

2006-07 ELEMENTARY CAMPUS IMPROVEMENT PLAN

Idalou Elementary is a Title I, Part A Schoolwide Program with a student poverty rate of at least 50 percent. This campus coordinates federal funds with SCE funds to serve at-risk students on the schoolwide campus with \$ 257,754 and 7.7553 FTE's.

Goal 1: By May 2007, at least 90% of all students in each special population will be expected to meet or exceed the educational performance standards as measured by the State Accountability System.

Objective 1- MATH: Students will develop skills in math to relate to "real life" situations. Special populations will improve in math skills through the use of specialized programs such as Math Learning Systems and the resource room.

INITIATIVES/ ACTIVITIES/STRATEGIES	STAFF RESPONSIBLE	TIMELINE	RESOURCES ALLOCATED	EVALUATION	EXPECTED OUTCOME
1. Vertical teaming to have cohesiveness among levels.	Elem. Staff	Aug-May	Teachers	TAKS results	Each special population will exceed the educational performance standard in math as measured by the AEIS.
2. Teach math strategies in early grades with TAKS taught daily.	Elem. Staff	Aug-May	Local funding	Report cards	
3. Parent conferences regarding TAKS	Elem. Staff	Aug-May	Teachers/ Parents	Parent conference	
4. Use of parent volunteers as tutors	Elem. Staff	Aug-May	Volunteers	Record of volunteer's time	
5. Peer tutoring among special populations	Elem. Staff	Aug-May	Students/Teachers	TAKS results	
6. Use of manipulatives for increase in understanding	Elem. Staff	Aug-May	SCE & local funds	TAKS results	
7. Use of MLS lab	Elem. Staff	Aug-May	Title 1 and Local	End of year Evaluation	
8. Use of supplemental materials	Elem. Staff	Aug-May	AMI funds	TAKS results	

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Goal 1: By May, 2007, at least 90% of all students in each special population will be expected to meet or exceed the educational performance standards as measured by the State Accountability System.

Objective 2 READING: By May 2007 each special population group will meet or exceed exemplary status according to educational performance standards on the reading section of the TAKS test as measured by the State Accountability System.

INITIATIVES/ ACTIVITIES/STRATEGIES	STAFF RESPONSIBLE	TIMELINE	RESOURCES ALLOCATED	EVALUATION	EXPECTED OUTCOME
1. Determine total amount of SCE funds for campus/district to improve student performance for at-risk students.	Superintendent/ Principal	September	Total SCE <u>\$ 257,754</u>	CIP/DIP	CIP/DIP
2. Determine total full time equivalents (FTEs) If a person is funded 100% from SCE that is 1 FTE 50% = .5 FTE 25% = .25 FTE	Superintendent/ Principal	September	Total FTE <u>7.7553</u>	CIP/DIP	CIP/DIP
3. Reading Renaissance Accelerated Reading program used K-4	Elem. Staff	Aug-May	Local funds, SCE, Title 1	Increase in AR tests	Increase in AR tests
4. Daily AR time.	Elem. Staff	Aug-May	Teachers	No. of books read	Increase in reading for pleasure
5. Administer TPRI – K-2 DIBELS K-4	K-4 faculty	Aug-May	Teachers	Inventory results	Increase in number of students reading on grade level
6. Continue to increase inventory of AR Books and test disks	Principal, Elem. Staff	Aug-May	Teachers	Number of books & tests added to inventory.	Increase in number of books read and tests taken
7. Administer TAKS formatted test in 2 <sup>nd</sup> grade	2 <sup>nd</sup> Grade Teachers	Aug-May	SCE, Title 1	Pre-TAKS test	Increase in scores
8. Implementation of TAKS strategies	Elem. Staff	Aug-May	SCE & local funds	TAKS results	Increase in scores

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<p>9. ESL students will be identified and provided a program that develops the proficiency in the comprehension, speaking, reading and composition of the English language.</p>	<p>ESL certified teachers</p>	<p>Aug-May</p>	<p>SCE, Title 1 ESL funds</p>	<p>Home Lang. Survey List of ESL students</p>	<p>RPTE scores</p>
<p>10. Insure that information to parents is provided in the home language.</p>	<p>Principal, Teachers</p>	<p>Aug-May</p>	<p>SCE, Title 1</p>	<p>List of translators</p>	<p>Copies of notices sent home</p>
<p>11. Provide opportunities for parents of ESL students to participate in school-sponsored activities.</p>	<p>Principal, Teachers</p>	<p>Aug-May</p>	<p>SCE, Title 1</p>	<p>School calendar</p>	<p>Sign-in sheets</p>

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Goal 1: By May 2007, at least 90% of all students in each special population will be expected to meet or exceed the educational performance standards as measured by the State Accountability System.

Objective 3 - WRITING:: Students will develop writing skills in order to meet or exceed the educational performance standards as measured by the State Accountability System.

<b>INITIATIVES/ ACTIVITIES/STRATEGIES</b>	<b>STAFF RESPONSIBLE</b>	<b>TIMELINE</b>	<b>RESOURCES ALLOCATED</b>	<b>EVALUATION</b>	<b>EXPECTED OUTCOME</b>
1. Vertical teaming to have cohesiveness among levels.	Elem. Staff	Aug-May	Teachers	TAKS results	Each special population will exceed the educational performance standard in writing as measured by the AEIS.
2. Teach writing strategies in early grades with TAKS taught daily.	Elem. Staff	Aug-May	Local funding	Report cards	
3. Use of technology/computer software to teach writing skills.	Elem. Staff	Aug-May	Teachers	Student products	
4. Writing Academy format used in writing instruction.	Elem. Staff	Aug-May	Local funding	Student products	
5. Emphasis on handwriting skills	Elem. Staff	Aug. May	Teachers	Student products	

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Goal 1: By May, 2007, at least 90% of all students in each special population will be expected to meet or exceed the educational performance standards as measured by the State Accountability System.

SPECIAL PROGRAMS: By May 2007, each special population group will meet or exceed exemplary status according to the educational performance of the TAKS test as measured by the State Accountability System..

INITIATIVES/ ACTIVITIES/STRATEGIES	STAFF RESPONSIBLE	TIMELINE	RESOURCES ALLOCATED	EVALUATION	EXPECTED OUTCOME
1. Identify students with dyslexia or a related disorder and provide appropriate instructional services.	Teachers Dyslexia teacher	Aug-May	Title 1	Staff training	List of students eligible for services
2. Provide a program for early identification, intervention, and support for students at risk for dyslexia or other reading difficulties.	Dyslexia teacher	Aug-May	Title 1	Written procedures	Students identified
3. Provide services for students who may be eligible under Section 504.	504 Committee Principal	Aug-May	Title 1/Local	List of students identified	List of students served
4. Provide opportunities for parents of dyslexic students to participate in school-sponsored activities.	Principal, Dyslexia Teacher	Aug-May	Local	School calendar of activities	Parent sign-in sheets
5. Provide allowable accommodations for TAKS	Regular Ed. Teacher, Dyslexia Teacher, Principal, Counselor	Aug-May	Local	TAKS results	Increase in test scores.
6. Determine total amount of SCE funds for campus/district to improve student performance for at-risk students.	Superintendent/ Principal	September	Total SCE <u>\$ 257,754</u>	CIP/DIP	CIP/DIP
7. Determine total full time equivalents (FTEs)  If a person is funded 100% from SCE that is 1 FTE 50% = .5 FTE 25% = .25 FTE	Superintendent/ Principal	September	Total FTE <u>7.7553</u>	CIP/DIP	CIP/DIP

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8. Reading Renaissance Accelerated Reading program used K-4	Elem. Staff	Aug-May	Local funds, SCE, Title 1	Increase in AR tests	Increase in AR tests
9. Daily AR time.	Elem. Staff	Aug-May	Teachers	No. of books read	Increase in reading for pleasure
10. Administer TPRI – K-2 DIBELS k-4	K-2 faculty	Aug-May	Teachers	Inventory results	Increase in number of students reading on grade level
11. Continue to increase inventory of AR Books and test disks	Principal, Elem. Staff	Aug-May	Teachers	Number of books & tests added to inventory.	Increase in number of books read and tests taken
12. Administer TAKS formatted test in 2 <sup>nd</sup> grade	2 <sup>nd</sup> Grade Teachers	Aug-May	SCE, Title 1	Pre-TAKS test	Increase in scores
13. Implementation of TAKS strategies	Elem. Staff	Aug-May	SCE & local funds	TAKS results	Increase in scores
14. ESL students will be identified and provided a program that develops the proficiency in the comprehension, speaking, reading and composition of the English language.	ESL certified teachers	Aug-May	SCE, Title 1	Home Lang. Survey List of ESL students	RPTE scores
15. Insure that information to parents is provided in the home language.	Principal, Teachers	Aug-May	SCE, Title 1	List of translators	Copies of notices sent home
16. Provide opportunities for parents of ESL students to participate in school-sponsored activities.	Principal, Teachers	Aug-May	SCE, Title 1	School calendar	Sign-in sheets

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Goal 1: By May 2007, at least 90% of all students in each special population will be expected to meet or exceed the educational performance standards as measured by the State Accountability System.

Objective 5 – SCIENCE / SOCIAL STUDIES: Each special population group will meet or exceed commended performance status according to educational performance standards on the science and social studies section of the TAKS test, administered in Middle School.

<b>INITIATIVES/ ACTIVITIES/STRATEGIES</b>	<b>STAFF RESPONSIBLE</b>	<b>TIMELINE</b>	<b>RESOURCES ALLOCATED</b>	<b>EVALUATION</b>	<b>EXPECTED OUTCOME</b>
1. Vertical teaming with middle school faculty for aligning TEKS.	PK-4 teachers-Middle School faculty	Aug-May	Local budget	Test scores	Students in middle school will meet or exceed commended performance status on the AEIS.
2.. “Hands on” science and social studies activities.	PK-4 teachers	Aug-May	Local and activity funds	Student products	
3, Science Fair and Living Museum	PK-4 teachers	Aug-May	Local budget	Student products	
4. Core Knowledge Curriculum	Principal, Teachers	Aug-May	Core Knowledge budget	Student products	

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Goal 1: By May 2007, at least 90% of all students in each special population will be expected to meet or exceed the educational performance standards as measured by the State Accountability System.

Objective 6 - ATTENDANCE: All campuses will attain a minimum attendance rate of 96% during the 2006-07 school year

INITIATIVES/ ACTIVITIES/STRATEGIES	STAFF RESPONSIBLE	TIMELINE	RESOURCES ALLOCATED	EVALUATION	EXPECTED OUTCOME
1. Weekly recognition in class by teacher	PK-4 teachers	Aug-May	Local and activity funds	Attendance rate	96% attendance rate or higher
2. Six weeks recognition of attendance	PK-4 teachers	Aug-May	Local and activity funds	Attendance rate	
8. Contact with parents of students who begin to have attendance concerns.	Principal, counselor	Aug-May	Teachers/ Parents	Parent conference	



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Goal 1: By May 2007, at least 90% of all students in each special population will be expected to meet or exceed the educational performance standards as measured by the State Accountability System.

Objective 7 – DROP OUT RATE: All campuses will maintain a drop out rate which is at or below the performance standards as measured by the State Accountability System for students in all special population groups.

<b>INITIATIVES/ ACTIVITIES/STRATEGIES</b>	<b>STAFF RESPONSIBLE</b>	<b>TIMELINE</b>	<b>RESOURCES ALLOCATED</b>	<b>EVALUATION</b>	<b>EXPECTED OUTCOME</b>
1. Follow-up on student absences with telephone contact or home visit.	Counselor, principal, Teacher	Aug-May	Local budget	Attendance rate	Idalou Elementary will maintain a drop out rate which is at or below the performance standards as measured by the AEIS.
2. Procedures in place for follow-up on student withdrawals.	Principal, counselor, Secretary	Aug-May	Local budget	Request for records data sheet	
3. Contact with parents of students who begin to have attendance concerns	Principal, counselor PK-4 staff	Aug-May	Local budget	Attendance records	

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Goal 2: The students of the Idalou schools will be taught so that all students may develop a positive self-esteem, respect for others, responsible behavior, interpersonal effectiveness, and realize their learning potential in order to prepare for productive lives.

Objective 1 – SPECIAL NEEDS: All campuses will focus on creating opportunities for students with special needs so differences in academic achievement, socio-economic status, ethnicity, sex, and handicapping conditions are eliminated.

<b>INITIATIVES/ ACTIVITIES/STRATEGIES</b>	<b>STAFF RESPONSIBLE</b>	<b>TIMELINE</b>	<b>RESOURCES ALLOCATED</b>	<b>EVALUATION</b>	<b>EXPECTED OUTCOME</b>
1. Development of intervention team	Site base, principal, teachers	Aug-May	Teachers	Number of students referred to special education	Fewer referrals
2. Analysis of ethnicity in regard to honor roll and failing list	Principal	Aug-May	None	Gap between ethnicity groups will decrease	Teachers are aware of ethnicity breakdown each six weeks.
3. Analysis of economic status in regard to honor roll and failing list.	Principal, counselor	Aug-May	None	Reduction in failures with regard to socio-economic status	Teachers are aware of socio-economic breakdowns each six weeks.
4.Ensure that all students with disabilities have access to the general curriculum	Principal, Special Ed. Teacher, Reg. Ed. Teacher, Counselor	Aug-May	None	ARD/IEP	Student schedules
5. Provide training for teachers regarding modifying the curriculum for students with disabilities.	Principal, Special Ed. personnel	Aug-May	Special Ed.	Agenda	Modifications in place for each student's IEP.

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Goal 2: The students of the Idalou schools will be taught so that all students may develop a positive self-esteem, respect for others, responsible behavior, interpersonal effectiveness, and realize their learning potential in order to prepare for productive lives.

Objective 2 – INNOVATIVE TEACHING STRATEGIES: Teachers will strive to use more innovative teaching strategies and techniques to motivate students to learn and become more responsible for their learning.

<b>INITIATIVES/ ACTIVITIES/STRATEGIES</b>	<b>STAFF RESPONSIBLE</b>	<b>TIMELINE</b>	<b>RESOURCES ALLOCATED</b>	<b>EVALUATION</b>	<b>EXPECTED OUTCOME</b>
1. Student Achiever (include special ed.)	Elem. Staff	Weekly	Newspaper	Newspaper article	Student recognition, better self - esteem
2. Motivational classroom activities.	Elem. Staff	Aug-May	Elem. staff	Progress reports	Fewer failures
3. Staff Development activities	Principal & Elem. staff	Aug-May	Title 1	Record of attendance	Use of best practices in teaching students

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Goal 2: The students of the Idalou schools will be taught so that all students may develop a positive self-esteem, respect for others, responsible behavior, interpersonal effectiveness, and realize their learning potential in order to prepare for productive lives.

Objective 3 - UIL: Elementary teachers will create an awareness of UIL/extra-curricular activities and what participation in these activities can do to prepare students for real world situations.

<b>INITIATIVES/ ACTIVITIES/STRATEGIES</b>	<b>STAFF RESPONSIBLE</b>	<b>TIMELINE</b>	<b>RESOURCES ALLOCATED</b>	<b>EVALUATION</b>	<b>EXPECTED OUTCOME</b>
1. Students in grades 2-4 will have the opportunity to participate in UIL activities.	Elem. Staff	Fall 2005	Extra-curricular budget	Number of participants	Idalou elementary will participate in all events at the District UIL meet.

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Goal 3: The Idalou schools will strive to create an effective interaction between parents, students, and faculty in regard to student expectations, performance, and behavior to insure a safe and more positive learning environment for all students.

Objective 1 - BEHAVIOR: Elementary students will be held accountable for their behavior. Students will be responsible for their actions. A building-wide discipline plan will be in effect.

INITIATIVES/ ACTIVITIES/STRATEGIES	STAFF RESPONSIBLE	TIMELINE	RESOURCES ALLOCATED	EVALUATION	EXPECTED OUTCOME
1.Student handbook and Code of Conduct issued.	PK-4 teachers	Aug-May	Local and activity funds	Responsibility cards	Reduction in office referrals
2. Continue use of Character Counts and Responsibility Cards	PK-4 teachers	Aug-May	Local and activity funds	Responsibility Cards	Behavior will improve—less office referrals.
3. Special end-of-six weeks activities planned for good behavior awards	Principal, Counselor	Aug-May	Local and activity funds	Citizenship grades	50% or more of students participating
4. Provide students with tobacco, alcohol, drug-free, violence, suicide prevention strategies.	Principal, Counselor, Teacher	Aug-May	Drug Free	Class participation	Reduction of incidents involving alcohol, tobacco, and violence.

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Goal 3: The Idalou schools will strive to create an effective interaction between parents, students, and faculty in regard to student expectations, performance, and behavior to insure a safe and more positive learning environment for all students.

Objective 2 – PARENT / COMMUNITY SUPPORT: Students of Idalou ISD will be encouraged to be involved in community and school activities that promote parent/community support.

<b>INITIATIVES/ ACTIVITIES/STRATEGIES</b>	<b>STAFF RESPONSIBLE</b>	<b>TIMELINE</b>	<b>RESOURCES ALLOCATED</b>	<b>EVALUATION</b>	<b>EXPECTED OUTCOME</b>
1. Open House	PK-4 teachers	Aug. 2005	Teachers	Sign-in sheets	At least 90% of all parents will attend from each room.
2. Parent Conferences	PK-4 teachers	Aug-May	Teachers/Parents	Parent conference forms	Positive relationship with parents
3. Monthly newsletters	Principals	Aug-May	Local and activity funds	Feedback from parents	Positive relationship with parents
4. Seasonal activities: Meals on Wheels, World Hunger, Recycling, Fire Prevention	Elem. staff	Aug-May	Community helpers, Teachers, Students	Participation and products from students	Students participate in projects that promote community awareness.

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Goal 3: The Idalou schools will strive to create an effective interaction between parents, students, and faculty in regard to student expectations, performance, and behavior to insure a safe and more positive learning environment for all students.

Objective 3 – All faculty members will strive to have personal contact with all parents in order to create a more positive relationship between parents and school.

<b>INITIATIVES/ ACTIVITIES/STRATEGIES</b>	<b>STAFF RESPONSIBLE</b>	<b>TIMELINE</b>	<b>RESOURCES ALLOCATED</b>	<b>EVALUATION</b>	<b>EXPECTED OUTCOME</b>
1. Open house	Elem. Staff	Aug- 2005	Local Budget	Sign-in sheets	A personal contact will be made with each parent of students enrolled at Idalou Elementary.
2. Parent newsletters	Elem. Staff	Aug-May	Local Budget	Parent response	

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Goal 3: The Idalou schools will strive to create an effective interaction between parents, students, and faculty in regard to student expectations, performance, and behavior to insure a safe and more positive learning environment for all students.

Objective 4 – All members will strive to create a positive learning environment for all students.

<b>INITIATIVES/ ACTIVITIES/STRATEGIES</b>	<b>STAFF RESPONSIBLE</b>	<b>TIMELINE</b>	<b>RESOURCES ALLOCATED</b>	<b>EVALUATION</b>	<b>EXPECTED OUTCOME</b>
<p>1. Continued use of Responsibility Cards with emphasis on positive behavior</p> <p>2. Good behavior incentives at end of each six weeks</p>	<p>Elem. Staff</p> <p>Elem. Staff</p>	<p>Aug-May</p> <p>Aug-May</p>	<p>Local Budget</p> <p>Activity Fund</p>	<p>Responsibility Card</p> <p>Attendance sheet</p>	<p>Idalou Elementary staff will strive to create a positive learning environment for all students.</p>



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Goal 3: The Idalou schools will strive to create an effective interaction between parents, students, and faculty in regard to student expectations, performance, and behavior to insure a safe and more positive learning environment for all students.

Objective 5 – SAFE SCHOOL ENVIRONMENT: All campuses will enforce consistent measures to ensure a safe school environment, free from violence.

<b>INITIATIVES/ ACTIVITIES/STRATEGIES</b>	<b>STAFF RESPONSIBLE</b>	<b>TIMELINE</b>	<b>RESOURCES ALLOCATED</b>	<b>EVALUATION</b>	<b>EXPECTED OUTCOME</b>
1. Parent Volunteer, Visitor, and substitute name badges used throughout the elementary.	Elem. Staff	Aug-May	Local Budget	Sign-in sheets	All parent visitors and volunteers will wear badges provided by the elem. Office.
2. Locked doors	Elem. Staff	Aug-May	N/A	Use of locked doors	Safe school environment will exist at Idalou Elementary.

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Goal 4: Idalou ISD will strive to maintain and steadily increase its investment in the use of technology to assist the needs of the faculty and to enhance student success.

Objective 1 – TECHNOLOGY ENHANCED RESOURCES: Various types of technology enhanced resources will be integrated into the curriculum to allow all students hands-on opportunities to increase proficiency in reading, writing, math, social studies, science and other areas.

<b>INITIATIVES/ ACTIVITIES/STRATEGIES</b>	<b>STAFF RESPONSIBLE</b>	<b>TIMELINE</b>	<b>RESOURCES ALLOCATED</b>	<b>EVALUATION</b>	<b>EXPECTED OUTCOME</b>
1. Use of computers to take AR tests and maintain AR records	Elem. Staff	Aug-May	Local funds	AR summary sheets	Improved reading scores
2. Through the use of TPRI and academic assessment, identify students that will benefit from additional tutorials in reading	Elem. Staff	Aug-May	ARI funds	Pre-Post tests	Improved reading scores
3. Use of technology to assist and enhance learning for special needs students	Principal, Elem. Staff	Aug-May	Special Education funds	Alternative assessment	Improved test scores by special needs students
4. Use of keyboarding software to improve skills..	Elem. Staff	Aug-May	Local funds	End-of-year report	Technology report will be generated for general use by staff

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Goal 4: Idalou ISD will strive to maintain and steadily increase its investment in the use of technology to assist the needs of the faculty and to enhance student success.

Objective 2 - TECHNOLOGY: Software and upgrades in the computer lab will be added to enhance academic performance of our students and the efficiency of the elementary staff.

<b>INITIATIVES/ ACTIVITIES/STRATEGIES</b>	<b>STAFF RESPONSIBLE</b>	<b>TIMELINE</b>	<b>RESOURCES ALLOCATED</b>	<b>EVALUATION</b>	<b>EXPECTED OUTCOME</b>
1. Purchase additional software disks to help AR identified students	Elem. Staff - Principal	Aug-May	ARI funding	Use of software	All staff will be trained and make use of the software programs available. Student progress will be shown.
2. Math programs to enhance math skills	Elem. Staff- Principal	Aug-May	Local funds	Increase in TAKS scores	Increased student performance as noted on the TAKS.

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Goal 4: Idalou ISD will strive to maintain and steadily increase its investment in the use of technology to assist the needs of the faculty and to enhance student success.

Objective 3: The elementary staff will receive continuous training in the use of emerging technologies.

<b>INITIATIVES/ ACTIVITIES/STRATEGIES</b>	<b>STAFF RESPONSIBLE</b>	<b>TIMELINE</b>	<b>RESOURCES ALLOCATED</b>	<b>EVALUATION</b>	<b>EXPECTED OUTCOME</b>
1. Continue training in the use of e-class grade book program	Elem. Staff	Aug-May	Local funds	Use of software	All staff will be trained and make use of the software programs available.
2. Technology training will continue as necessary.	Elem. Staff	Aug-May	Local funds	Training sign-in sheets	Each staff member is trained in use of computers and software.

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Goal 4: Idalou ISD will strive to maintain and steadily increase its investment in the use of technology to assist the needs of the faculty and to enhance student success.

Objective 4: Various types of technology enhanced resources will be integrated into the curriculum to allow all students hands-on opportunities to increase proficiency in reading, writing math, social studies, science, and other disciplines.

<b>INITIATIVES/ ACTIVITIES/STRATEGIES</b>	<b>STAFF RESPONSIBLE</b>	<b>TIMELINE</b>	<b>RESOURCES ALLOCATED</b>	<b>EVALUATION</b>	<b>EXPECTED OUTCOME</b>
1. Addition of computer software/technology programs to integrate core subjects. . 2. Technology training will continue as necessary.	Elem. Staff  Elem. Staff	Aug-May  Aug-May	Local funds  Local funds	Student products  Training sign-in sheets	Integration of technology into all aspects of the curriculum.

## Idalou Elementary Campus Recruitment and Retention Plan

<b>Goal #1</b>	Highly Qualified Staff: by the end of 2006-2007, all students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.					
<b>Performance Measures</b>	<ol style="list-style-type: none"> <li>1. 100% of core area teachers will be highly qualified by the end of the school year.</li> <li>2. 100% of instructional paraprofessionals will meet the highly qualified standards by the end of the school year.</li> <li>3. 100% of new hires will meet highly qualified status prior to employment.</li> <li>4. NCLB Indicator 3.1: The percentage of classes being taught by highly qualified teachers in the aggregate and in high-poverty schools will be 100%.</li> <li>5. NCLB Indicator 3.2: The percentage of teachers receiving high-quality professional development will be 100%.</li> <li>6. NCLB Indicator 3.3: The percentage of instructional paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are highly qualified will be 100%.</li> </ol>					
<b>Summative Evaluation</b>	Personnel files, highly qualified worksheets, and principal attestations.					
Schoolwide Component	Strategy/Activity	Target Population	Person Responsible	Budget/Resources	Formative Assessment	Benchmark Timeline
3. HQ	1. Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining active webpage.	All Staff Members	Superintendent	T IIA Local	Number of positions posted Number of applications completed Number of visits on the web page counter	Sept. 1, 2006 Feb. 1, 2007 May 1, 2007
3. HQ	2. Establish an effective teacher mentoring system in order to retain highly qualified staff.	All Teachers	Campus Principal	T IIA Local	Mentor assignments	Aug. 15, 2006
3. HQ	3. Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified status.	All Teachers	Campus Principal	T IIA Local	Personnel files Professional Development records Teacher interviews	Aug. 15, 2006 Aug. 15, 2006 Aug. 15, 2006
3. HQ	4. Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing in order to assure all staff is highly qualified.	All Teachers	Campus Principal	T IIA Local	Number of teachers in ACPs Professional Development records	Aug. 15, 2006 Aug. 15, 2006
3. HQ	5. Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified.	All Instructional Para-professionals	Campus Principal	T IIA Local	Personnel files Professional Development records	Aug. 15, 2006 Aug. 15, 2006

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3. HQ	6. Require any instructional aides not considered highly qualified to complete TOP training.	All Instructional Para-professionals	Campus Principal	T IIA Local	Professional Development records Number of paraprofessionals attending TOP training	May 25, 2007 May 25, 2007
3. HQ	7. Provide incentives for teachers to attain ESL/GT certification.	All teachers	Superintendent	T IIA Local	Staff Development records Personnel files	Aug. 1, 2007 Aug. 1, 2007

Title I Schoolwide Components			
1. CNA	Comprehensive Needs Assessment	6. PI	Increasing Parent Involvement
2. RS	School Reform Strategies	7. T	Transition
3. HQ	Highly Qualified Staff	8. TIA	Teacher Input in Assessments
4. PD	Professional Development	9. AM	Assistance for Mastery
5. ER	Employee Recruitment	10. CIS	Coordination/Integration of Services

Program Budget Codes			
Local	Local	T IV	Title IV (Safe & Drug Free)
T IA	Title I, Part A	T V	Title V (Innovative Schools)
T IC	Title I, Part C (Migrant)	SCE	State Compensatory Ed.
T IIA	Title II, Part A (TPTR)	OEYP	Optional Extended Year
T IID	Title II, Part D (Technology)	AMI/ARI	Accelerated Math/Reading
T III	Title III (Bilingual/ESL)	Other	Other