

**De Kalb Independent School District
De Kalb High School
Campus Improvement Plan
School Year 2009-10**



Table of Contents

Table of Contents	2
District Site-Based Decision-Making Committee	3
Comprehensive Needs Assessment	4
Programs and Services	9
Attachment A—AEIS Results.....	37
Attachment B—Schoolwide Program Components.....	41
Attachment C—Policies and Procedures.....	42
Attachment D—State Compensatory Education Budget and Full-Time Equivalents	45
Attachment E—Assurances and Good Practices	46

Comprehensive Needs Assessment

INTRODUCTION:

The campus site-based decision-making committee met on November 10, 2009, to develop a comprehensive needs assessment of the De Kalb High School in anticipation of developing the campus improvement plan for school year 2009-10. During the meeting, committee members discussed the strengths and needs of the school focusing on five areas: students, staff, parental involvement, community involvement, and plant facilities. It was considered important to review both strengths and needs in these areas since programs, services, and activities used in successful areas may also be appropriate to address areas wherein needs are identified. The committee considered results of State and local assessments, experience in the school and community, and professional opinions to arrive at the strengths and needs discussed in this report. W. Paul Mettke, Managing Consultant, Consultative Services, Texas Educational Consultative Services, Inc. (TECS) facilitated the meeting.

STUDENTS:

Schools in Texas today are judged primarily by the performance of their students on the Texas Assessment of Knowledge and Skills (TAKS), attendance and graduation rates. These are the areas considered in determining whether or not a school has made adequate yearly progress (AYP) as required under the No Child Left Behind Act of 2001, Public Law 107-110, enacted into law by the U. S. Congress on January 8, 2002. Other data were also considered when determining the strengths and needs of the students enrolled in the De Kalb High School including, but not limited to, the Texas Assessment of Knowledge and Skills (TAKS), benchmarks, project work, reading fluency testing, locally developed, teacher-made tests, and the professional opinions of the staff.

The demographics of students attending De Kalb High School as compared to the State of Texas are depicted in the following table:

Table 1—Student Demographics*

Category	African American	Hispanic	White	Other	Low Income	LEP	At-Risk
DeKalb H.S.	25.3%	5.0%	69.0%	0.8%	47.7%	2.5%	33.8%
State	14.3%	47.2%	34.8%	3.7%	55.3%	16.7%	48.4%
Difference	+11.0%	-42.2%	+34.2%	-2.9%	-7.6%	-14.2%	-14.6%

*Source: Academic Excellence Indicator System (AEIS) for school year 2007-08.

The school's demographics do not parallel those of the State of Texas inasmuch as ethnicity is concerned as well as the other categories included in the Academic Excellence Indicator System (AEIS) Report for school year 2007-08, the most recent data available at the time this report was developed. African American and White students exceed by significant percentages the State averages while the percentage of Hispanic students is considerably less than the State average. The school also has a significant percentage of economically disadvantaged students who present special challenges for the staff at De Kalb High School as these students typically bring with them special needs that require supplemental programs and accelerated services. Finally, the school has considerably fewer limited English proficient (LEP) students and students in at-risk situations than the State averages. These latter two statistics are considered positive attributes. (See Table 1—Student Demographics above)

The school has been rated "Recognized" by the Texas Education Agency for school year 2008-09. It had been rated as being "Academically Acceptable" during school years 2006-07 and 2007-08. The school will strive to achieve a rating of "Exemplary" for school year 2009-10.

Student Strengths

The achievement gap between all students and those who are economically disadvantaged has been virtually closed as the passing rates for these two groups of students are essentially the same with the exception of Science.

The committee reported that discipline was improving probably due to the consistent application of consequences when rules are violated by students.

Student Needs:

With a few exceptions, High School students generally lost percentage points on the spring 2009 TAKS administrations. Exceptions included gains by African American and economically disadvantaged students in Reading and Math; and African American students in Science and Social Studies. Thus there is an apparent need to strengthen the curriculum in all subject areas. (See Appendix A—AEIS Results)

The passing rate on the TAKS Science test has been the lowest among the several TAKS tests taken for the last three years. The committee indicated a lack of background in Science as the culprit. As was the case with the Middle School, the committee implied that due to the emphasis placed on Reading at the Elementary School, a good foundation for Science is not being laid on which the Middle and High Schools can build. The recently implemented C-Scope curriculum will address this concern as it better aligns the Science curriculum to mesh with the Middle and High School expectations.

The committee agreed that there is a general lack of respect among the students. The committee further agreed that staff needs to be more consistent in the application of discipline, become more familiar with the disciplinary plan, and be less tolerant of student infractions of school rules.

Another need was to instill in White students more enthusiasm toward school and reverse the apathy that seems to permeate this group of students. A need for more enrichment courses was indicated by the committee.

The decline in attendance during school year 2006-07, the last year for which data was available, was somewhat disturbing. The attendance rate for De Kalb High School was 0.4% above the State average even after the decrease between school years 2005-06 and 2006-07.

The significant increase in the dropout rate during school year 2006-07, the last year for which data was available, was also disturbing. The rate increased for all students and all student groups with the exception of African American and Hispanic students.

There was a general consensus that High School students do not have adequate time to devote to their studies. There is tremendous competition for their time from external sources, i.e., extra-curricular activities, social activities, and after school jobs. These activities often prevent them from participating in after school tutorials and being able to devote sufficient time to their homework assignments.

STAFF:

The organizational culture of any educational organization is critical to the success of the students it serves. This atmosphere must foster collegiality and be able to maintain a high level of staff morale. Among the most important elements of organizational culture is the ability of the administration to create an atmosphere of trust through open, two-way communication and a monitoring of staff attitudes and opinions. Success in today's complex workplace also dictates that schools have qualified staff and offer a diverse curriculum, rich in technology, math, science, foreign languages, and the arts. The No Child Left Behind Act of 2001 mandates that all teachers teaching the core academic subjects meet the law's "highly qualified" criteria. According to the law to be highly qualified, a teacher must have at least a bachelor's degree, be appropriately certified to teach in the area(s) to which he/she is assigned and demonstrate competency in the subject area(s) he/she teaches.

The demographics of the teachers at De Kalb High School are reflected in the following table.

Table 2—Teacher Demographics*

Category	African American	Hispanic	White	Other	Over 20 Years Exp.	Exp. in the District
De Kalb H.S.	0.0%	0.0%	100.0%	0.0%	32.6%	8.6 years
State	9.6%	21.4%	67.5%	1.5%	19.2%	7.4 years
Difference	-9.6%	-21.4%	+32.5%	-1.5%	+13.4%	+1.2 years

*Source: Academic Excellence Indicator System (AEIS) for school year 2007-08.

Staff Strengths:

Core subject area classes are very small with 12-15 students per class. Small class sizes allow more time for teachers to work with students on an individual basis adding to the quality of instruction.

De Kalb High School teachers are assisted by a higher than average number of paraprofessionals. The school's staff is made up of 14.3% paraprofessionals compared to the campus group average of 7.5% and the State average of 9.9%. In view of the high number/percentage of economically disadvantaged students enrolled at the school, the paraprofessionals provide an invaluable service by reinforcing the teachers' direct instruction as they work with students on a one-on-one or in small group basis.

All teachers at the De Kalb High School have met the requirements for being highly qualified as set forth in the No Child Left Behind Act of 2001, Public Law 107-110, Section 1119 and Texas Education Agency Guidance.

High School teachers have more experience than their contemporaries in other school districts. 32.6% of De Kalb High School teachers have over 20 years of experience while the average for the campus group is 20.3% and the State average is 19.2%. De Kalb High School teachers also have more in-district experience. Their average is 8.6 years compared to the campus group average of 6.5 years and the State average of 7.4 years. These statistics are indicative of favorable working conditions that tend to draw and retain teachers. Students benefit from experienced teachers and teachers who are satisfied with their work and environment as they receive a higher quality education. (See Table 2—Teacher Demographics.)

While morale among the staff is improving, there is still room for improvement according to the committee. Teachers are not always willing to share new ideas and successes as there is so much competition for funds and student success. The recent shortening of the school day has been a factor contributing to an increase in staff morale as has the return to 50 minute class periods after several years of block scheduling.

Many of the teachers grew up in the De Kalb area and remain loyal to the community. Their understanding of the community and the people helps them in getting through to the students.

The district has begun paying a \$300 per class stipend for teachers certified in math, science, and foreign language. Staff also enjoys five personal days per year in addition to the State mandated five sick leave days. These two benefits have helped improve staff morale.

Professional development opportunities have improved in recent years and the district has become more lenient in approving requests for professional development. Training addresses individual needs as opposed to general needs.

The art teacher has been sharing supplies with other core subject area teachers improving the availability of instructional supplies.

Staff Needs:

The school experienced a high turnover in staff this year primarily due to compensation. The committee lamented that these were some of the school's brightest teachers. Beginning teachers at De Kalb High School earn an average of \$35,172 per year compared to the campus group average of \$39,469 and the State average of \$39,372. Teachers with over 20 years of experience at the High School earn an average of \$49,454 compared to the campus group average of \$57,427 and the State average of \$56,354. (*Source: Texas Education Agency Academic Excellence Indicator Report for school year 2007-08*)

There is a disparity in the percentage of minority staff versus the percentage of minority students at De Kalb High School. While minority students make up 31.1% of the student body, minority teachers represent 0.0%. Research conducted over a five year period by Texas A & M University demonstrated that when the ratio of minority teachers closely parallels that of minority students, the students perform better.

The art teacher indicated that there were inadequate funds for staff development in her field of endeavor. She would like to be able to attend the State Art Conference. Her requests have been denied due to a lack of funds.

It is difficult to have departmental staff meetings due to time restraints. The schedule needs to be adjusted to allow time for departmental meetings during the school day.

PARENTAL INVOLVEMENT/COMMUNITY INVOLVEMENT:

A key ingredient in a successful instructional program is the involvement of parents and the community in the education of the students. From parent volunteers in the classroom to strong support in financing the educational program through bond elections, involvement of parents and the community is essential to an effective educational program. Parents must become involved in supporting the school through being responsible for their students' attendance, homework, participation in school activities, serving on the site-based decision-making committee, and maintaining a dialogue with the teachers of their students. The community must become involved by participating in programs such as Adopt-a-School, supporting bond elections to finance the construction of new facilities or renovation of existing facilities, and serving on the site-based decision-making committees and board of trustees. It is therefore worthy of any teacher's or school administrator's time to foster the enhancement of the relationship between the school and the community it supports.

Parent Involvement Strengths:

Typically parent volunteers are difficult to find at secondary schools; however, parent involvement is manifest in booster clubs that support extra-curricula activities. This is the case with De Kalb High School where parents are active in booster clubs that support athletics, band, agriculture, etc.

The committee agreed that parents generally are very supportive of the school and its teachers. Parents appreciate being informed about their students' progress and concerns. Teachers are proactive in calling parents when students are successful as well as when there are concerns. Parents have access to Gradebook Viewer, a secure online program that can be used to view students' grades, attendance, and other pertinent information. High School teachers also have web pages from which parents can learn about school activities, homework assignments, etc.

Parent Involvement Needs:

Many parents do not get involved at the school because of their low-income status. As indicated above the De Kalb ISD has a very high percentage (62.2%) of students who come from low-income families. It is difficult for these parents to become involved in school activities because they work different hours, hold multiple jobs, lack transportation, are intimidated by the school because of limited education, being limited English proficient and not having transportation. The committee, while realizing there is little that can be done regarding parents' income status, cited area poverty as a reason for the lack of parent involvement.

It was noted that the school does not have a newsletter with which to keep parents informed, especially those who do not have access to a computer or the Internet.

Community Involvement Strengths:

The community passed a bond election in 2007 authorizing funds to upgrade the district's facilities.

Local churches have participated in tutorial programs to help struggling students.

Community businesses provide merchandise and cash for incentives and other school projects such as band and athletics. They do what they can to help. The local newspaper is also supportive in helping to get information concerning the school out to the public.

Community Involvement Needs:

None were cited.

FACILITIES:

In addition to an effective staff, parent and community involvement, another key ingredient in a successful instructional program is a facility that is conducive to the teaching-learning process. A safe, well lighted, heated, cooled, and ventilated environment with adequate and appropriate supplies, furniture, and equipment is essential in completing the equation for a successful program.

Facilities Strengths:

The High School is the newest facility in the district. It was built in 2001 and is in very good condition. Heating, cooling, ventilation, and lighting are adequate when working. The facility is furnished with age appropriate furniture and there is adequate equipment to support the instructional program. The facility meets all local code requirements as well the Americans with Disabilities Act requirements.

Technology is very good with adequate access to computers, software, and LCD projectors in every classroom. The committee was proud that the High School boasts a student to computer ratio of 1.4:1.

Facilities Needs:

The school has had some problems with the air conditioning units not cooling like they should. It was suggested that the newer units were presenting with the most problems.

The fire alarm system had been inoperable for some time after a lightning strike. One parent on the committee was very concerned regarding the safety of students without a working fire alarm. The principal indicated that the system is being repaired and should be restored very soon. A delay in settling the insurance claim was cited for the delay.

The roof is leaking in some rooms.

It was noted by the committee maintenance is sometimes slow in responding to requests. Priorities are established and they do not always correspond with what the staff thinks. Some maintenance is contracted to private contractors and takes more time as contracts must be let and again priorities enter into the equation.

Programs and Services

Goal 1: Students will be encouraged and challenged to meet their full educational potential. Students will meet state standards by demonstrating exemplary performance >90%. The areas will be math, reading, social studies, and science.

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 1- Increase TAKS Reading Scores: To increase TAKS scores for all students and student subgroups in reading to greater than 90%.</p> <p>Activities:</p>	Library, District Staff, Computers, Campus Administrative Staff				
1. TAKS scores will be disaggregated by grade and class and given to teachers to identify strengths and weaknesses. (1)	State Comp. Ed., Special Education, Title Budgets	Principal, Testing Coordinator	Sep 2009, Feb, Apr 2011	Benchmarks, teacher-made tests, daily work	TAKS reading scores >90% for all students
2. Use Study Island software to assist with credit recovery. (9)	State Comp. Ed., Special Education, Title Budgets	Principal, Teachers	Aug 2009-Jul 2011	Benchmarks, teacher-made tests, daily work	TAKS reading scores >90% for all students
3. Provide training for staff in effective reading techniques and student motivation skills. (4)	State Comp. Ed., Special Education, Title Budgets	Curriculum Director	Aug 2009-Jul 2011	Benchmarks, teacher-made tests, daily work	TAKS reading scores >90% for all students
4. Use Read Naturally for students performing below 8 th grade level. (9)	State Comp. Ed., Special Education, Title Budgets	Reading Interventionist	Aug 2009-Jul 2011	Benchmarks, teacher-made tests, daily work	TAKS reading scores >90% for all students
5. Alignment of reading curriculum vertically and horizontally using CSCOPE. (2)	State Comp. Ed., Special Education, Title Budgets	Curriculum Director Teachers	Aug-Sep 2009	Benchmarks, teacher-made tests, daily work	TAKS reading scores >90% for all students

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
6. Increase library book circulation in the High School. (2)	State Comp. Ed., Special Education, Title Budgets	Curriculum Director Librarian	Aug 2009-Apr 2011	Benchmarks, teacher-made tests, daily work	TAKS reading scores >90% for all students
7. Maintain dyslexia program by identifying and testing of students using the MTA program in all grade levels. (9)	State Comp. Ed., Special Education, Title Budgets	Consultant	Aug 2009-May 2011	Benchmarks, teacher-made tests, daily work	TAKS reading scores >90% for all students
8. Provide training in effective reading strategies for teachers. (4)	State Comp. Ed., Special Education, Title Budgets	Curriculum Director	Aug 2009-May 2011	Training schedule Sign-in sheets	Teachers trained in effective reading strategies
9. IEP's of special populations will be followed to maximize abilities. (9)	State Comp. Ed., Special Education, Title Budgets	Principal	Aug-Nov 2009 Jan-May 2011	Benchmarks, teacher-made tests, daily work	TAKS reading scores >90% for all students
10. Tutoring will be offered before school to students needing assistance in reading and during the school day. (9)	State Comp. Ed., Special Education, Title Budgets	Curriculum Director	Aug 2009-May 2011	Benchmarks, teacher-made tests, daily work	TAKS reading scores >90% for all students
11. Migrant students will be tested and place on reading level.	State Comp. Ed., Special Education, Title Budgets	Principal	Aug 2009	Tests administered, students placed on reading level	TAKS reading scores >90% for all students
12. Supplies will be purchased to enhance learning activities. (2)	State Comp. Ed., Special Education, Title Budgets	Curriculum Director	Aug 2009-Feb 2011	Supplies purchased	TAKS reading scores >90% for all students

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 2- Increase TAKS Math Scores: To increase TAKS scores for all students and student subgroups in math to greater than 95%.</p> <p>Activities:</p>	District Staff, Computers, Campus Administrative Staff, Audio Visual Equipment				
1. TAKS scores will be disaggregated by grade and class and given to teachers to identify strengths and weaknesses. (1)	State Comp. Ed., Title Budgets	Principal, Teachers	Aug, Sep 2009, Feb, Apr, Jul 2011	Benchmarks, teacher-made tests, daily work	TAKS math scores >95% for all students
2. Grade level scores will be disaggregated by grade and class and given to teachers. (1)	State Comp. Ed., Title Budgets	Principal, Spec. Ed. Coordinator	Aug, Sep 2009, Feb, Apr, Jul 2011	Benchmarks, teacher-made tests, daily work	TAKS math scores >95% for all students
3. Review math programs in place on the high school campus. (2)	State Comp. Ed., Title Budgets	Principal, Teachers	Aug, Sep 2009, Feb, Apr, 2011	Benchmarks, teacher-made tests, daily work	TAKS math scores >95% for all students
4. Alignment of the math curriculum for subjects taught using the CSCOPE. (2)	State Comp. Ed., Title Budgets	Principal, Teachers	Aug 2009-May 2011	Benchmarks, teacher-made tests, daily work	TAKS math scores >95% for all students
5. IEP's of special populations will be followed to maximize abilities. (9)	State Comp. Ed., Title Budgets	Spec. Ed. Coordinator	Aug 2009-May 2011	Benchmarks, teacher-made tests, daily work	TAKS math scores >95% for all students
6. Provide tutorials before school for students in need of assistance in math. (9)	State Comp. Ed., Title Budgets	Principal, Teachers	Aug 2009-May 2011	Benchmarks, teacher-made tests, daily work	TAKS math scores >95% for all students
7. Provide training for staff in effective math techniques. (4)	State Comp. Ed., Title Budgets	Principal	Aug 2009-May, Jul 2011	Benchmarks, teacher-made tests, daily work	TAKS math scores >95% for all students
8. Supplies will be purchased to enhance learning activities. (2)	State Comp. Ed., Title Budgets	Principal	Aug 2009-Feb 2011	Benchmarks, teacher-made tests, daily work	TAKS math scores >95% for all students

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 3- Increase TAKS Writing Scores: To increase TAKS scores for all students and student subgroups in writing to greater than 90% with emphasis on Hispanic and Economically Disadvantaged students.</p> <p>Activities:</p>	Library, District Staff, Computers, Campus Administrative Staff				
1. TAKS scores will be disaggregated by grade and class and given to teachers to identify strengths and weaknesses. (1)	State Comp. Ed., Title Budgets	Principal, Teachers	Aug, Sep 2009 Feb, Apr, Jul 2011	Benchmarks, teacher-made tests, daily work	TAKS scores >90%
2. Grade level scores will be disaggregated by grade and class and given to teachers. (1)	State Comp. Ed., Title Budgets	Principal, Teachers	Feb, Apr 2011	Benchmarks, teacher-made tests, daily work	TAKS scores >90%
3. Alignment of the writing curriculum using the CSCOPE will occur on the high school campus. (2)	State Comp. Ed., Title Budgets	Principal, Teachers	Sep, Nov 2009 Jan, Feb, Apr, May 2011	Benchmarks, teacher-made tests, daily work	TAKS scores >90%
4. Tutoring will offered before school to students needing assistance in writing. (9)	State Comp. Ed., Title Budgets	Principal, Teachers	Aug 2009-May 2011	Benchmarks, teacher-made tests, daily work	TAKS scores >90%
5. A needs assessment will be conducted to indicate materials needed for writing mastery. (1)	State Comp. Ed., Title Budgets	Principal, Teachers	Aug 2009-May 2011	Benchmarks, teacher-made tests, daily work	TAKS scores >90%
6. Align TEKS and language arts curriculum to address learning styles and improve writing skills. (2)	State Comp. Ed., Title Budgets	Principal, Teachers	Aug 2009-May 2011	Benchmarks, teacher-made tests, daily work	TAKS scores >90%
7. Provide staff development in writing. (4)	State Comp. Ed., Title Budgets	Principal, ESC Region 8	Aug 2009-May 2011	Benchmarks, teacher-made tests, daily work	TAKS scores >90%
8. Provide summer TAKS remediation for writing. (9)	State Comp. Ed., Title Budgets	Principal, Teachers	Jun-Jul 2011	Benchmarks, teacher-made tests, daily work	TAKS scores >90%

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
9. Supplies will be purchased to enhance learning activities. (2)	State Comp. Ed., Title Budgets	Principal,	Aug 2009-Feb 2011	Benchmarks, teacher-made tests, daily work	TAKS scores >90%

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 4- Increase TAKS Social Studies Scores: To increase TAKS scores for all students and student subgroups in writing to greater than 90%.</p> <p>Activities:</p>	Library, District Staff, Computers, Campus Administrative Staff, Audio Visual Equipment				
1. Provide staff development on social studies TAKS exam. (4)	State Comp. Ed., Title Budgets	Principal, Teachers	Aug 2009-May 2011	Benchmarks, teacher-made tests, daily work	TAKS scores >90%
2. Alignment of social studies curriculum using CSCOPE will be done on the high school campus. (2)	State Comp. Ed., Title Budgets	Principal, Teachers	Aug 2009-May 2011	Benchmarks, teacher-made tests, daily work	TAKS scores >90%
3. Tutorials will be offered before school to students needing assistance in social studies. (9)	State Comp. Ed., Title Budgets	Principal, Teachers	Aug 2009-May 2011	Benchmarks, teacher-made tests, daily work	TAKS scores >90%
4. Tutorials will be offered after school to students needing assistance in social studies. (9)	State Comp. Ed., Title Budgets	Principal, Teachers	Mar-Apr 2011	Benchmarks, teacher-made tests, daily work	TAKS scores >90%
5. Supplies will be purchased to enhance learning activities. (2)	State Comp. Ed., Title Budgets	Principal, Teachers	Aug 2009-Feb 2011	Benchmarks, teacher-made tests, daily work	TAKS scores >90%

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 5- Increase TAKS Science: To increase TAKS science scores for all students and student subgroups to greater than 90%.</p> <p>Activities:</p>	Library, District Staff, Computers, Campus Administrative Staff, Audio Visual Equipment				
1. Alignment of science curriculum using CSCOPE will occur on the high school campus. (2)	State Comp. Ed., Title Budgets	Principal, Teachers	Aug, Sep, Nov 2009 Jan, Feb, Apr, May, Jul 2011	Benchmarks, teacher-made tests, daily work	TAKS science scores >90%
2. Tutorials will be offered before school to student needing assistance in science. (9)	State Comp. Ed., Title Budgets	Principal, Teachers	Sep, Nov 2009 Feb, Apr, May 2011	Benchmarks, teacher-made tests, daily work	TAKS science scores >90%
3. Provide staff development in TAKS science. (4)	State Comp. Ed., Title Budgets	Principal, ESC Region 8	Aug 2009-May 2011	Benchmarks, teacher-made tests, daily work	TAKS science scores >90%
4. Provide summer enrichment activities. (9)	State Comp. Ed., Title Budgets	Principal, Teachers	Jun, Jul 2011	Benchmarks, teacher-made tests, daily work	TAKS science scores >90%
5. Supplies will be purchased to enhance learning activities. (2)	State Comp. Ed., Title Budgets	Principal,	Aug 2009-Feb 2011	Benchmarks, teacher-made tests, daily work	TAKS science scores >90%
6. Contract with a science consultant for curriculum development. (2)	State Comp. Ed., Title Budgets	Curriculum Director	Aug 2009-May 2011	Benchmarks, teacher-made tests, daily work	TAKS science scores >90%

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 6- Attendance/Dropout Rate: To maintain or increase the attendance rate to 98% and to maintain or reduce the dropout rate to less than 1% for at-risk students.</p> <p>Activities:</p>	District Staff, Computers, Campus Administrative Staff				
1. Increased parent participation and documentation. (6)	District Budget State Comp. Ed.	Attendance Clerk	Aug 2009-May 2011	Daily attendance records	AEIS report reflecting attendance rate of 98%
2. Incentives implemented for extrinsic methods in place to address attendance. (2)	District Budget State Comp. Ed.	Principal	Aug 2009-May 2011	Daily attendance records	AEIS report reflecting attendance rate of 98%
3. Perfect attendance awards presented to students each six weeks. (2)	District Budget State Comp. Ed.	Principal	Sep, Nov 2009 Jan, Feb, Apr, May 2011	Daily attendance records	AEIS report reflecting attendance rate of 98%
4. Parent notification of days absent by students. (2)	District Budget State Comp. Ed.	Attendance Clerk	Aug 2009-May 2011	Daily attendance records	AEIS report reflecting attendance rate of 98%
5. Parent education program that emphasizes the importance of attendance to both the student and the school. (6)	District Budget State Comp. Ed.	Principal	Aug 2009-May 2011	Daily attendance records	AEIS report reflecting attendance rate of 98%
6. Implement a comprehensive program for identification of and enhanced learning for at-risk students using AMD software. (1 & 9)	District Budget State Comp. Ed.	Principal	Aug, Sep, Nov 2009 Jan, Feb, Apr, May 2011	Student identified and assigned to program	AEIS report reflecting a dropout rate of less than 1%
7. ISS and alternative school provided in setting on campus for placement of disruptive students. (9)	District Budget State Comp. Ed.	Principal	Aug-Dec 2009 Mar-May 2011	Student identified and assigned to program	AEIS report reflecting a dropout rate of less than 1%
8. Monitor daily attendance and use state and local policies to ensure attendance. (2)	District Budget State Comp. Ed.	Principal, Attendance Clerk	Aug 2009-May 2011	Daily attendance records	AEIS report reflecting a dropout rate of less than 1%

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
9. Send letters to parents when student misses 4 days in a 3 week period and 10 days in a semester. (6)	District Budget State Comp. Ed.	Principal, Attendance Clerk	Aug 2009-May 2011	Letters sent to parents	AEIS report reflecting a dropout rate of less than 1%
10. Telephone call to parents when student misses a day. (6)	District Budget State Comp. Ed.	Principal, Attendance Clerk	Aug 2009-May 2011	Telephone calls made to parents	AEIS report reflecting a dropout rate of less than 1%
11. Counseling offered to students at-risk of dropping out of school. (9)	District Budget State Comp. Ed.	Counselor	Aug 2009-May 2011	Counseling services available to students	AEIS report reflecting a dropout rate of less than 1%
12. Aides will be provided to assist student at-risk of dropping out of school. (9)	District Budget State Comp. Ed.	Principal	Aug 2009-May 2011	Aides hired and available to assist students	AEIS report reflecting a dropout rate of less than 1%
13. Provide credit recovery option. (9)	District Budget State Comp. Ed.	Principal, Western Bowie Co Coop and TISD	Aug 2009-Jul 2011	Option available to students in need of credits	AEIS report reflecting a dropout rate of less than 1%
143 Supplies will be purchased to enhance learning activities. (2)	District Budget State Comp. Ed.	Principal	Aug 2009-Feb 2011	Supplies purchased and available to staff	AEIS report reflecting a dropout rate of less than 1%

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 7- Dyslexia: Provide adequate services for students identified with dyslexia so all students and student subgroups can accomplish state standards.</p> <p>Activities:</p>	District Staff, Campus Administrative Staff				
1. Provide for identification, evaluation, and placement of students with dyslexia. (1 & 9)	Spec. Ed. Budget	Principal Dyslexia Instructor	Aug 2009-May 2011	Benchmarks, daily work, teacher-made tests	All students meet state standards
2. Use the MTA program for students with dyslexia. (9)	Spec. Ed. Budget	Principal Dyslexia Instructor	Aug 2009-May 2011	Benchmarks, daily work, teacher-made tests	All students meet state standards
3. Provide staff development on identifying and recognizing students with dyslexia. (4)	Spec. Ed. Budget	Principal Dyslexia Instructor	Aug 2009-May 2011	Benchmarks, daily work, teacher-made tests	All students meet state standards
4. Provide special materials and supplies for enhancing instruction for students with dyslexia. (9)	Spec. Ed. Budget	Principal Dyslexia Instructor	Aug 2009-May 2011	Benchmarks, daily work, teacher-made tests	All students meet state standards
5. Use an outside consultant for testing. (9)	Spec. Ed. Budget	Principal, Consultant	As needed	Consultant retained, tests administered	Students identified and assigned to appropriate program(s)/service(s)

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 8- Students in At-Risk Situations: Students will be identified using state and federal criteria and placed in appropriate programs designed to accelerate their instruction in reading, math, writing, science, and social studies as needed.</p> <p>Activities:</p>	District Staff, District Administrative Staff, Campus Administrative Staff				
1. Review the Title I schoolwide program at the school/parent compact and annual meetings. (6)	State Comp. Ed. Title Budgets	Principal, Site-Based Decision Making Committee	Aug 2009, May 2011	School/parent compact, evaluations, applications, CIP	Parents and community informed
2. Provide instructional supplies and materials to assist teachers working with students in at-risk situations. (9)	State Comp. Ed. Title Budgets	Principal	Aug 2009-May 2011	Supplies and materials available	At-risk students pass all parts of the TAKS
3. Provide program information, AEIS report information, parent involvement policy and school/parent compact in home language to parents. (6)	State Comp. Ed. Title Budgets	Principal	Aug 2009-Jul 2011	School/parent compact, evaluations, applications, CIP	Parents and community informed
4. Provide staff development concerning strategies to be used when working with students in at-risk situations. (4)	State Comp. Ed. Title Budgets	Curriculum Director Principal	Aug 2009-Jul 2011	Training schedule Sign-in sheets	At-risk students pass all parts of the TAKS
5. Provide instructional programs to accelerate instruction for students in at-risk situations. (9)	State Comp. Ed. Title Budgets	Curriculum Director Principal, Teachers	Aug 2009-May 2011	Benchmarks, daily work, teacher-made tests	At-risk students pass all parts of the TAKS

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 9- English Language Learners (ELL): English language learners will increase academic performance, master the TEKS, pass the TAKS tests, and become proficient in the English language.</p> <p>Activities:</p>	District Staff, Campus Administrative Staff				
1. Identify ELL students. (1)	District Budget Bilingual Budget	Counselor, LPAC	Aug –Sep 2009	Home language survey, OLPT	ELL students identified and placed in appropriate program(s)
2. Provide tutorials for students needing special language services. (9)	District Budget Bilingual Budget	Principal	Aug 2009-May 2011	Benchmarks, daily work, teacher-made tests	Pass TAKS tests
3. Provide English as a second language (ESL) for ELL students. (9)	District Budget Bilingual Budget	Principal	Aug 2009-May 2011	Benchmarks, daily work, teacher-made tests	Pass TAKS tests

Goal 2: A well balanced and appropriate curriculum will be provided to all students.

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 1- Professional Development: All staff will receive professional development designed to enhance their subject area expertise and teaching skills.</p> <p>Activities:</p>	District Staff, District Coordinator, Contract Services, Campus Administrative Staff				
1. All teachers will receive curriculum training for gifted and talented instruction. (4)	State Comp. Ed. Title Budgets G/T Budget	Principal	Aug 2009-May 2011	Training schedule, Sign-in sheets	Teachers trained
2. All teachers will attend 30 hours of training in gifted and talented. (4)	State Comp. Ed. Title Budgets G/T Budget	Principal	Aug 2009-May 2011	Training schedule, Sign-in sheets	Teachers trained
3. All teachers will receive a 6 hour update for gifted and talented training. (4)	State Comp. Ed. Title Budgets G/T Budget	Principal	Aug 2009-May 2011	Training schedule, Sign-in sheets	Teachers trained
4. Training supplies and materials will be purchased to enhance training activities. (4)	State Comp. Ed. Title Budgets G/T Budget	Principal	Aug 2009-Feb 2011	Training schedule, Sign-in sheets	Teachers trained
5. All teachers will receive training in crisis intervention. (4)	District Budget	Principal	Aug 2009-May 2011	Training schedule, Sign-in sheets	Teachers trained
6. All teachers will receive training in suicide prevention. (4)	District Budget	Principal	Aug 2009-May 2011	Training schedule, Sign-in sheets	Teachers trained
7. All teachers will receive training in TEKS incorporation. (4)	District Budget State Comp. Ed. Title Budgets	Principal	Aug 2009-May 2011	Training schedule, Sign-in sheets	Teachers trained
8. All teachers will attend training in effective reading, math, writing, social studies, science, and dyslexia strategies. (4)	District Budget State Comp. Ed. Title Budgets	Principal, ESC Region 8 Staff	Aug 2009-May 2011	Training schedule, Sign-in sheets	Teachers trained

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
9. All teachers will attend training in migrant strategies. (4)	District Budget Migrant Budget	Principal, ESC Region 8 Staff	Aug 2009-May 2011	Training schedule, Sign-in sheets	Teachers trained
10. All teachers will attend training in special language program strategies. (4)	District Budget Bilingual Budget	Principal, ESC Region 8 Staff	Aug 2009-May 2011	Training schedule, Sign-in sheets	Teachers trained
11. All teachers will attend training in the use of technology. (4)	District Budget Technology Budget	Technology Coord. ESC Region 8 Staff	Oct 2009	Training schedule, Sign-in sheets	Teachers trained
12. Staff will be encouraged to attend staff development designed to enhance their subject area expertise. (4)	District Budget State Comp. Ed. Title Budgets	Principal, ESC Region 8 Staff	Aug 2009-May 2011	Training schedule, Sign-in sheets	Staff trained
13. Substitutes will be provided for teachers participating in department/grade-level meetings. (4)	District Budget State Comp. Ed. Title Budgets	Principal,	Aug 2009-May 2011	Meeting agendas Sign-in sheets	Teachers share and coordinate activities
14. Training will be provided career and technology education (CTE) for CTE teachers. (4)	District Budget CTE Budget	Principal, ESC Region 8 Staff	Aug 2009-May 2011	Training schedule, Sign-in sheets	Teachers trained
15. Teachers will be involved in decisions regarding the use of academic assessment instruments. (8)	District Budget	Principal, Site-Based Decision Making Committee	Aug 2009-Jul 2011	Site-Based Decision Making Committee agenda & minutes	Teachers involved

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 2-Coordination and Integration of Resources: All funding sources will be coordinated and integrated so as achieve the maximum benefit from all funding sources and provide services to all students based on need within the implementing statutes and regulations.</p> <p>Activities:</p>	Teachers, Supplies, Staff, School Library, Parent Support, Computers, District Administrative Staff, Campus Administrative Staff				
<p>1. Use of all resources will be reviewed and planning in light of the implementing statutes and regulations. (10)</p>	All funding sources	Superintendent, Business Manager, Curriculum Coord., Principal	Aug 2009-Jul 2011	District budget, campus budget, applications for funding	Campus achieves maximum benefit from all resources and provides services to all students based on need

Goal 3: To identify and ensure all gifted/talented students are provided services to reach their full potential.

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 1-Gifted and Talented: Gifted and talented students are provided programs that provide them advances in their strength and potential.</p> <p>Activities:</p>	District Staff, Campus Administrative Staff				
1. Annually screen and place student in the G/T program. (1 & 9)	G/T Budget	Principal	Sep 2009	Students screened for G/T abilities	G/T students receive G/T services
2. All students are served in regular classrooms with teachers having G/T training. (9)	G/T Budget	Principal	Aug 2009-May 2011	Benchmarks, daily work, teacher-made tests	G/T students receive G/T services
3. Plan extra-curricular trips and activities to enhance the G/T experience. (9)	G/T Budget	Principal	Aug 2009-May 2011	Extra-curricular trips planned	G/T students receive G/T services
4. Consider planning and implementing a G/T program.	G/T Budget	Curriculum Director	Aug 2009-May 2011	Planning meetings scheduled	G/T program implemented
5. Supplies will be purchased to enhance the G/T program. (9)	G/T Budget	Principal	Aug 2009-May 2011	Supplies purchased and available to staff/students	G/T students receive G/T services

Goal 4: Parents will be partners with educators in the education of their children at DeKalb High School.

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 1-Parent Involvement: To improve parent involvement and communication between schools and parents.</p> <p>Activities:</p>	Parent Support, District Staff, Computers, Campus Administrative Staff				
1. Encourage school wide parent attendance at assemblies and open house. (6)	District Budget, State Comp. Ed. Title Budgets	Principal	Aug 2009-May 2011	Surveys, Parent sign-in sheets	Improved parent attendance at school events
2. School wide discipline and academic conferences will be held with parents as needed. (6)	District Budget, State Comp. Ed. Title Budgets	Principal	Aug 2009-May 2011	Conference notifications	Improved parent attendance at conferences
3. Parents will provide input and be a part of the site-based decision-making committee. (6)	District Budget, State Comp. Ed. Title Budgets	Principal	Aug, Nov 2009 Feb, May 2011	Parents elected to serve on committee	Parents participate in committee proceedings
4. Teachers call parents when monitoring students' grades to inform the parent of the child's progress. (6)	District Budget, State Comp. Ed. Title Budgets	Principal, Teachers	Aug 2009-May 2011	Teachers monitor students' progress	Parents notified of child's progress at least once a semester
5. Counseling will be provided for parents. (6)	District Budget, State Comp. Ed. Title Budgets	Counselor	Aug 2009-May 2011	Counselor available	Counseling provided to parents as needed
6. Attend parent involvement conference at Mount Pleasant H. S. (4)	District Budget, State Comp. Ed. Title Budgets	Principal, Teachers	Feb, Mar 2011	Conference schedule	Staff attends conference
7. Re-establish the PTO at the High School. (6)	District Budget, State Comp. Ed. Title Budgets	Parent Coordinator Business Manager	Sep 2009	Parents notified	PTO active

Goal 5: The district will monitor the number of special education students and TAKS exemptions by reducing the number of referrals by employing the following objective.

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 1-Initial Evaluation: A team process will be used to determine whether a student has a disability and requires special education.</p> <p>Activities:</p>	District Staff, Campus Administrative Staff				
1. The campus intervention team evaluates the student for referral to a special education program/service. (1 & 9)	Special Education	Principal	Aug 2009-May 2011	Benchmarks, daily work, teacher-make tests	Pass the TAKS tests
2. The diagnostician tests students to assess if a disability exists. (1)	Special Education	Diagnostician	Aug 2009-May 2011	Diagnostician's contact log	Students assigned to appropriate program(s)/service(s)
3. Supplies will be purchased to enhance the special education program. (9)	Special Education	Principal	Aug 2009-Feb 2011	Benchmarks, daily work, teacher-make tests	Pass the TAKS tests

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 2-Least Restrictive Environment (LRE): General education is considered first. LRE includes non-academic and extracurricular activities.</p> <p>Activities:</p>	District Staff, Campus Administrative Staff				
1. Concentrate on LRE at all levels to reduce pull out for assistance class. Implement inclusion practices following LRE considerations. (9)	Special Education	Special Education Director	Aug. 2009-May 2011	ARD committee agenda and minutes	Increase in the number of students mainstreamed
2. Students with disabilities are educated in the LRE. (9)	Special Education	Principal	Aug. 2009-May 2011	ARD committee agenda and minutes	Increase in the number of students mainstreamed
3. Team teaching of regular education and special education will be conducted in the core areas, math, science, language arts, and social studies. (9)	Special Education	Principal	Aug. 2009-May 2011	ARD committee agenda and minutes	Pass the TAKS/TAKS-M

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 3-Reevaluation: To determine whether a student is still eligible for special education services.</p> <p>Activities:</p>	District Staff, Campus Administrative Staff				
1. The reevaluation ARD will follow the IEP in place instead of retesting every 3 years or in some cases, unless retesting is needed. (1)	Special Education	Western Bowie Co. Coop.	Aug-Sep 2009 May 2011	Reevaluations conducted	Reduction in the number of students in special education
2. Reevaluation must occur every 3 years or more frequently if conditions warrant or if requested by a parent of teacher. (1)	Special Education	Western Bowie Co. Coop.	Aug 2009-May 2011	Reevaluations conducted	Reduction in the number of students in special education
3. Each reevaluation and initial assessment of an IEP special education student will include a test of language dominance to ensure the child is tested in his/her home language. (1)	Special Education	Western Bowie Co. Coop.	Aug 2009-May 2011	Language dominance test administered	Reduction in the number of students in special education

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 4-Related Services: Related services are provided when needed and adequate personnel are made available to provide the services.</p> <p>Activities:</p>	District Staff, Campus Administrative Staff				
1. Physical therapy, occupational therapy, and visual services are provided by a licensed therapist. (9)	Special Education	Western Bowie Co. Coop.	Aug 2009-May 2011	ARD Committee minutes, documentation	Related services provided as needed
2. Increase the realm of related services to include counseling and transportation.	Special Education	Western Bowie Co. Coop.	Aug 2009-May 2011	ARD Committee minutes, documentation	Related services provided as needed
3. School health services are provided to students. (9)	Special Education	Nurse	Aug 2009-May 2011	ARD Committee minutes, documentation	Related services provided as needed
4. Students who require related services will receive the kind and amount necessary to assist the child to benefit from special education services. (9)	Special Education	Western Bowie Co. Coop.	Aug 2009-May 2011	ARD Committee minutes, documentation	Related services provided as needed
5. Pregnancy services will be provided to students in need. (9)	State Comp. Ed.	Nurse, Home Bound Teachers	Aug 2009-May 2011	ARD Committee minutes, documentation	Related services provided as needed

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 5-Transition: A course of study is planned for each student. It is written and incorporated into the student's IEP/</p> <p>Activities:</p>	District Staff, Campus Administrative Staff				
1. Students begin transition planning as needed before age 14. (9)	Special Education	Diagnostician	Aug 2009-May 2011	Students identified	IEP (Transition plan developed)
2. Students with disabilities will be tested by the diagnostician. (1)	Special Education	Diagnostician	Aug 2009-May 2011	Test administered	IEP (Transition plan developed)

Goal 6: To provide students with the opportunity to develop career skills that they can use throughout their lives.

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 1- Career and Technology Education (CTE) Courses: To offer technology courses and affiliated courses to prepare students for higher education or the work force.</p> <p>Activities:</p>	District Staff, District Coordinator, Contract Services, Computers, Campus Administrative Staff				
1. Upgrade hardware and software to enhance learning. (9)	Career and Technology Budget	Principal, Technology Director	Aug 2009-May 2011	Technology plan STAR Chart	Academic success rate of 90%
2. Provide an array of CTE classes in preparation for the work force. (9)	Career and Technology Budget	CTE teachers	Aug 2009-May 2011	H. S. schedule	Academic success rate of 90%
3. Track graduates through the life track system in graduate follow-up. (9)	Career and Technology Budget	Testing Coordinator	Sep 2009	System in place	Academic success rate of 90%
4. Offer certification courses in nurse's aide, CPR, welding, and pharmacology. (9)	Career and Technology Budget	Principal, CTE Teachers	Aug 2009-May 2011	H. S. schedule	Academic success rate of 90%
5. Provide for opportunities to observe careers of interest to students. (9)	Career and Technology Budget	Counselor	Aug 2009-May 2011	Coordination with businesses and trips planned	Academic success rate of 90%
6. Provide CTE classes to students to meet the specialized needs of the students. (9)	Career and Technology Budget	Counselor	Aug 2009-May 2011	H. S. schedule	Academic success rate of 90%
7. Host local College Day for junior and senior students. (9)	Career and Technology Budget	Counselor	Nov 2009	Activity scheduled	Academic success rate of 90%
8. Supplies will be purchased to enhance learning activities. (9)	Career and Technology Budget	Counselor	Aug 2009-Feb 2011	Supplies purchased and available to staff/students	Academic success rate of 90%

Goal 7: The campus will maintain a challenging, positive and safe environment.

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 1- Student Behavior: Student behavior will continue to improve through school rules being consistently enforced by the teachers and principals. To maintain a safe learning environment so all students have the opportunity for a quality education.</p> <p>Activities:</p>	Parent Support, District Staff, Campus Administrative Staff				
1. Discipline management guidelines and student code of conduct reviewed annually by the SBDM committee. (2)	District Budget	Principal	Apr 2011	SBDM committee agenda, minutes	Discipline referrals will decrease by 10%
2. Teacher and principals will use the discipline referral forms for student behavior. (2)	District Budget	Principal	Aug 2009-May 2011	Forms consistently used by teachers and principals	Discipline referrals will decrease by 10%
3. Use ISS and the alternative school to maintain discipline and for students with behavior problems. (9)	District Budget	Principal	Aug 2009-May 2011	Referrals to ISS and the alternative school	Discipline referrals will decrease by 10%
4. Periodic safety inspections of building and grounds to ensure safety and well being. (2)	District Budget	Principal	Aug 2009-May 2011	Inspections scheduled and carried out	Building and grounds safe
5. Improve health services for immunizations. (2)	District Budget	Nurse	Aug 2009-May 2011	Services provided to all students	Number of absents decrease by 10%
6. Implement the Drug Awareness Program/Red Ribbon Week. (2)	District Budget	Principal	Oct 2009	Programs implemented	Use/possession of illegal drugs decrease by 10%
7. Conduct emergency safety drills. (2)	District Budget	Principal	Aug 2009-May 2011	Drills scheduled but unannounced	Staff and students prepared for emergencies
8. Install security cameras to monitor facilities. (2)	District Budget	Principal	Aug-Sep 2009	Cameras installed	Building and grounds safe

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
9. Staff will endeavor to earn students' respect by consistent application of the student code of conduct. (2)	District Budget	Principal	Aug 2009-May 2011	Staff training on the student code of conduct	Discipline referrals will decrease by 10%
10. Implement Character Counts (2)	District Budget	Principal	Sep 2009	Program implemented	Discipline referrals will decrease by 10%

Goal 8: The campus will ensure that all teachers and paraprofessionals are certified and meet the highly qualified requirements of the No Child Left Behind Act of 2001.

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 1- Certified/Highly Qualified Teachers and Paraprofessionals: To ensure that teachers and paraprofessionals are appropriately certified to teach in the area(s) to which they are assigned and that they meet the highly qualified requirements set forth in P. L. 17-110, Section 1119.</p> <p>Activities:</p>	District Coordinator Contracted Service, Computers, Campus Administrative Staff				
1. Teachers are certified in the area(s) to which they are assigned and meet the highly qualified requirements. (3)	District Budget Title Budgets	Principal	Aug 2009- Jul-Jul 2011	Personnel records	100% of teachers and paraprofessionals highly qualified
2. Teachers are encouraged to take advanced classes to upgrade and improve academic skills. (3)	District Budget Title Budgets	Principal	Aug 2009-May 2011	Personnel records	100% of teachers and paraprofessionals highly qualified
3. Paraprofessionals are encouraged to attend classes to achieve an associate degree or have achieved two years of higher education. (3)	District Budget Title Budgets	Principal	Aug 2009-May 2011	Personnel records	100% of teachers and paraprofessionals highly qualified
4. The district will provide funding for teachers to achieve certification in ESL, G/T and other specialized areas. (3)	District Budget Title Budgets	Principal	Aug 2009, Jan 2011	Personnel records	100% of teachers and paraprofessionals highly qualified
5. The school will employ strategies to attract and retain highly qualified minority teachers. (5)	District Budget Title Budgets	Principal	Aug 2009-Jul 2011	Personnel records	Proportion of minority teachers equivalent to that of minority students

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
6. The district will pay stipends to math, science, and foreign language teachers. (5)	District Budget	Principal	Aug 2009	Salary schedule, personnel records	100% of teachers and paraprofessionals highly qualified

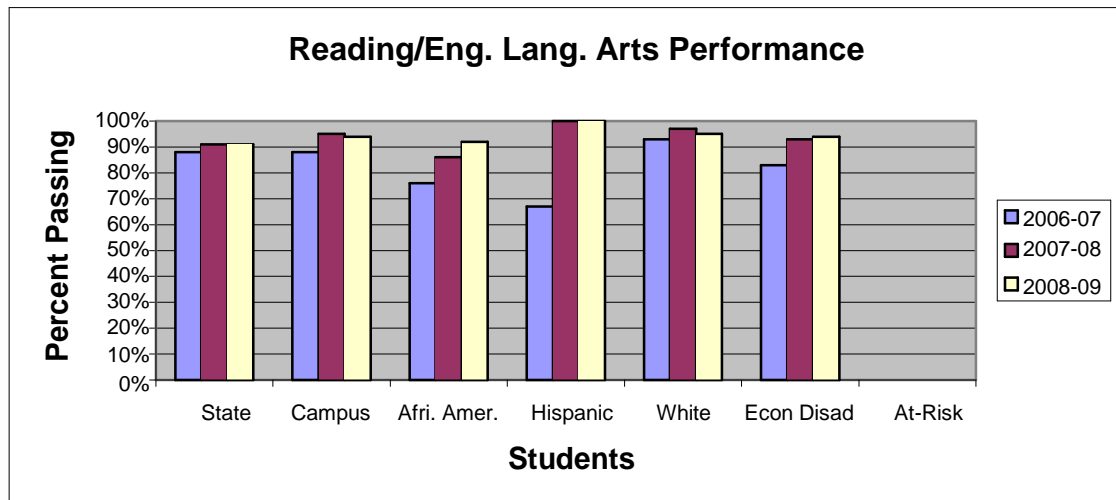
Goal 9: To provide students with the opportunity to develop technological skills that will enable them to succeed in school.

Strategies/Activities	Resources	Personnel Responsible	Timeline	Evaluation	
				Formative	Summative
<p>Strategy 1- Computer Technology: To offer computer technology through resources I the school. To offer remediation of classes and TAKS through computer labs and to improve skills in computer usage.</p> <p>Activities:</p>	District Staff, Computers, Campus Administrative Staff, Audio-Visual Equipment				
1. Offer computer lab using the Classworks program for TAKS remediation. (9)	District Budget	Technology Coordinator	Aug 2009-May 2011	Class schedule	Computer skills increased by 80%
2. Upgrade hardware and software to enhance learning. (2)	District Budget	Technology Coordinator	Aug 2009-May 2011	Technology plan STAR Chart	Computer skills increased by 80%
3. Implement computer based programs to improve student achievement, i.e., A+, ALEKS, Study Island, etc. (2)	District Budget	Technology Coordinator	Aug 2009-May 2011	Programs implemented	Pass TAKS tests
4. Incorporate computer research in enhancing student learning. (2)	District Budget	Technology Coordinator	Aug 2009-May 2011	Lesson plans	Computer skills increased by 80%

Attachment A—AEIS Results

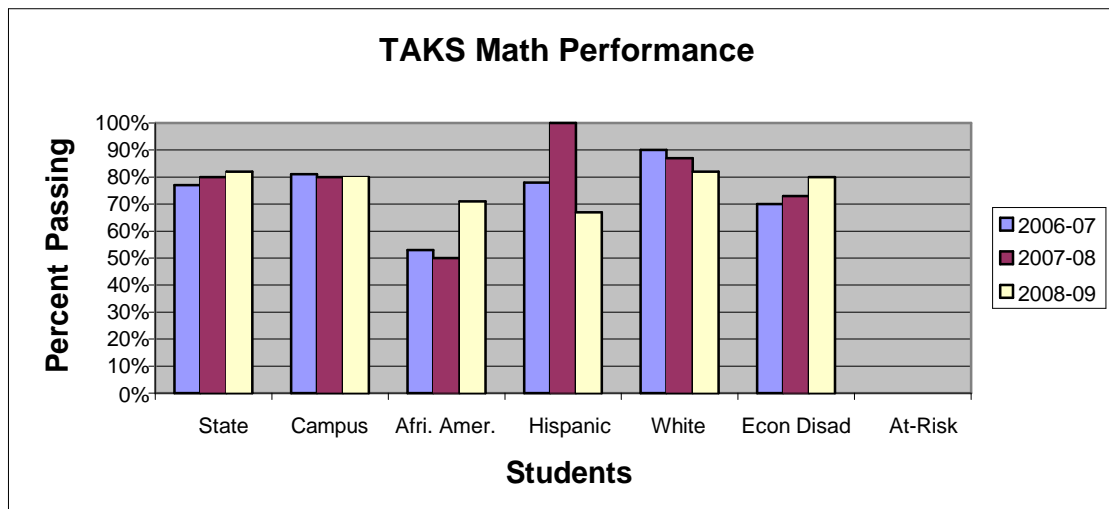
Reading/English Language Arts

Sch. Year	State	Campus	Afri. Amer.	Hispanic	White	Econ Disad	At-Risk
2006-07	88%	88%	76%	67%	93%	83%	NA
2007-08	91%	95%	86%	100%	97%	93%	NA
2008-09	91%	94%	92%	100%	95%	94%	NA



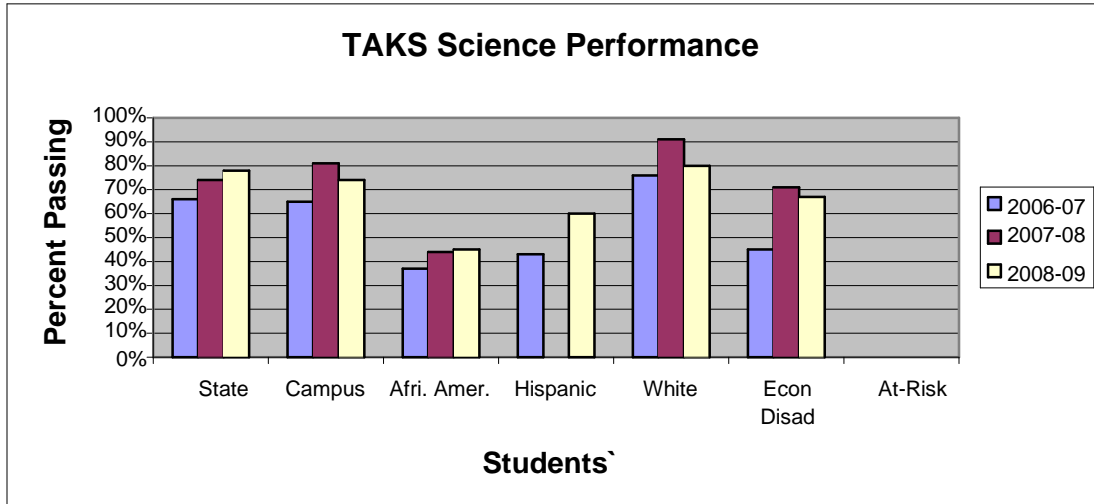
Math

Sch. Year	State	Campus	Afri. Amer.	Hispanic	White	Econ Disad	At-Risk
2006-07	77%	81%	53%	78%	90%	70%	NA
2007-08	80%	80%	50%	100%	87%	73%	NA
2008-09	82%	80%	71%	67%	82%	80%	NA



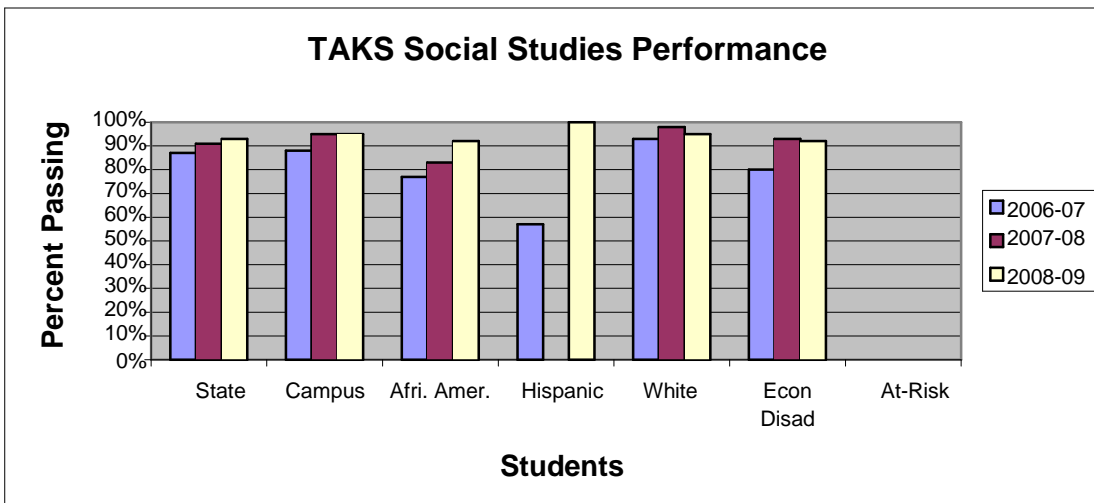
Science

Sch. Year	State	Campus	Afri. Amer.	Hispanic	White	Econ Disad	At-Risk
2006-07	66%	65%	37%	43%	76%	45%	NA
2007-08	74%	81%	44%	*	91%	71%	NA
2008-09	78%	74%	45%	60%	80%	67%	NA



Social Studies

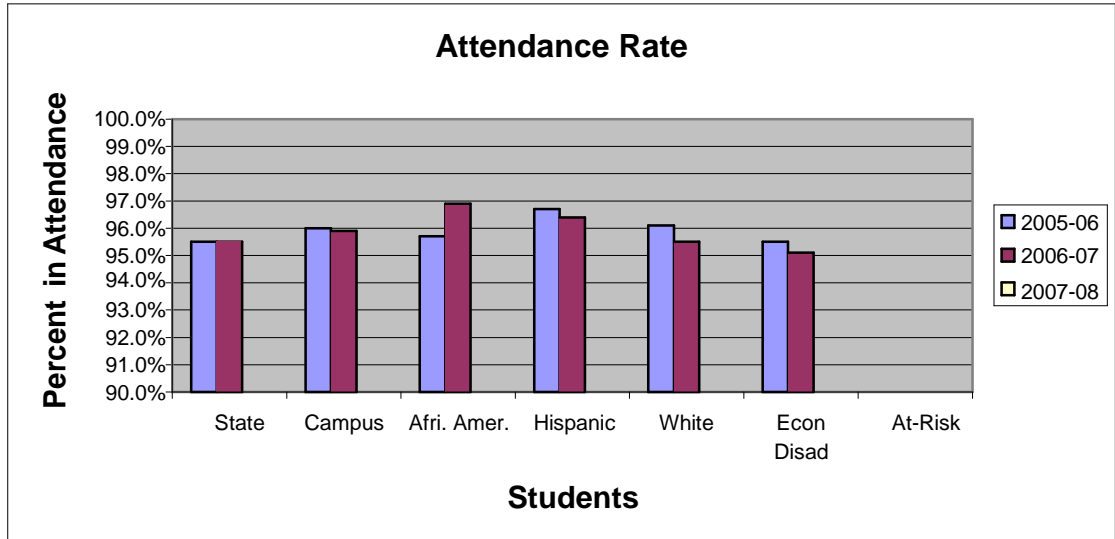
Sch. Year	State	Campus	Afri. Amer.	Hispanic	White	Econ Disad	At-Risk
2006-07	87%	88%	77%	57%	93%	80%	NA
2007-08	91%	95%	83%	*	98%	93%	NA
2008-09	93%	95%	92%	100%	95%	92%	NA



* Indicates that there were too few students in this category to generate a passing rate.

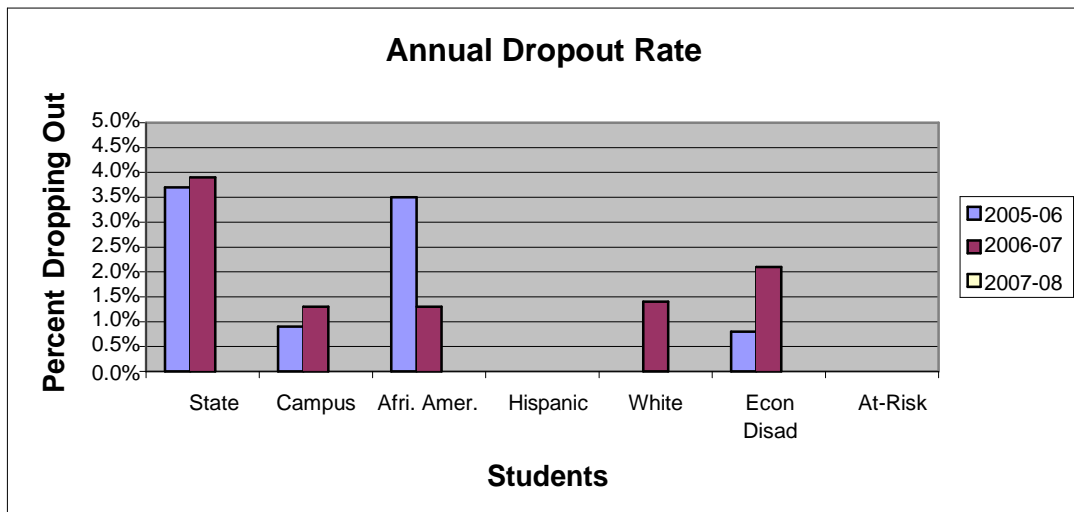
Attendance

Sch. Year	State	Campus	Afri. Amer.	Hispanic	White	Econ Disad	At-Risk
2005-06	95.5%	96.0%	95.7%	96.7%	96.1%	95.5%	NA
2006-07	95.5%	95.9%	96.9%	96.4%	95.5%	95.1%	NA
2007-08	NA	NA	NA	NA	NA	NA	NA



Annual Dropout Rate

Sch. Year	State	Campus	Afri. Amer.	Hispanic	White	Econ Disad	At-Risk
2005-06	3.7%	0.9%	3.5%	0.0%	0.0%	0.8%	NA
2006-07	3.9%	1.3%	1.3%	0.0%	1.4%	2.1%	NA
2007-08	NA	NA	NA	NA	NA	NA	NA



**Demographics
Students:**

Category	Afri. Amer.	Hispanic	White	Other	Low Income	LEP	At-Risk
High Sch.	25.3%	5.0%	69.0%	0.8%	47.7%	2.5%	33.8%
Campus Gp.	11.0%	16.2%	68.7%	4.1%	21.0%	2.2%	39.8%
Difference	14.3%	-11.2%	0.3%	-3.3%	26.7%	0.3%	-6.0%

Teachers:

Category	Afri. Amer.	Hispanic	White	Other	Beginning	Over 20 Yrs	Average Yrs. In Dist.
High Sch.	0.0%	0.0%	100.0%	0.0%	8.0%	32.6%	8.6
Campus Gp.	3.8%	4.3%	91.0%	0.9%	6.4%	20.3%	6.5
Difference	-3.8%	-4.3%	9.0%	-0.9%	1.6%	12.3%	2.1

Source: AEIS Reports for school year 2007-08.

Attachment B—Schoolwide Program Components

Section 1114 of Public Law 107-110 (No Child Left Behind Act of 2001) requires schools implementing a schoolwide program using ESEA, Title I, Part A funds to develop or amend a plan that describes how the school will implement the components of a schoolwide program described in Section 1114(b) of the Act. Those components are:

1. A comprehensive needs assessment of the entire school;
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement (TAKS);
3. Instruction by highly qualified teachers;
4. A high quality and ongoing professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff;
5. Strategies to attract high-quality highly qualified teachers to high-need schools;
6. Strategies to increase parental involvement;
7. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs;
8. Measures to include teachers in the decisions regarding the use of academic assessments;
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standard required by the State shall be provide with effective, timely additional assistance; and
10. Coordination and integration of Federal, State, and local services and programs.

Strategies and activities that support the ten required schoolwide program components in this plan are identified with the corresponding number 1 through 10 as listed above.

The school administrative staff, teachers, and counselors will provide individual student academic assessments results in a language the parents can understand including an interpretation of those results, to the parents of a child who participate the academic assessments required by the State. Results together with an explanation will be sent to parents. Parents of students who are not meeting expectations will be asked to meet with the student's teacher for a one-on-one parent-teacher conference.

Attachment C—Policies and Procedures

Special District Policies Relating to State Compensatory Education

The Paris Independent School District has adopted the following administrative policies and procedures for identifying students:

- 1) Students shall be identified as meeting one or more of the at-risk criteria as defined in TEC Section 29.081 annually when that information is accumulated for the Public Education Information Management System (PEIMS).
- 2) Students meeting one or more of at-risk criteria as defined in TEC Section 29.081 will be considered for placement in one or more of the programs and/or services currently being implemented with funds under the State Compensatory Education (SCE) program. Students most in need based on their performance on the various assessment instruments administered by the district, number of years retained, etc., and upon their teacher's recommendation will be entered into a program or service that best addresses their individual needs.
- 3) Students who demonstrate sustained success in mastering the success criteria defined in the summative evaluation for the SCE program and/or service to which they have been assigned may be exited from the program and/or service upon the recommendation of their teacher(s).
- 4) Students who perform at a level of 110 percent of the satisfactory performance on the assessment instrument administered to the student under Subchapter B, Chapter 39 of the TEC shall no longer be considered at risk inasmuch as satisfactory performance of the instrument is concerned. This determination shall be made annually upon the receipt of the student's performance on said instrument.
- 5) The district has established staffing ratios and financial allocation standards for basic education programs to ensure that all SCE-funded activities are supplemental. The Paris Independent School District uses all SCE funds to supplement services beyond those offered through the regular education program, less 45 percent indirect costs and the 18 percent allowable to provide base services at the disciplinary alternative education program (DAEP).
- 6) According to the Texas Education Agency, a campus using SCE funds to support a Title I schoolwide program where the percentage of students from low income families is 40 percent or greater is *not* responsible for meeting the intent and purpose of SCE; or for providing supplemental services to children identified as at risk of dropping out of school under the state at-risk criteria; or for reporting supplemental SCE full-time equivalents (FTEs) in the campus improvement plan; or for implementing the policies and procedures required under SCE; or for evaluating the SCE program. When using SCE funds to support a Title I schoolwide program, the SCE funds are monitored according to the audit requirements and the rules and regulations that govern the Title I, Part A schoolwide program. Coordinating SCE funds on a schoolwide campus allows schools to address needs in an integrated way and relieves schools from the burden of documenting that a specific program dollar was expended for a specific program activity. In other words, the SCE funds lose their "program" identity. However, the SCE funds do NOT lose their "fiscal" identity, and these funds are not fiscally combined with Title I, Part A for accounting and reporting purposes. SCE expenditures must be tracked back to the SCE fund code, and all generally accepted accounting principles must be followed.

Discipline Management Policy

- 1) The district prohibits sexual harassment, dating violence, and harassment based on a person's race, color, gender, national origin, disability or religion.
- 2) Employees shall not tolerate harassment of students and shall make reports as required.
- 3) Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:
 - a) A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
 - b) The conduct is so severe, persistent, or pervasive that it:
 - i) Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - ii) Creates an intimidating, threatening, hostile, or abusive educational environment.
- 4) Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual.
- 5) Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:
 - a) Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating threatening , hostile, or offensive educational environment;
 - b) Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
 - c) Otherwise adversely affects the student's educational opportunities.
- 6) Examples of sexual harassment of a student may include, but are not limited to, sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.
- 7) Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.
- 8) Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, gender, national origin, disability, or religion that is so severe, persistent, or pervasive that the conduct:

- a) Affects the student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
 - b) Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
 - c) Otherwise adversely affects the student's educational opportunities.
- 9) Examples of prohibited harassment may include, but are not limited to, offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence Policy

- 1) Dating violence occurs when one partner in a dating relationship, either past or current, intentionally uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other partner.
- 2) Examples of dating violence against a student may include, but are not limited to, physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student's family members or members of the student's household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, attempts to isolate the student from friends and family, stalking, or encouraging others to engage in these behaviors.
- 3) For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:
 - a) Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
 - b) Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance: or
 - c) Otherwise adversely affects the student's educational opportunities.

Attachment D—State Compensatory Education Budget and Full-Time Equivalents

	FTEs	Amount
PAYROLL COSTS:		\$ 103,367
PURCHASED AND CONTRACTED SERVICES:		9,667
SUPPLIES AND MATERIALS:		2,500
OTHER EXPENSE:		1,000
CAPITAL OUTLAY:		
TOTAL BUDGET:		<u>\$ 116,534.</u>

Attachment E—Assurances and Good Practices

State and Local Effort

State and local funds are used to provide the regular program of instruction for all students to include general operating costs of instruction, which includes expenses related to buildings, maintenance, and utilities, as well as salaries and related expenses for instructional and support staff and instructional materials.

Improvement and Enhancement

State Compensatory Education funds are used to improve and enhance the regular program of instruction for students who are at risk of academic failure or of dropping out of school as defined in the state rules and DeKalb Independent School District's at-risk criteria.

Coordination of Funding

All federal, state and local funds received by the DeKalb Independent School District will be coordinated to ensure that all of the programs are operated in an effective and efficient manner. All students are guaranteed equal access to all foundation programs and services. The integrity of supplemental programs is maintained.

Coordination of Instruction

Instruction will be coordinated between and among regular classroom teachers and special program staff who are serving students in the same content area. Instructional coordination will be skill and concept specific for activities that include assessment, instructional activities and on-going monitoring of student progress. Special emphasis is given to collaborative planning between regular classroom teachers and the staff of the special programs.