

DeKalb Middle School

Campus Improvement Plan

2008-09

DeKalb Middle School working with parents and community, seeks to establish a caring environment to graduate well-rounded students that have high self-esteem, pride in their work, and the ability to face the challenges of the future.

DeKalb Middle School Belief Statements

- 1 The family is the primary force in a child's development.
- 2 Learning is a life-long process.
- 3 Diversity is strength.
- 4 All people have equal worth.
- 5 Education is the pathway to opportunities.
- 6 Children are a priority in the community.
- 7 Communication is essential for effective relationships.
- 8 Parents, teachers, and community nurture the whole child.
- 9 A compassionate environment enhances individual growth.
- 10 Growth and improvement require change.
- 11 The family is the primary force in a child's development.
- 12 Learning is a life-long process.
- 13 Diversity is strength.
- 14 All people have equal worth.
- 15 Education is the pathway to opportunities.
- 16 Children are a priority in the community.
- 17 Communication is essential for effective relationships.
- 18 Parents, teachers, and community nurture the whole child.
- 19 A compassionate environment enhances individual growth.
- 20 Growth and improvement require change.
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22 Learning is a life-long process.

23 Diversity is strength.

24 All people have equal worth.

25 Education is the pathway to opportunities.

26 Children are a priority in the community.

27 Communication is essential for effective relationships.

28 Parents, teachers, and community nurture the whole child.

29 A compassionate environment enhances individual growth.

30 Growth and improvement require change.

PARAMETERS

All policies and practices will ensure equity.

We will not tolerate prejudicial discrimination of any kind.

We will provide a safe and secure environment in all school facilities for students and employees.

We will hold all individuals responsible for their actions.

We will not compromise the quality of our educational system.

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

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	4) Curriculum	5) Prepare Students
6) School Personnel	8) School Environment	9) Instructional Techniques	
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	6) Frequent Monitoring of Student Progress	
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	8) Include Teachers in Decisions	9) Identify and Assist with Student Difficulties
10) Federal, State, and Local Programs			

Strategies

Goal 2 - Strategy 1 Gifted and Talented Training

<p>Leader(s): Darnisha Carreathers, Stephanie Sparks</p> <p>Leader Progress Report Dates: May 2009</p>	<p>Brief Description: All teachers will receive G/T training. All teachers will be responsible for enriching the curriculum to provide instruction to gifted and talented students.</p>	<p>Evaluation Benchmark: Certificates</p>
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<p>Resources Required:</p> <p>Teachers</p> <p>Supplies</p> <p>Staff</p> <p>School Library</p> <p>District Admin. Staff</p> <p>Computers</p> <p>Campus Admin. Staff</p>	<p>FTE's Required:</p> <p>Number of FTE's: 0.10</p> <p>GT</p> <p>Cost: \$2,540.00</p>	<p>Source of Funds:</p> <p>GT Budget</p>	<p>Amount</p> <p>\$500.00</p> <hr/> <p>\$500.00</p>
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Timeline

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
All teachers will receive curriculum training for gifted and talented students	Stephanie Sparks, Darnisha Carreathers	X	X	X	X	X	X	X	X	X	X		
All teachers will attend 30 hours of training in gifted and talented.	Stephanie Sparks, Darnisha Carreathers	X	X	X	X	X	X	X	X	X	X		
All teachers will receive 6 hour update in gifted and talented training.	Stephanie Sparks, Darnisha Carreathers	X										X	
Supplies will be purchased for G/T supplies.	Darnisha Carreathers		X	X	X	X	X	X	X	X	X		

Goal 2 - Strategy 1 Gifted and Talented Training													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	r	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Enrichment will be provided for time for G/T students.	Darnisha Carreathers, Christie Eubanks		X	X	X	X	X	X	X	X	X		

Goal 2 - Strategy 2		Professional Development											
Leader(s): Darnisha Hill, Leader Progress Report Dates: May 2008		Brief Description: Professional development will be provided to all teachers. Teachers will have training in latest techniques to assist students in the learning process.				Evaluation Benchmark: Certificates, Teacher Evaluations, Increased Student Performance							
Resources Required:		FTE's Required:		Source of Funds:						Amount			
Teachers		Number of FTE's: None		Compensatory Ed. Budget						\$200.00			
Supplies		Not Specified		Special Education						\$2,000.00			
Staff		Cost: None		Special Grant						\$2,750.00			
School Library				Technology Budget						\$3,000.00			
District Admin. Staff				Title Budget						\$6,667.00			
Contract Service										<hr/>			
Computers										\$14,617.00			
Campus Admin. Staff													
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Teachers will attend training in effective reading, mathematics, writing, science and social studies techniques.	Stephanie Sparks, Darnisha Hill	X	X	X	X	X	X	X	X	X	X		
Teachers will have training in TEKS incorporation.	Stephanie Sparks, Darnisha Hill	X	X	X	X	X	X	X	X	X	X		
Teachers will attend workshops for AP training.	Stephanie Sparks, Darnisha Hill	X	X	X	X	X	X	X	X	X	X		
Teachers will attend training in crisis intervention.	Stephanie Sparks,	X	X	X	X	X	X	X	X	X	X		

Goal 2 - Strategy 2 Professional Development		A	S	O	N	D	J	F	M	A	M	J	J
Activity	Person(s) Responsible	u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
	Darnisha Hill												
Teachers will have training in suicide prevention.	Stephanie Sparks, Darnisha Hill	X	X	X	X	X	X	X	X	X	X		
Teachers will attend workshops in conflict resolution.	Stephanie Sparks, Darnisha Hill	X	X	X	X	X	X	X	X	X	X		
Teachers will attend workshops in violence intervention.	Stephanie Sparks, Darnisha Hill	X	X	X	X	X	X	X	X	X	X		
Teachers will attend workshops in technology training.	Darnisha Hill, Stephanie Sparks			X		X			X		X		
Provide training for campus to provide it's own ESL teacher.	Darnisha Hill, Stephanie Sparks						X	X	X	X	X		

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

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	4) Curriculum	6) School Personnel
8) School Environment	9) Instructional Techniques		
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	4) Professional Development	6) Parental Involvement
7) Student Transition to Elementary Programs	8) Include Teachers in Decisions	10) Federal, State, and Local Programs	

Strategies

Goal 3 - Strategy 1		Gifted and Talented													
Leader(s): Darnisha Carreathers, Stephanie Sparks Leader Progress Report Dates: May 2009		Brief Description: Gifted and talented students are provided programs that provide them advances in their strengths and potential and provide an enriched curriculum.					Evaluation Benchmark: AEIS Report, TAKSTests								
Resources Required: Teachers Supplies Staff School Library District Admin. Staff Computers Campus Admin. Staff		FTE's Required: Number of FTE's: 0.81 GT Cost: \$3,807.00			Source of Funds: GT Budget				Amount \$500.00 \$500.00						
Timeline															
Activity		Person(s) Responsible		A	S	O	N	D	J	F	M	A	M	J	J
Annually screen and place students in G/T programs.		Darnisha Carreathers, Christie Eubanks				X									
Students are served in regular classroom with teachers having G/T training.		Darnisha Carreathers, Teachers		X	X	X	X	X	X	X	X	X	X	X	
All teachers complete 30 hours of training and 6 hours of update.		Stephanie Sparks, Darnisha Carreathers		X	X	X	X	X	X	X	X	X	X	X	
Planned extra-curricular trips and activities to enhance G/T experience.		Darnisha Carreathers, Stephanie Sparks,		X	X	X	X	X	X	X	X	X	X	X	

Goal 3 - Strategy 1 Gifted and Talented													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
	Teachers												
Offer Pre-AP classes for G/T students.	Darnisha Carreathers, Teachers		X	X	X	X	X	X	X	X	X		

Goal 4: All students will have the opportunity to graduate from high school.

Correlates with:

State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
6) School Personnel	7) Student Performance	8) School Environment	9) Instructional Techniques
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	5) Opportunity to Learn and Student Time on Task
6) Frequent Monitoring of Student Progress	7) Home-School Relations		
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	4) Professional Development	6) Parental Involvement
8) Include Teachers in Decisions	9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs	

Strategies

Goal 4 - Strategy 1 Pre-Kindergarten program

<p>Leader(s): Kim Birdsong</p> <p>Leader Progress Report Dates: May 2009</p>	<p>Brief Description: Proper notification is provided to the public about the Pre-Kindergarten program to ensure all eligible students have the opportunity to attend school.</p>	<p>Evaluation Benchmark: Documentation</p>
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Resources Required:	FTE's Required:	Source of Funds:	Amount
Teachers	Number of FTE's: None	None	\$0.00
Supplies	Not Specified		\$0.00
Staff	Cost: None		
School Library			
Parent Support			
District Admin. Staff			
Computers			
Campus Admin. Staff			

Timeline

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	r	a	u	u
		g	p	t	v	c	n	b	r	p	r	n	l
Letters of notification are sent home with all students.	Kim Birdsong		X										
Article published in newspaper, notice posted in local business.	Central Office Administration		X										

Goal 5: Parents will be partners with educators in the education of their children at DeKalb ISD.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	4) Curriculum	6) School Personnel
7) Student Performance	8) School Environment	9) Instructional Techniques	
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress
7) Home-School Relations			
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	6) Parental Involvement	8) Include Teachers in Decisions
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		

Strategies

Goal 5 - Strategy 1 **Communication-Parental Involvement**

<p>Leader(s): Darnisha Carreathers</p> <p>Leader Progress Report Dates: May 2009</p>	<p>Brief Description: To improve parental involvement and communication between schools and parents by providing better communication of student progress, activities, school goals and objectives.</p>	<p>Evaluation Benchmark: Documentation, Surveys</p>
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<p>Resources Required:</p> <p>Teachers</p> <p>Supplies</p> <p>Staff</p> <p>School Library</p> <p>Parent Support</p> <p>Computers</p> <p>Campus Admin. Staff</p>	<p>FTE's Required:</p> <p>Number of FTE's: None</p> <p>Not Specified</p> <p>Cost: None</p>	<p>Source of Funds:</p> <p>Compensatory Ed. Budget</p>	<p>Amount</p> <p>\$500.00</p> <hr/> <p>\$500.00</p>
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Timeline

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
Encourage schoolwide attendance at assemblies and open house.	Darnisha Carreathers		X	X	X	X		X	X		X		
Discipline and academic conferences held with parents as needed.	Darnisha Carreathers, Christie Eubanks, Teachers	X	X	X	X	X	X	X	X	X	X		
Parents will provide input and be a part of the campus improvement committee.	Darnisha Carreathers	X	X	X	X	X	X	X	X	X	X		
Accelerated reading will be offered to 5-8 and parents	Darnisha Carreathers,	X	X	X	X	X	X	X	X	X	X		

Goal 5 - Strategy 1 Communication-Parental Involvement		A	S	O	N	D	J	F	M	A	M	J	J
Activity	Person(s) Responsible	u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
encouraged to read with their children.	Debbie Shumake, L. Arts Teac												
Teacher contacts with parents throughout semester.	Darnisha Carreathers, Teachers	X	X			X		X	X		X		
Teachers call parents when monitoring student grades to inform the parent of the child's progress.	Darnisha Carreathers, Teachers		X	X		X		X	X		X		
Student performance will be reported to the parents annually.	Darnisha Carreathers, Christie Eubanks, Teachers				X							X	
Section 504 will be discussed in the student handbook.	Darnisha Carreathers	X											
Counseling will be provided for parents of special education students	Darnisha Carreathers,		X			X				X			
Hold Parent Information meetings for all students to inform the parents of TAKS test requirements and the importance of their involvement in helping students to be successful.	Darnisha Hill, Christie Eubanks, Teachers				X	X							
Meet with At-risk parents individually to discuss improvement in student achievement	Darnisha Hill, Teachers		X	X	X	X	X	X	X	X	X		

Goal 6: The campus will monitor the number of special education students and TAKS exemptions by reducing the number of referrals by employing the following objectives.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
5) Prepare Students	6) School Personnel	7) Student Performance	8) School Environment
9) Instructional Techniques			
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations	
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	7) Student Transition to Elementary Programs	8) Include Teachers in Decisions
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		

Strategies

Goal 6 - Strategy 1		Initial Evaluation													
Leader(s): Darnisha Carreathers, Christie Eubanks Leader Progress Report Dates: May 2009		Brief Description: A team process will be used to determine whether a student has a disability and requires special education to ensure academic success of the student.						Evaluation Benchmark: Campus Intervention Team meetings, minutes, documentation.							
Resources Required: Teachers Supplies Staff School Library Parent Support Computers Campus Admin. Staff		FTE's Required: Number of FTE's: 0.81 Not Specified Cost: None		Source of Funds: Compensatory Ed. Budget Special Education				Amount \$11,000.00 \$4,000.00 <hr/> \$15,000.00							
Timeline															
Activity		Person(s) Responsible		A	S	O	N	D	J	F	M	A	M	J	J
The campus intervention team will evaluate the student for referral to program.		Darnisha Carreathers, Christie Eubanks		X	X	X	X	X	X	X	X	X	X	X	
Diagnostician test student to assess if disability exists.		Debra McCrary		X	X	X	X	X	X	X	X	X	X		

Goal 6 - Strategy 2		Least Restrictive Environment													
Leader(s): Donna McDaniel Leader Progress Report Dates: August 2006		Brief Description: General education is considered first. LRE includes non-academic and extracurricular activities. The need is to mainstream students into the educational environment. (* = indicates CAP)						Evaluation Benchmark: PAS & DAS Reports							
Resources Required: Teachers Supplies Staff School Library Parent Support District Admin. Staff Computers Campus Admin. Staff		FTE's Required: Number of FTE's: 3.13 Special Education Cost: \$66,091.00		Source of Funds: Special Education				Amount \$2,667.00 \$2,667.00							
Timeline															
Activity		Person(s) Responsible		A	S	O	N	D	J	F	M	A	M	J	J
*Concentrate on Least Restrictive Environment at all levels to reduce students in resource classes. Implement inclusion practices for LRE consideration.		Debra McCrary,Darnisha Hill		X									X		
*Continue to involve disadvantaged students with nondisadvantaged students in general classes as determined by the ARD.		Darnisha Hill, Debra McCrary		X									X		
Speech therapy will be provided to students who qualify.		Darnisha Hilll, Leta Foster													

Goal 6 - Strategy 2		Least Restrictive Environment											
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	r	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
*Students with disabilities will be educated in the least restrictive environment.	Darnisha Hill,, Teachers		X	X	X	X	X	X	X	X	X		
CEI labs provided to students to improve reading and math skills.	Darnisha Hill		X	X	X	X	X	X	X	X	X		

Goal 6 - Strategy 3		Reevaluation													
Leader(s): Donna McDaniel Leader Progress Report Dates: August 2006		Brief Description: To determine whether a student is still eligible for special education services. The need is to reduce the number of students in services.						Evaluation Benchmark: PAS & DAS Reports							
Resources Required: Teachers Supplies Staff School Library Parent Support Computers Campus Admin. Staff		FTE's Required: Number of FTE's: None Not Specified Cost: None		Source of Funds: None				Amount \$0.00 \$0.00							
Timeline															
Activity		Person(s) Responsible		A	S	O	N	D	J	F	M	A	M	J	J
*The reevaluation of each child is conducted if conditions warrant or if the child's parent or teacher request a reevaluation, but at least once every three years.		Darnisha Hill, Debra McCrary		X										X	
Referral paper work completed through campus intervention team.		Darnisha Hill, Christie Eubanks		X	X	X	X	X	X	X	X	X	X		
Each reevaluation and initial assessment of a LEP special education student will include a test of language dominance to ensure the child is tested in home language.		Debra McCrary		X										X	

Goal 6 - Strategy 3		Reevaluation											
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	r	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
The district will work to reduce the number of referrals to special education.	Darnisha Hill, Teachers		X	X	X	X	X	X	X	X	X		

Goal 6 - Strategy 4		Related Services											
Leader(s): Donna McDaniel		Brief Description: Related services are provided when needed and adequate personnel made available to provide the services to meet the educational needs of the students.						Evaluation Benchmark: PAS & DAS Reports					
Leader Progress Report Dates: August 2006													
Resources Required:		FTE's Required:				Source of Funds:				Amount			
Teachers		Number of FTE's: None				None				\$0.00			
Supplies		Not Specified								\$0.00			
Staff		Cost: None											
School Library													
District Admin. Staff													
Computers													
Campus Admin. Staff													
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Physical Therapy is provided by a licensed physical therapist to qualifying students.	Wade Batchelor	X	X	X	X	X	X	X	X	X	X	X	
Provided related services of transportation.	Darnisha Hill, Debra McCrary	X	X	X	X	X	X	X	X	X	X		
Occupational therapy is provided to qualifying students.	Sandra Goodwin	X	X	X	X	X	X	X	X	X	X		
School health services are provided to students.	Renau Garner	X	X	X	X	X	X	X	X	X	X		
Students who require related services receive the kind and	Darnisha Hill, ARD	X	X	X	X	X	X	X	X	X	X		

Goal 6 - Strategy 4		Related Services											
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		g	p	t	v	c	n	b	r	r	y	n	l
amount necessary to assist the child to benefit from special education services.	Committee, Debra McCrary												
Counseling will be provided to parents of special education student.	Darnisha Hill, Mrs. Alford	X	X	X	X	X	X	X	X	X	X	X	
*Reduce number of referrals by initiating	Darnisha Hill		X	X	X	X	X	X	X	X	X	X	

Goal 6 - Strategy 5		Transition														
Leader(s): Donna McDaniel		Brief Description: A course of study is planned for each student and written and incorporated into the students IEP.					Evaluation Benchmark: Assessment of student reaching post school goals.									
Leader Progress Report Dates: August 2006																
Resources Required:		FTE's Required:			Source of Funds:							Amount				
Teachers		Number of FTE's: None			None							\$0.00				
Supplies		Not Specified										\$0.00				
Staff		Cost: None														
School Library																
Parent Support																
Computers																
Campus Admin. Staff																
Timeline																
Activity		Person(s) Responsible			A	S	O	N	D	J	F	M	A	M	J	J
		g	p	t	v	c	n	b	r	r	y	n	l			
Students will begin transition planning as needed before age 14.		Debra McCrary, Darnisha Hill			X	X	X	X	X	X	X	X	X	X		
Special Education students will be given an aptitude test as provided by the diagnostician.		Tonya Nelson						X								
Students will be assessed so that their goals for achievement can be met.		Donna McDaniel, Debra McCrary				X			X					X		

Goal 6 - Strategy 6		Continuous Action Plan											
Leader(s): Donna McDaniel Leader Progress Report Dates: August 2006		Brief Description: The five areas of the comprehensive analysis process used to determine the effectiveness of the campus' special education services.					Evaluation Benchmark: Analysis of performance of students						
Resources Required: Teachers Supplies Staff School Library Parent Support District Admin. Staff Computers Campus Admin. Staff		FTE's Required: Number of FTE's: None Not Specified Cost: None		Source of Funds: None				Amount \$0.00 \$0.00					
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Faculty and staff will participate in sessions of professional development linked to student needs.	Stephanie Sparks,Darnisha Hill	X										X	
Student performance will be reported to the public annually.	Darnisha Hill, David Manley			X									
Accelerated Reading, Classworks, and CEI programs will be used as direct intervention strategies at beginning levels.	Darnisha Hill, Teachers	X	X	X	X	X	X	X	X	X	X	X	
Enrichment is offered at all levels to provide direct instruction one	Darnisha Hill, , Teachers	X	X	X	X	X	X	X	X	X	X	X	

Goal 6 - Strategy 6		Continuous Action Plan											
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
on one.		u	e	c	o	e	a	e	a	r	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Inclusion practices to mainstream Special Education students into classrooms.	Darnisha Hilll, Teachers	X	X	X	X	X	X	X	X	X	X	X	
TAKS-M will be administered to students not qualifying for TAKS.	Christie Eubanks, DeLisa Briggs								X			X	

Goal 7: To provide students with basic skills and knowledge necessary for continuing the students education at the post secondary level or gain entry level employment.

Correlates with:

State Objectives			
1) Partnering Parents with Educators	2) Student Potential	4) Curriculum	5) Prepare Students
6) School Personnel	8) School Environment	9) Instructional Techniques	
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress
Title I - Schoolwide Programs			
2) Student Opportunities	4) Professional Development	10) Federal, State, and Local Programs	

Strategies

Goal 7 - Strategy 1 Training for Work Placement

<p>Leader(s): Richard Coleman, HS Counselors</p> <p>Leader Progress Report Dates: August 2008</p>	<p>Brief Description: To provide training for work placement after high school and prepare students with job skills for the work environment.</p>	<p>Evaluation Benchmark: Local Evaluation</p>
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<p>Resources Required: Teachers Supplies Staff School Library Computers Campus Admin. Staff</p>	<p>FTE's Required: Number of FTE's: None Not Specified Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount \$0.00 <hr/>\$0.00</p>
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Timeline

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
All 8th grade students will take technology/keyboarding in preparation for CATE classes in high school	DarnishaCarreathers, 8th Grade Team, C.Eubanks	X	X	X	X	X	X	X	X	X	X		
Elective 8th grade students have the availability to take computer applications	Darnisha Carreathers, Christie Eubanks		X	X	X	X	X	X	X	X	X		

Goal 8: The campus will maintain a challenging, positive and safe environment.

Correlates with:

State Objectives			
1) Partnering Parents with Educators	3) Dropout Prevention	4) Curriculum	5) Prepare Students
7) Student Performance	8) School Environment		
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations	
Title I - Schoolwide Programs			
4) Professional Development	5) Professional Staff	8) Include Teachers in Decisions	9) Identify and Assist with Student Difficulties

Strategies

Goal 8 - Strategy 1		Student Behavior													
Leader(s): Darnisha Carreathers, Stacy Starrett Leader Progress Report Dates: May 2009		Brief Description: Student behavior will continue to improve through school rules being consistently enforced by the teachers and principal.						Evaluation Benchmark: Local evaluation							
Resources Required: Teachers Supplies Staff School Library Parent Support Outside Consultant District Admin. Staff Custodial/Maint. Dept. Campus Admin. Staff		FTE's Required: Number of FTE's: None Local Cost: None		Source of Funds: Compensatory Ed. Budget				Amount \$8,000.00 \$8,000.00							
Timeline															
Activity		Person(s) Responsible		A	S	O	N	D	J	F	M	A	M	J	J
Discipline management guidelines, DMS student handbook, and DISD student code of conduct will be reviewed annually by the campus improvement committee		Darnisha Carreathers		X	X	X	X	X	X	X	X	X	X		
Parental Notification will be incorporated into teachers classroom management plans to provide teacher intervention before principal referral.		Darnisha Carreathers, S. Starrett, Teachers		X	X	X	X	X	X	X	X	X	X		

Goal 8 - Strategy 1 Student Behavior		A	S	O	N	D	J	F	M	A	M	J	J
Activity	Person(s) Responsible	u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
Teachers will use a classroom management plan to ensure appropriate behavior for a quality education in a safe and friendly learning environment.	Darnisha Carreathers, S. Starrett, Teachers	X	X	X	X	X	X	X	X	X	X		
Discipline referral forms will be used for maintaining student behavior	Darnisha Carreathers, Teachers, S. Starrett	X	X	X	X	X	X	X	X	X	X		
Use of ISS and alternative school to maintain discipline and for students with behavior problems.	Darnisha Carreathers, S. Starrett	X	X	X	X	X	X	X	X	X	X		
Periodic safety inspections of playground equipment.	Darnisha Carreathers	X			X			X					
Offer Bowie County Coop Discipline Alternative Education Placement for students with behavior problems.	Darnisha Carreathers, S. Starrett	X	X	X	X	X	X	X	X	X	X		

Goal 8 - Strategy 2		Safe & Drug Free											
Leader(s): Donna McDaniel		Brief Description: To teach students positive skills to enable them to be safe and drug free through various activities.						Evaluation Benchmark: Local evaluation					
Leader Progress Report Dates: May 2006													
Resources Required:		FTE's Required:				Source of Funds:				Amount			
Teachers		Number of FTE's: None				None				\$0.00			
Supplies		Local								\$0.00			
Staff		Cost: None											
School Library													
Parent Support													
Outside Consultant													
Guest Speaker													
District Admin. Staff													
Computers													
Campus Admin. Staff													
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Observe Red Ribbon week and provide Drug Awareness Programs.	Christie Eubanks	X	X	X	X	X	X	X	X	X	X		
Incorporate character education in curriculum	Christie Eubanks, Teachers	X	X	X	X	X	X	X	X	X	X		
Perform Emergency Safety Drills for Fire and Tornado.	Darnisha Hill, Stacy	X	X	X	X	X	X	X	X	X	X		

Goal 8 - Strategy 2 Safe & Drug Free													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	r	a	u	u
	Starrett												
Use a trained drug enforcement canine to provide a safe and drug free campus.	Darnisha Hill, Stacy Starrett	X	X	X	X	X	X	X	X	X	X	X	
Improve health services for immunizations	Renau Garner	X	X	X	X	X	X	X	X	X	X	X	

Goal 8 - Strategy 3		Facilities Improvement											
Leader(s): Donna McDaniel		Brief Description: Improve the facilities to meet district standards through assessments conducted by campus and campus improvement committee.						Evaluation Benchmark: Local Evaluation					
Leader Progress Report Dates: May 2006													
Resources Required:		FTE's Required:				Source of Funds:				Amount			
District Admin. Staff		Number of FTE's: None				None				\$0.00			
Custodial/Maint. Dept.		Local								\$0.00			
Campus Admin. Staff		Cost: None											
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
New covered walkways	Darnisha Hill, David Manley		X										
Remodel bathrooms	Danisha Hill, David Manley		X										
Improve outside playground area	Darnisha Hill, David Manley										X		
Update athletic facilities and band hall	Darnisha Hill, David Manley												

Goal 9: The district will provide transition services to children entering school.

Correlates with:

State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
6) School Personnel	7) Student Performance	8) School Environment	
Effective School Correlates			
2) Climate of High Expectations for Success	7) Home-School Relations		
Title I - Schoolwide Programs			
2) Student Opportunities	3) Instructional	6) Parental Involvement	7) Student Transition to Elementary Programs
10) Federal, State, and Local Programs			

Strategies

Goal 9 - Strategy 1		Pre-Kindergarten program											
Leader(s): Kim Birdsong Leader Progress Report Dates: May 2008	Brief Description: The campus will notify parents of the districts' PK-3 and PK-4 program for qualifying students. This will allow economically disadvantaged children to get the educational services to enter Kindergarten.	Evaluation Benchmark: Local Evaluation											
Resources Required: Teachers Supplies Staff School Library Parent Support District Admin. Staff Computers Campus Admin. Staff	FTE's Required: Number of FTE's: None Not Specified Cost: None	Source of Funds: None										Amount \$0.00 <hr/> \$0.00	
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Parents will be notified by take home handout for PK-3 and PK-4 programs	David Manley, Kim Birdsong	g	p	t	v	c	a	e	a	r	r	a	l
				X									

Goal 10: The campus will ensure that all teachers are certified or in the process of being certified.

Correlates with:

State Objectives			
5) Prepare Students	8) School Environment	9) Instructional Techniques	
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	5) Opportunity to Learn and Student Time on Task	
Title I - Schoolwide Programs			
3) Instructional	4) Professional Development	5) Professional Staff	8) Include Teachers in Decisions
10) Federal, State, and Local Programs			

Strategies

Goal 10 - Strategy 1 Certified Teachers

<p>Leader(s): Darnisha Carreathers, Stephanie Sparks</p> <p>Leader Progress Report Dates: May 2008</p>	<p>Brief Description: To provide that certified teachers are employed for the education of the students and that personnel are qualified for the positions they instruct.</p>	<p>Evaluation Benchmark: Local Assessment</p>
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<p>Resources Required: Supplies Outside Consultant District Admin. Staff Campus Admin. Staff</p>	<p>FTE's Required: Number of FTE's: None Not Specified Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount \$0.00 \$0.00</p>
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Timeline

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
Teachers are certified in the ares of instruction.	Darnisha Carreathers, David Manley, Stephanie Spar	X										X	X
Teachers are encouraged to take advanced classes to upgrade and improve academic subjects.	David Manley, Darnisha Carreathers	X											
Paraprofessionals are encouraged to attend classes to achieve an associate degrees or have achieved 2 years or higher education	Darnisha Carreathers, David Manley, Stephanie Spar	X											
The district will employ strategies to attract highly qualified minority teachers.	David Manley, Darnisha Carreathers	X								X	X	X	X

Goal 20: The campus will ensure that all teachers are certified or in the process of being certified.

Correlates with:

State Objectives			
5) Prepare Students	8) School Environment	9) Instructional Techniques	
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	5) Opportunity to Learn and Student Time on Task	
Title I - Schoolwide Programs			
3) Instructional	4) Professional Development	5) Professional Staff	8) Include Teachers in Decisions
10) Federal, State, and Local Programs			

Strategies

Goal 20 - Strategy 1 Certified Teachers

Leader(s):	Brief Description:	Evaluation Benchmark:
Stephanie Sparks	To provide that certified teachers are employed for the education of the students and that personnel are qualified for the positions they instruct.	Local Assessment
Leader Progress Report Dates:		
May 2009		

Resources Required:	FTE's Required:	Source of Funds:	Amount
Supplies	Number of FTE's: None	None	\$0.00
Outside Consultant	Not Specified		\$0.00
District Admin. Staff	Cost: None		
Campus Admin. Staff			

Timeline

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	r	a	u	l
		g	p	t	v	c	n	b	r	r	y	n	i
Teachers are certified in the ares of instruction.	Darnisha Carreathers, David Manley, S. Sparks	X											
Teachers are encouraged to take advanced classes to upgrade and improve academic subjects.	Donna McDaniel. James Brewer	X											
Paraprofessionals are encouraged to attend classes to achieve an associate degrees or have achieved 2 years or higher education	Donna McDaniel, James Brewer	X											
Paraprofessionals will meet the criteria of certification and higher education through the No Child Left Behind Act by 2005	Donna McDaniel, Stephanie Sparks	X											

Goal 21: To provide students with the opportunity to develop technological skills that will enable them to succeed in school.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	4) Curriculum	5) Prepare Students
6) School Personnel	8) School Environment	9) Instructional Techniques	
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task
6) Frequent Monitoring of Student Progress			
Title I - Schoolwide Programs			
2) Student Opportunities	3) Instructional	4) Professional Development	5) Professional Staff
8) Include Teachers in Decisions	10) Federal, State, and Local Programs		

Strategies

Goal 21 - Strategy 1 Computer technology													
Leader(s): Richard Coleman		Brief Description: To offer computer technology through resources in the school.					Evaluation Benchmark: Local Assessment						
Leader Progress Report Dates: May 2009													
Resources Required:		FTE's Required:			Source of Funds:					Amount			
Teachers		Number of FTE's: None			Compensatory Ed. Budget					\$1,294.00			
Supplies		Technology								\$1,294.00			
Staff		Cost: None											
School Library													
Parent Support													
Computers													
Campus Admin. Staff													
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
Offer computer lab using the Classworks program for TAKS remediation.	Darnisha Carreathers, Teachers												
Upgrade hardware and software to enhance learning.	Tim Williams		X			X			X				
Implement computer based programs to improve student achievement.	Donna McDaniel, Tim Williams		X			X			X				
Incorporate computer research in enhancing student learning	Donna McDaniel, Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Purchase 24 portable computer lab to use for student	Donna McDaniel, Teachers	X	X	X	X	X	X	X	X	X	X	X	X

Goal 21 - Strategy 1 Computer technology													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
achievement improvement with at risk students.													
Implement the A + program to enhance learning in all subjects.	Donna McDaniel, Tim Williams			X	X	X	X	X	X	X	X		
Provide computers and printers in all classrooms.	Donna McDaniel and Tim Williams		X	X	X	X	X	X	X	X	X		
Provide additional calculators for students to enhance student achievement in mathematics.	Donna McDaniel		X	X	X	X	X	X	X	X	X		
Provide portable laptops with projectors for each building.	Donna McDaniel, Tim Williams												
Technology Application TEKS will be incorporated into the core curriculum in grades 5-8	Donna McDaniel, Teachers		X	X	X	X	X	X	X	X	X		
Update lab in 5th/6th grade building and add additional lab on campus	James Brewer, Tim Williams, Donna McDaniel												
Offer Journalism as an elective using media and computer technology													

Goal 25: All students will have the opportunity to graduate from high school.

Correlates with:

State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
6) School Personnel	7) Student Performance	8) School Environment	9) Instructional Techniques
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	5) Opportunity to Learn and Student Time on Task
6) Frequent Monitoring of Student Progress	7) Home-School Relations		
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	4) Professional Development	6) Parental Involvement
8) Include Teachers in Decisions	9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs	

Strategies

Goal 25 - Strategy 1 Pre-Kindergarten program

<p>Leader(s): Kim Birdsong</p> <p>Leader Progress Report Dates: May 2009</p>	<p>Brief Description: Proper notification is provided to the public about the Pre-Kindergarten program to ensure all eligible students have the opportunity to attend school.</p>	<p>Evaluation Benchmark: Documentation</p>
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Resources Required:	FTE's Required:	Source of Funds:	Amount
Teachers	Number of FTE's: None	None	\$0.00
Supplies	Not Specified		\$0.00
Staff	Cost: None		
School Library			
Parent Support			
District Admin. Staff			
Computers			
Campus Admin. Staff			

Timeline

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	r	a	u	u
		g	p	t	v	c	n	b	r	p	y	n	l
Letters of notification are sent home with all students.	Darnisha Carreathers		X										
Article published in newspaper, notice posted in local business.	James Brewer		X										

Goal 26: Parents will be partners with educators in the education of their children at DeKalb ISD.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	4) Curriculum	6) School Personnel
7) Student Performance	8) School Environment	9) Instructional Techniques	
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress
7) Home-School Relations			
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	6) Parental Involvement	8) Include Teachers in Decisions
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		

Strategies

Goal 26 - Strategy 1 Communication-Parental Involvement																
Leader(s): Darnisha Carreathers		Brief Description: To improve parental involvement and communication between schools and parents by providing better communication of student progress, activities, school goals and objectives.					Evaluation Benchmark: Documentation, Surveys									
Leader Progress Report Dates: May 2009																
Resources Required:		FTE's Required:			Source of Funds:					Amount						
Teachers		Number of FTE's: None			Compensatory Ed. Budget					\$500.00						
Supplies		Not Specified								\$500.00						
Staff		Cost: None														
School Library																
Parent Support																
Computers																
Campus Admin. Staff																
Timeline																
Activity		Person(s) Responsible			A	S	O	N	D	J	F	M	A	M	J	J
Encourage schoolwide attendance at assemblies and open house.		Darnisha Carreathers				X	X	X	X		X	X		X		
Discipline and academic conferences held with parents as needed.		Donna McDaniel, Tonya Nelson, Teachers			X	X	X	X	X	X	X	X	X	X		
Parents will provide input and be a part of the campus improvement committee.		Donna McDaniel			X	X	X	X	X	X	X	X	X	X		
Accelerated reading will be offered to 5-8 and parents encouraged to read with their children.		Donna McDaniel, English Teachers, Debbie			X	X	X	X	X	X	X	X	X	X		

Goal 26 - Strategy 1 Communication-Parental Involvement													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
	Shumake	u	e	c	o	e	a	e	a	r	a	u	u
Teacher contacts with parents each six week period.	Donna McDaniel, Teachers	X	X	X	X	X	X	X	X	X	X		
Teachers call parents when monitoring student grades to inform the parent of the child's progress.	Donna McDaniel, Teachers		X	X	X	X	X	X	X	X	X		
Student performance will be reported to the parents annually.	Donna McDaniel, Tonya Nelson			X							X		
Section 504 will be discussed in the student handbook.	Donna McDaniel, Teachers	X											
Counseling will be provided for parents of special education students	Donna McDaniel, Debra McCrary, Tonya Nelson		X			X				X			
Hold Parent Information meetings for all students to inform the parents of TAKS test requirements and the importance of their involvement in helping students to be successful.	Donna McDaniel, Tonya Nelson, Teachers			X	X								
Meet with At-risk parents individually to discuss improvement in student achievement	Donna McDaniel, Teachers		X	X	X	X	X	X	X	X	X	X	X

Goal 27: The campus will monitor the number of special education students and TAKS exemptions by reducing the number of referrals by employing the following objectives.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
5) Prepare Students	6) School Personnel	7) Student Performance	8) School Environment
9) Instructional Techniques			
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations	
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	7) Student Transition to Elementary Programs	8) Include Teachers in Decisions
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		

Strategies

Goal 27 - Strategy 1		Initial Evaluation															
Leader(s): Darnisha Carreathers, Christie Eubanks Leader Progress Report Dates: May 2009		Brief Description: A team process will be used to determine whether a student has a disability and requires special education to ensure academic success of the student.						Evaluation Benchmark: Campus Intervention Team meetings, minutes, documentation.									
Resources Required: Teachers Supplies Staff School Library Parent Support Computers Campus Admin. Staff		FTE's Required: Number of FTE's: None Not Specified Cost: None				Source of Funds: None				Amount \$0.00 \$0.00							
Timeline																	
Activity		Person(s) Responsible				A	S	O	N	D	J	F	M	A	M	J	J
The campus intervention team will evaluate the student for referral to program.		Darnisha Carreathers, David Manley				X	X	X	X	X	X	X	X	X	X		
Diagnostician test student to assess if disability exists.		Debra McCrary				X	X	X	X	X	X	X	X	X	X		

Goal 27 - Strategy 2 Least Restrictive Environment																
Leader(s): Donna McDaniel			Brief Description: General education is considered first. LRE includes non-academic and extracurricular activities. The need is to mainstream students into the educational environment. (* = indicates CAP)					Evaluation Benchmark: PAS & DAS Reports								
Leader Progress Report Dates: August 2006																
Resources Required:			FTE's Required:			Source of Funds:				Amount						
Teachers			Number of FTE's: 3.13			Special Education				\$2,667.00						
Supplies			Special Education							\$2,667.00						
Staff			Cost: \$66,091.00													
School Library																
Parent Support																
District Admin. Staff																
Computers																
Campus Admin. Staff																
Timeline																
Activity		Person(s) Responsible			A	S	O	N	D	J	F	M	A	M	J	J
					u	e	c	o	e	a	e	a	p	a	u	u
					g	p	t	v	c	n	b	r	r	y	n	i
*Concentrate on Least Restrictive Environment at all levels to reduce students in resource classes. Implement inclusion practices for LRE consideration.		Debra McCrary, Donna McDaniel			X									X		
*Continue to involve disadvantaged students with nondisadvantaged students in general classes as determined by the ARD.		Donna McDaniel, Debra McCrary			X									X		
Speech therapy will be provided to students who qualify.		Donna McDaniel, Leta														

Goal 27 - Strategy 2 Least Restrictive Environment													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
	Foster	u	e	c	o	e	a	b	a	r	a	u	u
		g	p	t	v	c	n					n	l
*Students with disabilities will be educated in the least restrictive environment.	Donna McDaniel, Teachers		X	X	X	X	X	X	X	X	X	X	
CEI labs provided to students to improve reading and math skills.	Donna McDaniel		X	X	X	X	X	X	X	X	X		

Goal 27 - Strategy 3 Reevaluation																
Leader(s): Donna McDaniel			Brief Description: To determine whether a student is still eligible for special education services. The need is to reduce the number of students in services.					Evaluation Benchmark: PAS & DAS Reports								
Leader Progress Report Dates: August 2006																
Resources Required:			FTE's Required:			Source of Funds:			Amount							
Teachers			Number of FTE's: None			None			\$0.00							
Supplies			Not Specified						\$0.00							
Staff			Cost: None													
School Library																
Parent Support																
Computers																
Campus Admin. Staff																
Timeline																
Activity		Person(s) Responsible			A	S	O	N	D	J	F	M	A	M	J	J
*The reevaluation of each child is conducted if conditions warrant or if the child's parent or teacher request a reevaluation, but at least once every three years.		Donna McDaniel, Debra McCrary			X										X	
Referral paper work completed through campus intervention team.		Donna McDaniel, Tonya Nelson			X	X	X	X	X	X	X	X	X	X		
Each reevaluation and initial assessment of a LEP special education student will include a test of language dominance to ensure the child is tested in home language.		Debra McCrary			X										X	

Goal 27 - Strategy 3 Reevaluation													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	r	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
The district will work to reduce the number of referrals to special education.	Donna McDaniel, Teachers		X	X	X	X	X	X	X	X	X		

Goal 27 - Strategy 4		Related Services											
Leader(s): Donna McDaniel		Brief Description: Related services are provided when needed and adequate personnel made available to provide the services to meet the educational needs of the students.						Evaluation Benchmark: PAS & DAS Reports					
Leader Progress Report Dates: August 2006													
Resources Required:		FTE's Required:				Source of Funds:				Amount			
Teachers		Number of FTE's: None				None				\$0.00			
Supplies		Not Specified								\$0.00			
Staff		Cost: None											
School Library													
District Admin. Staff													
Computers													
Campus Admin. Staff													
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Physical Therapy is provided by a licensed physical therapist to qualifying students.	Lori Ledford	X	X	X	X	X	X	X	X	X	X	X	
Provided related services of transportation.	Donna McDaniel, Debra McCrary	X	X	X	X	X	X	X	X	X	X		
Occupational therapy is provided to qualifying students.	Kim McKntire	X	X	X	X	X	X	X	X	X	X		
School health services are provided to students.	Diane Bristow	X	X	X	X	X	X	X	X	X	X		
Students who require related services receive the kind and	Donna McDaniel, ARD	X	X	X	X	X	X	X	X	X	X		

Goal 27 - Strategy 4 Related Services													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		g	p	t	v	c	n	b	r	r	y	n	l
amount necessary to assist the child to benefit from special education services.	Committee, Debra McCrary												
Counseling will be provided to parents of special education student.	Tonya Nelson, Mrs. Alford	X	X	X	X	X	X	X	X	X	X	X	
*Reduce number of referrals by initiating	Donna McDaniel		X	X	X	X	X	X	X	X	X	X	

Goal 27 - Strategy 5														Transition		
Leader(s): Donna McDaniel			Brief Description: A course of study is planned for each student and written and incorporated into the students IEP.					Evaluation Benchmark: Assessment of student reaching post school goals.								
Leader Progress Report Dates: August 2006																
Resources Required:			FTE's Required:			Source of Funds:					Amount					
Teachers			Number of FTE's: None			None					\$0.00					
Supplies			Not Specified								\$0.00					
Staff			Cost: None													
School Library																
Parent Support																
Computers																
Campus Admin. Staff																
Timeline																
Activity		Person(s) Responsible			A	S	O	N	D	J	F	M	A	M	J	J
		g	p	t	v	c	n	b	r	r	y	n	l			
Students will begin transition planning as needed before age 14.		Debra McCrary, Donna McDaniel			X	X	X	X	X	X	X	X	X	X		
Special Education students will be given an aptitude test as provided by the diagnostician.		Tonya Nelson						X								
Students will be assessed so that their goals for achievement can be met.		Donna McDaniel, Debra McCrary				X			X					X		

Goal 27 - Strategy 6 Continuous Action Plan													
Leader(s): Donna McDaniel			Brief Description: The five areas of the comprehensive analysis process used to determine the effectiveness of the campus' special education services.					Evaluation Benchmark: Analysis of performance of students					
Leader Progress Report Dates: August 2006													
Resources Required:			FTE's Required:			Source of Funds:			Amount				
Teachers			Number of FTE's: None			None			\$0.00				
Supplies			Not Specified						\$0.00				
Staff			Cost: None										
School Library													
Parent Support													
District Admin. Staff													
Computers													
Campus Admin. Staff													
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Faculty and staff will participate in sessions of professional development linked to student needs.	Stephanie Sparks, Donna McDaniel	X										X	
Student performance will be reported to the public annually.	Donna McDaniel, James Brewer			X									
Accelerated Reading, Classworks, and CEI programs will be used as direct intervention strategies at beginning levels.	Donna McDaniel, Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Enrichment is offered at all levels to provide direct instruction one	Donna McDaniel, Teachers	X	X	X	X	X	X	X	X	X	X	X	X

Goal 27 - Strategy 6 Continuous Action Plan													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	r	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
on one.													
Inclusion practices to mainstream Special Education students into classrooms.	Donna McDaniel, Teachers	X	X	X	X	X	X	X	X	X	X		
SDAA will be administered to students not qualifying for TAKS.	Tonya Nelson, DeLisa Briggs								X		X		

Goal 28: To provide students with basic skills and knowledge necessary for continuing the students education at the post secondary level or gain entry level employment.

Correlates with:

State Objectives			
1) Partnering Parents with Educators	2) Student Potential	4) Curriculum	5) Prepare Students
6) School Personnel	8) School Environment	9) Instructional Techniques	
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress
Title I - Schoolwide Programs			
2) Student Opportunities	4) Professional Development	10) Federal, State, and Local Programs	

Strategies

Goal 28 - Strategy 1 Training for Work Placement

<p>Leader(s): Richard Coleman</p> <p>Leader Progress Report Dates: August 2009</p>	<p>Brief Description: To provide training for work placement after high school and prepare students with job skills for the work environment.</p>	<p>Evaluation Benchmark: Local Evaluation</p>
--	--	--

<p>Resources Required: Teachers Supplies Staff School Library Computers Campus Admin. Staff</p>	<p>FTE's Required: Number of FTE's: None Not Specified Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount \$0.00 <hr/>\$0.00</p>
--	--	---	---

Timeline

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	a	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
All 8th grade students will take keyboarding in preparation for CATE classes in high school	Darnisha Carreathers, David Manley	X	X	X	X	X	X	X	X	X	X		
Elective 8th grade students have the availability to take computer applications	Donna McDaniel, Melissa Motes		X	X	X	X	X	X	X	X	X		

Goal 29: The campus will maintain a challenging, positive and safe environment.

Correlates with:

State Objectives			
1) Partnering Parents with Educators	3) Dropout Prevention	4) Curriculum	5) Prepare Students
7) Student Performance	8) School Environment		
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations	
Title I - Schoolwide Programs			
4) Professional Development	5) Professional Staff	8) Include Teachers in Decisions	9) Identify and Assist with Student Difficulties

Strategies

Goal 29 - Strategy 1 Student Behavior																	
Leader(s): Darnisha Carreathers, Stacy Starrett		Brief Description: Student behavior will continue to improve through school rules being consistently enforced by the teachers and principal.				Evaluation Benchmark: Local evaluation											
Leader Progress Report Dates: May 2009																	
Resources Required:		FTE's Required:		Source of Funds:						Amount							
Teachers		Number of FTE's: None		Compensatory Ed. Budget						\$8,000.00							
Supplies		Local								<hr/>							
Staff		Cost: None								\$8,000.00							
School Library																	
Parent Support																	
Outside Consultant																	
District Admin. Staff																	
Custodial/Maint. Dept.																	
Campus Admin. Staff																	
Timeline																	
Activity		Person(s) Responsible				A	S	O	N	D	J	F	M	A	M	J	J
						u	e	c	o	e	a	e	a	r	a	u	u
						g	p	t	v	c	n	b	r	r	y	n	i
Discipline management guidelines, DMS student handbook, and DISD student code of conduct will be reviewed annually by the campus improvement committee		Darnisha Carreathers				X	X	X	X	X	X	X	X	X	X		
Parental Notification will be incorporated into teachers classroom management plans to provide teacher intervention before principal referral.		Donna McDaniel, Teachers				X	X	X	X	X	X	X	X	X	X		

Goal 29 - Strategy 1 Student Behavior													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
Teachers will use a classroom management plan to ensure appropriate behavior for a quality education in a safe and friendly learning environment.	Donna McDaniel, Teachers	X	X	X	X	X	X	X	X	X	X		
Discipline referral forms will be used for maintaining student behavior	Donna McDaniel	X	X	X	X	X	X	X	X	X	X		
Use of ISS and alternative school to maintain discipline and for students with behavior problems.	Donna McDaniel	X	X	X	X	X	X	X	X	X	X		
Periodic safety inspections of playground equipment.	Donna McDaniel	X			X			X					
Obtain an assistant principal or dean of students at least part-time to improve student behavior.	Donna McDaniel						X	X	X	X	X		
Offer Bowie County Coop Discipline Alternative Education Placement for students with behavior problems.	Donna McDaniel	X	X	X	X	X	X	X	X	X	X		

Goal 29 - Strategy 2 Safe & Drug Free																
Leader(s): Donna McDaniel			Brief Description: To teach students positive skills to enable them to be safe and drug free through various activities.					Evaluation Benchmark: Local evaluation								
Leader Progress Report Dates: May 2006																
Resources Required:			FTE's Required:			Source of Funds:						Amount				
Teachers			Number of FTE's: None			None						\$0.00				
Supplies			Local									\$0.00				
Staff			Cost: None													
School Library																
Parent Support																
Outside Consultant																
Guest Speaker																
District Admin. Staff																
Computers																
Campus Admin. Staff																
Timeline																
Activity		Person(s) Responsible			A	S	O	N	D	J	F	M	A	M	J	J
					u	e	c	o	e	a	e	a	p	a	u	u
					g	p	t	v	c	n	b	r	r	y	n	l
Observe Red Ribbon week and provide Drug Awareness Programs.		Tonya Nelson			X	X	X	X	X	X	X	X	X	X		
Incorporate character education in curriculum		Tonya Nelson, Teachers			X	X	X	X	X	X	X	X	X	X		
Perform Emergency Safety Drills for Fire and Tornado.		Donna McDaniel			X	X	X	X	X	X	X	X	X	X		

Goal 29 - Strategy 2 Safe & Drug Free													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		g	p	t	v	c	n	b	r	r	y	n	l
Use a trained drug enforcement canine to provide a safe and drug free campus.	Donna McDaniel	X	X	X	X	X	X	X	X	X	X		
Improve health services for immunizations	Pat Grider	X	X	X	X	X	X	X	X	X	X		

Goal 29 - Strategy 3 Facilities Improvement															
Leader(s): Donna McDaniel			Brief Description: Improve the facilities to meet district standards through assessments conducted by campus and campus improvement committee.					Evaluation Benchmark: Local Evaluation							
Leader Progress Report Dates: May 2006															
Resources Required:			FTE's Required:			Source of Funds:						Amount			
District Admin. Staff			Number of FTE's: None			None						\$0.00			
Custodial/Maint. Dept.			Local									\$0.00			
Campus Admin. Staff			Cost: None												
Timeline															
Activity	Person(s) Responsible			A	S	O	N	D	J	F	M	A	M	J	J
				u	e	c	o	e	a	e	a	p	a	u	u
				g	p	t	v	c	n	b	r	r	y	n	i
New covered walkways	Donna McDaniel, James Brewer				X										
New locks on classrooms in 5th /6th grade building	Donna McDaniel, James Brewer				X										
Remodel bathrooms	Donna McDaniel, James Brewer				X										
Paint cafeteria	Donna McDaniel, James Brewer							X							
Update air conditioning in classrooms and cafeteria	Donna McDaniel, James Brewer												X		
Improve outside playground area	Donna McDaniel, James Brewer												X		

Goal 30: The district will provide transition services to children entering school.

Correlates with:

State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
6) School Personnel	7) Student Performance	8) School Environment	
Effective School Correlates			
2) Climate of High Expectations for Success	7) Home-School Relations		
Title I - Schoolwide Programs			
2) Student Opportunities	3) Instructional	6) Parental Involvement	7) Student Transition to Elementary Programs
10) Federal, State, and Local Programs			

Strategies

Goal 30 - Strategy 1 Pre-Kindergarten program

<p>Leader(s): Kim Birdsong</p> <p>Leader Progress Report Dates: May 2009</p>	<p>Brief Description: The campus will notify parents of the districts' PK-3 and PK-4 program for qualifying students. This will allow economically disadvantaged children to get the educational services to enter Kindergarten.</p>	<p>Evaluation Benchmark: Local Evaluation</p>
--	---	--

Resources Required:	FTE's Required:	Source of Funds:	Amount
Teachers	Number of FTE's: None	None	\$0.00
Supplies	Not Specified		\$0.00
Staff	Cost: None		
School Library			
Parent Support			
District Admin. Staff			
Computers			
Campus Admin. Staff			

Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Parents will be notified by take home handout for PK-3 and PK-4 programs	David Manley, Darnisha Carreathers			X									

Goal 31: The campus will ensure that all teachers are certified or in the process of being certified.

Correlates with:

State Objectives			
5) Prepare Students	8) School Environment	9) Instructional Techniques	
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	5) Opportunity to Learn and Student Time on Task	
Title I - Schoolwide Programs			
3) Instructional	4) Professional Development	5) Professional Staff	8) Include Teachers in Decisions
10) Federal, State, and Local Programs			

Strategies

Goal 31 - Strategy 1 Certified Teachers

<p>Leader(s): Darnisha Carreathers, Stephanie Sparks Leader Progress Report Dates: May 2009</p>	<p>Brief Description: To provide that certified teachers are employed for the education of the students and that personnel are qualified for the positions they instruct.</p>	<p>Evaluation Benchmark: Local Assessment</p>
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<p>Resources Required: Supplies Outside Consultant District Admin. Staff Campus Admin. Staff</p>	<p>FTE's Required: Number of FTE's: None Not Specified Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount \$0.00 \$0.00</p>
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Timeline

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
Teachers are certified in the ares of instruction.	Darnisha Carreathers, David Manley	X											
Teachers are encouraged to take advanced classes to upgrade and improve academic subjects.	Donna McDaniel. James Brewer	X											
Paraprofessionals are encouraged to attend classes to achieve an associate degrees or have achieved 2 years or higher education	Donna McDaniel, James Brewer	X											
Paraprofessionals will meet the criteria of certification and higher education through the No Child Left Behind Act by 2005	Donna McDaniel, Stephanie Sparks	X											

Goal 32: To provide students with the opportunity to develop technological skills that will enable them to succeed in school.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	4) Curriculum	5) Prepare Students
6) School Personnel	8) School Environment	9) Instructional Techniques	
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task
6) Frequent Monitoring of Student Progress			
Title I - Schoolwide Programs			
2) Student Opportunities	3) Instructional	4) Professional Development	5) Professional Staff
8) Include Teachers in Decisions	10) Federal, State, and Local Programs		

Strategies

Goal 32 - Strategy 1 Computer technology																
Leader(s): Darnisha Carreathers		Brief Description: To offer computer technology through resources in the school.					Evaluation Benchmark: Local Assessment									
Leader Progress Report Dates: May 2009																
Resources Required:		FTE's Required:			Source of Funds:					Amount						
Teachers		Number of FTE's: None			Compensatory Ed. Budget					\$1,294.00						
Supplies		Technology								\$1,294.00						
Staff		Cost: None														
School Library																
Parent Support																
Computers																
Campus Admin. Staff																
Timeline																
Activity		Person(s) Responsible			A	S	O	N	D	J	F	M	A	M	J	J
					u	e	c	o	e	a	e	a	p	a	u	u
					g	p	t	v	c	n	b	r	r	y	n	i
Offer computer lab using the TAKS Study Island program for TAKS remediation.		Darnisha Carreathers														
Upgrade hardware and software to enhance learning.		Heath Shelton				X			X			X				
Implement computer based programs to improve student achievement.		Darnisha Carreathers, Heath Shelton				X			X			X				
Incorporate computer research in enhancing student learning		Darnisha Carreathers, Heath Shelton			X	X	X	X	X	X	X	X	X	X		

Goal 32 - Strategy 1 Computer technology		A	S	O	N	D	J	F	M	A	M	J	J
Activity	Person(s) Responsible	u	e	c	o	e	a	e	a	r	a	u	u
		g	p	t	v	c	n	b	r	p	y	n	l
Purchase 24 portable computer lab to use for student achievement improvement with at risk students.	Darnisha Carreathers, Teachers	X	X	X	X	X	X	X	X	X	X		
Implement the A + program to enhance learning in all subjects.	Darnisha Carreathers, Heath Shelton			X	X	X	X	X	X	X	X		
Provide computers and printers in all classrooms.	Darnisha Carreathers, Heath Shelton		X	X	X	X	X	X	X	X	X		
Provide additional calculators for students to enhance student achievement in mathematics.	Darnisha Carreathers		X	X	X	X	X	X	X	X	X		
Provide portable laptops with projectors for each building.	Darnisha Carreathers, Heath Shelton												
Technology Application TEKS will be incorporated into the core curriculum in grades 5-8	Darnisha Carreathers, Teachers		X	X	X	X	X	X	X	X	X		
Update lab in 5th/6th grade building and add additional lab on campus	Darnisha Carreaathers, David Manley, Heath Shelton												
Offer Journalism as an elective using media and computer technology													

APPENDIX I

SHARED DECISION MAKING COMMITTEE PLAN IMPLEMENTATION AND DEVELOPMENT LOG NEEDS ASSESSMENT SUMMATIVE EVALUATION

2008-09 Shared Decision Making Committee				
Position	Name	Subject/Grade	Contact Information	Signature
Principal	Darnisha Hill		903-667-2834	
Non-Classroom Professional Staff	Christie Eubanks		903-667-2834	
Classroom Teacher	DeLisa Briggs	Special Education	903-667-2834	
Classroom Teacher	Rhonda Stone	8th Math	903-667-2834	
Classroom Teacher	Janet Hall	6th Social Studies/7th Texas	903-667-2834	
Classroom Teacher	Phyllis Boyce	8th Grade Language Arts	903-667-2834	
Non-Classroom Professional Staff	Jackie Brown		903-667-2834	
Parent	Robbie Barrett		903-667-5548	
Paraprofessional	Patricia Meadows		903-667-2834	
Community Representative	James L. Germany		903-277-0994	
Parent	Beverly Peoples		903-667-9988	
Classroom Teacher	DeLisa Briggs	Special Education	903-667-2834	
Classroom Teacher	DeLisa Briggs	Special Education	903-667-2834	
Paraprofessional	Patricia Meadows		903-667-2834	

Campus Improvement Plan Plan Implementation and Development Log	
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Date	Purpose
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Needs Assessment

Summative Evaluation for 2007-08

Needs Assessment Focus

Indicators Rated

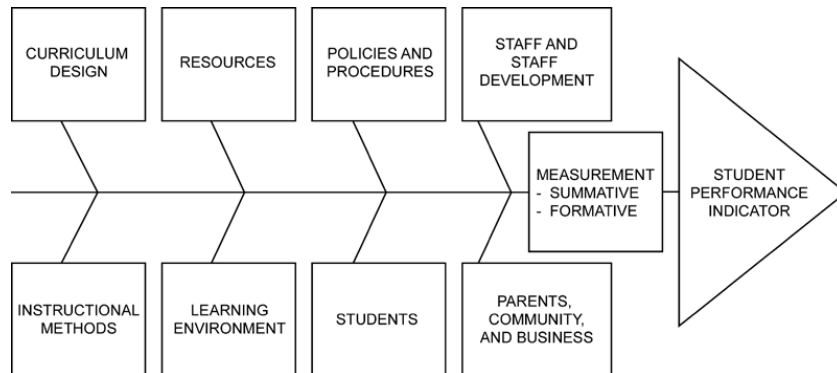
		Priority Rating	Satisfaction Rating
1	(AEIS) Percent of 8th grade students passing TAAS/TAKS SCIENCE	High	Low
2	(AEIS) Percent of 5th grade students passing TAAS/TAKS READING (Spanish version)	High	Low
3	(AEIS) Percent of high performing students and the Comparable Improvement quartile for reading	Med	Low
4	(AEIS) Percent of 8th grade students passing TAAS/TAKS SOCIAL STUDIES	High	Med
5	(AEIS) Percent of 5th grade students passing TAAS/TAKS MATH (Spanish version)	High	Med
6	Percent of students MASTERING TAAS/TAKS READING	High	Med
7	Percent of students MASTERING TAAS/TAKS WRITING	High	Med
8	(AEIS) Percent of high performing students and the Comparable Improvement quartile for math	Med	Med
9	(AEIS) Percent of 4th grade students passing TAAS/TAKS WRITING (Spanish version)	Med	Med
10	Percent of students MASTERING TAAS/TAKS MATH	Med	Med
11	(AEIS) Percent of 6th grade students passing TAAS/TAKS READING (Spanish version)	Low	High
12	(AEIS) Percent of 6th grade students passing TAAS/TAKS MATH (Spanish version)	Low	High

Indicators Not Rated

		Priority Rating	Satisfaction Rating
1	(AEIS) Mean Scores of SAT/ACT	NR	NR
2	(AEIS) Percent of High School graduates scoring at or above state criteria on SAT/ACT	NR	NR
3	(AEIS) Percent of graduates scoring high enough on TAAS/TAKS-EXIT to predict success on TASP	NR	NR
4	(AEIS) Percent of graduates completing RECOMMENDED HIGH SCHOOL PROGRAMS	NR	NR
5	(AEIS) Percent of High School students completing and receiving credit for at least one ADVANCED ACADEMIC COURSE	NR	NR

6	(AEIS) Percent of High School students enrolled in ADVANCED ACADEMIC COURSES	NR	NR
7	Percent of examinees scoring 3 or higher on ADVANCED PLACEMENT EXAMS	NR	NR
8	Percent of High School students taking ADVANCED PLACEMENT EXAMS	NR	NR
9	Percent of total ADVANCED PLACEMENT EXAMS with scores of 3 or higher	NR	NR
10	Percent of students passing ENGLISH II EOC Examination	NR	NR
11	Percent of students passing UNITED STATES HISTORY EOC Examination	NR	NR
12	Percent of students passing BIOLOGY EOC Examination	NR	NR
13	Percent of students passing ALGEBRA I EOC Examination	NR	NR
14	Annual Student RETENTION RATES	NR	NR
15	Percent of students demonstrating master of selected TECHNOLOGICAL SKILLS	NR	NR
16	Percent of students demonstrating skills for creating and delivering a multi-media presentation	NR	NR
17	Percent of students able to validly respond in the world view of another culture given hypothetical situations	NR	NR
18	Percent passing REPORT CARD GRADES FOR MATH	NR	NR
19	Percent passing REPORT CARD GRADES FOR SCIENCE	NR	NR
20	Percent of students ENROLLED IN ADVANCED MATH AND SCIENCE	NR	NR
21	Percent of students ENROLLED IN CAREER AND TECHNOLOGY COURSES	NR	NR
22	DISCIPLINE REFERRAL RATES	NR	NR
23	Percent of students demonstrating good CITIZENSHIP SKILLS	NR	NR
24	Percent of students demonstrating ability to WORK PRODUCTIVELY IN A WORK TEAM	NR	NR
25	Percent of students demonstrating appropriate SELF-DISCIPLINE	NR	NR
26	Percent of students PARTICIPATING IN CAMPUS RECYCLING PROJECTS	NR	NR
27	Percent of students PARTICIPATING IN CO-CURRICULAR ACTIVITIES	NR	NR

Process Chart



Summative Evaluation for year 2008-09

Overall, the Middle School campus accomplished their goals. We were above the state and region in all scores. We did focus on improving mathematics and science TAKS scores and did meet that goal; however, we will continue to work toward making further improvements in mathematics and science. We will also continue to be focusing on closing the gap between African American students and Economically Disadvantaged students with other sub populations.

We feel that the TAKS lab classes and after school tutorials really benefited the students at DMS.

The Middle School is still focusing on improving student discipline and student achievement. We have added a dean of students for discipline and teachers are receiving training in improving student achievement. We felt our student rewards went well and will continue to use appropriate incentives for students to improve student achievement.

Our attendance goal of 98% was not reached; however we did maintain an attendance rate of 96.59%.

Our Special programs are improving. We have a talent pool to the GT program allowing additional students to work within the GT tutorials. Our Dyslexia students have shown improvements in reading scores. Our special education students have made improvements in SDAA reading scores and mathematics scores. We are continually evaluating the needs of our special education students next year and dismissing students when available..

We have had good parental involvement. We had two TAKS parent dinners, however we want to increase the participation of parents next year.

The 2004-2005 campus plan was a success. We will continue to work for further improvement next year.

APPENDIX II

DETAILED GOAL DEFINITIONS

OTHER REFERENCE MATERIALS

State Goals

Goal 1: Performance - English

The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

Goal 2: Performance - Mathematics

The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

Goal 3: Performance - Science

The students in the public education system will demonstrate exemplary performance in the understanding of science.

Goal 4: Performance - Social Studies

The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

State Objectives

Objective 1: Partnering Parents with Educators

Parents will be full partners with educators in the education of their children.

Objective 2: Student Potential

Students will be encouraged and challenged to meet their full educational potential.

Objective 3: Dropout Prevention

Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective 4: Curriculum

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

Objective 5: Prepare Students

Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

Objective 6: School Personnel

Qualified and highly effective personnel will be recruited, developed, and retained.

Objective 7: Student Performance

The state's students will demonstrate exemplary performance in comparison to national and international standards.

Objective 8: School Environment

School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective 9: Instructional Techniques

Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

Objective 10: Technology

Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

NCLB/ESEA Goals and Indicators

Goal 1: Students will Reach High Standards

By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2 Performance indicator: The percentage of students, in the aggregate and in each individual student group, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

Goal 2: LEP will become Proficient in English

All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Goal 3: Highly Qualified Staff

By 2005-2006, all students will be taught by highly qualified teachers.

3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the SEA).

3.2 Performance indicator: The percentage of teachers receiving high-quality professional development (as the term, "professional development," is defined in section 9101 (34)).

3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified (see criteria in section 1119(c) and (d)).

Goal 4: Safe, Drug Free Learning Environments

All students will be educated in learning environments that are safe, drug free, and conducive to learning.

4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.

Goal 5: All Students will Graduate from High School

All students will graduate from high school.

5.1 Performance indicator: The percentage of students in the aggregate and in each group who graduate from high school each year with a regular diploma,

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;

- calculated in the same manner as utilized in National Center for Education Statistics reports on Common Core of Data.

5.2 Performance indicator: The percentage of students who drop out of school,

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;

- calculated in the same manner as utilized in National Center for Education Statistics reports on Common Core of Data.

Effective School Correlates

Correlate 1: Safe and Orderly Environment

The First Generation: In the effective school, there is an orderly, purposeful, businesslike atmosphere which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.

The Second Generation: In the first generation, the safe and orderly environment correlate was defined in terms of the absence of undesirable student behavior (e.g., students fighting). In the second generation, the concept of a school environment conducive to learning for all must move beyond the elimination of undesirable behavior. The second generation will place increased emphasis on the presence of certain desirable behaviors (e.g., cooperative team learning). These second generation schools will be places where students actually help one another.

Moving beyond simply the elimination of undesirable behavior will represent a significant challenge for many schools. For example, it is unlikely that a school's faculty could successfully teach its students to work together unless the adults in the school model collaborative behaviors in their own professional working relationships. Since schools as workplaces are characterized by their isolation, creating more collaborative/cooperative environments for both the adults and students will require substantial commitment and change in most schools.

First, teachers must learn the "technologies" of teamwork. Second, the school will have to create the "opportunity structures" for collaboration. Finally, the staff will have to nurture the belief that collaboration, which often requires more time initially, will assist the schools to be more effective and satisfying in the long run.

But schools will not be able to get students to work together cooperatively unless they have been taught to respect human diversity and appreciate democratic values. These student learnings will require a major and sustained commitment to multicultural education. Students and the adults who teach them will need to come to terms with the fact that the United States is no longer a nation with minorities. We are now a nation of minorities. This new reality is currently being resisted by many of our community and parent advocacy groups, as well as by some educators.

Correlate 2: Climate of High Expectations for Success

The First Generation: In the effective school, there is a climate of expectation in which the staff believe and demonstrate that all students can attain mastery of the essential school skills, and the staff also believe that they have the capability to help all students achieve that mastery.

The Second Generation: In the second generation, the emphasis placed on high expectations for success will be broadened significantly. In the first generation, expectations were described in terms of attitudes and beliefs that suggested how the teacher should behave in the teaching-learning situation. Those descriptions sought to tell teachers how they should initially deliver the lesson. High expectations meant, for example, that the teacher should evenly distribute questions asked among all students and should provide each student with an equal opportunity to participate in the learning process. Unfortunately, this "equalization of opportunity," though beneficial, proved to be insufficient to assure mastery for many learners. Teachers found themselves in the difficult position of having had high expectations and having acted upon them--yet some students still did not learn.

In the second generation, the teachers will anticipate this and they will develop a broader array of responses. For example, teachers will implement additional strategies, such as reteaching and regrouping, to assure that all students do achieve mastery. Implementing this expanded concept of high expectations will require the school as an organization to reflect high expectations. Most of the useful strategies will require the cooperation of the school as a whole; teachers cannot implement most of these strategies working alone in isolated classrooms.

High expectations for success will be judged, not only by the initial staff beliefs and behaviors, but also by the organization's response when some students do not learn. For example, if the teacher plans a lesson, delivers that lesson, assesses learning and finds that some students did not learn, and still goes on to the next lesson, then that teacher didn't expect the students to learn in the first place. If the school condones through silence that teacher's behavior, it apparently does not expect the students to learn, or the teacher to teach these students.

Several changes are called for in order to implement this expanded concept of high expectations successfully. First, teachers will have to come to recognize that high expectations for student success must be "launched" from a platform of teachers having high expectations for self. Then the school organization will have to be restructured to assure that teachers have access to more "tools" to help them achieve successful learning for all. Third, schools, as cultural organizations, must recognize that schools must be transformed from institutions designed for "instruction" to institutions designed to assure "learning."

Correlate 3: Instructional Leadership

The First Generation: In the effective school, the principal acts as an instructional leader and effectively and persistently communicates that mission to the staff, parents, and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.

The Second Generation: In the first generation, the standards for instructional leadership focused primarily on the principal and the administrative staff of the school. In the second generation, instructional leadership will remain important; however, the concept will be broadened and leadership will be viewed as a dispersed concept that includes all adults, especially the teachers. This is in keeping with the teacher empowerment concept; it recognizes that a principal cannot be the only leader in a complex organization like a school. With the democratization of organizations, especially schools, the leadership function becomes one of creating a "community of shared values." The mission will remain critical because it will serve to give the community of shared values a shared sense of "magnetic north," an identification of what this school community cares most about. The role of the principal will be changed to that of "a leader of leaders," rather than a leader of followers. Specifically, the principal will have to develop his/her skills as coach, partner, and cheerleader. The broader concept of leadership recognizes that leadership is always delegated from the followership in any organization. It also recognizes what teachers have known for a long time and what good schools have capitalized on since the beginning of time: namely, expertise is generally distributed among many, not concentrated in a single person.

Correlate 4: Clear and Focused Mission

The First Generation: In the effective school, there is a clearly articulated school mission through which the staff shares an understanding of and commitment to the instructional goals, priorities, assessment procedures, and accountability. Staff accepts responsibility for students' learning of the school's essential curricular goals.

The Second Generation: In the first generation, the effective school mission emphasized teaching for learning for all. The two issues that surfaced were: "Did this really mean all students or just those with whom the schools had a history of reasonable success?" When it became clear that this mission was inclusive of all students, especially the children of the poor (minority and nonminority), the second issue surfaced. It centered itself around the question: "Learn what?" Partially because of the accountability movement and partially because of the belief that disadvantaged students could not learn higher-level curricula, the focus was on mastery of mostly low-level skills.

In the second generation, the focus will shift toward a more appropriate balance between higher-level learning and those more basic skills that are truly prerequisite to their mastery. Designing and delivering a curriculum that responds to the demands of accountability, and is responsive to the need for higher levels of learning, will require substantial staff development. Teachers will have to be better trained to develop curricula and lessons with the "end in mind." They will have to know and be comfortable with the concept of "backward mapping," and they will need to know "task analysis." These "tools of the trade" are essential for an efficient and effective "results-oriented" school that successfully serves all students.

Finally, a subtle but significant change in the concept of school mission deserves notice. Throughout the first generation, effective schools proponents advocated the mission of teaching for learning for all. In the second generation, the advocated mission will be learning for all. The rationale for this change is that the "teaching for" portion of the old statement created ambiguity (although this was unintended) and kept too much of the focus on "teaching" rather than "learning." This allowed people to discount school learnings that were not the result of direct teaching. Finally, the new formulation of learning for all opens the door to the continued learning of the educators as well as the students.

Correlate 5: Opportunity to Learn and Student Time on Task

The First Generation: In the effective school, teachers allocate a significant amount of classroom time to instruction in the essential skills. For a high percentage of this time, students are engaged in whole class or large group, teacher-directed, planned learning activities.

The Second Generation: In the second generation, time will continue to be a difficult problem for the teacher. In all likelihood, the problems that arise from too much to teach and not enough time to teach it will intensify. In the past, when the teachers were oriented toward "covering curricular content" and more content was added, they knew their response should be to "speed up." Now teachers are being asked to stress the mission that assures that the students master the content that is covered. How are they to respond? In the next generation, teachers will have to become more skilled at interdisciplinary curriculum and they will need to learn how to comfortably practice "organized abandonment." They will have to be able to ask the question, "What goes and what stays?" One of the reasons that many of the mandated approaches to school reform have failed is that, in every case, the local school was asked to do more! One of the characteristics of the most effective schools is their willingness to declare that some things are more important than others; they are willing to abandon some less important content so as to be able to have enough time dedicated to those areas that are valued the most.

The only alternative to abandonment would be to adjust the available time that students spend in school, so that those who need more time to reach mastery would be given it. The necessary time must be provided in a quality program that is not perceived as punitive by those in it, or as excessive by those who will have to fund it. These conditions will be a real challenge indeed!

If the American dream and the democratic ideal of educating everyone is going to move forward, we must explore several important policies and practices from the past. Regarding the issue of time to learn, for example, if the children of the disadvantaged present a "larger educational task" to the teachers and if it can be demonstrated that this "larger task" will require more time, then our notions of limited compulsory schooling may need to be changed. The current system of compulsory schooling makes little allowance for the fact that some students need more time to achieve mastery. If we could get the system to be more mastery-based and more humane at the same time, our nation and its students would benefit immensely.

Correlate 6: Frequent Monitoring of Student Progress

The First Generation: In the effective school, student academic progress is measured frequently through a variety of assessment procedures. The results of these assessments are used to improve individual student performance and also to improve the instructional program.

The Second Generation: In the first generation, the correlate was interpreted to mean that the teachers should frequently monitor their students' learning and, where necessary, the teacher should adjust his/her behavior. Several major changes can be anticipated in the second generation. First, the use of technology will permit teachers to do a better job of monitoring their students' progress. Second, this same technology will allow students to monitor their own learning and, where necessary, adjust their own behavior. The use of computerized practice tests, the ability to get immediate results on homework, and the ability to see correct solutions developed on the screen are a few of the available "tools for assuring student learning."

A second major change that will become more apparent in the second generation is already under way. In the area of assessment, the emphasis will continue to shift away from standardized norm-referenced, paper-pencil tests and toward curricular-based, criterion-referenced measures of student mastery. In the second generation, the monitoring of student learning will emphasize "more authentic assessments" of curriculum mastery. This generally means that there will be less emphasis on the paper-pencil, multiple-choice tests, and more emphasis on assessments of products of student work, including performances and portfolios.

Teachers will pay much more attention to the alignment that must exist between the intended, taught, and tested curriculum. Two new questions are being stimulated by the reform movement and will dominate much of the professional educators' discourse in the second generation: "What's worth knowing?" and "How will we know when they know it?" In all likelihood, the answer to the first question will become clear relatively quickly, because we can reach agreement that we want our students to be self-disciplined, socially responsible, and just. The problem comes with the second question, "How will we know when they know it?" Educators and citizens are going to have to come to terms with that question. The bad news is that it demands our best thinking and will require patience if we are going to reach consensus. The good news is that once we begin to reach consensus, the schools will be able to deliver significant progress toward these agreed-upon outcomes.

Correlate 7: Home-School Relations

The First Generation: In the effective school, parents understand and support the school's basic mission and are given the opportunity to play an important role in helping the school to achieve this mission.

The Second Generation: During the first generation, the role of parents in the education of their children was always somewhat unclear. Schools often gave "lip service" to having parents more actively involved in the schooling of their children. Unfortunately, when pressed, many educators were willing to admit that they really did not know how to deal effectively with increased levels of parent involvement in the schools.

In the second generation, the relationship between parents and the school must be an authentic partnership between the school and home. In the past when teachers said they wanted more parent involvement, more often than not they were looking for unqualified support from parents. Many teachers believed that parents, if they truly valued education, knew how to get their children to behave in the ways that the school desired. It is now clear to both teachers and parents that the parent involvement issue is not that simple. Parents are often as perplexed as the teachers about the best way to inspire students to learn what the school teaches. The best hope for effectively confronting the problem--and not each other--is to build enough trust and enough communication to realize that both teachers and parents have the same goal--an effective school and home for all children!

Title I - Targeted Assistance Schools

Goal 1: Use Resources to Help Meet Standards

Use such program's resources under this part to help participating children meet such State's challenging student academic achievement standards expected for all children.

Goal 2: Ensure Planning is Incorporated

Ensure that planning for students served under this part is incorporated into existing school planning.

Goal 3: Use Effective Methods

Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that -

- Give primary consideration to providing extended learning time, such as an extended school year, before- and after-school, and summer programs and opportunities;
- Help provide an accelerated, high-quality curriculum, including applied learning; and
- Minimize removing children from the regular classroom during regular school hours for instruction provided under this part.

Goal 4: Support Regular Education Program

Coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or State-run preschool programs to elementary school programs.

Goal 5: Highly Qualified Teachers

Provide instruction by highly qualified teachers.

Goal 6: Opportunities for Professional Development

In accordance with subsection (e)(3) and section 1119, provide opportunities for professional development with resources provided under this part, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under this section or in the regular education program.

Goal 7: Strategies for Parental Involvement

Provide strategies to increase parental involvement in accordance with section 1118, such as family literacy services.

Goal 8: Coordinate and Integrate Services and Programs

Coordinate and integrate Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I - Schoolwide Programs

Goal 1: Needs Assessment

A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards as described.

Goal 2: Student Opportunities

- (i) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement;
- (ii) Use effective methods and instructional strategies that are based on scientifically based research that -
 - *strengthen the core academic program in the school;
 - *increase the amount and quality of learning time, such as providing an extended school year and before and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;
 - *include strategies for meeting the educational needs of historically underserved populations;
- (iii)
 - *include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include -
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, personal finance education, and innovative teaching
 - the integration of vocational and technical education programs; and
 - *address how the school will determine if such needs have been met;
- (iv) Are consistent with, and are designed to implement, the State and local improvement plans, if any.

Goal 3: Instructional

Instruction by highly qualified teachers.

Goal 4: Professional Development

High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Goal 5: Professional Staff

Strategies to attract high-quality highly qualified teachers to high-need schools.

Goal 6: Parental Involvement

Strategies to increase parental involvement such as family literary services.

Goal 7: Student Transition to Elementary Programs

Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Goal 8: Include Teachers in Decisions

Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Goal 9: Identify and Assist with Student Difficulties

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Goal 10: Federal, State, and Local Programs

Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

E-Rate Goals

Goal 1: Goals and Strategy for Using Technology

The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services.

Goal 2: Development Strategy for Training

The plan must have a professional development strategy to ensure that staff knows how to use these new technologies to improve education or library services.

Goal 3: Assessment of Services for Improvement

The plan must include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services.

Goal 4: Sufficient Budget for Implementation

The plan must provide for a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy.

Goal 5: Evaluation Process for Monitoring Progress

The plan must include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

APPENDIX III

AEIS GRAPHS

Report of TAKS Reading

Graph of Current Performance by Analysis Group

**There is no information associated
with TAKS Reading.**

Report of TAKS Math

Graph of Current Performance by Analysis Group

**There is no information associated
with TAKS Math.**

Report of TAKS Writing

Graph of Current Performance by Analysis Group

**There is no information associated
with TAKS Writing.**

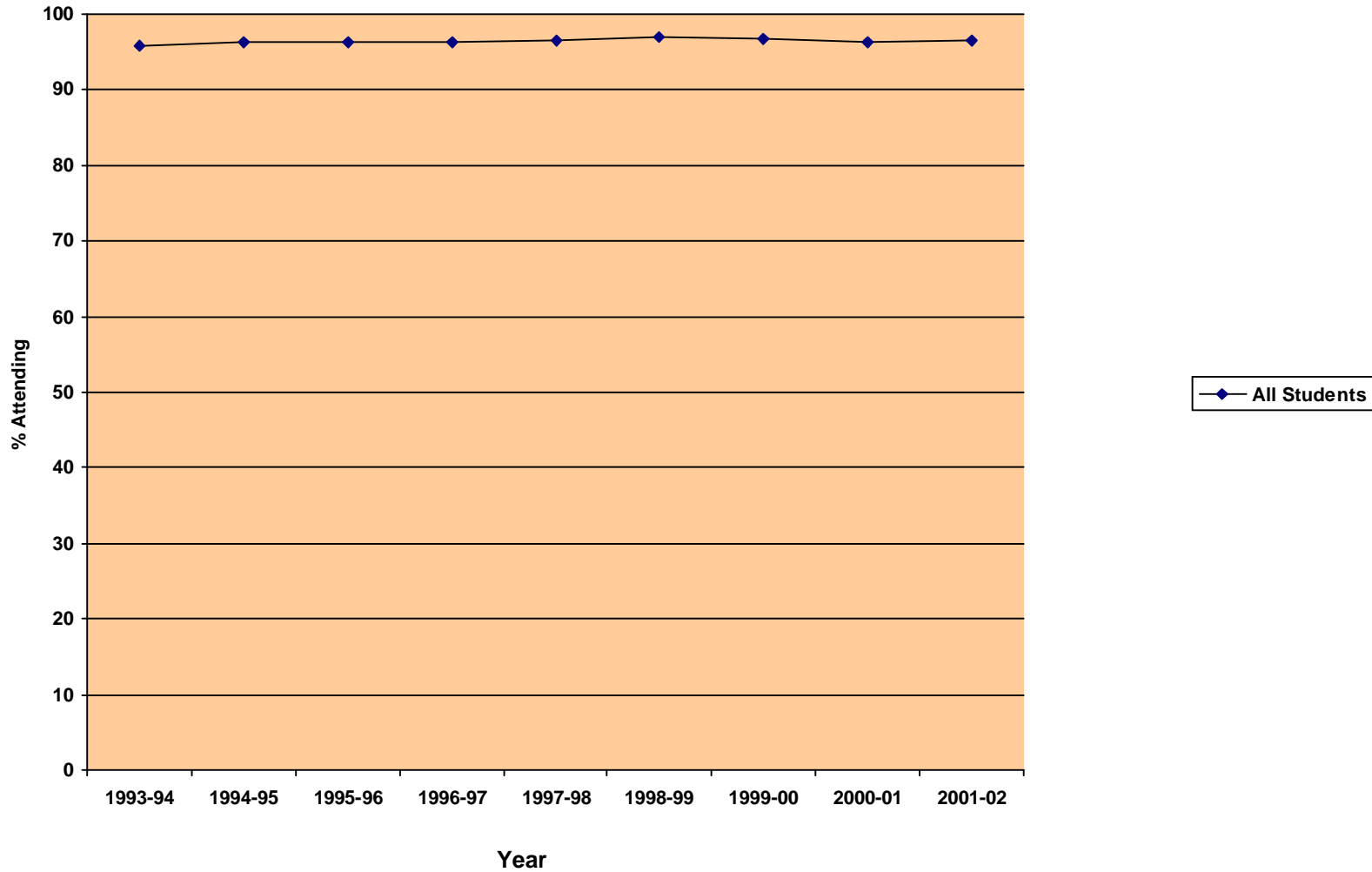
Report of TAKS Overall

Graph of Current Performance by Analysis Group

**There is no information associated
with TAKS Overall.**

Report of Attendance

Graph of Current Performance by Analysis Group



Report of Completion: Graduated

Graph of Current Performance by Analysis Group

**There is no information associated
with Completion: Graduated.**

Report of Completion: Received GED

Graph of Current Performance by Analysis Group

**There is no information associated
with Completion: Received GED.**

Report of Completion: Continued HS

Graph of Current Performance by Analysis Group

**There is no information associated
with Completion: Continued HS.**

Report of Completion: Dropped Out (4-yr)

Graph of Current Performance by Analysis Group

**There is no information associated
with Completion: Dropped Out (4-yr).**