

D. C. Cannon Elementary School
Quinlan I. S. D.



Campus Improvement Plan
2006 - 2007

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Site Base Team
2006-2007

Bailey, Carolyn	2 nd Grade
Bailey, Paul	Principal
Brown, Misty	1 st Grade
Carpenter, Carla	Parent
Curb, Cynthia	Specialty
Fite, Pam	2 nd Grade
Fox, Linda	Community Member
Huffman, Terrie	Paraprofessional
Hughes, Belynda	1 st Grade
Kenner, Kathy	1 st Grade
Luhn, Beth	3 rd Grade
Murrell, Sally	Specialty
Newkirk, Jackie	3 rd Grade
Spradlin, Paula	3 rd Grade
Tadlock, Joy	2 nd Grade
Traylor, Rachel	Other Professional
Whitehead, Jill	District Site Base

CAMPUS GOALS

Goal 1 Improve TAKS scores for all groups in order to reach 88% in Reading and 88% in Math by 2006-2007.

OBJECTIVES

1. To help prepare students to succeed on 4th grade writing TAKS by building a writing foundation and improving 4th grade scores by 5% in 2007.
2. To reach 88% in reading scores for all groups in the TAKS for all students, including the population groups of economically disadvantaged and white. To improve scores by 6.7% for Hispanic students and 10% for Special Ed students by spring 07.
3. To show an increase in math scores for all groups on the TAKS (to reach 88% by 2007) as follows:
 - 3.3% for all students and for white students
 - 9.7% for economically disadvantaged students and show an increase of
 - 14.7% for Hispanic students.
4. To improve academic performance on all tests taken by all students by 9% in 2007.
5. To increase staff development by 10% by the year 2007.

Goal 2 Maintain or exceed the state goal of 94% student attendance rate.

OBJECTIVE

1. To increase attendance by 0.5% during the 2006-2007 school year.

Goal 3 Increase parental involvement by 10% by the year 2007.

OBJECTIVE

1. To increase parental involvement by 5% by the end of the 2006-2007 school year.

Goal 4 Improve academic performance by providing a safe and orderly school climate.

OBJECTIVE

1. To provide a safe school climate by maintaining 0 incident rates of drug/alcohol use and violence.
2. To provide an orderly school climate.

Goal 5 All students will have highly qualified teachers, principals, and paraprofessionals.

OBJECTIVES

1. Student academic achievement will increase through improving principal, teacher, and paraprofessional quality.
2. To provide high quality professional development training to principal, teachers, and paraprofessionals.

INSTRUCTIONAL FOCUS

GOAL 1: Improve TAKS scores for all groups in order to reach 88% in Reading and 88% in Math by 2006-2007.

OBJECTIVE 1: To help prepare students to succeed on 4th grade writing in TAKS by building a writing foundation and improving 4th grade scores by 5% in 2007.

STRATEGY #1: Provide teacher inservice training on 4 block writing to improve writing skills. Continue training and gather samples and information on new TAKS Writing test and getting it out to teachers.

PERSON(S) RESPONSIBLE: Principal, Site Based Team, 3rd Grade Teachers

TIMEFRAME: Inservice Aug. 2006, Ongoing

EVALUATION

FORMATIVE: Improvement to be seen in writing assignments when compared from Aug. to May.

SUMATIVE: Improvement to be seen in writing assignments when compared from Aug. to May.

RESOURCES: Block Grant funds used for Region 10

STRATEGY #2: Improve writing by the daily use of Daily Oral Language Exercise in grades 2 & 3 or switch with other materials. Expand to include not only correction of sentences but write sentences and have class correct. In 1st gr., use a minimum of two times a week beginning second semester or earlier if students have prerequisite skills

PERSON(S) RESPONSIBLE: Grade Level Teachers

TIMEFRAME: Grade 3—Aug, 06, Grade 2—Aug. 06, Grade 1—Jan. 07

EVALUATION

FORMATIVE: Growth and improvement in daily writing assignments.

SUMATIVE: Student improvement in correcting errors as shown by improved daily grades on daily writing when compared from Aug. to May.

RESOURCES: Booklets, overheads, black-boards, classroom teacher supplies

STRATEGY #3: Follow newly aligned curriculum guides in grade 1 and continue in grades 2 & 3. Use reading and math folder checklists to track student master of objectives.

PERSON(S) RESPONSIBLE: Principal and Curriculum Director, Grade Level Leaders

TIMEFRAME: August 2006, check every 6 weeks

EVALUATION

FORMATIVE: Compare writing assignments each 6 weeks to show growth

SUMATIVE: Student improvement in writing as shown by samples during the year. Compare beginning of year to end.

RESOURCES: Classroom budgets, classroom teachers

STRATEGY #4: Encourage journal writing in Grades 2 & 3 at least 2 times a week to increase fluency. Begin 2nd semester in grade 1 or sooner as developmentally appropriate.

PERSON(S) RESPONSIBLE: Grade Leaders

TIMEFRAME: Curriculum Document

EVALUATION

FORMATIVE: Teacher observation of growth shown by journals. Check every 6 weeks.

SUMATIVE: Improvement in writing skills and enjoyment when comparing beginning of year journal to end of year.

RESOURCES: Classroom budgets, Classroom teachers, Title II funds for subs.

STRATEGY #5: Continue aligning curriculum with TEKS and alignment within the building.

PERSON(S) RESPONSIBLE: Classroom teachers, Principal, District Curriculum Director

TIMEFRAME: August 2006, continue from work done in past years.

EVALUATION

FORMATIVE: Team meeting documentation

SUMATIVE: Smoother transition from one grade level to another.

RESOURCES: Grade level budget, District support personnel

INSTRUCTIONAL FOCUS

GOAL 1: Improve TAKS scores for all groups in order to reach 88% in Reading and 88% in Math by 2006-2007.

OBJECTIVE 2: To reach 88% in Reading scores for all groups in TAKS for all students including the population groups of economically disadvantaged and white. To Improve scores by 6.7% for Hispanic students and by 10% for special ed students by spring. 07.

STRATEGY #1: In grades 1, 2, & 3, continue implementing Harcourt reading program, and other phonics texts in grades 2 & 3 to continue teaching of phonics. In grades 1 & 2 develop activities to go with TPRI phonics tasks.

PERSON(S) RESPONSIBLE: Reading Teachers

TIMEFRAME: August 06, Check every 6 weeks

EVALUATION

FORMATIVE: Increase AR scores and increase time spent reading. Check AR reports every 6 weeks.

SUMATIVE: Improve current % correct on AR tests when compared from May 06 to May 07.

RESOURCES: Refer to budget, Function 11-6329 (General Fund)

STRATEGY #2: Reading to the children at least 15 minutes daily to improve listening and vocabulary skills and instill an appreciation for literature. Discuss story and answer questions.

PERSON(S) RESPONSIBLE: Principal, Classroom Teachers

TIMEFRAME: August 06, Daily

EVALUATION

FORMATIVE: Lesson plans -- Daily

SUMATIVE: Vocabulary expansion and development as evidenced by growth. This will be documented by improved papers and vocabulary growth.

RESOURCES: Classroom and school library budgets, Classroom teachers.

STRATEGY #3: Use computer lab to tutor students struggling with TAKS objectives in reading or math. Use new Testing Data System Program to work on TEKS/TAKS objectives for grades 2 & 3.

PERSON(S) RESPONSIBLE: Computer and classroom teachers

TIMEFRAME: Ongoing beginning Sept. 06.

EVALUATION

FORMATIVE: Technology plan, and purchase orders

SUMATIVE: Improvement in reading scores in norm referenced spring tests and on TAKS test in Grade 3.

RESOURCES: Campus budget (General Fund), Computer Aide Salary (SCE)

STRATEGY #4: Continue to focus on summarization and general comprehension. Third grade teachers share specific techniques with other grade levels at cross grade level meetings. 3rd gr. Teachers meet weekly during planning period to plan together and share.

PERSON(S) RESPONSIBLE: Classroom and Reading Teachers, Principal

TIMEFRAME: August 06, Bi-weekly

EVALUATION

FORMATIVE: Lesson plans, grade level and cross grade level meetings (see meeting documentation)

SUMATIVE: Improve current TAKS reading scores.

RESOURCES: Class budgets

STRATEGY #5: Use Reading Recovery and Literacy groups as an intervention technique for 1st gr students working below grade level. Send reading teachers into grade 1&2 classrooms daily to decrease student/teacher ratio during small group reading time. All grade levels have been through reading academies and will begin to restructure reading training using best practices of balanced literacy. We will implement the

Reading First grant and a the 3 tier reading cycle and the 5 components of a balanced literacy program. The local coach will model lessons and demonstrate lessons for classroom teachers. The Dibels Fluency Assessment, TPRI, ITBS (gr. 1 & 2) and TAKS(3) will be tracked by the local campus coach.

PERSON(S) RESPONSIBLE: Principal and Title I teachers/Reading consultant/Local Reading coach

TIMEFRAME: August 06

EVALUATION

FORMATIVE: Staffing patterns, Lesson plans, Teacher training, Dibels test used for fluency.

SUMATIVE: Decrease in special education referrals. Increase on TPRI scores and TAKS and Terra Nova used in Grades 1&2

RESOURCES: 13-6411-24 (State Comp) used for training for Research Based Reading and 11-6399-24 used for supplies (State Comp), Title II – Accelerated Reading Money, Reading First Grant Money.

STRATEGY #6: Follow TEKS and use curriculum guides. Teachers of grades 1-3 follow 6 week break down of TEKS for instruction.

PERSON(S) RESPONSIBLE: Teachers, Grade Leaders, Principal

TIMEFRAME: August 06, Daily

EVALUATION

FORMATIVE: Lesson plans, Class observations

SUMATIVE: Improved Language Skills and Vocabulary Development. Improve current TAKS scores.

RESOURCES: Class Budgets. Classroom teachers. Title II Money for subs.

STRATEGY #7: Use updated Gormet curriculum and other new materials as acquired in grades 2 & 3. Add additional TAKS materials as norms are set.

PERSON(S) RESPONSIBLE: Grade leaders for 2nd/3rd Grades

TIMEFRAME: August 06, Daily

EVALUATION

FORMATIVE: Lesson plans, Class observations

SUMATIVE: Maintain or exceed current TAKS scores

RESOURCES: Purchase materials in grades 2 & 3. Local and Title I funds.

STRATEGY #8: Continue Accelerated Reading Program school wide during school year. Continue in Grades 2&3. Coordinate prizes and points between grade levels. Provide training for parents at family read night. Develop 1st grade letter to be sent home as students begin program. Add additional books to AR classroom carts.

PERSON(S) RESPONSIBLE: AR Committee

TIMEFRAME: Grade 3 – August 06. Grade 2 – September 06. Grade 1 – January 07. End of year tests to begin in April 07.

EVALUATION

FORMATIVE: Computer reports, bulletin boards, student points and certification levels. Check reports every 6 weeks.

SUMATIVE: Improve current TAKS scores and increase in reading level and reading for enjoyment.

RESOURCES: Use campus funds (General Fund 6499) and PTO funds for prizes. Use additional funds from 11-6329 for books and library funds 12-6329 (General Fund). Classroom teachers.

STRATEGY #9: Use of STAR achievement test program with Accelerated Reader. Give a test at beginning and end of year to establish a reading level and show growth. Put information in permanent file and attach to student information card at end of year.

PERSON(S) RESPONSIBLE: Principal and AR Committee

TIMEFRAME: Grade 3 – August 06. Grade 2 – September 06. Grade 1 – January 07. End of year tests to begin in April 07.

EVALUATION

FORMATIVE: Purchase additional discs using campus funds. Sept. and Jan. scores.

SUMATIVE: Increase in the number of students reading on grade level. May scores compared for growth.

RESOURCES: Campus budget (General Fund). Classroom Teachers. 11-6399-24 Title II (Class size reduction funds)

STRATEGY #10: Use QPS, Dibels, and Benchmark Assessment to establish Primetime groups of 5 or less for 3rd grade. Maintain progress monitoring every 3 weeks in at risk students. Use Dibel Oral Reading Fluency Progress Monitoring.

PERSON(S) RESPONSIBLE: Campus coaches. Classroom teachers. Primetime tutors.

TIMEFRAME: Sept. 06

EVALUATION

FORMATIVE: 3 week scores

SUMATIVE: End of year scores

RESOURCES: Reading First Grant (261)

INSTRUCTIONAL FOCUS

GOAL 1: Improve TAKS scores for all groups in order to reach 88% in Reading and 88% in Math by 2006-2007.

OBJECTIVE 3: To show an increase in math scores for all groups on TAKS (to reach 88% by 2006) as follows: 3.3% for all students and for white students. 9.7% for economically disadvantaged students. 14.7% for Hispanic students.

STRATEGY #1: Continue Accelerated Reading Program school wide during school year. Coordinate prizes and points between grade levels. Provide training for parents at family read night. Develop 1st grade letter to be sent home as students begin program. Add additional books to AR classroom carts.

PERSON(S) RESPONSIBLE: Classroom Teachers. Grade Leaders.

TIMEFRAME: August 06 – Weekly.

EVALUATION

FORMATIVE: Observation. Lesson plans. Teacher reports.

SUMATIVE: Scores on math TAKS will improve by 5% or more.

RESOURCES: Campus and Classroom Budgets

STRATEGY #2: Supplement the math program by adding extra problem solving practice using the Daily Oral Math and other sources Focus on estimation, reasonableness, measurement, and subtraction. Include more 2 step work problems that have more than 1 operation in them.

PERSON(S) RESPONSIBLE: Classroom Teachers. Grade Leaders

TIMEFRAME: August 06 - Weekly

EVALUATION

FORMATIVE: Lesson plans. Observation. Grades on daily work. TAKS Scores

SUMATIVE: Students will improve problem solving abilities as shown on improvement in objectives 1-6 on TAKS.

RESOURCES: Campus Budget. Title II. Request Workshops.

STRATEGY #3: Supplement the math program with increased use of manipulatives. Focus on reasonableness and problem solving, measurement, subtraction, and solution strategies. Align math- vocabulary that will be taught in each grade. TAKS support person will demonstrate specific strategies and skills.

PERSON(S) RESPONSIBLE: Classroom Teachers. Grade Leaders. Principal.

TIMEFRAME: August 06 - Weekly

EVALUATION

FORMATIVE: Lesson Plans. Observations

SUMATIVE: Students will improve math computation and problem solving skills as shown by improvement in spring TAKS scores.

RESOURCES: Campus local budget and Title I funds.

STRATEGY #4: Use Saxon math & daily review in grades 1&2 as supplement. Do Mountain Math review in grade 3. Meet weekly during planning period to share techniques & plan together. Expand & use entire math review at least twice a week. Draw from other materials; such as Drops in a Bucket, Math for Today, TAKS Master, Step Up to TAKS, etc.

PERSON(S) RESPONSIBLE: Grade Leaders and Math team

TIMEFRAME: August 06 - Daily

EVALUATION

FORMATIVE: Lesson Plans. Observations

SUMATIVE: Students will raise scores on criterion referenced test, math grades, and their ability will improve. Math scores will improve by 4% in 07.

RESOURCES: Classroom Teachers, Local Funds \$500.

STRATEGY #5: Divide 3rd grade Math objectives by 6 weeks and give mastery tests. Framework was adjusted for TAKS and will focus on weak areas.

PERSON(S) RESPONSIBLE: 3rd Grade Teachers

TIMEFRAME: August 06 – Check every 6 weeks

EVALUATION

FORMATIVE: Framework. Mastery test scores and reports.

SUMATIVE: Improve TAKS scores by 5% and improve general math ability.

RESOURCES: Campus/grade level budget. Campus support staff

STRATEGY #6: Have annual Math Olympics in Jan. for all grade levels. Focus on hands on activities.

PERSON(S) RESPONSIBLE: Math Team, Assistant Principal

TIMEFRAME: Jan/Feb 07

EVALUATION

FORMATIVE: Calendar, Math committee minutes.

SUMATIVE: Increase perception and enjoyment of math measured by feedback after Math Olympics

RESOURCES: \$300 11-6499 (General Fund). \$300 11-6399 Supplies

STRATEGY #7: Upgrade software to align with TAKS. Use Accelerated Math Program in grades 2 & 3. Integrate Math curriculum with Accelerated Math. Use AM diagnostic test to find mastery. Use other support TAKS materials as developed.

PERSON(S) RESPONSIBLE: Principal. Grade Leaders.

TIMEFRAME: August 06 - Weekly

EVALUATION

FORMATIVE: Lesson Plans. Observations.

SUMATIVE: Improvement in TAKS scores by 5% in math. Incoming 3rd graders will be more familiar with format.

RESOURCES: Class budgets. Title I. Title II.

STRATEGY #8: Grade 3 - Beginning 2nd 6 weeks, tutoring in computer lab once a week for each class to address non-mastered math objectives. Use Title 1 Learning Lab computers for extra TAKS tutoring. Add additional updated software for TAKS.

PERSON(S) RESPONSIBLE: Classroom Teachers. Principal.

TIMEFRAME: October 06.

EVALUATION

FORMATIVE: Tutoring schedule. Observation.

SUMATIVE: Improvement on TAKS by 5%.

RESOURCES: Current software. Aide's salaries. Title I, Title 2, Technology, and Campus Funds.

STRATEGY #9: Grade 3- Use practice or released TAKS tests to help pinpoint mastery and non-mastery of objectives and focus on those not mastered. Use these tests to identify students for Extended Day Program. Have Extended Day Program twice a week Feb-April for math.

PERSON(S) RESPONSIBLE: 3rd Grade Teachers. Selected Extended Day Teachers.

TIMEFRAME: December 06. January 07. April 07.

EVALUATION

FORMATIVE: Disaggregation of scores from these tests to pinpoint growth needed.

SUMATIVE: Improve TAKS by 5%.

RESOURCES: Tests. Released Tests. Testing Funds to score mastery tests. Mastery Tests. 31-6339.

INSTRUCTIONAL LEADERSHIP AND MEASUREMENT

GOAL 1: Improve TAKS scores for all groups in order to reach 88% in Reading and 88% in Math by 2006-2007.

OBJECTIVE 4: To improve academic performance on all tests taken by all students 9% in 2006.

STRATEGY #1: Programs by grade levels: 1st grade - Field Day / 2nd grade - Kite Day / 3rd grade - Stick Horse Rodeo. Also, all grades will do music programs.

PERSON(S) RESPONSIBLE: Grade Leaders

TIMEFRAME: April 07 and May 07 (Music programs are in Nov. & Dec. 06 and Feb. 07)

EVALUATION

FORMATIVE: Observation. Calendar. Feedback.

SUMATIVE: Level of participation and feedback.

RESOURCES: Grade level budget. Campus budgets.

STRATEGY #2: All grades will meet once a month or more to share ideas acquired from workshops, and fine tune curriculum. Use documentation form for weekly conference group meetings. Teachers discuss curriculum and plan using assessment to drive decisions

PERSON(S) RESPONSIBLE: Grade Leaders.

TIMEFRAME: August 06 -- Monthly

EVALUATION

FORMATIVE: Agendas/Minutes from meetings.

SUMATIVE: Documentation from grade leaders.

RESOURCES: Grade level budget (\$1,500 per grade level – General Fund). All Teachers.

STRATEGY #3: Monthly faculty meetings to share ideas. Door prizes and agendas. Have reoccurring items that will be on each agenda.

PERSON(S) RESPONSIBLE: Principal

TIMEFRAME: August 06 - Monthly

EVALUATION

FORMATIVE: Agendas/Minutes from meetings

SUMATIVE: Meeting documentation

RESOURCES: 23-6499 \$300 (General Fund). All staff. District special program staff.

STRATEGY #4: Elect a site based team and hold meetings as needed. Team will be nominated and elected by professional staff. Site base team will have input on programs, budget, staffing, professional growth, etc. The site based team will get input from and give into. to entire staff.

PERSON(S) RESPONSIBLE: Site Based Chair. Committee Members. Principal.

TIMEFRAME: August 06 – As scheduled

EVALUATION

FORMATIVE: Agendas/Minutes from meetings. Faculty Meeting Discussions.

SUMATIVE: Meeting documentation.

RESOURCES: Campus Budget \$200.

STRATEGY #5: Memos, newsletters, emails, and calendars

PERSON(S) RESPONSIBLE: Memos. Newsletters. Emails. Calendars.

TIMEFRAME: August 06 - Monthly

EVALUATION

FORMATIVE: Calendars. Memos.

SUMATIVE: Teacher feedback that they are informed via end of year survey.

RESOURCES: Newsletter. Campus budget \$300. ISS Aide and Office Staff.

STRATEGY #6: Staff development addressing the CIP and its usage and conduct a needs assessment in fall.

PERSON(S) RESPONSIBLE: Principal. Site Based Team

TIMEFRAME: August 06

EVALUATION

FORMATIVE: Meeting Agendas

SUMATIVE: Teacher feedback on evaluation forms and teacher understanding of CIP.

RESOURCES: CIP. Campus Budget. All Staff

STRATEGY #7: Public meeting to share Campus Report Card and give parents input into needs assessment.

PERSON(S) RESPONSIBLE: Principal. Staff Members.

TIMEFRAME: February 07

EVALUATION

FORMATIVE: Calendar with scheduled meetings. Sign in Sheets.

SUMATIVE: Feedback from audience. Evaluations

RESOURCES: Campus Budget.

STRATEGY #8: Set up decision making teams and have all staff serve on a team. Teams: Student Motivation/Esteem Building, Math, Parent Involvement, Accelerated Reading, Staff Motivation Team

PERSON(S) RESPONSIBLE: Principal

TIMEFRAME: August 06 – Monthly Bi-monthly meetings.

EVALUATION

FORMATIVE: Agendas/Minutes from Meetings. Reports at Faculty Meetings.

SUMATIVE: Effectiveness of teams and implementation of ideas as judged by results on end of the year survey.

RESOURCES: Campus budget \$300.

STRATEGY #9: Elect campus representatives to District Site Based Team—Fall 06

PERSON(S) RESPONSIBLE: Principal

TIMEFRAME: September 06

EVALUATION

FORMATIVE: Ballots

SUMATIVE: Improved communication and alignment of goals throughout the district. District committee roster.

RESOURCES: Campus budget

STRATEGY #10: TAKS test and practice test scores distributed to teachers and parents. Low areas targeted for remediation. Inform and involve parents

PERSON(S) RESPONSIBLE: 3rd Grade Leader. Principal

TIMEFRAME: Teacher Meetings – August 06. Public Meeting February 07.

EVALUATION

FORMATIVE: Test scores. Tutoring schedules.

SUMATIVE: Improve reading scores and Improve math scores by 5% as shown on spring norm referenced tests. Improve communication between parents and teachers.

RESOURCES: Test materials – Teacher Made or Released TAKS. Campus Budget. 3rd Grade Teachers. SCE(24).

STRATEGY #11: Alignment of curriculum and material tested. Align curriculum using TEKS, test data, and latest research. Work with Sue Boone

PERSON(S) RESPONSIBLE: Principal. Vertical Teams

TIMEFRAME: August 06 – Monthly as needed

EVALUATION

FORMATIVE: Curriculum documents

SUMATIVE: Improved test scores on spring TAKS and increase in student yearly growth.

RESOURCES: Curriculum documents. Campus budget \$400.

STRATEGY #12: Disaggregate TAKS scores. Address low areas. Use mastery tests & practice tests in gr 3.. Test at end of year in grade 2. Send Data to Gr 3. Compare tests from beginning and end of year to show growth. Use TPRI in Grades 1&2

PERSON(S) RESPONSIBLE: Principal. Vertical Teams

TIMEFRAME: August 06. October 06. April 07. May 07.

EVALUATION

FORMATIVE: Data on test scores shared with teachers. Use ongoing assessment scores to target areas for growth.

SUMATIVE: Improved test scores on TAKS

RESOURCES: Teacher made or Released TAKS tests. Campus budget.

STRATEGY #13: Continue Accelerated Reader in grades 1, 2 &3. Use STAR testing program. This year have bigger prizes for certification levels above independent reader.

PERSON(S) RESPONSIBLE: Computer and Library Aides

TIMEFRAME: August 06 - Weekly

EVALUATION

FORMATIVE: AR Test Scores. Program documentation.

SUMATIVE: Use reports generated by computer lab. TOPS and At-Risk reports to show improvement. Compare Oct. to May. Reports run by computer aide.

RESOURCES: Campus budget. Classroom Teachers. Local Budget. Title I funds. Title II.

STRATEGY #14: Continue offering extended year & day programs to help students get on level and reduce retention. Students must have 90% attendance & pass to automatically go on.

PERSON(S) RESPONSIBLE: Extended day/year staff. Principal. Teachers. Local Campus Coach

TIMEFRAME: Registration April through May 07. Extended Day times will be announced.

EVALUATION

FORMATIVE: Program letters and registration forms for year. Parent surveys.

SUMATIVE: Increase in number of students working on grade level and decrease in retention. Improvement in TAKS and TPRI scores.

RESOURCES: Extended Year Budget (OEY). QISD Supplement Reading First Budget.

STRATEGY #15: Continue sp.ed. resource , content mastery, speech, life skills, and inclusion aides using research based instructional techniques . Combine Title 1, class size reduction funds, accelerated reading funds, local and state compensatory funds to send reading teachers into gr. 1 & 2 classes and TEKS demonstrator into gr. 2 & 3 using balanced literacy and other research based techniques with emphasis on phonics and fluency. Continue school-wide Cannon Prime Time- A focused 30 min. academic interactive learning time. After at-risk students are identified, small group tutoring with trained instructors will be started. These programs will address the at-risk students and the small flexible grouping will target the economically disadvantaged. This will already be in place so following guidelines of SSI students that fail TAKS the 2nd time will receive small group instruction.

PERSON(S) RESPONSIBLE: Principal and Assigned Staff

TIMEFRAME: August 06

EVALUATION

FORMATIVE: Beginning and mid-year program testing showing growth.

SUMATIVE: Parents and staff evaluations in Spring. Suggestins made in ARD meetings. Adjustments will be made as needed. Increased number of students on grade level.

RESOURCES: Special Ed. Budget. Title I Budget. Campus/District Budget for supplies for Title I and Reading teachers. Title I supply money. State Comp Ed for salaries (24). Accelerated Reading and Class Size Reduction Funds.

STRATEGY #16: Continue ESL, dyslexia screening and class using approved reasearch based instructional techniques. Use 2nd reading inventory to target student that may be at risk for dyslexia. Work with dyslexia teacher.

PERSON(S) RESPONSIBLE: ESL and Assigned Staff

TIMEFRAME: August 06

EVALUATION

FORMATIVE: Enrollments and testing. Documentation in files.

SUMATIVE: Increased number of students on grade level as shown by Grades 1 & 2 Reading Inventory.

RESOURCES: ESL and Teacher Budget

STRATEGY #17: Continue GT serving 4 content areas with trained teachers plus 6 hours annually. State guidelines followed for testing & selection.

PERSON(S) RESPONSIBLE: GT Teachers

TIMEFRAME: August 06

EVALUATION

FORMATIVE: Enrollments. Lesson Plans. Curriculum. Documentation in Student Files.

SUMATIVE: Increase in higher level thinking skills and academic levels as shown by scores on grade level.

RESOURCES: 3 Teacher salaries. Campus Budget for supplies.

STRATEGY #18: Drug Free Education will be initiated during Red Ribbon Drug Week and carried on by counselors. Assembly program for students. Teachers and counselor will integrate lessons into classrooms.

PERSON(S) RESPONSIBLE: Counselor and Teachers

TIMEFRAME: August 06

EVALUATION

FORMATIVE: Newsletter. Planned activities. Feedback

SUMATIVE: Counselor reports. Decrease in number of reports of drug use in home.

RESOURCES: Drug Ed. Money – Title IV (204)

INSTRUCTIONAL LEADERSHIP

GOAL 1: Improve TAKS scores for all groups in order to reach 88% in Reading and 88% in Math by 2006-2007.

OBJECTIVE 5: To increase staff development by 10% by the year 2007.

STRATEGY #1: Base local inservice on low TAKS objectives, and site based surveys and input. Also use information from targeted areas on PDAS self report. Increase number of teachers sent to workshops through the year and share the information they bring back. Reading First Grant will use times the consultant visits for release time for training. Subs. will be provided. 3 tier Reading components will be used to help plan inservices and provide training to staff.

PERSON(S) RESPONSIBLE: Site Based Team. Principal. Local Campus Coach. Consultant

TIMEFRAME: August 06 – Monthly Faculty Meetings

EVALUATION

FORMATIVE: Workshop evaluations and summaries give out to teachers and share at meetings (see meeting documentation). Use form to list 3 good ideas from workshops. Staff development surveys.

SUMATIVE: Feedback after the teachers share what they have learned. Implementation of new ideas as observed in evaluations. Reading First Evaluation Form.

RESOURCES: Budget 13-6411. Block Grant Region 10. Title I & II funds. Reading first Funds (261).

STRATEGY #2: For sustained staff development, we will continue book studies.

PERSON(S) RESPONSIBLE: Principal. Teachers.

TIMEFRAME: August 06

EVALUATION

FORMATIVE: Feedback from teachers. Input on Book study forms.

SUMATIVE: Information and feedback on end of year Staff Development Survey.

RESOURCES: Budget 11-6399. 6329. Title II Funds.

STRATEGY #3: The Math Professional Development Partnerships Grant will provide additional math professional development opportunities for our math staff including Tex Teams Training, etc.

PERSON(S) RESPONSIBLE: Sue Boone. Math Facilitator. Principal.

TIMEFRAME: School Year 2006/07

EVALUATION

FORMATIVE: Sign in Sheets from Workshops.

SUMATIVE: Improved math instruction and math scores.

RESOURCES: Fund 289 Schedule

SCHOOL CLIMATE

GOAL 2: Maintain or exceed the state goal of 94% student attendance rate.

OBJECTIVE 1: To increase attendance by 1/2 % during the 2006-2007 school year.

STRATEGY #1: To have an individual attendance contest every semester. Put attendance policies in newsletter during each semester. Send parents warning letters and use resource police officer for investigation. Yearly awards for perfect attendance.

PERSON(S) RESPONSIBLE: District Attendance Officer. Cannon Attendance Officer. Principal. Attendance Team

TIMEFRAME: August 06 Every 4 weeks

EVALUATION

FORMATIVE: Daily Attendance Count.

SUMATIVE: Overall increase in attendance rates as documented on attendance records and shown by yearly total on AEIS.

RESOURCES: PTO awards for individuals (PTO Funds). Local funds.

STRATEGY #2: Give yearly pins for perfect attendance. Use form letter to remind parents of attendance policy to send in notes for absences. MOTTO: BE HERE, BE COUNTED, BE A CUB!

PERSON(S) RESPONSIBLE: District Attendance Officer. Cannon Attendance Officer. Principal. Attendance Team

TIMEFRAME: May 07

EVALUATION

FORMATIVE: Daily Attendance Count

SUMATIVE: Overall increase in attendance rates as documented on attendance records and shown by yearly total on AEIS.

RESOURCES: PTO awards for individuals (PTO Funds). Local funds.

STRATEGY #3: Nurse makes class visits to selected grades at beginning of school to discuss hygiene. Guide parents to needed assistance. Videos made available to teachers. Try to add additional training with students during the year.

PERSON(S) RESPONSIBLE: Nurse

TIMEFRAME: August 06

EVALUATION

FORMATIVE: Assemblies. Parent Conferences. Clinic Documentation.

SUMATIVE: Increase in student awareness of how germs are transferred as demonstrated by student implementation of hand washing, etc.

RESOURCES: Videos, etc. Clinic Budget (General Fund).

STRATEGY #4: Identify and monitor students with excessive absences by calling, sending letters, and evaluating progress in campus attendance meeting held at least 2 times per semester. Send home information sheet in January newsletter to update phone numbers. Use new elementary resource officer to help with truancy.

PERSON(S) RESPONSIBLE: PEIMS Clerk. ISS aide. Principal. Attendance Committee.

TIMEFRAME: August 06. Daily calls. PEIMS Report.

EVALUATION

FORMATIVE: Calling log. PEIMS Daily Attendance Letters. Committee Notes.

SUMATIVE: AEIS Attendance rate.

RESOURCES: Local Funds.

PARENT INVOLVEMENT/SCHOOL CLIMATE

GOAL 3: Increase parental involvement by 10% by the year 2008.

OBJECTIVE 1: To increase parental involvement by 5% by the end of the 2006-2007 school year.

STRATEGY #1: Hold a parent conference (make 2 attempts) the first semester with parents/guardians of each child. Second semester have conferences as necessary.

PERSON(S) RESPONSIBLE: Teachers. Principal. Assistant Principal.

TIMEFRAME: Begin parent conferences in August 06.

EVALUATION

FORMATIVE: Parent Conference Log.

SUMATIVE: Document number of conferences on log sheet. Keep for comparison of 05-06 and 06-07.

RESOURCES: Parent letters. Phone calls. Classroom teachers. Support staff.

STRATEGY #2: Attempt to improve parent school communication. Open house, PTO meetings, Grandparent and parent lunches. Include students in PTO programs

PERSON(S) RESPONSIBLE: PTO. Parent/Community Involvement Team. Principal. Classroom teachers.

TIMEFRAME: August 06. March 07 Open House.

EVALUATION

FORMATIVE: Sign in sheets. Feedback.

SUMATIVE: Record attendance and keep for comparison.

RESOURCES: PTO funds. Campus funds.

STRATEGY #3: Improve parent/campus involvement by using the Parent Volunteer Program. Have special name tags & an orientation meeting or brunch, Keep track of hours, Award prizes for participation, End of year volunteer brunch.

PERSON(S) RESPONSIBLE: Volunteers. PTO. Parent/Community Involvement Team. Principal.

TIMEFRAME: September 06. February 07. May 07.

EVALUATION

FORMATIVE: Volunteer sign in sheets

SUMATIVE: Increased number of volunteers as shown on sign in sheets and increased parental involvement as shown by logs.

RESOURCES: Materials. Badges. Campus Budget \$300. PTO Budget – Purchase awards and shirts. Title I & II Funds.

STRATEGY #4: Follow state guidelines in identifying students that do not meet standards and are at risk on the TPRI, and TAKS. Follow guidelines for Title 1, Accelerated Reading, and the Student Success Initiative for notifying parents of concerns and programs. Provide pamphlets explaining the Student Success Initiative and the gr. 3 testing requirements to all gr. 1-3 parents.

PERSON(S) RESPONSIBLE: Parent/Community Involvement Team. Principal. Teachers.

TIMEFRAME: August 06

EVALUATION

FORMATIVE: Volunteer sign in sheets

SUMATIVE: Increase number of volunteers as shown on sign in sheets and increased parental involvement as shown by logs.

RESOURCES: Campus Budget. PTO Budget. Title I & II Funds for pamphlets.

STRATEGY #5: Assignment sheets included in weekly grade folder, and class letters each semester to keep parents informed of upcoming events, projects, etc. Classroom teachers get copy of resource assignment sheets

PERSON(S) RESPONSIBLE: Grade leaders and Teachers.

TIMEFRAME: August 06 for all grades.

EVALUATION

FORMATIVE: Weekly assignments sheets. Letters.
SUMATIVE: Parents will be more informed about their child's grades, assignments, and class activities. Evaluation: parent feedback.

RESOURCES: Classroom teachers. State Comp. Budget.

STRATEGY #6: Monthly newsletter to keep staff/parents informed. Add input from Title 1, spec. ed., nurse, counselor, etc. Spotlight a class each month. Put adult education program in newsletter each semester.

PERSON(S) RESPONSIBLE: Teachers. Principal. Assistent Principal. Newspaper staff person.

TIMEFRAME: August 06 - Monthly

EVALUATION

FORMATIVE: Monthly newsletters. Special events. Feedback.

SUMATIVE: Parents will be more informed about school news and activities. Evaluation: Parent feedback.

RESOURCES: Newsletter. Copier rental. \$500 of awards (General Fund).

STRATEGY #7: Set up evening for specific programs as needed- 1st grade parent training- Sept 06. 3rd grade parent training on SSI and TAKS Include incentives and door prizes and food. Have at least 2 or more Family Read Nights.

PERSON(S) RESPONSIBLE: Title I teacher. Principal. AR Committee. Teachers.

TIMEFRAME: August 06 and May 07.

EVALUATION

FORMATIVE: Calendar. Evaluations. Documentation and Evaluation Forms.

SUMATIVE: Parents will improve their ability to work with their children as shown by increased student scores on TAKS as shown by an increase in 06 scores.

RESOURCES: Campus Budget - \$500. Classroom teachers. PTO Funds. \$1,000. Title I & II Funds.

SCHOOL CLIMATE

GOAL 4: Increase academic performance by providing a safe and orderly school climate.

OBJECTIVE 1: To provide a safe school climate by maintaining 0 incident rates of drug/alcohol use and violence.

STRATEGY #1: FHS PALS - weekly interaction by high school students with at risk students. Look into increased time, supervision (no flipping, etc.). Set rules and guidelines Explain to all students what PALS are.

PERSON(S) RESPONSIBLE: Counselor

TIMEFRAME: August 06

EVALUATION

FORMATIVE: Observation. Sign in sheets. Teacher/student feedback

SUMATIVE: Feedback from parents and students. Evaluation of program by sponsors.

RESOURCES: Campus and FHS Budget.

STRATEGY #2: Continue Wise Skills Social Skills Program school wide. Counselor will cover as she visits rooms once a month. Teacher model. Counselor will counsel individual students/parents & refer to family focus and other help groups as needed.

PERSON(S) RESPONSIBLE: Assistant Principal. Counselor. Teachers.

TIMEFRAME: August – 06 by 6 Weeks

EVALUATION

FORMATIVE: Observation of classes by counselor. Counselor's 6 week report.

SUMATIVE: Reduction of discipline referrals as compared to 05-06.

RESOURCES: Campus awards. Budget. Title iv funds for curriculum.

STRATEGY #3: Counselor will set up social skills groups to help with continual problems. Student code of conduct will be enforced and compliment chain rewards, Cubs in Control Incentives along with Cannon Cup Awards and stickers will be given as an incentive for following it. 6 week reward parties for behavior.

PERSON(S) RESPONSIBLE: Assistant Principal. Counselor. Classroom Teachers.

TIMEFRAME: August – 06 by 6 weeks.

EVALUATION

FORMATIVE: 6 Weeks Discipline Reports.

SUMATIVE: Retraining the children to handle situations correctly. Counselor end of year report.

RESOURCES: \$200 (General Fund) – Campus Budget.

STRATEGY #4: Train staff in District Wide Crisis Plan

PERSON(S) RESPONSIBLE: Principal. Assistant Principal.

TIMEFRAME: September 06

EVALUATION

FORMATIVE: Teachers are familiar with documentation.

SUMATIVE: Part of end of year evaluation.

RESOURCES: Title IV and Local Funds.

SCHOOL CLIMATE

GOAL 4: Increase academic performance by providing a safe and orderly school climate.

OBJECTIVE 2: To provide an orderly school climate.

STRATEGY #1: . Use award program to motivate students: 6 weeks honor rolls, behavior awards. Assign a class of week - let those students lead pledge for week and invite parents to lunch on Wed. on stage. Send home a note ahead of time

PERSON(S) RESPONSIBLE: Principal. Library Aide. Grade Leaders.

TIMEFRAME: August 06. Check every 6 weeks.

EVALUATION

FORMATIVE: 6 weeks lists.

SUMATIVE: Increased number of awards given out as document on honor roll lists. Student of the month. Increased awards at end of year.

RESOURCES: Award certificates. 11-6499 \$600 (General Fund).

STRATEGY #2: School wide award programs for positive reinforcement of behavior. Principal pencil awards and classes make compliment chain and "have reward when it touches the floor." School wide signal for quiet. Continue Cubs in Control to reward well behaved students and 6 week behavior parties.

PERSON(S) RESPONSIBLE: Principal. Grade Leaders.

TIMEFRAME: August 06

EVALUATION

FORMATIVE: Complete chains. Earn rewards. 6 Weeks Reports.

SUMATIVE: Number of discipline referrals will decrease. End of year report.

RESOURCES: Campus Budget and PTO support for six weeks parties for Cubs in Control.

STRATEGY #3: Positive notes and phone calls. Teachers make positive contact with every parent each 6 weeks. Teachers will hand out Outstanding Cub stickers and will send students to office for Outstanding Cub Certificates

PERSON(S) RESPONSIBLE: Principal. Assistant Principal.

TIMEFRAME: August 06. Every 6 Weeks.

EVALUATION

FORMATIVE: Awards announced over intercom and increased student awareness. List students that receive positive notes on lesson plans.

SUMATIVE: Lists of students names contacted for praise. Parent feedback. Positive parent feedback on end of year survey.

RESOURCES: \$500 stickers and notes (General fund). All Staff.

STRATEGY #4: . Have an orientation on campus for the students from Joe Martin Early Childhood Center who will be attending at D. C. Cannon next year to provide transition into the elementary program.

PERSON(S) RESPONSIBLE: Principal. Counselor.

TIMEFRAME: April or May 07.

EVALUATION

FORMATIVE: School Calendar

SUMATIVE: Improved beginning of year transition.

RESOURCES: Budget 11-6399.

STRATEGY #5: Have an orientation at A.E. Butler for 3rd grade students from D. C. Cannon to provide transition into the intermediate school program.

PERSON(S) RESPONSIBLE: Principal. Counselor.

TIMEFRAME: April or May 07.

EVALUATION

FORMATIVE: School Calendar.

SUMATIVE: Improved Beginning of Year transition.

RESOURCES: Budget 11-6399.

STRATEGY #6: Begin day positively with morning announcements: include pledges and minute of silence.

PERSON(S) RESPONSIBLE: Principal. Announcer.

TIMEFRAME: August 06

EVALUATION

FORMATIVE: School Calendar.

SUMATIVE: Positive Attitude.

RESOURCES: Budget 11-6399.

INSTRUCTIONAL LEADERSHIP

GOAL 5: All students will have highly qualified teachers, principal, and paraprofessionals.

OBJECTIVE 1: Student academic achievement will increase through improving principal, teacher, and paraprofessional quality.

OBJECTIVE 2: To provide high quality professional development training to principal, teachers, and paraprofessionals.

STRATEGY #1: Provide high-quality professional development training and updated research in teaching and learning in the areas of reading, language arts, technology, science, ESL, math, G/T, and dyslexia to paraprofessionals, teachers, and administration.

PERSON(S) RESPONSIBLE: Principal.

TIMEFRAME: Principal observations. Workshops TBA.

EVALUATION

FORMATIVE: Informal observation. Staff development attendance.

SUMATIVE: Teacher self-evaluation report. TAKS & SDAA scores. Dyslexia services.

RESOURCES: Region X ESC. GT Funds (21). Local funds. Title II Fund (255). Sp. Ed. Funds. Title I Fund (211). Reading First (261).

STRATEGY #2: Increase in the % of highly qualified teachers and paraprofessionals on the campus to ensure that all teachers who are teaching in core academic subjects are highly qualified

PERSON(S) RESPONSIBLE: Principal.

TIMEFRAME: Fall 2006.

EVALUATION

FORMATIVE: Degree of certification. Course Work.

SUMATIVE: Number of highly qualified employees on staff at the end of the 2006-2007 school year.

RESOURCES: Personnel. Reading First (261). Title II TPTR (255). Title I Fund (211).

STRATEGY #3: Ensure that all paraprofessionals are highly qualified by meeting a rigorous standard of quality that can be demonstrated through a formal local academic assessment of knowledge and the ability to assist in instructing, reading, writing, and math.

PERSON(S) RESPONSIBLE: Principal.

TIMEFRAME: Fall 2006.

EVALUATION

FORMATIVE: Formal assessment administered locally.

SUMATIVE: Mastery/proficiency on all 5 segments of the paraprofessional exam.

RESOURCES: Personnel. Title II TPTR (255). Title I Fund (211). Local Funds.

STRATEGY #4: New teachers on campus will have a partner/mentor throughout the first year of teaching that will help in planning and support.

PERSON(S) RESPONSIBLE: Assistant Superintendent. Campus Principal. Paul Patterson. Mentor Teacher.

TIMEFRAME: Fall 2006.

EVALUATION

FORMATIVE: Informal observation.

SUMATIVE: Teacher self-report. TAKS & SDAA scores.

RESOURCES: Local Funds.

Needs Assessment Summary

Data Reviewed

- ▶ AEIS Report
- ▶ D. C. Cannon Campus Improvement Plan
- ▶ D. C. Cannon Teacher Surveys
- ▶ Faculty Meetings
- ▶ Organizational Health Survey
- ▶ Quinlan ISD District Improvement Plan
- ▶ Quinlan ISD District Technology Plan
- ▶ Reading First Surveys
- ▶ Student Attendance Data
- ▶ TAKS Data

Persons/Groups Involved

- ▶ D. C. Cannon Grade Leaders
- ▶ D. C. Cannon Site Base Team
- ▶ D. C. Cannon Staff Members
- ▶ P.T.O. Officers
- ▶ Parent Volunteers
- ▶ Reading First Coaches

Process Used

- ▶ Grade Leader Meetings
- ▶ Grade Level Meetings
- ▶ Parent Surveys
- ▶ Reading First Coaches Meetings with Grade Levels
- ▶ Site Base Team Meetings
- ▶ Teacher Surveys

Conclusions

- ▶ TAKS scores have been maintained in reading.
- ▶ TAKS scores in Math declined. Starting strong emphasis on math and math strategies. 3rd grade will have 90 minutes of math a day.
- ▶ Should continue to work on improving Student Attendance.
- ▶ Maintain an emphasis on Safe and Drug-Free School.
- ▶ Parent Involvement is good, but need to continually improve.
- ▶ Have continued to maintain Highly Qualified Teachers and other Staff Members.
- ▶ Staff members believe the mission at D. C. Cannon is Clear and realistic.
- ▶ Need to improve sharing ideas across grade levels.
- ▶ Will begin Positive Behavior Initiative through Region 10.

10 Components of Title I

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the state content and student performance standards. Pgs. 8-9.
2. School-wide reform strategies that
 - a. provide opportunities for all children to meet the state's proficient and advanced levels of student performance. Pgs. 10-13.
 - b. are based on effective means of improving children's achievement Pgs. 14-17.
 - c. use effective instructional strategies that
 - o Increase the amount and quality of learning time, such as extended school year, before-and after-school, and summer school programs. Pg 12, #14.
 - o Help provide an enriched and accelerated curriculum. Pg. 13, #17.
 - o Meet the educational needs of historically underserved populations. Pg. 13, #15.
 - d. Address the needs of all children in the school, but particularly the needs of children of target populations of any program that is included in the school-wide program, and address how the school will determine if these needs are met. These programs may include counseling and mentoring services, college and career preparation, such as college and career guidance, services to prepare students for school to work transition, and the incorporation of gender equitable methods and practices. Pg. 12, #13.
 - e. Are consistent with, and are designed to implement, the state and local improvement plans, if any approved under Title III of Goals 2000.
3. Instruction by highly qualified professional staff. Pg. 21, #2.
4. Professional development for teachers and aides, and where appropriate, pupil services personnel, parents, principals, and other staff to enable all children in the school-wide program to meet the state's student performance standards. Pg. 21.
5. Strategies to increase parental involvement, such as family literacy services. Pgs. 16-17.
6. Strategies for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs. Pg. 19, #4.
7. Steps to Include teachers in the decisions regarding the use of assessments. Pgs. 10-12.
8. Activities to ensure that students who experience difficulty mastering any of the state's standards during the school year will be provided with effective, timely additional assistance. The assistance must include:

- a. Measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance. Pg. 13, #15.
 - b. To the extent the school determines it to be feasible using Part A funds, periodic training for teachers in how to identify difficulties and to provide assistance to individual students. Pg. 14.
9. The campus improvement plans must include strategies to attract high quality, highly qualified teachers. Pg. 21.
10. The campus improvement plan must clearly show how coordination and integration occurs between federal, state, and local services and programs. Pg. 13, #15.

Title I Parent Compact

The D. C. Cannon Campus Vision is for parents, teachers, students, and the community to envision the highest level of success for every individual and work together as partners in education by making a commitment to motivate, to challenge, and to inspire each other to have a positive attitude and for every individual to strive to achieve their greatest potential! Expect success!

I. Parent Guardian Adult Checklist:

I will do my personal best to:

- Spend at least 10-15 minutes of quality time, a minimum of 3 times a week, reading to my child and/or assisting them in learning to read, write and know the phonetic sound for each of the 26 upper and lower case letters (A sheet explaining ways to assist your child is attached).
- Attend at least one parent/teacher conference in the Fall and one in the Spring.

Please choose at least 3 of the following:

I will do my personal best to:

- Attend at least two (2) school functions/assemblies.
- Volunteer as a classroom helper (We suggest 30 minutes per semester).
- Help with other activities.
- Eat lunch at school with my child at least two (2) times per year.
- Prepare materials for the teacher on my own time at home.
- Attend a Parents-as Partners in Education activity.
- Be a Spanish or foreign language translator.
- Other: Write in your own suggestion of a special skill or activity you can share. _____

Parent/Guardian/Adult Signature _____ Date _____

II. Student Checklist:

I will do my personal best to:

- Return my homework completed.
- Follow the school rules.
- Follow the classroom rules.
- Respect other people and the community.

Student Signature _____ Date _____

III. Teacher Checklist:

I will do my personal best to:

- Provide a safe and caring learning environment where your child will begin to be responsible for his/her own behavior and learning.
- Follow the curriculum designed for your student.
- Take into account individual strengths in children.
- Help your child follow the school and classroom rules.
- Keep you informed of your child's progress on a regular basis.
- Schedule parent/teacher conferences to accommodate parent's schedule.
- Attend school functions.
- Help you with how you can help your child at home.
- Teach in all areas of intelligence.
- Assign homework and record the return of homework.

Teacher Signature _____ Date _____

Federal/State Coded Employees
D. C. Cannon

Title I - 211

Teachers: Lori Edwards
Jenifer Hogan
Sally Murrell (%)

Paraprofessionals:

Terrie Huffman
Debbie Schwing

Title II - 255

Teachers: Julie Allen
Kim Grugel
Sally Murrell (%)

Reading First - 261

Teachers: Debbie Wilkins
Kay Yeager

ARI/AMI - 404

Teachers: Marilyn Coldren
Sue Hales
Sally Murrell (%)

State Compensaroty: 199-24

Teachers: Sharon Hogan (%)

Attendance:

Officer: Eric Huggins (%)

GT 21								
	Martin	Cannon	Butler	Thompson	Ford	ALC	District	TOTAL
6118								
6119	\$38,095.00	\$58,415.00	\$5,129.00	\$73,798.00	\$64,324.00			\$239,761.00
FTE	1	1.5	0.12	1.72	1.76			6.1
6129			\$835.00					
6140	\$2,862.00	\$6,868.00	\$383.00	\$6,900.00	\$7,880.00			\$24,893.00
6200	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00			\$1,000.00
6300	\$1,000.00	\$1,550.00	\$1,200.00	\$500.00				\$4,250.00
6400	\$100.00							
	\$42,257.00	\$67,033.00	\$7,747.00	\$81,398.00	\$72,404.00	\$0.00	\$0.00	\$269,904.00

C&T 22								
	Martin	Cannon	Butler	Thompson	Ford	ALC	District	TOTAL
6118								
6119				\$32,602.00	\$181,979.00			\$214,581.00
FTE				1.12	4.44			5.56
6129								
6140				\$3,736.00	\$22,026.00			\$25,762.00
6200					\$300.00			\$300.00
6300					\$4,000.00			\$4,000.00
6400					\$3,000.00			\$3,000.00
	\$0.00	\$0.00	\$0.00	\$36,338.00	\$211,305.00	\$0.00	\$0.00	\$247,643.00

SE 23								
	Martin	Cannon	Butler	Thompson	Ford	ALC	District	TOTAL
6118					\$4,000.00			\$4,000.00
6119		\$94,800.00	\$112,640.00	\$219,090.00	\$133,069.00	\$2,700.00	\$263,991.00	\$826,290.00
FTE		2	3	6	3.06	0.08		14.14
6129	\$28,086.00	\$38,550.00	\$63,513.00	\$14,797.00	\$51,519.00	\$12,871.00	\$51,793.00	\$261,129.00
6140	\$7,866.00	\$17,498.00	\$29,589.00	\$34,000.00	\$31,267.00		\$36,688.00	\$156,908.00
6200							\$207,778.00	\$207,778.00
6300	\$1,000.00	\$863.00	\$700.00	\$70.00	\$500.00		\$58,850.00	\$61,983.00
6400	\$1,000.00	\$137.00					\$23,550.00	\$24,687.00
	\$37,952.00	\$151,848.00	\$206,442.00	\$267,957.00	\$220,355.00	\$15,571.00	\$642,650.00	\$1,542,775.00

CE 24/30								
	Martin	Cannon	Butler	Thompson	Ford	ALC	District	TOTAL
6118		\$100.00	\$100.00	\$100.00	\$5,500.00	\$16,000.00		\$21,800.00
6119	\$441,780.00	\$1,172,775.00	\$673,219.00	\$37,059.00	\$18,700.00	\$137,090.00		\$2,480,623.00
FTE	11.35	28.5	16.9	1.02	0.35	3		61.12
6121			\$200.00	\$100.00	\$400.00			
6129	\$14,766.00		\$43,215.00	\$3,678.00		\$53,812.00	\$32,800.00	\$148,271.00
6140	\$54,898.00	\$110,673.00	\$84,600.00	\$6,029.00	\$3,077.00	\$25,792.00	\$5,872.00	\$290,941.00
6200				\$310.00		\$8,260.00		\$8,570.00
6300						\$3,250.00	\$4,700.00	\$7,950.00
6400						\$5,868.00	\$800.00	\$6,668.00
6600						\$10,400.00		\$10,400.00
	\$511,444.00	\$1,283,548.00	\$801,334.00	\$47,276.00	\$27,677.00	\$260,472.00	\$44,172.00	\$2,975,223.00

BL 25								
	Martin	Cannon	Butler	Thompson	Ford	ALC	District	TOTAL
6118								
6119		\$6,663.06		\$6,000.00				\$12,663.06
FTE		0.16		0.17				0.33
6129								
6140		\$666.30		\$870.00				\$1,536.30
6200								
6300								
6400								
	\$0.00	\$7,329.36	\$0.00	\$6,870.00	\$0.00	\$0.00	\$0.00	\$14,199.36