

**De Kalb Independent School District
De Kalb Middle School
Campus Improvement Plan
School Year 2010-11**



DeKalb Middle School

HOME OF THE CUBS

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District Site-Based Decision-Making Committee

| NAME | POSITION |
|------------------|--------------------|
| Neilan Hensley | Principal |
| Christie Stinson | Professional Staff |
| Rhonda Stone | Professional Staff |
| Joe Anderson | Professional Staff |
| Paulette Manley | Professional Staff |
| DeLisa Briggs | Professional Staff |
| Amy May | Community/Business |
| Bobbie McGee | Parent |
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Comprehensive Needs Assessment

INTRODUCTION:

DeKalb ISD developed a comprehensive needs assessment survey to be handed out to all parents and staff on November 18, 2010, in anticipation of developing the campus improvement plan for school year 2010-2011. Data collected from the survey emphasized strengths and needs of the school focusing on five areas: students, staff, parental involvement, community involvement and plant facilities. It was considered important to review both strengths and needs in these areas since programs, services and activities used in successful areas may also be appropriate to address areas wherein needs are identified. The campus improvement committee considered results of state and local assessments, experience in the school, community and professional opinions to arrive at the strengths and needs discussed in this report.

STUDENTS:

Schools in Texas today are judged primarily by the performance of their students on the Texas Assessment of Knowledge and Skills (TAKS), attendance and graduation rates. These are the areas considered in determining whether or not a school has made adequate yearly progress (AYP) as required under the No Child Left Behind Act of 2001, Public Law 107-110, enacted into law by the U. S. Congress on January 9, 2002. Other data were also considered when determining the strengths and needs of the students enrolled in the De Kalb Middle School including, but not limited to, the Texas Assessment of Knowledge and Skills (TAKS), Benchmarks, locally developed, teacher-made tests, and the professional opinions of the staff.

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

Table 1—Student Demographics*

| Category | African American | Hispanic | White | Other | Low Income | LEP | At-Risk |
|-------------|------------------|----------|--------|-------|------------|--------|---------|
| DeKalb M.S. | 20.0% | 4.8% | 71.0% | 4.3% | 57.6% | 1.9% | 24.8% |
| State | 14.0% | 48.6% | 33.3% | 4.1% | 59.0% | 16.9% | 47.2% |
| Difference | +6.0% | -43.8% | +37.7% | +0.2% | -1.4% | -15.0% | -22.4% |

*Source: Academic Excellence Indicator System (AEIS) for school year 2009-10.

The school's demographics do not parallel those of the State of Texas where ethnicity is concerned as well as the other categories included in the Academic Excellence Indicator System (AEIS) Report for school year 2009-10, the most recent data available at the time this report was developed. African American and White students exceed by significant percentages the State averages while the percentage of Hispanic students is considerably less than the State average. The school also has a significant percentage of economically disadvantaged students who present special challenges for the staff at De Kalb Middle School as these students typically bring with them special needs that require supplemental programs and accelerated services. Finally, the school has considerably fewer limited English proficient (LEP) students and students in at-risk situations than the State averages. These latter two statistics are considered positive attributes. (See Table 1—Student Demographics above)

The school has been rated "Recognized" by the Texas Education Agency for the last four school years beginning with school year 2006-07. These ratings are based on the school's students' performance on the TAKS as well as completion and attendance rates. The school will strive to achieve a rating of "Exemplary" for school year 2010-11.

Student Strengths

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

The C-Scope curriculum for Math and Science has been fully implemented by the beginning of the 2010-11 school year. Although somewhat slow in getting started, C- Scope is beginning to show results as evidenced by student performance on TAKS test.

Student attendance was increased during the 2010-11 school year, the continued use of a disinfecting fogger may have helped prevent contagious illnesses from rampant spread. The incentive of semester test exemptions were also used to encourage 7th and 8th grade students to improve their attendance.

The committee felt that discipline was good adding to an environment that is conducive to the teaching-learning process. The principal indicated that the students are ready to learn, enthusiastic, and are coming to school with a positive attitude. He attributed this to the teachers' ability to motivate students.

Student Needs:

While improving, the passing rate on the TAKS Science test has been the lowest for the last two years. The committee agreed that improving student knowledge in Science was the primary need for students at the Middle School.

The number of students requiring accelerated instruction increased from 2008-09 to 2009-10 school year.

The attendance rate has shown improvement with the 2009-10 attendance results, the last year for which data was available, but the need for continued work on improving attendance is a need.

STAFF:

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

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

Table 2—Teacher Demographics*

| Category | African American | Hispanic | White | Other | Over 20 Years Exp. | Exp. in the District |
|-----------------|-------------------------|-----------------|--------------|--------------|---------------------------|-----------------------------|
| De Kalb M.S. | 9.1% | 0.0% | 90.9% | 0.0% | 26.1% | 7.9 years |
| State | 9.5% | 22.5% | 66.4% | 1.6% | 18.3% | 7.6 years |
| Difference | -0.4% | -22.5% | +24.5% | -1.6% | +7.8% | -0.3 years |

*Source: Academic Excellence Indicator System (AEIS) for school year 2009-10.

Staff Strengths:

Core subject area classes are very small with 10-15 students per class. Such small class sizes allow more time for teachers to work with students on an individual basis adding to the quality of instructional services.

The committee agreed that the teachers work well together as a team readily sharing successes and concerns in monthly subject area meetings as well as on a daily basis. Teachers are receptive to new ideas and willing to implement them in an effort to provide the best instructional services to the students they are privileged to serve.

Staff development is adequate meeting the needs of teachers. Education Service Center Region 8 provides most of the professional development.

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

Staff Needs:

The committee opined that their greatest need is a full time technology teacher. This rapidly growing area needs to have a teacher trained in technology. Teachers try to provide this service, but the need is for a specialist in this critical area.

The school experienced a low turnover in staff this year, but did not replace the staff that was lost.

Additional staff is needed for special education classes. Presently, three staff: one teacher and two paraprofessionals (one of the two paraprofessional serves only one child) serve 26 students with disabilities. The committee indicated a need for at least one additional paraprofessional to assist the teacher.

There is a disparity in the percentage of minority staff verses the percentage of minority students at De Kalb Middle School.

PARENTAL INVOLVEMENT/COMMUNITY INVOLVEMENT:

A key ingredient in a successful instructional program is the involvement of parents and the community in the education of the students. From parent volunteers in the classroom to strong support in financing the educational program through bond elections, involvement of parents and the community is essential to an effective educational program. Parents must become involved in supporting the school through being responsible for their students' attendance, homework, participation in school activities, serving on the site-based decision-making committee, and maintaining a dialogue with the teachers of their students. The

community must become involved by participating in programs such as Adopt-a-School, supporting bond elections to finance the construction of new facilities or renovation of existing facilities, and serving on the site-based decision-making committees and board of trustees. It is therefore worthy of any teacher's or school administrator's time to foster the enhancement of the relationship between the school and the community it supports.

Parent Involvement Strengths:

Parents are generally very supportive of the school's policies and procedures. The parent representatives on the committee indicated that they feel comfortable at the school. Staff makes them feel welcome.

Teachers generally conduct parent conferences over the telephone. When the situation becomes more acute, conferences are conducted in formal, face-to-face setting.

Parents cooperate with the school policy of having to come to the school to pick up their student's report card. Other opportunities for parent involvement include, but are not limited to Grandparents Breakfast, Builders' Club, Helping Hands, and Back-to-School Night. All have been successful in getting parents to the school.

Parents have access to their student's grades, attendance, and disciplinary actions through Gradebook Viewer, a secure, online service. The school also has a website as do the teachers where homework assignments and current events may be viewed.

Parent Involvement Needs:

A need to maintain a parent-teacher organization was concern for the committee.

Parent volunteers are very limited primarily because most parents have to work and do not have time to volunteer during the school day.

The school does not publish a newsletter. The committee agreed that it would be a good tool to get information to parents, especially those who do not have access to a computer or lack access to the Internet.

Community Involvement Strengths:

Local businesses are very supportive of the school providing merchandise and gift certificates for incentives and special projects. Parents and community members participate on the site-based decision-making committee.

The local newspaper is also supportive in helping to get information concerning the school out to the public.

Community Involvement Needs:

None were identified by the committee.

FACILITIES:

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

Facilities Strengths:

While the building is old, built in 1955, it is well maintained and is conducive to the teaching-learning process. Heating, ventilation, air conditioning, and lighting are good; however, there have been some issues with the heating and cooling systems due to the age of the building. The district has been good in replacing units that fail in a timely fashion.

A new fire alarm system will be installed during the 2010-11 school year.

The building meets all local codes and is handicapped accessible. The building is of historical significance to the community with many community members having fond memories of their school days in the building.

LCD projectors are being placed in the classrooms for teachers to use for instructional presentations. Technology is adequate and a mobile computer lab is available to teachers.

Furniture and equipment are adequate and generally meet the school's needs.

Facilities Needs:

There are several out buildings that are no longer used and present as a safety hazard and are currently under demolition.

More storage areas were cited as a need since all of the classrooms are now being used.

Programs and Services

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

| Strategies/Activities | Resources | Personnel Responsible | Timeline | Evaluation | |
|--|---|---|--------------------------|--|-------------------------------|
| | | | | Formative | Summative |
| <p>Strategy 1-Reading: To increase TAKS scores for all students and student subgroups in reading to greater than 90% with special emphasis on student subpopulation student groups.</p> <p>Activities:</p> | Time, Teaching Aids, Teachers, Supplies, Staff, School Library, Parent Support, Library, Dist. Adm. Staff, Contracted Service, Computers, Campus Adm. Staff | | | | |
| 1. TAKS/TAKS-M scores will be disaggregated by grade and class to identify strengths and weaknesses. (1) | State Comp. Ed. Title Budgets, Spec. Ed., Local Budget | Principal, Teachers | Aug 2010 May-Jul 2011 | Daily work Teacher-made tests Benchmarks | Pass TAKS/TAKS-M reading test |
| 2. Use accelerated reading program in grades 5-8 to increase reading skills. (2) | State Comp. Ed. Title Budgets, Spec. Ed., Local Budget | Principal, Language Arts Teachers | Aug 2010-May 2011 | Daily work Teacher-made tests Benchmarks | Pass TAKS/TAKS-M reading test |
| 3. Maintain and increase library material for grades 5-8. (2) | Local Budget, Title Budgets, | Librarian | Aug 2010-Jun2011 | Daily work Teacher-made tests Benchmarks | Pass TAKS/TAKS-M reading test |
| 4. Alignment of reading curriculum, vertically and horizontally, for all grade levels using CSCAPE. (2) | State Comp. Ed. Title Budgets, Local Budget | Principal, Language Arts Teachers | Aug 2010-May 2011 | Daily work Teacher-made tests Benchmarks | Pass TAKS/TAKS-M reading test |
| 5. Maintain dyslexia program by identifying and testing of students using the MTA program and/or CEI computer program in grades 5-6. (9) | State Comp. Ed. Title Budgets, Local Fund | Dyslexia Teacher Dyslexia Consultant | Aug 2010-May 2011 | Daily work Teacher-made tests Benchmarks | Pass TAKS/TAKS-M reading test |

| Strategies/Activities | Resources | Personnel Responsible | Timeline | Evaluation | |
|---|--|-------------------------------------|--|--|-------------------------------|
| | | | | Formative | Summative |
| 6. Provide training in effective reading strategies for teachers. (4) | State Comp. Ed., Title Budgets, Spec. Ed. | Principal, Curriculum Director | Aug 2010-May 2011 | Daily work Teacher-made tests Benchmarks | Pass TAKS/TAKS-M reading test |
| 7. IEPs of special populations will be followed to maximize abilities. (1 & 9) | State Comp. Ed. Title Budgets, Spec. Ed., Local Fund | Counselor, Teachers | Aug 2010-May 2011 | Daily work Teacher-made tests Benchmarks | Pass TAKS/TAKS-M reading test |
| 8. Enrichment will be offered during school to students needing assistance in reading. (9) | State Comp. Ed. Title Budgets, Spec. Ed., Local Fund | Principal Teachers | Aug 2010-May 2011 | Daily work Teacher-made tests Benchmarks | Pass TAKS/TAKS-M reading test |
| 9. Use of Star Reading Program to access grade level of students. (1) | State Comp. Ed. Title Budgets, Spec. Ed., Local Fund | Librarian Teachers | Aug 2010, Jan and May 2011 | Daily work Teacher-made tests Benchmarks | Pass TAKS/TAKS-M reading test |
| 10. Use of Incentive Program to stimulate reading and help to increase reading scores. (9) | State Comp. Ed. Title Budgets, Local Fund | Principal | Sep, Nov, Dec 2010 Feb, Apr, May 2011 | Daily work Teacher-made tests Benchmarks | Pass TAKS/TAKS-M reading test |
| 11. Provide accelerated instruction for TAKS remediation. (9) | State Comp. Ed. Title Budgets, SSI, Local Fund | Principal, Teachers | Aug 2010-May 2011 | Daily work Teacher-made tests Benchmarks | Pass TAKS/TAKS-M reading test |
| 12. ELL students will be tested and placed on reading level. | Local Funds | Counselor | Aug 2010-June 2011 | TELPAS Benchmarks | Pass TAKS/TAKS-M reading test |
| 13. Use Study Island and Tumble Books software to enhance student achievement of TAKS objectives. (9) | State Comp. Ed. Title Budgets, Local Fund | Principal, Tech. Director, Teachers | Oct 2010-Jul 2011 | Daily work Teacher-made tests Benchmarks | Pass TAKS/TAKS-M reading test |
| 14. Enhance technology to include computers, etc to address reading TEKS. (2) | State Comp. Ed. Title Budgets | Principal Tech. Director | Aug 2010-May 2011 | Daily work Teacher-made tests Benchmarks | Pass TAKS/TAKS-M reading test |
| 15. Supplies will be purchased to enhance learning activities. (2) | Title Budgets, State Comp. Ed | Principal | Aug 2010-May 2011 | Equipment/materials approved | Equipment/materials in place |

| Strategies/Activities | Resources | Personnel Responsible | Timeline | Evaluation | |
|---|---|--|--------------------|------------------------------|------------------------------|
| | | | | Formative | Summative |
| Strategy 2-Mathematics: To increase TAKS scores for all students and student subgroups in mathematics to greater than 90% with special emphasis on disadvantaged students. | Teachers, Supplies, Staff, School Library, Computers, Campus Administrative Staff | | | | |
| 1. TAKS/TAKS-M scores will be disaggregated by grade and class to identify strength and weaknesses. (1) | State Comp. Ed. Title Budgets, Local Fund | Principal, Teachers | Aug 2010- May 2011 | Benchmarks | TAKS/TAKS-M mathematics test |
| 2. Alignment of math curriculums, vertically and horizontally for all grade levels using CSCOPE. (2) | State Comp. Ed. Title Budgets, Local Fund | Principle, Math Teachers | Aug 2010-May 2011 | Benchmarks | TAKS/TAKS-M mathematics test |
| 3. IEPs of special populations will be followed to maximize abilities. (1 & 9) | State Comp. Ed. Title Budgets, Spec. Ed. | Principal, Spec. Ed. Director Teachers | Aug 2010-May 2011 | Benchmarks | TAKS/TAKS-M mathematics test |
| 4. Provide enrichment during school for students in need of assistance in mathematics. (9) | State Comp. Ed. Title Budgets, Spec. Ed., Local Fund | Principal Math Teachers | Aug 2010-May 2010 | Benchmarks | TAKS/TAKS-M mathematics test |
| 5. Provide accelerated instruction for TAKS remediation mathematics remediation. (9) | State Comp. Ed. Title Budgets, SSI, Local Fund | Principal, Math Teachers | Aug 2010-May 2011 | Benchmarks | TAKS/TAKS-M mathematics test |
| 6. Use Brainchild software to enhance student achievement for TAKS objectives. (2) | State Comp. Ed. Title Budgets, Local Fund | Principal, Tech. Director, Math Teachers | Oct 2010-Jul 2011 | Benchmarks | TAKS/TAKS-M mathematics test |
| 7. Use calculators as technology tools and a reinforcement of mathematics skills, concepts, and objectives. (2) | State Comp. Ed. Title Budgets, Local Fund | Principal, Math Teachers | Sep 2010-Jul 2011 | Benchmarks | TAKS/TAKS-M mathematics test |
| 8. Use materials and supplies to enhance achievement of mathematics objectives. (2) | State Comp. Ed. Title Budgets, Local Fund | Principal, Math Teachers | Oct 2010-May 2011 | Benchmarks | TAKS/TAKS-M mathematics test |
| 9. Enhance technology to address mathematics TEKS. (2) | Title Budgets | Principal, Tech. Director | Aug 2010-May 2011 | Benchmarks | TAKS/TAKS-M mathematics test |
| 10. Supplies will be purchased to enhance learning activities. (2) | State Comp. Ed. Title Budgets | Principal | Aug. 2010-May 2011 | Equipment/Materials approved | Equipment/Materials in place |

| Strategies/Activities | Resources | Personnel Responsible | Timeline | Evaluation | |
|--|---|-----------------------|------------------------|------------|--------------------------|
| | | | | Formative | Summative |
| <p>Strategy 3-Writing: To increase TAKS scores for all students and student subgroups in writing to greater than 99% with special emphasis on African American and economically disadvantaged students.</p> <p>Activities:</p> | Teachers, Supplies, Staff, School Library, Computers, Campus Administrative Staff | | | | |
| 1. TAKS/TAKS-M scores will be disaggregated by grade and class to identify strengths and weaknesses. (1) | State Comp. Ed. Title Budgets, Local Fund | Principal, Teachers | Aug 2010-May 2011 | Benchmarks | TAKS/TAKS-M writing test |
| 2. Alignment of writing curriculum with Language Arts using CSCOPE. (2) | State Comp. Ed. Title Budgets, Local Fund | Principal, Teachers | Aug 2010-May 2011 | Benchmarks | TAKS/TAKS-M writing test |
| 3. Enrichment will be offered during school to students needing assistance in writing. (9) | State Comp. Ed. Title Budgets, Local Fund | Principal, Teachers | Aug 2010-May 2011 | Benchmarks | TAKS/TAKS-M writing test |
| 4. Needs assessment will be conducted to identify materials needed for students writing. (1) | State Comp. Ed. Title Budgets, Local Fund | Principal, Teacher | Aug 2010 | Benchmarks | TAKS/TAKS-M writing test |
| 5. Use science and social studies to emphasize writing. (2) | State Comp. Ed. Title Budgets, Local Fund | Principal, Teachers | Aug 2010-May 2011 | Benchmarks | TAKS/TAKS-M writing test |
| 6. A benchmark will be administered to indicate the materials needed to improve academic achievement. (1) | State Comp. Ed. Title Budgets, Local Fund | Principal, Teachers | Sep, 2010 Feb. 2011 | Benchmarks | TAKS/TAKS-M writing test |

| Strategies/Activities | Resources | Personnel Responsible | Timeline | Evaluation | |
|---|---|-----------------------|-------------------|------------------------------|---------------------------------|
| | | | | Formative | Summative |
| <p>Strategy 4-Social Studies: To increase TAKS social studies scores for all students and student subgroups to greater than 95%.</p> <p>Activities:</p> | Teachers, Supplies, Staff, School Library, Computers, Campus Administrative Staff | | | | |
| 1. TAKS/TAKS-M scores will be disaggregated by grade and class to identify strength and weaknesses. (1) | State Comp. Ed Title Budget, Local Fund | Principal, Teachers | May 2010 | Benchmarks | TAKS/TAKS-M social studies test |
| 2. Alignment of social studies curriculum will be done using CSCOPE. (2) | State Comp. Ed Title Budget, Local Fund | Principal, Teacher | Aug 2010-May 2011 | Benchmarks | TAKS/TAKS-M social studies test |
| 3. Enrichment will be offered during school to students needing assistance in social studies. (9) | State Comp. Ed Title Budget, Local Fund | Principal, Teachers | Aug 2010-May 2011 | Benchmarks | TAKS/TAKS-M social studies test |
| 4. Provide training for staff in effective social studies techniques. (4) | State Comp. Ed Title Budget | Curriculum Director | Aug 2010-May 2011 | Benchmarks | TAKS/TAKS-M social studies test |
| 5. Supplies will be purchased to enhance learning activities. (2) | State Comp. Ed Title Budget | Principal | Aug 2010-May 2011 | Equipment/Materials approved | Equipment/Materials in place |

| Strategies/Activities | Resources | Personnel Responsible | Timeline | Evaluation | |
|---|---|--|----------------------|------------|--------------------------|
| | | | | Formative | Summative |
| <p>Strategy 5-Science: To increase TAKS science scores for all students and student subgroups to greater than 90%.</p> <p>Activities:</p> | Teachers, Supplies, Staff, School Library, Computers, Campus Administrative Staff | | | | |
| 1. TAKS/TAKS-M scores will be disaggregated by grade and class to identify strength and weaknesses. (1) | State Comp. Ed. Title Budget(s), Local Fund | Principal, Teachers | May 2010 | Benchmarks | TAKS/TAKS-M science test |
| 2. Alignment of science curriculum will be done using CSCOPE. (2) | State Comp. Ed. Title Budget(s), Local Fund, | Principal, Teacher | Aug 2010-May 2011 | Benchmarks | TAKS/TAKS-M science test |
| 3. Enrichment will be offered during school to students needing assistance in science. (9) | State Comp. Ed. Title Budget(s), Local Fund | Principal, Teachers | Aug 2010-May 2011 | Benchmarks | TAKS/TAKS-M science test |
| 4. Provide computer lab programs for TAKS remediation. (2) | State Comp. Ed. Title Budget(s), Local Fund | Principal, Teachers | Aug 2010-May 2011 | Benchmarks | TAKS/TAKS-M science test |
| 5. Use of incentives to improve science performance. (2) | State Comp. Ed. Title Budget(s) | Principal | Dec 2010 May 2011 | Benchmarks | TAKS/TAKS-M science test |
| 6. Use the Brainchild software to enhance student achievement of TAKS objectives. (2) | State Comp. Ed. Title Budget(s), Local Fund | Principal, Teachers | Oct 2010-May 2011 | Benchmarks | TAKS/TAKS-M science test |
| 7. Use labs for improved science instruction. (2) | State Comp. Ed. Title Budget(s), Local Fund | Science Teachers | Sep 2010-May 2011 | Benchmarks | TAKS/TAKS-M science test |
| 8. Use a science consultant to aid in curriculum alignment and improve instruction. (2) | State Comp. Ed. Title Budget(s), ARRA Stimulus | Principal, Science Consultant | Aug 2010-May 2011 | Benchmarks | TAKS/TAKS-M science test |
| 9. Provide science camp for 5 th and 8 th grade students. (2) | State Comp. Ed. Title Budget(s), ARRA Stimulus Fund | Science Consultant Science Teachers | Apr 2011 | Benchmarks | TAKS/TAKS-M science test |

| Strategies/Activities | Resources | Personnel Responsible | Timeline | Evaluation | |
|---|--|-----------------------------|----------------------|--------------------------|-------------|
| | | | | Formative | Summative |
| <p>Strategy 6-Attendance/Drop-out Rate: To maintain or increase the attendance rate and to maintain or decrease the drop-out rate to <1% for at-risk.</p> <p>Activities:</p> | Teachers, Supplies, Staff, School Library, Parent Support, District Administrative Staff, Computers, Campus Administrative Staff | | | | |
| 1. Use a comprehensive program for identification and enhanced learning for at-risk students using the compensatory guidelines. (1) | State Comp. Ed Title Budget | Principal, Counselor, | Aug 2010-May 2011 | Daily attendance records | AEIS Report |
| 2. ISS and alternative school provide settings for placement of disruptive students. (9) | Local Fund | Principal | Aug 2010-May 2011 | Daily attendance records | AEIS Report |
| 3. Monitor daily attendance and use state and local policies to ensure attendance. (2) | Local Fund | Principal, Attendance Clerk | Aug 2010-May 2011 | Daily attendance records | AEIS Report |
| 4. Rewards for perfect attendance each six weeks. (2) | Local Fund | Principal | Dec 2010 May 2011 | Daily attendance records | AEIS Report |
| 5. Send letter to parents when student misses four days in a three week period and ten days in a semester. (6) | Local Fund | Principal, Attendance Clerk | Aug 2010-May 2011 | Daily attendance records | AEIS Report |
| 6. Phone calls to parent when student misses for the day. (6) | Local Fund | Principal, Attendance Clerk | Aug 2010-May 2011 | Daily attendance records | AEIS Report |
| 7. Perfect attendance for each six weeks and the year will be recognized. (2) | Local Fund | Principal, Attendance Clerk | Dec 2010 May 2011 | Daily attendance records | AEIS Report |

| Strategies/Activities | Resources | Personnel Responsible | Timeline | Evaluation | |
|--|--|-----------------------|-------------------|--------------------------|-------------|
| | | | | Formative | Summative |
| 10. Provide counseling to students at-risk of dropping out and for students with poor attendance to ensure academic success. (9) | Local Fund | Counselor | Aug 2010-May 2011 | Daily attendance records | AEIS Report |
| 11. Homebound and pregnancy related services will be provided. (9) | State Comp. Ed. Title Budget, Spec. Ed. | Principal | Aug 2010-May 2011 | Daily attendance records | AEIS Report |

| Strategies/Activities | Resources | Personnel Responsible | Timeline | Evaluation | |
|---|---|-----------------------------------|-------------------|-----------------|-----------------------------|
| | | | | Formative | Summative |
| <p>Strategy 7-Dyslexia Services: Provide adequate services for students identified with dyslexia so all students and student subgroups can accomplish state standards.</p> <p>Activities:</p> | Teachers, Supplies, Staff, School Library, Parent Support, Computers, Campus Administrative Staff | | | | |
| 1. Provide for the identification, evaluation, and placement of students with dyslexia. (9) | State Comp. Ed | Dyslexia Consultant | Aug 2010-May 2011 | Benchmark Tests | TPRI Results TAKS Scores |
| 2. Use the MTA program to students with dyslexia. (9) | State Comp Ed | Dyslexia Consultant | Aug 2010-May 2011 | Benchmark Tests | TPRI Results TAKS Scores |
| 3. Offer dyslexia class for students. (9) | State Comp Ed Title Budget, Local Fund | Principal Teacher | Aug 2010-May 2011 | Benchmark Tests | TPRI Results TAKS Scores |
| 4. Provide instructional materials for students with dyslexia. (9) | State Comp Ed Title Budget | Principal, Dyslexia Consultant | Aug 2010-May 2011 | Benchmark Tests | TPRI Results TAKS Scores |

| Strategies/Activities | Resources | Personnel Responsible | Timeline | Evaluation | |
|---|---|------------------------|-------------------|------------|-----------------|
| | | | | Formative | Summative |
| <p>Strategy 8-ELL Students: ELL students will increase academic performance above 70%.</p> <p>Activities:</p> | Teachers, Supplies, Staff, School Library, Computers, Campus Administrative Staff | | | | |
| 1. Identification of ELL students. (1) | Local Fund | Principal, ESL Teacher | Aug 2010-May 2011 | Benchmarks | Pass TAKS tests |
| 2. Provide enrichment for students needing ESL services. (9) | Local Fund | Principal, ESL Teacher | Aug 2010-May 2011 | Benchmarks | Pass TAKS tests |
| 3. Classes offered for students needing ESL services. (9) | Local Fund | Principal, ESL Teacher | Aug 2010-2011 | Benchmarks | Pass TAKS tests |
| 4. Offer extended year and summer school in the summer for students qualifying for service. (9) | State Comp Ed Title Budget SSI | Principal, ESL Teacher | Aug 2010-2011 | Benchmarks | Pass TAKS tests |
| 5. ELL students will be recognized and services administered. (1 & 9) | State Comp Ed Local Fund | Principal, ESL Teacher | Aug 2010-2011 | Benchmarks | Pass TAKS tests |

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

| Strategies/Activities | Resources | Personnel Responsible | Timeline | Evaluation | |
|--|--|----------------------------------|-------------------|-------------------|------------------|
| | | | | Formative | Summative |
| <p>Strategy 1-Professional Development: All teachers will receive training. All teachers will be responsible for enriching the curriculum to provide instructional and G/T services to students through intensive and sustained professional development.</p> <p>Activities:</p> | Teachers, Supplies, Staff, School Library, Computers, District Administrative Staff, Campus Administrative Staff | | | | |
| 1. All teachers will receive curriculum training for gifted and talented students. (4) | G/T Budget | Curriculum Director Principal | Aug 2010-May 2011 | Training schedule | Teachers trained |
| 2. All teachers will receive 30 hours of training in G/T. (4) | G/T Budget | Curriculum Director Principal | Aug 2010-May 2011 | Training schedule | Teachers trained |
| 3. All teachers will attend 6 hours of G/T updates. (4) | G/T Budget | Curriculum Director Principal | Aug 2010-May 2011 | Training schedule | Teachers trained |
| 4. All staff will be allowed to attend professional development activities commensurate with their expertise. (4) | Title Budget State Comp Ed Local Fund | Curriculum Director Principal | Aug 2010-May 2011 | Training schedule | Teachers trained |
| 5. Substitute teachers will be provided to allow staff to participate in department and grade-level meetings. (4) | State Comp Ed, Title Budget, ARRA Stimulus Budget | Curriculum Director Principal | Aug 2010-May 2011 | Training schedule | Teachers trained |
| 6. Teachers will attend training in effective reading, mathematics, writing, science, and social studies techniques. (4) | State Comp. Ed., Spec. Ed, Title Budgets | Curriculum Director Principal | Aug 2010-May 2011 | Training schedule | Teachers trained |

| Strategies/Activities | Resources | Personnel Responsible | Timeline | Evaluation | |
|---|-----------------------------------|----------------------------------|-------------------|-------------------|------------------|
| | | | | Formative | Summative |
| 7. Teachers will have training in TEKS incorporation. (4) | State Comp. Ed., Title Budgets | Curriculum Director Principal | Aug 2010-May 2011 | Training schedule | Teachers trained |
| 8. Teachers will attend workshops for Anti-Bullying strategies. (4) | State Comp. Ed., Title Budgets | Curriculum Director Principal | Aug 2010-May 2011 | Training schedule | Teachers trained |
| 9. Teachers will attend training in crisis intervention. (4) | State Comp. Ed., Title Budgets | Curriculum Director Principal | Aug 2010-May 2011 | Training schedule | Teachers trained |
| 10. Teachers will have training in suicide prevention. (4) | State Comp. Ed., Title Budgets | Curriculum Director Principal | Aug 2010-May 2011 | Training schedule | Teachers trained |
| 11. Teachers will attend workshops in conflict resolutions. (4) | State Comp. Ed., Title Budgets | Curriculum Director Principal | Aug 2010-May 2011 | Training schedule | Teachers trained |
| 12. Teachers will attend workshops in violence intervention. (4) | State Comp. Ed., Title Budgets | Curriculum Director Principal | Aug 2010-May 2011 | Training schedule | Teachers trained |

| Strategies/Activities | Resources | Personnel Responsible | Timeline | Evaluation | |
|--|---|----------------------------------|--------------------------------|-------------------|------------------|
| | | | | Formative | Summative |
| 13. Teachers will attend workshops in technology training. (4) | State Comp. Ed., ARRA Stimulus Fund, Technology Budget, Title Budgets | Curriculum Director Principal | Oct, Dec 2010 Mar, May 2011 | Training schedule | Teachers trained |
| 14. Provide training for campus to provide its own ESL teacher. (4) | State Comp. Ed., Title Budgets | Curriculum Director Principal | Jan-May 2011 | Training schedule | Teachers trained |
| 15. Teachers will attend workshops in restraint measures, first aid, CPR, etc. (4) | Local Fund | Curriculum Director Principal | Aug 2010-Dec 2010 | Training schedule | Teachers trained |

| Strategies/Activities | Resources | Personnel Responsible | Timeline | Evaluation | |
|--|--|--|-------------------|--|--|
| | | | | Formative | Summative |
| <p>Strategy 2-Coordination and Integration of Resources: All funding sources will be coordinated and integrated so as achieve the maximum benefit from all funding sources and provide services to all students based on need within the implementing statutes and regulations.</p> <p>Activities:</p> | Teachers, Supplies, Staff, School Library, Parent Support, Computers, District Administrative Staff, Campus Administrative Staff | | | | |
| <p>1. Use of all resources will be reviewed and planning in light of the implementing statutes and regulations. (10)</p> | All funding sources | Superintendent, Business Manager, Curriculum Coord., Principal | Aug 2010-Jul 2011 | District budget, campus budget, applications for funding | Campus achieves maximum benefit from all resources and provides services to all students based on need |

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

| Strategies/Activities | Resources | Personnel Responsible | Timeline | Evaluation | |
|--|--|---|-------------------|------------|--------------------------------|
| | | | | Formative | Summative |
| <p>Strategy 1-Gifted and Talented: Gifted and talented students are provided programs that provide them advances in their strengths and potential and provide an enriched curriculum.</p> <p>Activities:</p> | Teachers, Supplies, Staff, School Library, Computers, District Administrative Staff, Campus Administrative Staff | | | | |
| 1. Annually screening and place identified students in G/T programs. (1) | G/T Budget | Principal | Oct 2010 | Daily work | Students meet required product |
| 2. Students served in regular classrooms by teachers having G/T training. (9) | Local Fund Title Budget State Comp Ed | Principal, Teachers | Aug 2010-May 2011 | Daily work | Students meet required product |
| 3. Planned extra-curricular trips and activities to enhance G/T experience. (9) | State Comp Ed Title Budget Local Fund | Curriculum Director Principal, Teachers | Aug 2010-May 2011 | Daily work | Students meet required product |
| 4. G/T students receive additional project/activity time weekly. | State Comp Ed Title Budget Local Fund | Principal, Teachers | Aug 2010-May 2011 | Daily work | Students meet required product |
| 5. Provide special instructional supplies for G/T students. (9) | State Comp Ed Title Budget Local Fund | Principal, Teachers | Aug 2011 | Daily work | Students meet required product |

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

| Strategies/Activities | Resources | Personnel Responsible | Timeline | Evaluation | |
|--|---|--|--|---|--|
| | | | | Formative | Summative |
| <p>Strategy 1-Parent and Community Involvement: To improve parental and community involvement and communication between schools and parents and the community relating student progress, activities, school goals and objectives.</p> <p>Activities:</p> | Teachers, Supplies, Staff, School Library, Parent Support, District Administrative Staff, Campus Administrative Staff | | | | |
| 1. Encourage schoolwide attendance at assemblies; Meet the Teacher Night and Open House. (6) | Title Budget, ARRA Stimulus Fund | Principal | Aug 2010-May2011 | Surveys, Parent sign-in sheets | Improved parent attendance at school events |
| 2. Discipline and academic conferences will be held with parents as needed. (6) | District Budget | Principal, Counselor, Teachers | Aug 2009-May 2010 | Conference notifications | Improved parent attendance at conferences |
| 3. Parents will have input to the site-based committee for the campus. (6) | District Budget | Principal | Aug 2009-May 2010 | Parents elected to serve on committee | Parents participate in committee proceedings |
| 4. Accelerated Reading will be offered to 5-8 graders and the parents will be encouraged to read with their children. (6 & 9) | State Comp. Ed. Title Budget SSI | Principal, Librarian, English Teachers | Aug 2009-May 2010 | Parents notified and encouraged to read with their children | Improved participation of parents participating in the Accelerated Reading program |
| 5. Teacher contacts with parents thought out the semester. (6) | District Budgets | Principal, Teachers | Aug, Oct, Dec 2009 Feb, Mar, May 2010 | Conference notifications | Improved parent attendance at conferences |
| 6. Teachers call parents when monitoring student grades to inform the parent of the child's progress. | District Budgets | Principal, Teachers | Sep, Oct, Dec 2009 Feb, Mar, May 2010 | Teachers monitor students' progress | Parents notified of child's progress at least once a semester |
| 7. Student performance will be reported to the parents semiannually. (6) | District Budgets | Principal, Teachers | Oct 2009 May 2010 | Teachers monitor students' progress | Parents notified of child's progress at least once a semester |
| 8. Section 504 will be discussed in the student handbook. (6) | District Budgets | Principal, Teachers | Aug 2009 | Student handbook published | Parents have access to Section 504 information |

| Strategies/Activities | Resources | Personnel Responsible | Timeline | Evaluation | |
|---|---|--|---------------------------|-------------------------------------|--|
| | | | | Formative | Summative |
| 9. Counseling will be provided for parents of special education students. (6) | District Budgets | Principal, Teachers | Sep, Dec 2010 Apr 2011 | As needed | Counseling provided to parents |
| 10. Hold parent information meetings for ass students to inform the parents of TAKS test requirements and the importance of their involvement in helping students to be successful. (6) | District Budgets | Principal, Teachers | Oct, Nov 2010 | Meeting scheduled Meeting agenda | Improved student performance on the TAKS |
| 11. Meet with parents of students in at-risk situations individually to discuss improvement in student achievement. (6) | District Budgets | Principal, Teachers | Sep 2010-May 2011 | Meeting scheduled Meeting agenda | Improved student performance on the TAKS |
| 12. Conduct an annual meeting to discuss Federal programs and related information. (6) | District Budgets | Principal, Teachers | Aug, Sep 2010 | Meeting scheduled Meeting agenda | Parents attend |
| 13. Attend parent involvement conference at Mount Pleasant H. S. (4) | Title Budget, District Budgets, ARRA Stimulus funds | Principal, Teachers | Feb, Mar 2011 | Conference schedule | Staff attends conference |
| 14. Re-establish the PTO at the Middle School. (6) | District Budgets | Parent Coordinator Business Manager | Sep 2010 | Parents notified | PTO active |

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

| Strategies/Activities | Resources | Personnel Responsible | Timeline | Evaluation | |
|--|---|-------------------------|-------------------|--|--|
| | | | | Formative | Summative |
| <p>Strategy 1-Initial Evaluation: A team process will be used to determine whether a student has a disability and requires special education to ensure academic success of the student.</p> <p>Activities:</p> | Teachers, Supplies, Staff, School Library, Parent Support, Computers, Campus Administrative Staff | | | | |
| 1. The campus intervention team will evaluate the student of referral to program. (1) | Local Fund Special Education | Principal, Counselor | Aug 2010-May 2011 | Intervention team meetings agenda, minutes, sign-in sheets | Students assigned to appropriate program(s)/service(s) |
| 2. Diagnostician test student to assess if disability exists. (1) | Spec. Ed. | Diagnostician | Aug 2010-May 2011 | Diagnostician's contact log | Students assigned to appropriate program(s)/service(s) |

| Strategies/Activities | Resources | Personnel Responsible | Timeline | Evaluation | |
|---|--|--|-------------------|------------------------------|--|
| | | | | Formative | Summative |
| <p>Strategy 2-Least Restrictive Environment (LRE): General education is considered first. LRE includes non-academic and extracurricular activities. The goal is to mainstream students into the educational environment whenever possible.</p> <p>Activities:</p> | Teachers, Supplies, Staff, School Library, Parent Support, District Administrative Staff, Computers, Campus Administrative Staff | | | | |
| 1. Concentrate on LRE at all levels to reduce number of students in resource classes. Implement inclusion practices for LRE consideration. (9) | State Comp Ed Title Budget Local Fund, Spec Ed | Special Ed. Director, Principal | Aug 2010-May 2011 | ARD minutes | Students assigned to appropriate program(s)/service(s) |
| 2. Continue to involve disadvantaged students with non-disadvantaged students in general education classes as determined by the ARD. (2) | State Comp Ed Title Budget Local Fund, Spec Ed | Special Ed. Director, Principal | Aug 2010-May 2011 | ARD minutes | Students assigned to appropriate program(s)/service(s) |
| 3. Speech therapy will be provided to students who qualify. (9) | Spec. Ed | Speech Therapist, Principal | Aug 2010-May 2011 | ARD minutes | Students assigned to appropriate program(s)/service(s) |
| 4. Student with disabilities will be educated in the LRE. (2) | State Comp Ed Title Budget Local Fund, Spec Ed | Principal, Teachers | Aug 2010-May 2011 | ARD minutes | Students assigned to appropriate program(s)/service(s) |
| 5. Hire one additional paraprofessionals to assist students with disabilities in the regular classrooms. (SBDM Committee recommendation. (9) | Special Education | District Administrative Staff, Principal | Aug 2010 | Positions approved | Positions filled |
| 6. Enhance the program by purchasing Computers, software and other supplies that address the TEKS. (9) | State Comp Ed Title Budget Local Fund, Spec Ed | Principal, Technology Director | Aug 2010-May 2011 | Equipment/materials approved | Equipment/materials in place |

| Strategies/Activities | Resources | Personnel Responsible | Timeline | Evaluation | |
|--|---|------------------------------------|-----------------------|---|---|
| | | | | Formative | Summative |
| <p>Strategy 3-Reevaluation: To determine whether a student is still eligible for special education services. The need is to reduce the number of students in special education programs/services.</p> <p>Activities:</p> | Teachers, Supplies, Staff, School Library, Parent Support, Computers, Campus Administrative Staff | | | | |
| 1. The reevaluation of each child is conducted if conditions warrant or if the child's parent or teacher requests a reevaluation, but one is conducted at least once every three years. (1) | State Comp Ed Title Budget Local Fund, Spec Ed | Special Ed. Director, Principal | Aug 2010 and May 2011 | Reevaluations conducted | PAS & DAS reports |
| 2. Referral paper work completed through campus intervention team. (9) | State Comp Ed Title Budget Local Fund, Spec Ed | Principal, Counselor | Aug 2010-May 2011 | Campus intervention team agenda/minutes | Paperwork completed |
| 3. Each reevaluation and initial assessment of an ELL special education student will include a test of language dominance to ensure the child is tested in his/her home language. (9) | Local Fund, Spec Ed | Special Ed. Director | Aug 2010 and May 2011 | Language dominance test administered | Student tested in his/her home language |

| Strategies/Activities | Resources | Personnel Responsible | Timeline | Evaluation | |
|---|--|------------------------------------|-------------------|--------------------------------------|--|
| | | | | Formative | Summative |
| <p>Strategy 4-Related Services: Related services are provided when needed and adequate personnel made available to provide the services to meet the educational needs of the students.</p> <p>Activities:</p> | Teachers, Supplies, Staff, School Library, Parent Support, District Administrative Staff, Computers, Campus Administrative Staff | | | | |
| 1. Provide related services of transportation. (9) | Spec. Ed | Principal, Special Ed. Director | Aug 2010-May 2011 | Transportation logs | PAS & DAS Reports |
| 2. OT/PT provided to qualifying students. (9) | Spec. Ed | Special Ed. Coop | Aug 2010-May 2011 | Coop menu of services available | PAS & DAS Reports |
| 3. School health services are provided to students in need. (2) | Spec. Ed, Local Fund | School Nurse | Aug 2010-May 2011 | Nurse contact log | Health services provided as needed |
| 4. Students who require related services will receive the kind and amount necessary to assist the child to benefit from special education services. (9) | Spec. Ed, Local Fund, Title Budget, State Comp Ed | ARD Committee, Special Ed Director | Aug 2010-May 2011 | ARD Committee minutes, documentation | Related services provided as needed |
| 5. Counseling will be provided to parents of special education students. (9) | Local Fund | Counselor | Aug 2010-May 2011 | Counselor's contact log | Counseling services provided as needed |

| Strategies/Activities | Resources | Personnel Responsible | Timeline | Evaluation | |
|---|---|--------------------------------|-------------------|---------------------|---------------------------------|
| | | | | Formative | Summative |
| <p>Strategy 5-Transition: A course of study is planned for each student and written and incorporated into the student's IEP.</p> <p>Activities:</p> | Teachers, Supplies, Staff, School Library, Parent Support, Computers, Campus Administrative Staff | | | | |
| 1. Students will begin transition planning as needed before age 14. (9) | Special Education | Special Ed Director, Principal | Aug 2010-May 2011 | Students identified | IEP (Transition plan developed) |
| 2. Special education students will be given an aptitude test as provided by the diagnostician. (1) | Special Education | Spec Ed Director | Aug 2010-May 2011 | Test administered | IEP (Transition plan developed) |
| 3. Students will be assessed so that their goals for achievement can be met. (1) | Special Education | Special Ed Director, | Aug 2010-May 2011 | Test administered | IEP (Transition plan developed) |

Goal 6: The campus will maintain a challenging, positive, and safe environment.

| Strategies/Activities | Resources | Personnel Responsible | Timeline | Evaluation | |
|--|--|-----------------------|-------------------|--|--|
| | | | | Formative | Summative |
| <p>Strategy 1-Student Behavior: Student behavior will continue to improve through school rules being consistently enforced by the teachers and principal.</p> <p>Activities:</p> | Teachers, Supplies, Staff, School Library, Parent Support, Outside Consultant, District Administrative Staff, Computers, Campus Administrative Staff | | | | |
| 1. Discipline management guidelines, DMS student handbook, and DISD code of conduct reviewed annually by the campus improvement committee. (6) | District Budget | Principal | Aug 2010-May 2011 | Campus improvement committee agenda, minutes, sign-in sheets | Discipline management guidelines and rules current in publications |
| 2. Parent notification will be incorporated into teachers' classroom management plans to provide teacher intervention before referral to the principal. (6) | District Budget. | Principal, Teachers | Aug 2010-May 2011 | Campus improvement committee agenda, minutes, sign-in sheets | Classroom management plans updated |
| 3. Teachers will use a classroom management plan to ensure appropriate behavior for a quality education in a safe and friendly learning environment. (2) | District Budget | Principal, Teachers | Aug 2010-May 2011 | Classroom management plan | Instruction provided in a friendly learning environment |
| 4. Discipline referral forms will be used for maintaining student behavior. (2) | District Budget | Principal, Teachers | Aug 2009-May 2011 | Classroom management plan, discipline referral forms | Instruction provided in a friendly learning environment |
| 5. Use ISS and alternative school to maintain discipline and for students with behavior problems. (2) | District Budget | Principal | Aug 2009-May 2011 | Referrals to ISS and DAEP, Bowie Co. DAEP | Instruction provided in a friendly learning environment |

| Strategies/Activities | Resources | Personnel Responsible | Timeline | Evaluation | |
|--|-----------------|-----------------------|------------------------|--------------------------------------|---|
| | | | | Formative | Summative |
| 6. Periodic safety inspections of playground equipment. (2) | District Budget | Principal | Aug, Nov 2010-Feb 2011 | Inspections scheduled and conducted | Instruction provided in a friendly, safe learning environment |
| 7. Offer Bowie County Coop Discipline Alternative Education Placement for students with behavior problems. (9) | District Budget | Principal | Aug 2010-May 2011 | Bowie Co. DAEP Coop available | Instruction provided in a friendly, safe learning environment |
| 8. Discipline will be consistently applied by all staff. (2) | District Budget | Principal | Aug 2010-May 2011 | Consistent application of discipline | Instruction provided in a friendly, safe learning environment |

| Strategies/Activities | Resources | Personnel Responsible | Timeline | Evaluation | |
|---|---|--------------------------------|-------------------|--------------------------------|--|
| | | | | Formative | Summative |
| <p>Strategy 2-Safe and Drug Free School: To teach students positive skills to enable them to be safe and drug-free through various activities.</p> <p>Activities:</p> | Teachers, Supplies, Staff, School Library, Parent Support, Outside Consultant, Guest Speaker, District Administrative Staff, Computers, Campus Administrative Staff | | | | |
| 1. Observe Red Ribbon Week and provide Drug Awareness programs. (2) | District Budget | Counselor | Aug 2010-May 2011 | Programs scheduled | Reduced number of referrals for drug related activities |
| 2. Incorporate character education in the curriculum. (2) | District Budget | Counselor, Teachers | Aug 2010-May 2011 | Programs scheduled | Instruction provided in a friendly, safe, drug-free learning environment |
| 3. Perform emergency safety drills for fire and tornado. (2) | District Budget | Principal | Aug 2010-May 2011 | Drills conducted | Students and staff prepared for emergencies |
| 4. Improve health by requiring immunizations. (2) | District Budget | School Nurse | Aug 2010-May 2011 | Immunizations administered | Number of student days absent for illness reduced |
| 5. Perform safety drills and lockdowns. (2) | District Budget | Principal | As needed | Drills and lockdowns scheduled | Students and staff prepared for emergencies |
| 6. Purchased security cameras to monitor school facilities. (2) | District Budget | Principal, Technology Coord. | Aug 2010-May 2011 | Security cameras in use | Instruction provided in a friendly, safe, drug-free learning environment |
| 7. Implemented Aim for Success, a program designed to promote abstinence. (2) | State Comp Ed | Counselor | Aug 2010-May 2011 | Program implemented | Reduced number of referrals for drug related activities |
| 8. Students and staff will be introduced to The Bully No More program | Title Budget | Curriculum Director, Principal | Jan 2011 | Program approved | Program implimented |

Goal 7: The campus will ensure that all teachers are certified and meet the highly qualified requirements or are in the process of becoming highly qualified.

| Strategies/Activities | Resources | Personnel Responsible | Timeline | Evaluation | |
|---|--|-----------------------------|--------------------|-------------------------|---|
| | | | | Formative | Summative |
| <p>Strategy 1-Highly Qualified Teachers: To ensure that all teachers and paraprofessionals meet the highly qualified requirements set forth in the No Child Left Behind Law, P.L. 107-110, Sec. 1119 and that they are qualified for the positions to which they are assigned.</p> <p>Activities:</p> | Supplies, Outside Consultant, District Administrative Staff, Campus Administrative Staff | | | | |
| 1. Teachers are highly qualified and certified in the areas of instruction. (3) | Title Budget | Superintendent, Principal | Aug 2010, Jun 2011 | Personnel records | Teachers are highly qualified and certified |
| 2. Teachers are encouraged to take advanced classes to upgrade and improve academic skills. (3) | | Superintendent, Principal | Aug 2010 | Personnel records | Teachers skills and expertise improved |
| 3. Paraprofessionals are encouraged to attend classes to achieve an associate degree or have achieved two years of higher education. (3) | | Superintendent, Principal | Aug 2010-June 2011 | Personnel records | All paraprofessionals have an associate degree or two years of higher education |
| 4. The district will employ strategies to attract highly qualified minority teachers. (3) | Title Budget Rural School Grant | Superintendent, Principal | Aug 2010-July 2011 | Personnel records | Proportion of minority teachers equivalent to that of minority students |
| 5. Teachers will be included when making decisions concerning the use of academic assessment instruments. (8) | | Principal SBDM Committee | Aug 2010-Jul 2011 | SBDM committee meetings | Teachers involved in the selection of academic assessments |
| 6. Competitive salaries and benefits will be paid to staff. (5) | District Budget | Superintendent Principal | Aug 2010-May 2011 | Salary schedule | High quality staff recruited and retained |
| 7. Above base salary will be paid for math, science, and foreign language teachers. (5) | Title Budget ARRA Stimulus Fund | Superintendent Principal | Aug 2010-May 2011 | Salary schedule | Math, science, and foreign language teachers recruited and retained |

Attachment B—Schoolwide Program Components

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

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

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

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

Attachment C—Policies and Procedures

Special District Policies Relating to State Compensatory Education

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

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

Discipline Management Policy

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

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

Dating Violence Policy

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

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

| | FTEs | Amount |
|---|------|-------------------------|
| PAYROLL COSTS | | \$ 20,205 |
| PURCHASED AND CONTRACTED SERVICES: | | 6,166 |
| SUPPLIES AND MATERIALS: | | 500 |
| OTHER EXPENSE: | | 500 |
| CAPITAL OUTLAY: | | |
| TOTAL BUDGET: | | <u>\$ 27,361</u> |

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Attachment E—Assurances and Good Practices

State and Local Effort

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

Improvement and Enhancement

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

Coordination of Funding

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

Coordination of Instruction

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

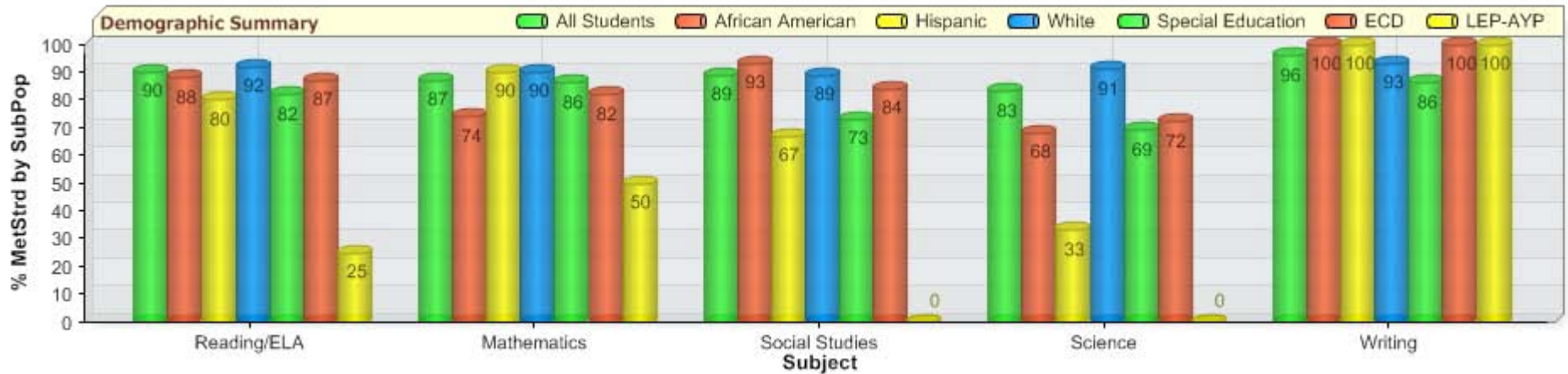
Attachment F

Year: 2010

Calculation Option: 2010 AYP Indicators (Based on TAKS performance only)

Grade(s): 05, 06, 07, 08

| Subpopulation | Reading/ELA | | | Mathematics | | | Social Studies | | | Science | | | Writing | | |
|-------------------|-------------|------|-------|-------------|------|-------|----------------|------|-------|---------|------|-------|---------|------|-------|
| | Tested | MStd | MStd% | Tested | MStd | MStd% | Tested | MStd | MStd% | Tested | MStd | MStd% | Tested | MStd | MStd% |
| All Students | 204 | 184 | 90% | 204 | 177 | 87% | 56 | 50 | 89% | 107 | 89 | 83% | 45 | 43 | 96% |
| African American | 42 | 37 | 88% | 42 | 31 | 74% | 14 | 13 | 93% | 25 | 17 | 68% | 8 | 8 | 100% |
| Hispanic | 10 | 8 | 80% | 10 | 9 | 90% | 3 | 2 | 67% | 3 | 1 | 33% | 5 | 5 | 100% |
| White | 143 | 131 | 92% | 143 | 129 | 90% | 37 | 33 | 89% | 74 | 67 | 91% | 30 | 28 | 93% |
| Special Education | 28 | 23 | 82% | 28 | 24 | 86% | 11 | 8 | 73% | 16 | 11 | 69% | 7 | 6 | 86% |
| ECD | 119 | 104 | 87% | 119 | 98 | 82% | 25 | 21 | 84% | 57 | 41 | 72% | 27 | 27 | 100% |
| LEP-AYP | 4 | 1 | 25% | 4 | 2 | 50% | 1 | 0 | 0% | 1 | 0 | 0% | 1 | 1 | 100% |

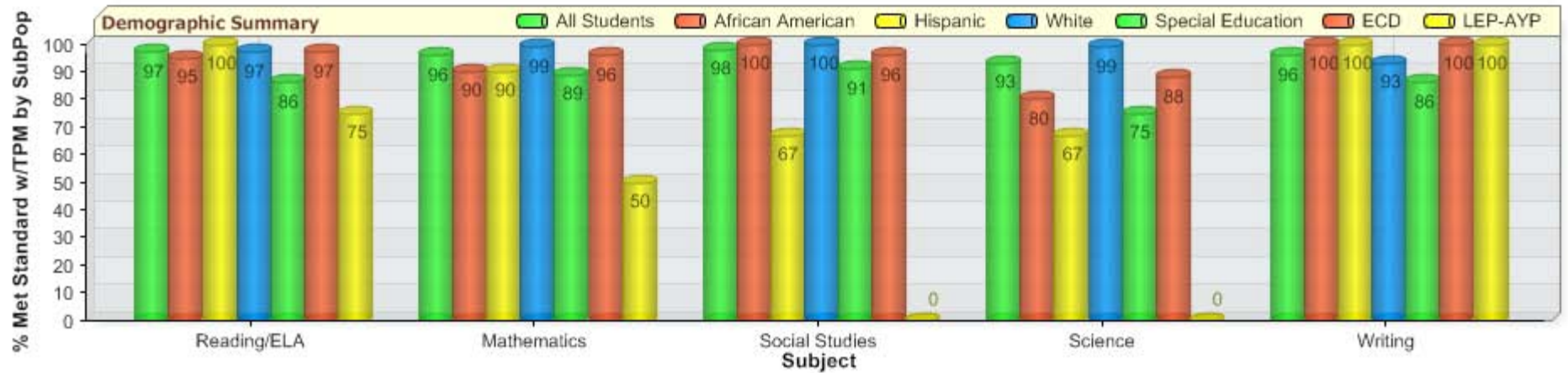


Year: 2010

Calculation Option: 2010 AYP Indicators w/TPM (Based on TAKS performance only)

Grade(s): 05, 06, 07, 08

| Subpopulation | Reading/ELA | | | Mathematics | | | Social Studies | | | Science | | | Writing | | |
|-------------------|-------------|-----|------|-------------|-----|------|----------------|-----|------|---------|-----|------|---------|-----|------|
| | Tested | MwT | MwT% | Tested | MwT | MwT% | Tested | MwT | MwT% | Tested | MwT | MwT% | Tested | MwT | MwT% |
| All Students | 204 | 197 | 97% | 204 | 196 | 96% | 56 | 55 | 98% | 107 | 99 | 93% | 45 | 43 | 96% |
| African American | 42 | 40 | 95% | 42 | 38 | 90% | 14 | 14 | 100% | 25 | 20 | 80% | 8 | 8 | 100% |
| Hispanic | 10 | 10 | 100% | 10 | 9 | 90% | 3 | 2 | 67% | 3 | 2 | 67% | 5 | 5 | 100% |
| White | 143 | 139 | 97% | 143 | 141 | 99% | 37 | 37 | 100% | 74 | 73 | 99% | 30 | 28 | 93% |
| Special Education | 28 | 24 | 86% | 28 | 25 | 89% | 11 | 10 | 91% | 16 | 12 | 75% | 7 | 6 | 86% |
| ECD | 119 | 116 | 97% | 119 | 114 | 96% | 25 | 24 | 96% | 57 | 50 | 88% | 27 | 27 | 100% |
| LEP-AYP | 4 | 3 | 75% | 4 | 2 | 50% | 1 | 0 | 0% | 1 | 0 | 0% | 1 | 1 | 100% |

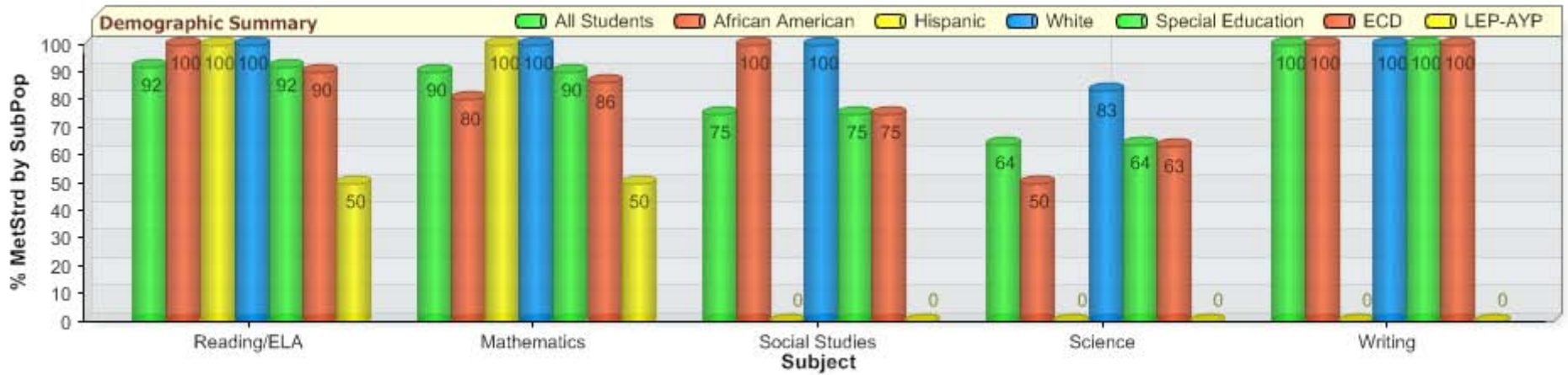


Year: 2010

Calculation Option: 2010 AYP Indicators TAKS-M (Based on TAKS performance only)

Grade(s): 05, 06, 07, 08

| Subpopulation | Reading/ELA | | | Mathematics | | | Social Studies | | | Science | | | Writing | | |
|-------------------|-------------|------|-------|-------------|------|-------|----------------|------|-------|---------|------|-------|---------|------|-------|
| | Tested | MStd | MStd% | Tested | MStd | MStd% | Tested | MStd | MStd% | Tested | MStd | MStd% | Tested | MStd | MStd% |
| All Students | 13 | 12 | 92% | 20 | 18 | 90% | 4 | 3 | 75% | 11 | 7 | 64% | 4 | 4 | 100% |
| African American | 3 | 3 | 100% | 5 | 4 | 80% | 1 | 1 | 100% | 4 | 2 | 50% | 1 | 1 | 100% |
| Hispanic | 1 | 1 | 100% | 1 | 1 | 100% | 1 | 0 | 0% | 1 | 0 | 0% | 0 | 0 | 0% |
| White | 8 | 8 | 100% | 13 | 13 | 100% | 2 | 2 | 100% | 6 | 5 | 83% | 3 | 3 | 100% |
| Special Education | 13 | 12 | 92% | 20 | 18 | 90% | 4 | 3 | 75% | 11 | 7 | 64% | 4 | 4 | 100% |
| ECD | 10 | 9 | 90% | 14 | 12 | 86% | 4 | 3 | 75% | 8 | 5 | 63% | 3 | 3 | 100% |
| LEP-AYP | 2 | 1 | 50% | 2 | 1 | 50% | 1 | 0 | 0% | 1 | 0 | 0% | 0 | 0 | 0% |

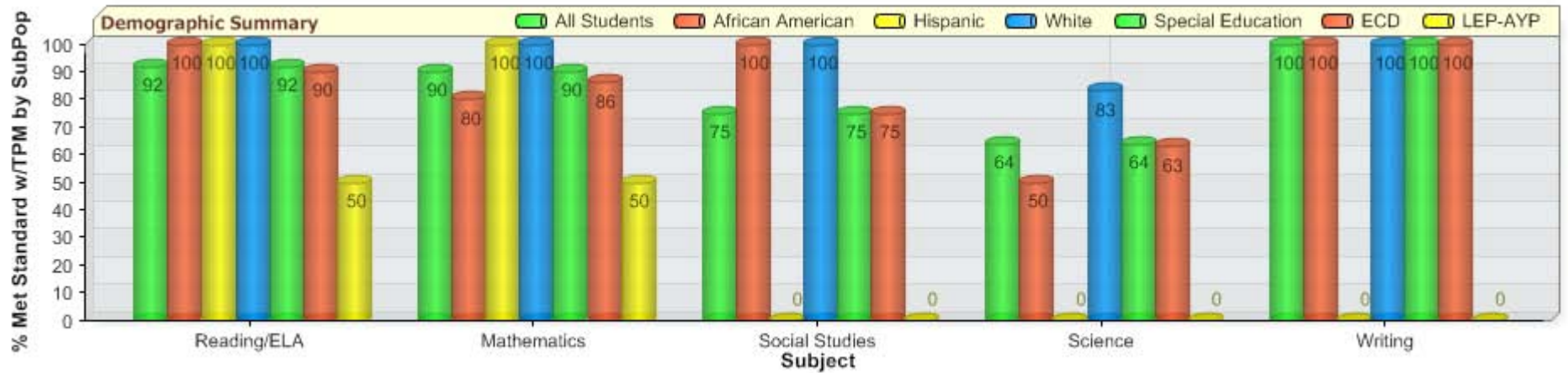


Year: 2010

Calculation Option: 2010 AYP Indicators TAKS-M w/TPM (Based on TAKS performance only)

Grade(s): 05, 06, 07, 08

| Subpopulation | Reading/ELA | | | Mathematics | | | Social Studies | | | Science | | | Writing | | |
|-------------------|-------------|-----|------|-------------|-----|------|----------------|-----|------|---------|-----|------|---------|-----|------|
| | Tested | MwT | MwT% | Tested | MwT | MwT% | Tested | MwT | MwT% | Tested | MwT | MwT% | Tested | MwT | MwT% |
| All Students | 13 | 12 | 92% | 20 | 18 | 90% | 4 | 3 | 75% | 11 | 7 | 64% | 4 | 4 | 100% |
| African American | 3 | 3 | 100% | 5 | 4 | 80% | 1 | 1 | 100% | 4 | 2 | 50% | 1 | 1 | 100% |
| Hispanic | 1 | 1 | 100% | 1 | 1 | 100% | 1 | 0 | 0% | 1 | 0 | 0% | 0 | 0 | 0% |
| White | 8 | 8 | 100% | 13 | 13 | 100% | 2 | 2 | 100% | 6 | 5 | 83% | 3 | 3 | 100% |
| Special Education | 13 | 12 | 92% | 20 | 18 | 90% | 4 | 3 | 75% | 11 | 7 | 64% | 4 | 4 | 100% |
| ECD | 10 | 9 | 90% | 14 | 12 | 86% | 4 | 3 | 75% | 8 | 5 | 63% | 3 | 3 | 100% |
| LEP-AYP | 2 | 1 | 50% | 2 | 1 | 50% | 1 | 0 | 0% | 1 | 0 | 0% | 0 | 0 | 0% |

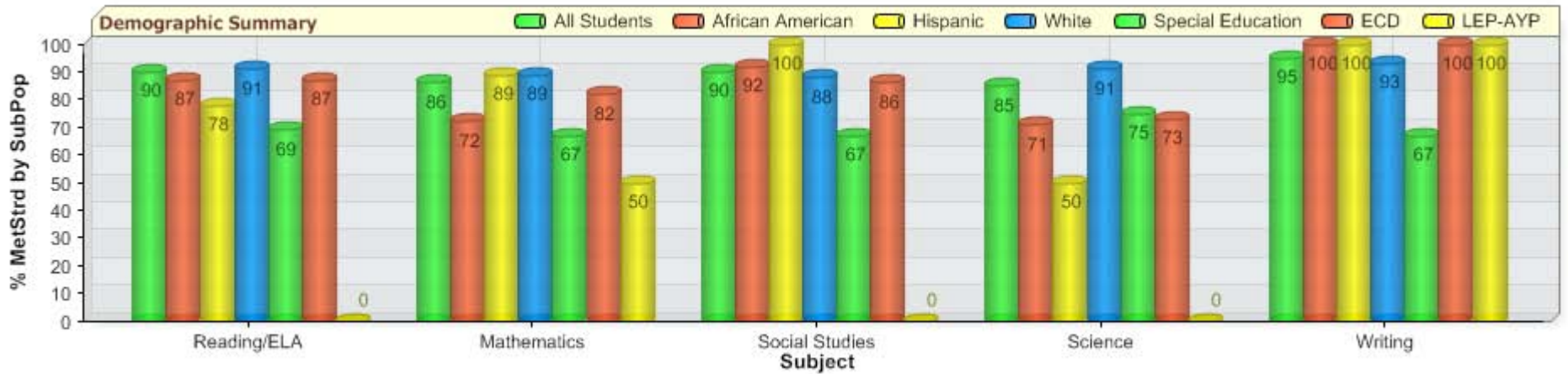


Year: 2010

Calculation Option: 2010 AYP Indicators w/o TAKS-M (Based on TAKS performance only)

Grade(s): 05, 06, 07, 08

| Subpopulation | Reading/ELA | | | Mathematics | | | Social Studies | | | Science | | | Writing | | |
|-------------------|-------------|------|-------|-------------|------|-------|----------------|------|-------|---------|------|-------|---------|------|-------|
| | Tested | MStd | MStd% | Tested | MStd | MStd% | Tested | MStd | MStd% | Tested | MStd | MStd% | Tested | MStd | MStd% |
| All Students | 189 | 170 | 90% | 182 | 157 | 86% | 51 | 46 | 90% | 95 | 81 | 85% | 41 | 39 | 95% |
| African American | 38 | 33 | 87% | 36 | 26 | 72% | 13 | 12 | 92% | 21 | 15 | 71% | 7 | 7 | 100% |
| Hispanic | 9 | 7 | 78% | 9 | 8 | 89% | 2 | 2 | 100% | 2 | 1 | 50% | 5 | 5 | 100% |
| White | 134 | 122 | 91% | 129 | 115 | 89% | 34 | 30 | 88% | 67 | 61 | 91% | 27 | 25 | 93% |
| Special Education | 13 | 9 | 69% | 6 | 4 | 67% | 6 | 4 | 67% | 4 | 3 | 75% | 3 | 2 | 67% |
| ECD | 108 | 94 | 87% | 104 | 85 | 82% | 21 | 18 | 86% | 49 | 36 | 73% | 24 | 24 | 100% |
| LEP-AYP | 2 | 0 | 0% | 2 | 1 | 50% | 0 | 0 | 0% | 0 | 0 | 0% | 1 | 1 | 100% |



Calculation Option: 2010 AYP Indicators w/o TAKS-M w/TPM (Based on TAKS performance only)
 Grade(s): 05, 06, 07, 08

| Subpopulation | Reading/ELA | | | Mathematics | | | Social Studies | | | Science | | | Writing | | |
|-------------------|-------------|------|-------|-------------|------|-------|----------------|------|-------|---------|------|-------|---------|------|-------|
| | Test ed | Mw T | MwT % | Test ed | Mw T | MwT % | Test ed | Mw T | MwT % | Test ed | Mw T | MwT % | Test ed | Mw T | MwT % |
| All Students | 189 | 183 | 97% | 182 | 176 | 97% | 51 | 51 | 100% | 95 | 91 | 96% | 41 | 39 | 95% |
| African American | 38 | 36 | 95% | 36 | 33 | 92% | 13 | 13 | 100% | 21 | 18 | 86% | 7 | 7 | 100% |
| Hispanic | 9 | 9 | 100% | 9 | 8 | 89% | 2 | 2 | 100% | 2 | 2 | 100% | 5 | 5 | 100% |
| White | 134 | 130 | 97% | 129 | 127 | 98% | 34 | 34 | 100% | 67 | 67 | 100% | 27 | 25 | 93% |
| Special Education | 13 | 10 | 77% | 6 | 5 | 83% | 6 | 6 | 100% | 4 | 4 | 100% | 3 | 2 | 67% |
| ECD | 108 | 106 | 98% | 104 | 101 | 97% | 21 | 21 | 100% | 49 | 45 | 92% | 24 | 24 | 100% |
| LEP-AYP | 2 | 2 | 100% | 2 | 1 | 50% | 0 | 0 | 0% | 0 | 0 | 0% | 1 | 1 | 100% |

