------|------|-----|-----|-----|-------|-----|-------|-------|-----|-------|
| Reading/ELA | 2010 | 96% | 97% | 99% | > 99% | 98% | 98% | 99% | 75% | 96% |
| | 2009 | 95% | 96% | 97% | > 99% | 97% | > 99% | 95% | 67% | 92% |
| Mathematics | 2010 | 91% | 93% | 98% | 88% | 98% | 97% | 99% | 57% | 96% |
| | 2009 | 88% | 88% | 97% | > 99% | 97% | 96% | 98% | 63% | 94% |
| Writing | 2010 | 97% | 98% | 98% | * | 98% | 94% | > 99% | * | > 99% |
| | 2009 | 96% | 98% | 98% | * | 98% | 96% | > 99% | * | > 99% |

| | | | | | | | | | | |
|-------------|------|-----|-------|-------|-------|-------|-------|-------|-----|-------|
| Science | 2010 | 92% | 97% | 98% | * | 98% | > 99% | 96% | * | 93% |
| | 2009 | 83% | 82% | 87% | * | 86% | 84% | 89% | 60% | 82% |
| Soc Studies | 2010 | 99% | > 99% | > 99% | * | > 99% | > 99% | > 99% | * | > 99% |
| | 2009 | 98% | 99% | 97% | * | 96% | > 99% | 93% | * | 90% |
| All Tests | 2010 | 88% | 91% | 96% | 89% | 96% | 95% | 96% | 56% | 92% |
| | 2009 | 82% | 83% | 92% | > 99% | 91% | 90% | 93% | 55% | 89% |

TAKS Commended Performance (Sum of All Grades Tested)

| | | | | | | | | | | |
|-------------|------|-----|-----|-----|------|-----|-----|-----|------|-----|
| Reading/ELA | 2010 | 33% | 33% | 39% | 22% | 40% | 33% | 45% | < 1% | 29% |
| | 2009 | 31% | 31% | 39% | 17% | 38% | 37% | 40% | < 1% | 33% |
| Mathematics | 2010 | 29% | 26% | 33% | < 1% | 36% | 34% | 32% | 14% | 31% |
| | 2009 | 28% | 25% | 32% | 17% | 32% | 31% | 32% | < 1% | 33% |
| Writing | 2010 | 33% | 33% | 33% | * | 33% | 13% | 45% | * | 19% |
| | 2009 | 33% | 19% | 19% | * | 20% | 17% | 20% | * | 6% |
| Science | 2010 | 28% | 25% | 40% | * | 39% | 52% | 28% | * | 47% |
| | 2009 | 26% | 26% | 42% | * | 40% | 32% | 50% | 20% | 35% |
| Soc Studies | 2010 | 47% | 35% | 52% | * | 54% | 75% | 18% | * | 38% |
| | 2009 | 44% | 32% | 38% | * | 36% | 40% | 36% | * | 30% |
| All Tests | 2010 | 15% | 14% | 18% | < 1% | 20% | 15% | 21% | < 1% | 15% |
| | 2009 | 15% | 11% | 16% | 17% | 15% | 12% | 19% | < 1% | 11% |



State Report 2009-2010

Teacher: Grade: Campus: WHITE DEER ISD District: WHITE DEER ISD Date: 12/8/2010

| ER1011 - Early Reading Instruments Report(2009/2010 School Year) | | | | | | |
|---|--------------------------|--------------------|--------------------------|--------------------|--------------------------|--------------------|
| Part 3: TPRI Screening and Inventory | | | | | | |
| | Kindergarten | | Grade 1 | | Grade 2 | |
| | Beginning of Year | End of Year | Beginning of Year | End of Year | Beginning of Year | End of Year |
| 1. Number of Students Assessed with TPRI | 30 | 30 | 33 | 34 | 24 | 24 |
| Data from TPRI Regarding Important Reading Concepts - Screening Section | | | | | | |
| 2. Number of Students Considered Developed According to Screening | 17 | 30 | 21 | 32 | 20 | |
| Data from TPRI Regarding Important Reading Concepts - Reading Section | | | | | | |
| | Kindergarten | | Grade 1 | | Grade 2 | |
| | Beginning of Year | End of Year | Beginning of Year | End of Year | Beginning of Year | End of Year |
| 3. Oral Reading Accuracy: Number of Students Reading Stories Instructionally or Independently | | | 22 | 33 | 17 | 21 |
| 4. Reading Fluency:Grade 1, Number of Students Reading Approximately 60+ Words Correctly per Minute | | | 8 | 24 | | |
| 5. Reading Fluency:Grade 2, Number of Students Reading Approximately 90+ Words Correctly per Minute | | | | | 2 | 7 |
| 6. Reading Comprehension: Number of students considered developed on Reading Comprehension (or Listening | 21 | 23 | 15 | 31 | 18 | 23 |

Title I
10 Schoolwide Components

| | | | | |
|---|---|--|--|---|
| Comprehensive Needs Assessment | Schoolwide 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 |
| Parental Involvement Strategies (in accordance with section 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 |

White Deer ISD FUNDING KEY

| | | |
|-----|----------------------------------|------------|
| 1. | State Comp. Ed. | \$ 167,532 |
| 2. | Title I, Part A | \$ 18,436 |
| 4. | Title II, Part A | \$ 11,186 |
| 5. | IDEA-B Formula SSA-HAC COOP | \$ 73,294 |
| 6. | IDEA-B Preschool SSA-HAC COOP | \$ 4,828 |
| 7. | REAP REWARD | \$ 18,413 |
| 8. | YR-2 IDEA- B Stimulus-HAC SSA | \$ 14,592 |
| 9. | Preschool Stimulus-HAC SSA | \$ 1900 |
| 10. | SSI | \$ 550 |
| 11. | Instructional Technology | \$ 5264.50 |
| 12. | College Readiness Grant | \$ 50,000 |

White Deer ISD utilized the REAP program to redirect 100% of Title II – 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 2010-2011, the \$167,532 State Compensatory Education funds and 2.75 FTE’s will be used to upgrade the Title I-Part A schoolwide program at the campus.

FTE’s were divided at the campuses:

White Deer Elementary Jr. High ----

2.75 FTE’s Teachers--- State Compensatory Funding

.5 FTE’s Aide--- Title I –A

.57 FTE’s Aide---Title II-A

3.08 FTE’s Aide – IDEA B Formula SSA-HAC Coop

White Deer Elementary –Jr. High School 2010-2011 Goals

Campus Goal 1: Increase student achievement on state assessment TAKS testing, to include increasing the number of students who receive commended rating.

Campus Goal 2: White Deer Elementary-Junior High will maintain high attendance rate.

Campus Goal 3: Increase technology resources for classroom integration by students and teachers.

Campus Goal 4: Provide students with additional and/or advance academic experiences.

Campus Goal 5: The campus will employ highly qualified instructional personnel.

Campus Goal 6: White Deer Elementary-Jr. High will involve parents and community for achieving student success.

Campus Goal 7: Identify and serve At-Risk students in grades K – 8th which in turn will keep drop out rates at a minimum.

Campus Goal 8: Provide students with programs, initiatives, and facilities to contribute to a healthy, safe, secure and stable school environment.

**White Deer Elementary – Junior High
Campus Improvement Plan
2010-2011**

Campus Goal 1: Increase student achievement on state assessment TAKS testing to include increasing the number of students who receive commended rating.

OBJECTIVE: Implementation of instructional strategies, which will be successful in raising the achievement level of students for passing rate of 90% and above in all tests. (Evaluated by AEIS)

| STRATEGIES/ACTIVITIES | Resources | | Performance | | Evaluation | | Progress ** |
|---|------------------------|------------------------------|--|----------------------------|---|---------------------------------|----------------|
| | Title I SW Comp. | Materials Cost Funding | Person(s) Responsible | Timeline | Formative Evaluation | Summative Evaluation | |
| 1. Continue SAXON Phonics/Pearson Reading Adoption to increase reading and writing skills in Kindergarten through 2nd grade | 1 3 | Local Funds | Classroom teachers | 8/2010- 5/2011 | Test Scores Weekly Assessments Report Cards | TPRI | |
| 2. Continue SAXON Math program in Kindergarten through 8th grade to increase Math skills | 1 3 | Local Funds | All classroom teachers | 8/2010- 5-2011 | Lesson Plans Report Cards | ITBS TAKS | |
| 3. Accelerated Reader program for grades 1st through 8th | 2 | Local Funds | All classroom Teachers Computer Aides | 9/2010- 5/2011 | STAR Testing 6 weeks Student Progress Report | TPRI ITBS TAKS | |
| 4. Continue Reading Plus (2nd – 8th) and Lexia (K-2) to increase reading, fluency and comprehension skills | 2 9 3 | Local Funds | Classroom reading teachers and computer aides | 9/2010- 5/2011 | Software reports Computer lab schedule Reading Level | TPRI ITBS TAKS | |
| 5. Continue weekly writing emphasis throughout all | 2 9 | Local Funds | Classroom teachers | 12/2010- 5-2011 | Writing journals Lesson Plans | TAKS Participants in | |

| | | | | | | | |
|--------|---|--|--|--|--------------------------------|--------------|--|
| grades | 3 | | | | Writing Fair Co-Writer Prog | Writing Fair | |
|--------|---|--|--|--|--------------------------------|--------------|--|

****Evaluation Progress Key:** 1. Accomplished 2 Considerable Progress 3 Some Progress 4 No Progress 5 Discontinue

10 Schoolwide Comp- 1.-Needs Assessment 2.- Instructional strategies based on research 3.- Highly Qualified 4. – Professional Development 5.- Attract HQ Teachers 6. – Parental Involvement 7.- Transitional programs 8. – Teachers and assessment 9. – Student assistance 10. Coordination of Programs

White Deer Elementary – Junior High Campus Improvement Plan 2010-2011

Campus Goal 1: Increase student achievement on state assessment TAKS testing to include increasing the number of students who receive commended rating.

OBJECTIVE: Implementation of instructional strategies, which will be successful in raising the achievement level of students for passing rate of 90% and above in all tests. (Evaluated by AEIS)

| STRATEGIES/ACTIVITIES | Resources | | Performance | | Evaluation | | |
|---|-----------------------------|--|---|--------------------|--|---|----------------|
| | Title I SW Comp. | Materials Cost Funding | Person(s) Responsible | Timeline | Formative Evaluation | Summative Evaluation | Progress ** |
| 7. At-risk students will be identified for providing academic intervention through tutorials, accelerated instruction, peer tutoring, small group instruction, and supplemental computer programs | 2 9 10 3 | Local funds State Comp. Federal Funds | Classroom teachers Instructional Aides Computer Aides Counselor Principal | 10/2010- 5/2011 | Tutorial Attendance Activity/ Tutorial Period Sign In Sheets Lesson Plans | 6 weeks grades TAKS Computer Program Reports | |
| 8. Continue Special Education Program through resource room, inclusion, content mastery, and mainstreaming a. ARD placement for LRE b. Provide RTI Speech and Speech program c. Special Education schedule to complement | 2 3 6 8 9 10 | Special Education Funding | Classroom Teachers Special Education Instructional Aides Counselor Diagnostician | 9/2010- 5-2011 | IEP ARD Schedule Special Education Schedule & General Education Schedule | TAKS TAKS-M TAKS –A 6 weeks grades IEP completion | |

| | | | | | | | |
|---|------------------------|--|---|------------------|---|--|--|
| general education classroom schedule d. Transition services for students on or before age 14 | | | Special Education Teachers HAC SSA ARD Committee | | Speech Schedule | | |
| 9. RTI– Response to Intervention Program a. Committee formed and procedures determined for addressing students’ academic intervention needs b. Increase training for implementing RTI | 3 2 9 6 | Local Funding Comp Ed. Funding | Classroom teachers Instructional Aides Principal Counselor | 10/2010-5/2011 | RTI Documentation RTI Committee Notes RTI Schedule | 6 Weeks Grades TPRI TAKS RTI Dismissal | |
| 10. Improve systematic processes for pre-referral Special Education, 504, & G/T students in all grade levels. | 2 6 8 9 10 | Local Funding Special Education Funding | Counselor Principal G/T Coordinator Special Education | 9/2010-5/2011 | Testing Results Program Documentation Teacher and Parent Referral | State Mandated Time Frames for student qualification in special education, 504 & G/T | |
| 11. Maintain procedures for evaluating assessment data for special programs (G/T, 504, RTI, & special education) | 2 8 10 | Local Funding Special Education Funding | Counselor Special Education Staff 504 Coordinator G/T Coordinator Principal | 9/2010-5/2011 | ARD Documents 504 Documents RTI Documents G/T Documents | RSCCCC Student Program Listing | |
| 12. Maintain effective transition from junior high to high school special education | 6 9 8 | Special Education Funding | Counselor Special Education Staff ARD Committee | 4/2011 – 5/2011 | ARD Documents | TAKS High School Schedule and student services | |
| 13. Continue Science learning concepts on a weekly emphasis throughout the grade levels to increase Science skills. | 2 3 9 | Local Funding | Science Teacher Classroom Teachers | 12/2010 – 5/2011 | Monthly Calendar of concepts | TAKS Grade Level Tests | |

****Evaluation Progress Key:** 1. Accomplished 2 Considerable Progress 3 Some Progress 4 No Progress 5 Discontinue

White Deer Elementary – Junior High Campus Improvement Plan 2010-2011

Campus Goal 1: Increase student achievement on state assessment TAKS testing to include increasing the number of students who receive commended rating.

OBJECTIVE: Implementation of instructional strategies, which will be successful in raising the achievement level of students for passing rate of 90% and above in all tests. (Evaluated by AEIS)

| STRATEGIES/ACTIVITIES | Resources | | Performance | | Evaluation | | |
|---|------------------|------------------------|--|-----------------|--|--|-------------|
| | Title I SW Comp. | Materials Cost Funding | Person(s) Responsible | Timeline | Formative Evaluation | Summative Evaluation | Progress ** |
| 13. Provide Benchmark TAKS testing for 3rd – 8th grade students | 1 2 9 | Local Funding | Classroom Teacher Counselor Principal | 11/2010-4/2011 | Individual Student Testing Results | TAKS | |
| 14. Provide aides for Pre-Kindergarten and 3rd grade classrooms | 2 7 9 | Local Funding | Principal Classroom Teacher Instructional Aide | 8/2010 – 5/2011 | Instructional Aides Schedule | TPRI ITBS TAKS | |
| 15. Continue C-SCOPE resource for providing vertical alignment in core subjects and exemplar lessons for grades K – 8. | 2 3 9 8 | Local Funding | Principal Core Subject Classroom Teachers | 6/2010-5/2011 | Teacher Lesson Plans Documentation Teacher Observation | TAKS TPRI ITBS 6 Weeks grades | |

****Evaluation Progress Key:** 1. Accomplished 2 Considerable Progress 3 Some Progress 4 No Progress 5 Discontinue

**White Deer Elementary – Junior High
Campus Improvement Plan
2010-2011**

Campus Goal 2: White Deer Elementary-Junior High will maintain high attendance rate.

OBJECTIVE: White Deer Elementary-Junior High Students will maintain 97% attendance rate, and strive for Gold Performance Acknowledgement for 2010-2011

| STRATEGIES/ACTIVITIES | Resources | | Performance | | Evaluation | | Progress ** |
|---|------------------------|------------------------------|--|--------------------|---|--|----------------|
| | Title I SW Comp. | Materials Cost Funding | Person(s) Responsible | Timeline | Formative Evaluation | Summative Evaluation | |
| 1. Attendance committee and officer will: a. Examine & recommend attendance awards b. Remain knowledgeable of attendance policies. c. Examine weekly absences d. Recommend make up time requirements for excessive absences e. Legally file on students not meeting compulsory attendance laws | 2 6 9 | Local Funding | Principal Secretary Counselor Attendance Committee | 10/2010- 5/2011 | RSCCC Attendance Reports Individual Student Absences Legal Paperwork | Six Weeks Attendance End of Year Attendance PEIMS Attendance Rate | |
| 2. Recognize and reward students during six weeks assembly and end of year with excellence in attendance (Cumulative 3 days or less) | 6 2 | Local Funding | Principal Secretary Counselor Attendance Committee | 10/2010 -5/2011 | RSCCC Attendance Reports Newspaper Article | End of Year Awards Assembly | |
| 3. Communication of | 6 | Local | Principal | 10/2010– | Attendance | End of Year | |

| | | | | | | | |
|--|-------------|---------------|--|---------------|--|--|--|
| attendance policies and procedures to parents a. Student Handbook b. Parent notification by phone calls, conferences, home visits, and letter notification | 2 | Funding | Secretary Counselor Attendance Committee | 5/2011 | Records Documentation of phone calls, conferences, home visits, & letters | Attendance Rate Principal's Attendance Report | |
| 4. Pre-Kindergarten and Kindergarten Roundup and Fall Open House | 6 7 2 | Local Funding | Classroom Teachers Principal Counselor Secretary | 9/2010-4/2011 | Sign In Sheets Attendance Policy Handouts | End of Year Attendance Rate Principal's Attendance Report | |

****Evaluation Progress Key:** 1. Accomplished 2 Considerable Progress 3 Some Progress 4 No Progress 5 Discontinue
10 Schoolwide Comp- 1.-Needs Assessment 2.- Instructional strategies based on research 3.- Highly Qualified 4. – Professional Development 5.- Attract HQ Teachers 6. – Parental Involvement 7.- Transitional programs 8. – Teachers and assessment 9. – Student assistance 10. Coordination of Programs

**White Deer Elementary – Junior High
Campus Improvement Plan
2010-2011**

Campus Goal 3: Increase technology resources for classroom integration by students and teachers.

OBJECTIVE: All K- 8 students will be provided with technology prerequisite skills for success in the high school technology TEKS competencies and for the 21st century workplace.

| STRATEGIES/ACTIVITIES | Resources | | Performance | | Evaluation | | Progress ** |
|--|------------------------|---|---|-------------------|---|--|----------------|
| | Title I SW Comp. | Materials Cost Funding | Person(s) Responsible | Timeline | Formative Evaluation | Summative Evaluation | |
| 1. Continue to update internet infrastructure internet wireless access points and other systems for the campus. | 5 10 2 | Local , State, & Federal Funding | Technology Coordinator Superintendent Principal Region XVI Personnel | 8/2010- 5/2011 | Technology Approved Purchase Orders | Technology Campus Inventory and Infrastructure layout | |
| 2. Replace outdated teacher computers with laptops and finish purchasing Elmos/projectors for classrooms. | 10 5 2 | Local, State, & Federal Funds | Technology Coordinator Principal Superintendent | 1/2011– 5/2011 | Technology Approved Purchase Orders | Technology Campus Inventory | |
| 3. Update AR testing software to include AR tests for all existing titles and replace stand alone system with internet capability for classrooms | 8 2 9 | Local Funds | Computer Aide Technology Coordinator Principal Classroom Teachers Librarian | 9/2010– 5/2011 | AR Test Listing | Total Number of AR tests taken and points achieved in 2010- 2011 | |
| 4. Teacher training for technology programs and | 4 5 | Local Funds | Technology Coordinator | 8/2010– 5/2011 | Sign In Sheets Teacher Lesson | Campus Star Chart | |

| | | | | | | | |
|--|------------------|----------------------------------|--|-------------------|---|--|--|
| new technology equipment. | 3 | | & Mentors Principal Classroom Teacher | | Plans | End of Year Technology Survey | |
| 5. Staff will receive training on Internet safety, web pages, United Streaming, Study Island, Reading Plus, Gaggle Net, Mobi, Student Clickers, Education City, Internet AR and other technology applications. | 4 5 3 9 | Local Funds | Technology Coordinator & Mentors Principal Classroom Teachers | 8/2010- 5/2011 | Sign In Sheets Teacher Lesson Plans | Campus Star Chart End of Year Technology Survey | |
| 6. Continue student one-to-one laptop program and mobile laptop cart for 7 th * 8 th grade students. | 2 5 6 9 | Local Funds | Technology Coordinator Principal 7 th & 8 th Classroom Teachers | 9/2010– 5/2011 | Laptop Orientation Sign In Sheets Laptop Top Handbook Student Laptop Inventory Teacher Lesson Plans | Campus Star Chart Computer Literacy Competencies Survey | |
| 7. Research and analyze technology equipment needed for classrooms (such as Smart Boards) through participation in the 21 st Century Technology Conference at Region 16, and the TCEA Conference. | 5 2 3 | Local And Federal Funds | Principal SBDM Team Technology Committee Technology Mentors Technology Coordinator | 1/2011- 5/2011 | Committee Notes | SBDM Team Recommendation and Technology Inventory | |

****Evaluation Progress Key:** 1. Accomplished 2 Considerable Progress 3 Some Progress 4 No Progress 5 Discontinue

10 Schoolwide Comp- 1.-Needs Assessment 2.- Instructional strategies based on research 3.- Highly Qualified 4. – Professional Development 5.- Attract HQ Teachers 6. – Parental Involvement 7.- Transitional programs 8. – Teachers and assessment 9. – Student assistance 10. Coordination of Programs

**White Deer Elementary – Junior High
Campus Improvement Plan
2010-2011**

Campus Goal 4: Provide students with additional and/or advance academic experiences.

OBJECTIVE: All students will be have exploratory and academic experiences which can foster future educational and career opportunities.

| STRATEGIES/ACTIVITIES | Resources | | Performance | | Evaluation | | Progress ** |
|--|------------------------|--|--|----------------------------|---|---|----------------|
| | Title I SW Comp. | Materials Cost Funding | Person(s) Responsible | Timeline | Formative Evaluation | Summative Evaluation | |
| 1. Junior High schedule will offer advanced classes in Math, High School Buck Band, and an Online Art class. A Junior National Honor Society will be established. | 3 2 9 | Local Funding | Principals Counselor Classroom Teachers | 8/2010- 5/2011 | Master Schedule Student Enrollment | Class Credits Earned Pre-enrollment for 2011-2012 TAKS | |
| 2. Provide K – 8 students identified as G/T with a pull-out program at least once per month for enrichment in the four core academic areas. | 2 3 9 | Local Funding G/T Funding | Principal G/T Coordinator G/T Teachers | 10/2010– 5/2011 | G/T Pull-Out Schedule G/T Student Roster | TAKS Student and Parent Evaluation of the program | |
| 3. Achievement Assessment for grades K –5th with ITBS and 8th with Explore | 9 8 | Local Funding | Counselor Classroom Teachers | 11/2010 | Student Testing Roster | ITBS & Explore Student and Campus Results | |
| 4. Fine Arts Field Trip for grades K – 8th | 8 9 6 | Local Funding | Principal Classroom Teachers | 11/2010- 4/2011 | Student Attendance Roster | End of Year Student and Parent Survey | |

| | | | | | | | |
|--|----------------------|--|---|-----------------------------|---|---|--|
| 5. Enrichment period added for 6th – 8th grade students to increase skills in study skills, career exploration, writing, character education, and personal development,. This will be facilitated through the college readiness grant program | 2 9 3 | College Readiness Grant | 6th – 8th grade Classroom teachers Principal | 8/2010 – 5/2011 | Master Schedule | End of Year Student Survey Grant Evaluation | |
| 6. Maximize classroom instruction by providing a tutorial/activity period for pep rallies, guest speakers, home room paperwork, etc. for 6th – 8th grades. | 2 9 | Local Funding | 6th – 8th Grade Teachers Principal Counselor | 8/2010- 5/2011 | Master Schedule Counselor Calendar | End of Year Student Survey TAKS 6 weeks report | |
| 7. Students in 2nd - 8th grade will participate in UIL academic contests with other zone districts | 2 3 9 | Local Funding | Classroom Teachers Instructional Aides Principal UIL Coordinator | 10/2010- 11/2011 | UIL Entry Form | UIL Contest Results and Awards Assembly | |

****Evaluation Progress Key:** 1. Accomplished 2 Considerable Progress 3 Some Progress 4 No Progress 5 Discontinue
10 Schoolwide Comp- 1.-Needs Assessment 2.- Instructional strategies based on research 3.- Highly Qualified 4. – Professional Development 5.- Attract HQ Teachers 6. – Parental Involvement 7.- Transitional programs 8. – Teachers and assessment 9. – Student assistance 10. Coordination of Programs

**White Deer Elementary – Junior High
Campus Improvement Plan
2010-2011**

Campus Goal 5: The campus will employ highly qualified instructional personnel.

OBJECTIVE: All teachers and instructional aides will have opportunities to develop new skills and learn current trends in education.

| STRATEGIES/ACTIVITIES | Resources | | Performance | | Evaluation | | Progress ** |
|--|------------------------------|---|---|-----------------------------|--|---|----------------|
| | Title I SW Comp. | Materials Cost Funding | Person(s) Responsible | Timeline | Formative Evaluation | Summative Evaluation | |
| 1. All professional staff will receive 30 hour Gifted and Talented training or 6 hour Gifted and Talented update annually. Gifted and Talented: <u>Accelerated Studies to Renew Academics (ASTRA)</u> | 10 2 9 | Local Funding G/T Training | Principal G/T Coordinator Classroom Teachers | 8/2010 - 11/2010 | G/T Sign In Sheets Teacher Lesson Plans | G/T Completion Certificate | |
| 2. Language Proficiency Assessment Committee (LPAC) training | 10 2 6 | Local Funding | ESL Teacher Principal Region 16 Eligible community members | 8/2010- 5/2011 | LPAC Sign In Sheet | LPAC Minutes LPAC Training Certificate | |
| 3. Migrant Identification Training | 10 2 6 | Federal Funding | Migrant Contact Region 16 | 8/2010 | Migrant Contact List | Migrant Training Certificate PEIMS | |
| 4. Pre-Kindergarten and Kindergarten professional development | 3 7 9 2 4 | Local Funding | Kindergarten and Pre- Kindergarten Teachers | 7/2010 | Registration | Conference Certificate | |

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|--|----------------------------------|--|--|---------------------------|-----------------------------------|---|--|
| | | | | | | | |
| 5. K – 8 staff will be trained in characteristics of Dyslexia students and program that could be utilized to remediate reading difficulties | 3 4 9 | Local Funding | Classroom Teachers Counselor Principal Dyslexia Teacher | 8/2010 | Sign In Sheets | Training Certificate and teacher lesson plans | |
| 6. Early Identification of Dyslexia students for grades K – 8th. | 3 4 9 | Local Funding | Classroom Teachers Counselor Principal Dyslexia Teacher | 2/2011 | Sign In Sheets | Students identified and served | |
| 7. Teachers will be provided time to collaborate for vertical alignment and grade level activities | 2 3 4 9 8 | Local Funding | Classroom Teachers Principal Counselor | 9/2010– 5/2011 | Collaboration Schedule | Lesson Plans TAKS TPRI | |
| 8. Teachers will participate in training on C-Scope for vertical alignment. | 4 2 3 9 | Local Funding | Principal Region 16 Core Subject Teachers | 6/2010 | Sign In Sheets | Lesson Plan Documentation YAG Documentation | |
| 9. Teachers will attend Region 16 At-Risk conference | 2 9 4 | Local Funding | Classroom Teachers Principals Counselor | 8/2010 | Sign In Sheets | Conference Certificate | |
| 10. Identified staff will attend conference for TCEA Conference, 6 + 1 Writing Traits, 21st, Century Students, RTI team training, and RTI resource training. | 4 2 9 | Local Funding | Special Education Staff 1st grade teacher Principal Kindergarten Teacher | 10/2010 | Sign In Sheets | Conference Certificate | |
| 12. Classroom teachers with prior approval will attend Region 16 training to increase skills for student academic achievement. | 4 2 9 8 | Local and Federal Funding | Classroom Teachers Principal Counselor | 9/2010– 5/2011 | Sign In Sheets | Professional Development Certificate TAKS TPRI | |

| | | | | | | | |
|---|----------------|--------------------------|------------------|----------------|--|--|--|
| 13. Provide staff with jacker for Exemplary Status for increasing continuity, pride, and increase satisfaction in job. | 1 3 | Local Funding | All staff | 12/2010 | Schedule for wearing staff shirt. | Teacher Retention for 2011-2012 | |
|---|----------------|--------------------------|------------------|----------------|--|--|--|

****Evaluation Progress Key:** 1. Accomplished 2 Considerable Progress 3 Some Progress 4 No Progress 5 Discontinue
10 Schoolwide Comp- 1.-Needs Assessment 2.- Instructional strategies based on research 3.- Highly Qualified 4. – Professional Development 5.- Attract HQ Teachers 6. – Parental Involvement 7.- Transitional programs 8. – Teachers and assessment 9. – Student assistance 10. Coordination of Programs

**White Deer Elementary – Junior High
Campus Improvement Plan
2010-2011**

Campus Goal 6: White Deer Elementary-Jr. High will involve parents and community for achieving student success.

OBJECTIVE: All campus staff will increase communication and invite involvement of parents and community members to improve student academic success.

| STRATEGIES/ACTIVITIES | Resources | | Performance | | Evaluation | | Progress ** |
|---|--|------------------------------------|--|--|---|--|----------------|
| | Title I SW Comp. | Materials Cost Funding | Person(s) Responsible | Timeline | Formative Evaluation | Summative Evaluation | |
| 1. Parental Involvement will include: a. Parent Volunteers b. Parent visitations c. Parent/Teacher Conferences d. Open House e. 6 weeks Assemblies f. Grandparents Day g. Awards Assemblies h. Athletic Events i. Music Programs j. Jr. High Banquet k. Jr. High Booster Club l. Field Trips m. Class parties n. Texas Public School Week o. Family Learning Expo p. SBDM q. Laptop One-to-One program | 6 2 9 | Local & Federal Funding | Classroom Teachers Parents Staff Principal Counselor Students | 8/2009 – 5/2010 | Sign In Sheets Calendar of Events WDISD Web Page | Teacher Documentation of parent involvement Campus Visitation Log | |

| | | | | | | | |
|---|--------|---------------|--|---------------|--|--|--|
| r. Jr. High Career/College Prep Seminar s. Visit Senior Citizens t. Purchase Parents Make A Difference | | | | | | | |
| 2. Campus staff will increase communication to the parent and community through email, newspaper, letters, grade reports, parent portal, WDISD web page, teacher web pages, phone messages, notes, marquee, and conferences Alert Now added. | 6 2 | Local Funding | Classroom Teachers Staff Principal Secretary Counselor | 8/2010-5/2011 | Copies of communication Methods | Teacher Documentation of parent involvement Campus Visitation Log | |
| 3. Provide academic information to parents through letters, teacher websites, parent/student education nights, student handbook, campus newsletter, parent portal, emails, ,newspaper, phone calls, and report cards. | 6 9 | Local Funding | Classroom teachers Staff Principal Secretary Counselor | 8/2010-5/2011 | Copies of communication Methods | Teacher Documentation of parent involvement Campus Visitation Log | |
| 4. Continue a parent group for supporting the school with volunteers, educating parents on homework assistance and designated projects. | 6 9 | Local Funding | Classroom Teachers Principal Counselor | 8/2010 | Parent Volunteer sign up form Parent Involvement survey | Parent Group Meeting Schedule Parent Group Membership Roster | |

****Evaluation Progress Key:** 1. Accomplished 2 Considerable Progress 3 Some Progress 4 No Progress 5 Discontinue
10 Schoolwide Comp- 1.-Needs Assessment 2.- Instructional strategies based on research 3.- Highly Qualified 4. – Professional Development 5.- Attract HQ Teachers 6. – Parental Involvement 7.- Transitional programs 8. – Teachers and assessment 9. – Student assistance 10. Coordination of Programs

**White Deer Elementary – Junior High
Campus Improvement Plan
2010-2011**

Campus Goal 7 : Identify and serve At-Risk students in grades K – 8th which in turn will keep drop out rates at a minimum.

OBJECTIVE: White Deer Junior High drop out rate will be 0% for successful promotion to high school.

| STRATEGIES/ACTIVITIES | Resources | | Performance | | Evaluation | | Progress ** |
|---|------------------------|------------------------------|---|---------------------------------|---|--|----------------|
| | Title I SW Comp. | Materials Cost Funding | Person(s) Responsible | Timeline | Formative Evaluation | Summative Evaluation | |
| 1. Failing students will be required to attend tutorials for successful course completion | 9 3 | SCE Funds | Classroom teachers | 10/2009 – 5/2010 | 3 week progress reports Tutorial Logs | Six Weeks Report Card Class Promotion | |
| 2. 6th – 8th grade students will have daily tutorial period for assistance by teachers | 9 3 | SCE Funds | 6th – 8th grade classroom teachers | 9/2009 – 5/2010 | 3 weeks progress reports Tutorial Logs | Six Weeks Report Card Class Promotion | |
| 3. Students with poor attendance will be identified and required to make up time determined by attendance committee (detention, academic tutorials, and Saturday school) | 9 | Local Funds | Attendance Committee Principal Secretary | 11/2009 – 5/2010 | Student absence report Student roster | RSCCC Attendance documents AYP AEIS | |

****Evaluation Progress Key:** 1. Accomplished 2 Considerable Progress 3 Some Progress 4 No Progress 5 Discontinue

10 Schoolwide Comp- NA-Needs Assessment SR- Instructional strategies based on research HQ- Highly Qualified PD – Professional Development HQ- Attract HQ Teachers P – Parental Involvement T- Transitional programs TA – Teachers and assessment SA – Student assistance C Coordination of Programs

**White Deer Elementary – Junior High
Campus Improvement Plan
2010-2011**

Campus Goal 7: Identify and serve At-Risk students in grades K – 8th which in turn will keep drop out rates at a minimum.

OBJECTIVE: All at-risk students will be identified and served for remediation to appropriate grade level performance.

| STRATEGIES/ACTIVITIES | Resources | | Performance | | Evaluation | | Progress ** |
|--|------------------------|------------------------------|-----------------------------|-----------------------------|------------------------------|--------------------------------|----------------|
| | Title I SW Comp. | Materials Cost Funding | Person(s) Responsible | Timeline | Formative Evaluation | Summative Evaluation | |
| 1. TPRI will be administered to grades K – 2nd for identification of reading difficulties at beginning, middle, and end of year. TMSFA will be administered to 6 th graders failing Reading TAKS. | 9 2 | Local Funds | K – 2 Teachers Counselor | 10/2010 1/2011 5/2011 | Record of Testing Results | TPRI Evaluation TAKS | |
| 2. ITBS will be administered to grades K – 2 nd for identification of academic deficits in Math, Social Studies, Language Arts, and Science | 9 2 | Local Funds | K – 2 Teachers Counselor | 11/2010 | Testing Roster | ITBS Final Results | |
| 3. Teachers will be | 2 | Local | K – 8 Teachers | 10/2010– | DMAC Log In | TAKS | |

| | | | | | | | |
|--|-----------------------|--------------------------------|--|--------------------|--|---------------------------------------|--|
| provided DMAC data disaggregation resource for analyzing student testing data for interventions | 8 9 | Funds | Counselor Principal | 5/2011 | Dates Student Intervention Schedule | TPRI | |
| 4. Identify and serve homeless students to improve academic success. | 9 | Local Funds | K – 8 Teachers Secretary Counselor Principal | 8/2010 – 5/2011 | Residency Survey | PEIMS TAKS | |
| 5. Identify and serve students qualifying for pregnancy related services with interventions to prevent drop out students. | 9 | Local Funds SCE Funds | Counselor Principal Classroom Teachers Nurse | 8/2010 – 5/2011 | Medical Documentation Intervention Log | Grade Completion Report TAKS | |
| 6. Identified At-Risk students needing academic interventions will be provided RTI activities to improve skills | 9 | Local Funds | Classroom Teacher Principal Counselor | 8/2010- 5/2011 | RTI Documentation | RTI Dismissal TAKS | |
| 7. Students in grades 3rd – 8 th failing TAKS will be provided summer school classes for intervention instruction to pass the 5 th and 8 th grade TAKS tests and also strengthen academic skills tested on 3 rd , 4 th , 6 th , & 7 th TAKS | 9 3 2 6 8 | Local Funds | Summer School Teachers Principal Counselor | 6/2010 | Summer School Roster | TAKS Benchmark Tests | |

****Evaluation Progress Key:** 1. Accomplished 2 Considerable Progress 3 Some Progress 4 No Progress 5 Discontinue

White Deer Elementary – Junior High Campus Improvement Plan 2010-2011

Campus Goal 8: Provide students with programs, initiatives, and facilities to contribute to a healthy, safe, secure and stable school environment.

OBJECTIVE: All students will be provided activities to encourage student well-being at school and home.

| STRATEGIES/ACTIVITIES | Resources | | Performance | | Evaluation | | Progress ** |
|--|------------------------|--|---|---------------------------|---|--|----------------|
| | Title I SW Comp. | Materials Cost Funding | Person(s) Responsible | Timeline | Formative Evaluation | Summative Evaluation | |
| 1. Bus monitors will be provided for Pampa bus route to improve discipline and safety of students. | 2 | Local Funding | Principal Bus Supervisor Bus Monitor Bus Driver | 8/2010- 5/2011 | Discipline Referrals for bus Phone Log | Total Discipline Referrals for bus | |
| 2.Continue AlertNow phone system to provide safety messages to parents concerning pertinent subjects related to their students. | 2 6 | Local Funding | Principal Superintendent | 8/2010- 5/2011 | Log of Use | Parent Survey on program | |
| 3.Counseling Program for students: a. Preventive Education (Drugs, alcohol, tobacco, etc.) b. Individual & student group counseling K – 8th c. Testing Coordinator d. JNHS e. Anti-Bullying/Harassment/Dating | 6 10 9 | Local Funding Federal Funding | Counselor Principal Area Agencies Student Council Members Science Teacher Classroom Teachers | 9/2010 -5/2011 | Counselor Calendar | Student Referrals and referrals to outside agencies | |

| | | | | | | | |
|--|----------------|----------------------|---|----------------------|---|---|--|
| Violence f. Suicide Prevention Conflict resolution g. Violence Prevention h. Safety Instruction i. Character Education j. Hygiene and Health k. Words of Wisdom Announcements l. Agency Referrals m. Internet Safety n. Workshop for parents in higher education, financial aide, higher education grants, accelerated high school graduation, high school diploma options, and student curriculum options. | | | | | | | |
| 4. Student Code of Conduct | 6 2 | Local Funding | Principal Parents Students | 8/2010 | Student Code of Conduct signature sheet | Number of referrals during 2010-2011 | |
| 5. Provide Physical Education TEKS instruction for grades K – 8th | 9 3 | Local Funding | PE Instructors | 8/2010-5/2011 | Master Schedule | Fitnessgram Results for 3rd-8th grades | |
| 6. Create a uniform discipline matrix to provide consistency for consequences with students misbehaving at school and school activities. Restructure lunch detention for more effective consequence to be utilized by teachers and staff. | 1 | Local Funding | Principal Teachers Staff | 9/2010-5-2011 | Discipline Matrix Discipline Referrals | Number of Referrals for after school detention | |

****Evaluation Progress Key:** 1. Accomplished 2 Considerable Progress 3 Some Progress 4 No Progress 5 Discontinue

White Deer Elementary/Jr. High Recruitment and Retention Plan 100% Classes Taught by Highly Qualified Teachers 2010 - 2011

| Goal | Maintain 100% of academic core subject area classes taught by highly qualified teachers. | | | | | |
|--|---|-------------------|-----------------------------|--------------------|---|--------------------------------------|
| Summative Evaluation | Personnel files, highly qualified worksheets, and principal attestations. | | | | | |
| Performance Measures | <ol style="list-style-type: none"> 1. Campus will retain highly qualified teachers. 2. Campus will recruit 100% highly qualified teachers. | | | | | |
| Title I Plan Requirements | <ol style="list-style-type: none"> 1. Instruction by HQ Teachers 2. High quality professional development to maintain 100% classes taught by HQ teachers 3. Attract high quality HQ teachers | | | | | |
| 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. 2010 Feb. 2011 June 2011 |
| 2. Establish and effective teacher | 1,2,3 | Students | Principal | Local | Mentor | Aug. 2010 |

| | | | | | | |
|--|-------|----------|--|------------------------|--|-------------------------|
| mentoring system in order to retain highly qualified staff | | | Local Mentor assignments | | conference logs Mentor journals | Dec. 2010 April 2011 |
| 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. 2010 Jan. 2011 |
| 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. 2010 May, 2011 |
| 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. 2010 |