

Whitehouse Independent School District

Aim Center

2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

The AIM Center Campus is dedicated to preparing all students through the shared responsibility of teacher, students, parents, and community to live successfully in today's society.

Vision

It is the desire of the AIM Center to provide a structured, disciplined, safe, and caring environment that will allow students the opportunity and guidance to acquire the skills and knowledge to make better decisions in regards to their behavior and to demonstrate a strong work ethic that will allow them to be successful in their academic endeavors.

Value Statement

With a consistent approach to the rules and daily operations, students will be able to learn self-discipline and experience academic success from a staff who is committed to a career that is centered around the needs of the students.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Our students have either been identified as being At Risk for various reasons or have demonstrated difficulty in complying with the expected behavior as defined in the District Student Code of Conduct. REACH students are At Risk of not graduating under the traditional high school program. The DAEP students have violated the District/Home Campus Code of Conduct and must be placed on our campus in an effort to learn how to make better behavior choices in order to be successful in the community.

Student Achievement Strengths

The students in the REACH program are self-motivated to complete their high school curriculum. They are able to work independently with the teachers providing guidance and directives when needed.

The DAEP students are able to adapt to the more structured environment which limits their ability to socialize as much as they would normally do on their home campus. During their individual placements, these students learn to better control their emotions and maintain their academic responsibilities.

Student Achievement Needs

REACH students must meet the same basic requirements as those students in the traditional high school setting, but without the same level of interaction with other students and teachers. These students need more one-on-one assistance in mastering the TAKS Exit Tests, STAAR End of Course exams, and the concepts in the higher levels of math and science.

The DAEP students need to acquire more self-control and the social skills necessary to be productive in today's society. The staff at the AIM Center hopes to provide not only the academic guidance to these students, but to also provide opportunities and guidance in acquiring the ability to make better decisions in their behavior.

All students need access to computer technology in order to receive practice on state assessment programs available through the internet as well as being able to complete specific assignments. The quality and number of computers available to students will continue to grow as the number of students increases and

the changes in software are continually updated.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Having a staff of Highly Qualified teachers and support personnel is the goal of the AIM Center through hiring practices and training. State law has long required teachers to be degreed and certified in the area(s) to which they are assigned. Federal law as promulgated in Public Law 107-110, No Child Left Behind Act of 2001, reemphasized this state requirement. According to law, all teachers in states and/or school districts accepting Title I, Part A funds must be "highly qualified" to teach in the area(s) to which they are assigned.

Staff Quality, Recruitment, and Retention Strengths

Staff Strengths:

The teaching staff at the AIM Center is dedicated to the special needs of our At Risk students. They have a great deal of patience as well as knowledge to nurture not only the academic needs of these students, but also the emotional support needed.

Staff Quality, Recruitment, and Retention Needs

Continued workshops in the specific areas taught will allow the REACH and DAEP staff to remain current on changes in the curriculum required from the state and exit level exams (TAKS/STAAR/EOCs).

There needs to be an assigned Campus Testing Coordinator other than the campus directory/principal.

As long as students who have been expelled as a result of either a discretionary or mandatory expulsion offense are placed at the AIM Center, the use of law enforcement officers is necessary.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Student Assessments:

Achievement Tests and IQ Tests

Texas Assessment of Knowledge and Skills (TAKS)

State of Texas Assessments of Academic Readiness--End of Course (STAAR--EOC)

Texas Primary Reading Inventory (TPRI)

Texas English Language Proficiency Assessment System (TELPAS)

Oral and Written Language Assessments (ITPE/IDEA)

End of Course Exam Results

Attendance Accounting

Special Education Data

Dyslexia Screening

504 Data

Advanced Placement Tests

GT Matrix

Pre-Post Tests

PSAT/SAT/ACT

Teacher Observation

Teacher Assessments:

Professional Development and Appraisal System (PDAS)

Formal and Informal Walkthroughs

Staff Development Survey

District and Campus Assessments:

District/Campus Rating

Academic Excellence Indicator System (AEIS)

Annual Yearly Progress Report (AYP)

Number of At-Risk Students

Program Evaluations

Follow-Up data on Graduates

Performance Based Monitoring Analysis System (PBMAS)

TELPAS results

TPRI Evaluation

Family and Community Involvement

Family and Community Involvement Summary

Parent Involvement

The success of our students greatly depends on the support of their parents. Parent contact and one-on-one conferences will be implemented. Communication is also encouraged through phone contact and e-mail.

School Context and Organization

School Context and Organization Summary

Facilities

The REACH area is well designed for the students attending. With the addition and update of student computers and monitors, the REACH and DAEP classrooms are now equipped with an appropriate number of computer stations to facilitate the curriculum and the number of students that could possibly be involved with either program.

The AIM Center needs the camera surveillance system enlarged and updated.

School Context and Organization Strengths

The AIM Center houses two programs, REACH and DAEP, which are designed to give students an opportunity to improve their behavior and their academic progress towards graduation by being in smaller classes with a lower teacher-student ratio, and with a high degree of accountability and expectation for proper behavior, attendance, effort, and achievement.

School Context and Organization Needs

The AIM Center needs all computers to be current with the latest software so that students are able to complete various assignments from their home campus. Additional cameras need to be added to the security system so that all interior and exterior areas are monitored by video surveillance.

Technology

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Student failure and/or retention rates

Student Data: Student Groups

- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Teacher STaR Chart Technology Data
- PDAS data

Support Systems and Other Data






- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Goal 1: All students will meet or exceed State and District educational standards.

Performance Objective 1: AIM Center students will meet or exceed State or District educational standards during the 2014-2015 school year. Special attention will be given to the areas of reading, writing, math, science, and social studies in preparation for the implementation of STAAR, State of Texas Assessment of Academic Readiness.


| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|--|-------------------|-----|-----|------|
| | | | Nov | Feb | Apr | June |
| 1) Identify all students who are at risk of failing the exit level TAKS/STAAR test and EOC's. | Counselors | Completed list of students who are at risk of failing the exit level TAKS/STAAR/EOC tests; Student and Parent contact regarding at risk status | | | | |
| 2) Have TAKS/STAAR/EOC enrichment sessions scheduled for mandatory daily participation in both DAEP and REACH programs. | Counselor/ AIM center staff | Completed list of students who are testing and level of those tests; Students have reached the enrichment and testing skills tactics. | | | | |
| 3) Prepare teachers by providing and offering appropriate training. | Director | Trained teachers and effective teaching practices. PDAS reports Walkthrough | | | | |
| 4) Regular walkthroughs to ensure effective teaching practices. | Director | Monthly walkthrough reports Summative evaluations of teachers | | | | |
| 5) Develop Graduation Intervention Plans for students that failed any portion of the TAKS/EOC during the prior year. Teachers will continue to analyze individual TAKS/EOC results and then target those needs through teacher intervention/instruction and the use of Edgenuity. | Director/ Counselors/ Teachers | TAKS scores; EOCs | | | | |
| 6) Continue to implement READ 180 for the at-risk students. | Director/ Reading IC/ Teachers | Benchmark tests; READ 180 assessments; TAKS/STAAR Results | | | | |
| 7) Provide targeted tutorials in the core subjects to ensure progress toward graduation. | Director/ IC'S/ Exe. Dir. of Curriculum | Schedules and rosters; Assessment results; Retention rate | | | | |
| 8) Spend Instructional Materials Allocation (IMA) funds on academic programs/instructional materials and other approved expenditures. | Director / IC'S / Exe. Dir. of Curriculum / Exe. Dir of Finance | Purchase orders; Salary records; Assessment results; Graduation rate | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| 9) In response to local at-risk indicator for Dyslexic students, provide highly qualified teachers and services. | Director / Teachers / ELA IC / Exe. Dir. of Curriculum / Dir. of Inst. Programs / Dyslexia Teachers | Progress Monitoring; Reports; Assessment results | | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

Goal 2: WISD is committed to providing a quality education inclusive of fine arts, career & technology instruction and extra-curricular opportunities while ensuring that all curriculum is aligned with the new College & Career Readiness standards and that all students have equal opportunity to participate in a rich educational program.


Performance Objective 1: Vertical and horizontal curriculum alignment in the core subject areas will be emphasized to assure equitable student achievement for all students. The staff will continue the inclusion of fine arts and career and technology instruction in order to align with the new College & Career Readiness Standards. AIM Center will offer an appropriate graduation plan for all students in the REACH Program and use benchmark exams to evaluate the progress of DAEP students.

Summative Evaluation: Improvement in student success

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|--|---|-------------------|-----|-----|------|
| | | | Nov | Feb | Apr | June |
| 1) Continue teacher training in the area of curriculum development. | Director / Curriculum Director | Allocation of funds; Improvement in student success. | | | | |
| 2) Assess current course offerings to ensure ALL students are being served appropriately. | Director/ Home Campus Counselors | Master Schedule; Student 4-year plans | | | | |
| 3) Maintain communication between the AIM Center and the home campuses to ensure proper course selections and completions. | Director / campus counselors | Student transcripts; Student completion of state required curriculum | | | | |
| 4) Maintain communication between AIM Center staff and home campus teachers to ensure alignment of courses and to prepare students for bench mark exams and ensure course completions. | Director / AIM Center staff / home campus teachers | Semester exams; final exams,; final averages | | | | |
| 5) Expand CTE curriculum and course offerings to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities. | Director/ Exe. Dir. of Curriculum / Dir. of Inst. Programs / Director of CTE | # of CTE courses in REACH Program; # of CTE courses completed in REACH curriculum | | | | |
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Goal 3: Technology: WISD is committed to providing and enhancing the technological resources at all levels to support the district's educational performance goals and implementation of instructional technology programs and tools.


Performance Objective 1: AIM Center will continue to increase the number of computers available to students and to update and improve the computer programs offered to our students

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|--|--|-------------------|-----|-----|------|
| | | | Nov | Feb | Apr | June |
| 1) Implementation of updated Edgenuity program, READ 180, and internet access. | Dir. of Technology / Director/ Teachers | Periodic reports to determine use and student progress; Student success; reading improvement; course completions | | | | |
| 2) Provide teacher training/ staff development enabling them to infuse technology into their classrooms. | Director / IC's / Dir. of Technology / Dir. of Special Services / Exec. Dir. of Curriculum | End of year teacher reports and program reports | | | | |
| 3) Provide staff development with emphasis on teacher created and maintained websites. | Director / Dir. of Technology / Dir. of Special Services / Exec. Dir. of Curriculum / Classroom teachers | Attendance records for staff development sessions ; lesson plans | | | | |
| 4) Continue providing district information policies, and procedures, AEIS, AYP, NCLB data through the district web site. | Director / Dir. of Technology / Exec. Dir. of Curriculum / Superintendent | Information available on district website | | | | |
| 5) Utilize and expand the use of the DMAC for student performance data analysis and progress monitoring | Dir. of Technology / Ex. Dir. of Curriculum / IC's | Number of administrators and teachers trained; data reports; student performance results | | | | |
| 6) Provide internet access to DAEP students in order to participate in enrichment programs in all areas. | Director | Computers added to specific class rooms; programs made available to students and teachers | | | | |
| 7) Provide Internet Safety Training for all students | Dir. Of Student Services Dir. of Alternative Education | List of students completing the training | | | | |
|  | | | | | | |

Goal 4: Demographics: WISD will meet all Federal, State Program Based and State Compensatory Education compliance standards and performance-based monitoring assessment criteria to ensure that all students meet performance standards in all areas with emphasis on those students with special needs, those at-risk of not achieving performance standards or graduating on time, economically disadvantaged students and limited English proficient students. SCE \$356,289 FTE's 8.07

Performance Objective 1: Federal compliance standards will be met in order to increase student achievement. State compliance standards will be met in order to increase student achievement by providing supplementary services for at-risk students through the use of State Compensatory Funds. State compliance standards will be met in order to increase student achievement by providing supplementary services for students through Special Programs. AIM Center will utilize the IMA and other appropriate funds to allow all students to meet or exceed state assessment and educational standards.






| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---|--|-------------------|-----|-----|------|
| | | | Nov | Feb | Apr | June |
| 1) Make training available to staff regarding policies and procedures for identification of Special Education and 504 students. | Exe. Dir of Curriculum / Exe. Dir. of Special Ed. / Dir. of Inst. Programs / Director | List of at-risk students; list of students identified for special programs and services | | | | |
| 2) Provide training for staff in how to support identified special population students in order to improve student performance (RTI) | Exe. Dir of Curriculum / Exe. Dir. of Special Ed. / Dir. of Inst. Programs / Director | Documentation of training; sign-in sheets' assessment results | | | | |
| 3) Provide basic instructional supplies as needed to students at Non-Title I campuses designated as "Homeless" in accordance to the McKinney Vento Act guidelines. | Exe. Dir of Curriculum / Dir. of Inst. Programs / Director / Counselor | # of supplies purchased and distributed; # of students receiving benefits | | | | |
| 4) Continue targeted services for students identifies as at-risk of dropping out of school or not graduating on time. | Exe. Dir of Curriculum / Dir. of Inst. Programs / Director / Counselors | Student Assessment results; Retention/Promotion rates; PGP's | | | | |
| 5) Expend State Compensatory Education funds to improve performance of students identified at-risk through qualified staff and supplemental programs as addressed the campus plan. Target Data: TAKS/ STAAR. six-weeks grades, drop out rate, benchmark tests, Achievement tests, TELPAS, SAT/ACT and other assessment instruments. | Exe. Dir. of Curriculum / Exe. Dir. of Budget & Finance / Dir. of Inst. Programs / Director | Final financial reports; Improved student performance on various assessments such as documented on matrix: TAKS/ STAAR, TPRI, TELPAS, Benchmark tests. SAT/ACT. 6-weeks grades | | | | |
| 6) Monitor needs of Migrant & Homeless students as evidenced and provide assistance through counseling, networking, and program services as appropriate. | Exe. Dir. of Curriculum / Dir. of Inst. Programs/ Director / Counselors | Assessment results | | | | |
| 7) Use Compensatory Education Home Instruction (CEHI) services through district personnel | CEHI Director / Director | Student grades for classes taken in the program | | | | |
| 8) Use the drop-out recovery program offered to students of Whitehouse ISD (REACH) to recover students at-risk | Director | Student completion records | | | | |

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|--|--|---|--|--|--|--|
| 9) Investigate the possibility of utilizing a GED program which will promote student completion among students who have not been successful in the traditional high school programs and REACH offered by Whitehouse High School and Whitehouse ISD. | Director/ Exe. Dir. of Curriculum and Special Programs /Dir. of Student Support Services | Student completion records | | | | |
| 10) Ensure that Pregnancy Related Services will be made available and supported through the compensatory allotment for PRS to serve prenatal and postpartum students during time of home/hospital confinement in accordance with local procedures - students will be provided home instruction by a certified teacher. | Exe. Dir. of Special Programs / Dir. of Inst. Programs / Director / Counselors | Amount of ADA claimed by district | | | | |
| 11) Provide training for staff in how to support identified special population students in order to improve student performance. | Exe. Dir. of Curriculum / Director / Counselors | Documentation of training; Function 13 budget summary; Sign-in sheets; Student assessment results | | | | |
| 12) Continue to evaluate and improve the REACH Program. | Asst. Superintendent / Exe. Dir. of Curriculum/ Director | Graduation rate | | | | |
| 13) Continue implementation of READ 180. | Director / Teachers / Reading IC | HS completion rate; State assessment results; College readiness percentage | | | | |
| 14) Continue to provide Edgenuity curriculum for REACH Program students | District Administration / District Technology Department / Director | Course completion and high school graduation rate | | | | |
| 15) Maintain course work for elementary students assigned to DAEP. | Director / Counselors / Teachers | Report cards | | | | |
| 16) Maintain course work for junior high and high school students assigned to DAEP. | Director / Counselors / Teachers | Report cards; transcripts | | | | |
| 17) Maintain course work for an student expelled to DAEP. | Director / Counselors / Teachers | Report cards; transcripts | | | | |
| 18) Provide ESL services for LEP students | Director / ESL Teachers | Local documentation | | | | |
| 19) Provide highly qualified instructional leadership at campus level. | Superintendent / Exe. Dir. of Finance | Documentation of staff development | | | | |
|  | | | | | | |

Goal 5: Culture & Climate: WISD will maintain a safe, drug-free and orderly learning environment where student health and well being is valued by all stake holders.


Performance Objective 1: AIM Center will support programs to reduce violence and/or disruptive behavior and/or drug and alcohol use by students assigned to this campus.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|--|--|-------------------|-----|-----|------|
| | | | Nov | Feb | Apr | June |
| 1) Provide sustained training for all staff regarding behavior intervention strategies and bullying prevention - inclusive of proper protocol, documentation and reporting. | Asst. Superintendent / Exe. Dir. of Curriculum / Dir. of Inst. Programs / Director / Counselor | PEIMS 425 Report; Dist. Discipline Report ; Campus Discipline Reports | | | | |
| 2) Improve campus security through a campus SRO. | Asst. Superintendent | Record of security problems on campus | | | | |
| 3) Re-certify Crisis Prevention Intervention (CPI) campus teams and Texas Behavior Modification Intervention (TBMI) teams | Exe. Dir. of Special Ed. / Exe. Dir. of Curriculum / Director | Certificates of Completion | | | | |
| 4) Continue to provide a Disciplinary Alternative Education Program. | Asst. Superintendent / Director | Documentation of students referred to DAEP | | | | |
| 5) Conduct analysis of specific student groups served in DAEP in an effort to remedy over-representation of Eco. Disad., ethnic groups or students with disabilities and LEP population. | Asst. Superintendent / Exe. Dir. of Special Programs / Exe. Dir. of Curriculum / Dir. of Inst. Programs / Director | PBMAS Reports; PEIMS 425 Report; Dist. Discipline Reports | | | | |
| 6) Utilize drug dog services during the school year to search vehicles, desks, rest rooms, and classrooms. | Director | Record of visits from district contracted drug dog services | | | | |
| 7) Implement the WISD Emergency Operations Plan (EOP) | Asst. Superintendent / Director | Schedule of drills | | | | |
| 8) Provide annual review of WISD Board Policy FFG (legal) re: Child Abuse and Neglect and train staff on appropriate procedures for identifying suspected abuse and/or neglect, documentation and reporting. (TEC 38.0041) | Asst. Superintendent / Dir. of Inst. Programs / Director / Counselor | # of reports | | | | |
| 9) Review campus discipline procedures to ensure consistent and equitable administration of disciplinary prevention, intervention and action. | Asst. Superintendent / Director | PEIMS 425 Reports; Dist. Discipline Reports; Campus Reports; DAEP Placement Reports; SRO Reports | | | | |

| | | | | | | |
|---|--|---|--|--|--|--|
| 10) Provide Discipline Management Training that includes prevention and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in school, on school grounds, and in school vehicles (TEC 37.083(a)) | Asst. Superintendent / Director/ Counselor | PEIMS 425 Reports; Dist. Discipline Reports; Campus Reports; DAEP Placement Reports; SRO Reports | | | | |
| 11) Review with staff and administration the WISD Board Policy re: Dating Violence and the identification, documentation and reporting procedures. | Asst. Superintendent / Dir. of Inst. Programs / Exe. Dir. of Sp. Programs / Director / Counselor | PEIMS 425 Reports; Dist. Discipline Reports; Campus Reports; DAEP Placement Reports; SRO Reports | | | | |
| 12) Conduct annual analysis of DAEP and REACH programs inclusive of the following data items: demographic representation, attendance rates, pre and post assessments, dropout rates, graduation/completion rates and recidivism rates | Asst. Superintendent / Exe. Dir. of Sp. Programs / Exe. Dir. of Curriculum / Dir. of Inst. Programs / Director | PBMAS Reports; PEIMS 425 Report; District Discipline Reports | | | | |
| 13) Provide training for suicide prevention, conflict resolution, dating violence and violence resolution. | Exe. Dir. of Special Ed. / Counselors / Exe. Dir. of Curriculum / Director | Discipline reports | | | | |
| 14) Provide training regarding building safety - with focus on enforcement of protective orders, school-based alternatives to protective orders including "awareness" training of protective orders both paper and electronic notations for teachers, administrators, counselors, affected students and parents. | Asst. Superintendent / Exe. Dir. of Special Ed. / Counselors / Exe. Dir. of Curriculum / Director | # of Documented situations regarding protective orders and school-bases protective orders - i.e. enforcement of | | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |






Goal 6: Staff Quality, Recruitment & Retention: The district will actively recruit and retain highly qualified personnel, as well as provide high quality professional development for teachers, instructional leaders and administrators.

Performance Objective 1: AIM Center will work to attract and maintain the highest level of qualified personnel.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|--|--|--|-------------------|-----|-----|------|
| | | | Nov | Feb | Apr | June |
| 1) Evaluate the quality of the new and probationary professional staff through frequent walkthroughs and formal observations. | Exe. Dir. of Curriculum / District certified appraisers | Contracts | | | | |
| 2) Ensure that 100% of teachers receive high-quality staff development. | Director Personnel / Exe. Dir. of Curriculum / Director | Database of workshops and conferences attended; Student assessment results | | | | |
| 3) Ensure that all students throughout the district, including but not limited to low income and minority students, are taught by teachers that meet the criteria for "highly qualified" as established by No Child Left Behind. | Director Personnel / Exe. Dir. of Curriculum / Exe. Dir. of Special Ed. / Director | Teacher certification documentation; NCLB Highly Qualified Teachers Program Compliance Report; Campus Rosters; District HQ forms | | | | |
| 4) Ensure that students throughout the district are assisted by educational aides that meet the criteria for "highly qualified" as established by NCLB | Director Personnel / Exe. Dir. of Curriculum / Exe. Director of Special Ed. / Director | ParaProfessional certification; NCLB Highly Qualified Teachers Program Compliance; Campus Rosters; District HQ forms | | | | |
| 5) Provide high quality special educations teachers, diagnosticians, and specialized services for all special needs students. | Exe. Dir. of Special Programs / Exe. Dir. of Budget and Finance / Director | # of New Hires | | | | |
|  | | | | | | |

Goal 7: Parent & Community Involvement: WISD will enhance the educational program at all campuses through strong partnerships forged with parents, community members and surrounding business partners to benefit all students.

Performance Objective 1: AIM Center will promote parent involvement through communication between staff and parents.

| Strategy Description | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|--|--|-------------------|-----|-----|------|
| | | | Nov | Feb | Apr | June |
| 1) District Web site, District and Campus Plans, Code of Conduct, Campus Handbook, AIEIS, NCLB and AYP reports as well as parent/teacher conferences, progress/report cards, e-mail, phone contact | Director of Technology / Exe. Dir, of Curriculum / Director / Teachers | Record of number of times the web page is accessed; Teacher and parent feedback; student success | | | | |
| 2) Continue to provide parent online access to the Skyward Gradebook and Edgenuity. | Director of Technology / PEIMS Coordinator/Director of Alternative Education | Report card grades/emails | | | | |
| 3) Inform parents and students of the importance of the TAKS, STAAR, PSAT, SAT, ACT, TELPAS | Director / Counselors | Assessment results | | | | |
| 4) Provide information regarding the TEXAS grant program and Teach for Texas grant program. | Exe. Dir, of Curriculum / Dir. of Inst. Programs / Director / | # of Grant Awards | | | | |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | |

State Compensatory

Personnel for Aim Center:

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-----------------------|-----------------------------------|----------------|------------|
| Craig Dornak | DAEP Teacher | DAEP | 1.0 |
| David Bridges | DAEP Teacher | DAEP | 1.0 |
| Derrick Jenkins | DAEP Teacher | DAEP | 1.0 |
| Dr. Gary Jacobs | Director of Alternative Education | REACH/DAEP | 1.0 |
| James Martin | REACH Teacher | REACH | .5 |
| Lora Hall | DAEP Teacher | DAEP | .5 |
| Mark Foley | REACH Teacher | REACH | 1.0 |
| Pam Lauderdale | DAEP Teacher | DAEP | 1.0 |
| Patti Roberts | REACH Teacher | REACH | 1.0 |
| Rosie Taylor | DAEP Teacher | DAEP | 1.0 |
| Sherri Stegall-Carter | REACH Teacher | REACH | 1.0 |
| Sylvia Reel | DEAP Teacher | DAEP | .5 |

Addendums