

Bruce Junior High  
Gilmer Independent School District  
Campus Improvement Plan  
2005-2006

Site Based Decision Making Committee  
2005-2006

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**Greg Watson, Principal**

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**Debbie Davis, Counselor**

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**Sherry Poteet, Teacher**

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**Lana Turner, Non-Cert. Staff**

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**Jeff Traylor, Parent**

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**Gary Patterson, Business Rep.**

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**Kelly Steele, Community Rep.**

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**Dawn Harris, Assistant Principal**

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**Felisha Wilson, Teacher**

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**Penny Wise, Teacher**

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**Chandra Woods, Teacher**

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**Lula Johnson, Parent**

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**Henry Troell, Business Rep.**

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**Heather Kay, Community Rep.**

## Gilmer Bruce Junior High School

Gilmer Bruce Jr. High's student population is composed of 72% White, 20% African American, 6.3% Hispanic, and 1.7% other. 50.5% of students are Economically Disadvantaged. Gilmer Bruce Jr. High is a Title I campus.

## Comprehensive Needs Assessment

The following information sources provided data for the comprehensive needs assessment:

- Longitudinal AEIS data
- Longitudinal academic performance information for non-AEIS student groups
- RPTE, AYP, SDAA/LDAA
- Program Evaluations
- Staffing Needs
- Professional/Paraprofessional training needs
- Benchmark tests, Teacher checklists
- Norm-referenced test data
- Discipline Data
- Promotion/Retention rates
- Stakeholder surveys (including Campus Climate Survey)
- Informal evaluations

An in-depth review and disaggregation of data by the campus site-based committee led to the development of the goal(s), objectives, and strategies included in this Plan of Action.

### Findings to be addressed in 2005-2006:

- Mathematics scores.
- Economically Disadvantaged, Hispanic, and African American students' scores must be improved.
- African American students must be assisted in the areas of Math and Reading.
- Hispanic students must be assisted in the area of Math.
- Economically Disadvantaged students must be assisted in the area of Math.

## **NCLB Goals:**

**By 2012 – 2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, math, social studies, writing, and science.**

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

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

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

**All students promoted will be prepared to be successful in high school and to graduate within four years.**

## **Gilmer Independent School District Goals:**

**Gilmer ISD will achieve a higher percentage than the state average on all AEIS indicators.**

**Gilmer ISD will implement an aligned curriculum that focuses on every student's achievement to recognize the district mission.**

**Gilmer ISD will implement a comprehensive professional development plan focused on district, campus, and individual instructional and content needs, resulting in improved student performance.**

**Gilmer ISD will provide a safe and orderly environment that emphasizes character values.**

**Gilmer ISD will obtain and retain quality staff.**

## Academic Performance Chart – 6<sup>th</sup> Grade

	2002-2003				2003-2004				2004-2005			
	Reading	Math	Writing	Soc. Studies	Reading	Math	Writing	Soc. Studies	Reading	Math	Soc. Studies	Writing
All	78%	80%			85%	67%			82%	72%		
Afr Am	62%	59%			79%	47%			87%	52%		
Hispanic	83%	92%			60%	40%			67%	56%		
White	81%	84%			90%	76%			83%	78%		
Eco Dis	68%	71%			82%	63%			77%	59%		
At Risk	35%	41%			75%	50%			60%	52%		
ESL	100%	50%				33%			50%	50%		
GT	100%	100%			100%	100%			100%	100%		
SPED	83.3%	86%			75%	62%			57%	27%		

	2002 – 2003	2003-2004	2004-2005
Attendance	95.2%	95.4%	
Drop-Out Rate	1.2%	.2%	

### State Developed Alternative Assessment (SDAA)

SDAA Results	2003			2004			2005		
	# Met ARD	# Tested	% Met ARD	# Met ARD	# Tested	% Met ARD	# Met ARD	# Tested	% Met ARD
All			74%			66%			72%
Writing			95%			89%			94%
Reading			88%			88%			66%
Mathematics			72%			69%			70%
Soc. Studies			LDAA			LDAA			LDAA

## Academic Performance Chart – 7<sup>th</sup> Grade

	2002-2003				2003-2004				2004-2005			
	Reading	Math	Writing	Soc. Studies	Reading	Math	Writing	Soc. Studies	Reading	Math	Soc. Studies	Writing
All	83%	82%	81%		79%	71%	92%		82%	61%		90%
Afr Am	77%	64%	67%		67%	48%	81%		72%	41%		82%
Hispanic	80%	64%	44%		100%	92%	92%		60%	30%		90%
White	91%	86%	85%		79%	74%	94%		87%	71%		92%
Eco Dis	83%	75%	76%		74%	60%	92%		81%	58%		83%
At Risk	68%	53%	50%		49%	33%	81%		67%	35%		83%
ESL	0	0	0		100%	100%	100%		33%	0		67%
GT	100%	100%	89%		100%	100%	100%		100%	100%		100%
SPED	83%	57%	67%		71%	43%	60%		50%	0		100%

	2002 – 2003	2003-2004	2004-2005
Attendance	95.2%	95.4%	
Drop-Out Rate	1.2%	.2%	

### State Developed Alternative Assessment (SDAA)

SDAA Results	2003			2004			2005		
	# Met ARD	# Tested	% Met ARD	# Met ARD	# Tested	% Met ARD	# Met ARD	# Tested	% Met ARD
All			74%			66%			72%
Writing			95%			89%			94%
Reading			88%			88%			66%
Mathematics			72%			69%			70%
Soc. Studies			LDAA			LDAA			LDAA

## Academic Performance Chart – 8<sup>th</sup> Grade

	2002-2003				2003-2004				2004-2005			
	Reading	Math	Science	Soc. Studies	Reading	Math	Science	Soc. Studies	Reading	Math	Science	Soc. Studies
All	89%	80%		96%	88%	80%		90%	81%	53%		85%
Afr Am	91%	76%		92%	61%	67%		85%	67%	29%		85%
Hispanic	60%	80%		100%	77%	57%		64%	93%	53%		73%
White	89%	81%		97%	93%	85%		93%	82%	58%		87%
Eco Dis	86%	73%		94%	81%	72%		86%	77%	41%		81%
At Risk	71%	57%		88%	70%	58%		79%	60%	24%		73%
ESL	100%	100%		100%	50%	20%		40%	0	0		0
GT	100%	100%		10%	100%	100%		100%	100%	100%		100%
SPED	14%	18%		56%	75%	50%		54%	71%	13%		70%

	2002 – 2003	2003-2004	2004-2005
Attendance	95.2%	95.4%	
Drop-Out Rate	1.2%	.2%	

### State Developed Alternative Assessment (SDAA)

	2003			2004			2005		
SDAA Results	# Met ARD	# Tested	% Met ARD	# Met ARD	# Tested	% Met ARD	# Met ARD	# Tested	% Met ARD
All			74%			66%			72%
Writing			95%			89%			94%
Reading			88%			88%			66%
Mathematics			72%			69%			70%
Soc. Studies			LDA			LDA			LDA

**GILMER BRUCE JR. HIGH: Campus Improvement Plan  
2005-2006**

<b>Campus Goal:</b>	<b>To improve student performance in the area of Mathematics. To ensure that all 6<sup>th</sup>, 7<sup>th</sup>, and 8th grade students pass the Math TAKS test. TARGET: Improve sub-group scores.</b>
<b>Evidence of Need with Supportive Data:</b>	Spring 2005 TAKS results indicate passing rate: sixth grade 71%, seventh grade 61%, eighth grade 53%. Sixth, seventh, and eighth grade African American results were all at a passing rate of 48% or below. Sixth, seventh, and eighth grade Hispanic results all indicate a passing rate of 56% or below. Sixth, seventh, and eighth grade Economically Disadvantaged scores all indicate a passing rate of 58% or below. Eighth grade scores for White students indicates a passing rate of 58%.
<b>Performance Objective/Summative Evaluation Data:</b>	The percentage of all students and each subgroup passing mathematics will meet or exceed 90%.

<b>Activity / Strategy</b>	<b>Supportive Research</b>	<b>Person(s) Responsible</b>	<b>Resources Needed/ Fund Source</b>	<b>Documentation (Formative Evaluation)</b>	<b>Start/ End</b>	<b>Special Populations</b>
1. Teachers will analyze assessment data by objective to identify and remediate areas of concern.		Principal Instructional facilitator Classroom teachers	Compass GISD Target \$400 workshops	Identification of objectives with the lowest percentage of mastery.	August 2005 through May 2006	
2. Tutoring will be provided during, before, and after school to increase instructional time.		Classroom teachers	\$3,200 of Title 1 funds for tutoring (\$18 per hour per teacher per week)	Tutoring logs Tutoring assessment data	August 2005 through May 2006	At-Risk Special Ed ESL
3. An administrator or instructional facilitator will provide regular staff development on best teaching practices and research based instructional strategies.		Principal Instructional facilitator	\$2500 of Title 1 funds in workshop expenses	Staff development agenda and schedule	August 2005 through May 2006	
4. Benchmark tests will be used to allow teachers to focus on student needs.		Classroom teachers	District developed tests on TEKS objectives	Test results	October 2005 through April 2006	
5. A campus wide problem solving strategy will be developed and used.		Principal Math Teachers	\$100 for materials	Lesson Plans	August 2005 through May 2006	
6. Use of Math Learning Centers Curriculum /		Principal Math Teachers	\$1000 Local \$1000 workshops	Lesson Plans	August 2005 through May	

Visual Math.					2006	
<b>Activity / Strategy</b>	<b>Supportive Research</b>	<b>Person(s) Responsible</b>	<b>Resources Needed/ Fund Source</b>	<b>Documentation (Formative Evaluation)</b>	<b>Start/ End</b>	<b>Special Populations</b>
7. Teachers will provide small group instruction based on continuous assessment.		Classroom teacher	\$3000 equipment	Classroom	August 2005 through May 2006	AR ESL G/T
8. Remediation classes will be provided at grades 6-8.		Principal Classroom teacher	Add an eighth period to the current schedule. Workbooks	Classroom	August 2005 through May 2006	

**GILMER BRUCE JR. HIGH: Campus Improvement Plan  
2005-2006**

<b>Campus Goal:</b>	<b>To improve student performance in the area of reading. To ensure that all 6<sup>th</sup>, 7<sup>th</sup>, and 8th grade students pass the Reading TAKS test. TARGET: Improve African American and Hispanic scores.</b>
<b>Evidence of Need with Supportive Data:</b>	Spring 2005 TAKS results indicate passing rate: sixth grade 82%, seventh grade 84%, eighth grade 82%. Sixth grade Hispanic results indicate passing rate of 67%. Seventh grade Hispanic results indicate a passing rate of 60%. Eighth grade African American results indicate passing rate of 65%.
<b>Performance Objective/Summative Evaluation Data:</b>	The percentage of all students and each subgroup passing reading will meet or exceed 90%.

<b>Activity / Strategy</b>	<b>Supportive Research</b>	<b>Person(s) Responsible</b>	<b>Resources Needed/ Fund Source</b>	<b>Documentation (Formative Evaluation)</b>	<b>Start / End</b>	<b>Special Populations</b>
1. Teachers will analyze assessment data by objective to identify and remediate areas of concern.		Principal Instructional facilitator Classroom Teachers	Compass GSD Target \$400 workshops	Identification of objectives with the lowest percentage of mastery.	August 2005 through May 2006	
2. An administrator or instructional facilitator will provide regular staff development on best teaching practices and research based instructional strategies.		Principal Instructional facilitator	\$2500 of Title 1 funds for workshop expenses	Staff development agenda and schedules	August 2005 through May 2006	
3. Benchmark test will be used to allow teachers to focus on student needs.		Classroom teachers	District developed tests on TEKS objectives	Test results	October 2005 through April 2006	
4. Tutoring will be provided during, before, and after school to increase		Principal Classroom Teachers	\$3,200 of Title 1 funds for tutoring	Tutoring logs Tutoring assessment data	August 2005 through May 2006	At Risk ESL Special Ed.

instructional time.						
<b>Activity / Strategy</b>	<b>Supportive Research</b>	<b>Person(s) Responsible</b>	<b>Resources Needed/ Fund Source</b>	<b>Documentation (Formative Evaluation)</b>	<b>Start / End</b>	<b>Special Populations</b>
5. Library skills will support the development of TEKS/TAKS for all grade levels.		Librarian Principal	Staff development  Research software	Schedule	August 2005 through May 2006	
6. Classroom library in each classroom to encourage self-selected reading.		Principal Instructional facilitator	\$4000 for library books	Observation Reading Logs	August 2005 through May 2006	
7. Teachers will add a new novel unit to their lessons.		Classroom Teachers	\$1,500 for new novels.	Lesson Plans Reading Logs Benchmark results	August 2005 through May 2006	
8. Remediation classes will be offered to grades 6 and 8.		Principal Classroom teacher	Add an eighth period to the current schedule.	Classroom	August 2005 through May 2006.	
9. Instructional time will be increased for Language Arts at the seventh grade level.		Principal Classroom teacher	Block time for seventh grade Language Arts classes.	Classroom	August 2005 through May 2006.	

**GILMER BRUCE JR. HIGH: Campus Improvement Plan  
2005-2006**

<b>Campus Goal:</b>	<b>To improve student performance in the area of Social Studies. TARGET: Improve Hispanic scores.</b>
<b>Evidence of Need with Supportive Data:</b>	Spring 2005 TAKS results indicate passing rate: eighth grade 86%. Social Studies results indicate 73% of Hispanics met the standard.
<b>Performance Objective/Summative Evaluation Data:</b>	The percentage of all students and each subgroup passing Social Studies will meet or exceed 90%.

<b>Activity / Strategy</b>	<b>Supportive Research</b>	<b>Person(s) Responsible</b>	<b>Resources Needed/ Fund Source</b>	<b>Documentation (Formative Evaluation)</b>	<b>Start / End</b>	<b>Special Populations</b>
1. Teachers will analyze assessment data by objective to identify and remediate areas of concern.		Principal Instructional facilitator Classroom teachers	Compass Target \$400 workshops	Identification of objectives with the lowest percentage of mastery.	August 2005 through May 2006	
2. An administrator or instructional facilitator will provide regular staff development on best teaching practices and research based instructional strategies.		Administrators Instructional facilitator	\$2500 of Title 1 funds for workshop expenses	Staff development agenda and schedules	August 2005 through May 2006	
3. Benchmark test will be used to allow teachers to focus on student needs.		Classroom Teachers	District developed tests on TEKS objectives	Test results	October 2005 through April 2006	
4. All students will be provided with hands-on experiences on a regular basis.		Principal Classroom teachers	\$700	Lesson Plans Benchmark assessments	August 2005 through May 2006	

Activity / Strategy	Supportive Research	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start / End	Special Populations
5. All students will be provided with opportunities to participate in History-based field trips.		Principal Classroom teachers	\$3000	Lesson Plans Sign-Up Sheet	September 2005 through May 2006	

**GILMER BRUCE JR. HIGH: Campus Improvement Plan  
2005-2006**

<b>Campus Goal:</b>	<b>To improve student performance in the area of writing. TARGET: Improve scores for all students including each subgroup.</b>
<b>Evidence of Need with Supportive Data:</b>	Spring 2005 TAKS results indicate passing rate: seventh grade 89%. Writing results indicate 81% of African Americans met the standard.
<b>Performance Objective/Summative Evaluation Data:</b>	The percentage of all students and each subgroup passing the TAKS writing test will meet or exceed 90%.

Activity / Strategy	Supportive Research	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start /	Special Populations
1. Teachers will analyze assessment data by objective to identify and remediate areas of concern.		Principal Instructional facilitator Classroom teachers	Compass GISD Target \$400 workshops	Identification of objectives with the lowest percentage of mastery.	August 2005 through May 2006	
2. An administrator or instructional facilitator will provide regular staff development on best teaching practices and research based instructional strategies.		Administrators Instructional facilitator	\$2500 of Title 1 funds for workshop expenses	Staff development agenda and schedules	August 2005 through May 2006	
3. Benchmark test will be used to allow teachers to focus on student needs.		Classroom teachers	District developed tests on TEKS objectives	Test results	October 2005 through April 2006	
4. Students will be provided with daily writing experiences across the curriculum.		Principal Classroom teachers	\$700 – Local	Lesson Plans Student Portfolios	August 2005 through May 2006	

Activity / Strategy	Supportive Research	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start /	Special Populations
5. Teachers will receive training in New Jersey Writing Project.		Principal Curriculum Director Classroom teachers	\$ ----- training	Student Portfolios Benchmark Assessments	Summer 2005	
6. Teachers will compile a portfolio containing examples of student work.		Principal Teachers		Rubrics used by administration to evaluate portfolios.	August 2005 through May 2006.	
7. Remediation classes will be provided at grades 6 and 8.		Principal Classroom teacher	Add an eighth period to the current schedule.	Classroom	August 2005 through May 2006.	
8. Increase instructional time for Language Arts at the seventh grade level.		Principal Classroom teacher	Block time for seventh grade Language Arts classes.	Classroom	August 2005 through May 2006.	

**GILMER BRUCE JR. HIGH: Campus Improvement Plan  
2005-2006**

<b>Campus Goal:</b>	<b>To improve student performance in the area of Science. TARGET: Improve performance of all students including each subgroup.</b>
<b>Evidence of Need with Supportive Data:</b>	The TAKS Science test has been field tested for the first time and will be required of all eighth grade students during the 2005-2006 school year.
<b>Performance Objective/Summative Evaluation Data:</b>	The percentage of all students and each subgroup passing science will meet or exceed 90%.

<b>Activity / Strategy</b>	<b>Supportive Research</b>	<b>Person(s) Responsible</b>	<b>Resources Needed/ Fund Source</b>	<b>Documentation (Formative Evaluation)</b>	<b>Start / End</b>	<b>Special Populations</b>
1. Teachers will analyze assessment data by objective to identify and remediate areas of concern.		Principal Instructional facilitator Classroom teachers	Compass Target \$400 workshops	Identification of objectives with the lowest percentage of mastery.	August 2005 through May 2006	
2. An administrator or instructional facilitator will provide regular staff development on best teaching practices and research based instructional strategies.		Administrators Instructional facilitator	\$2500 of Title 1 funds for workshop expenses	Staff development agenda and schedules	August 2005 through May 2006	
3. Benchmark test will be used to allow teachers to focus on student needs.		Classroom Teachers	District developed tests on TEKS objectives	Test results	October 2005 through April 2006	
4. All students will be provided with hands-on experiences on a regular basis.		Principal Classroom teachers	\$700	Lesson Plans Benchmark assessments	August 2005 through May 2006	

Activity / Strategy	Supportive Research	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start / End	Special Populations
5. All students will complete a science activity/experiment in the science lab on a regular basis.		Principal Classroom teachers	\$700	Lesson Plans Lab Sign-Up Sheet	September 2005 through May 2006	

**GILMER BRUCE JR. HIGH: Campus Improvement Plan  
2005-2006**

<b>Campus Goal:</b>	<b>To improve overall student achievement. TARGET: Set high expectations for students and staff.</b>
<b>Evidence of Need with Supportive Data:</b>	Student achievement gaps between the different sub-groups.
<b>Performance Objective/Summative Evaluation Data:</b>	The performance of all students and each subgroup will meet or exceed 90% in all tested areas.

<b>Activity / Strategy</b>	<b>Supportive Research</b>	<b>Person(s) Responsible</b>	<b>Resources Needed/ Fund Source</b>	<b>Documentation (Formative Evaluation)</b>	<b>Start / End</b>	<b>Special Populations</b>
1. Teachers will assess and examine cumulative reports to determine which students qualify as talented and gifted.		Classroom teachers	None	Talented and gifted student inventory	August 2005 through May 2006	G/T
2. Identify students with possible learning difficulties and provide strategies to assist in overcoming academic difficulty.		Principal Counselor Diagnostician	\$6000 implement learning lab		August 2005 through May 2006	At-Risk ESL
3. Ensure that all LEP students become proficient in English.		ESL teacher Language Arts teacher	Local	RPTE results Benchmark assessments	August 2005 through May 2006	
4. Minimize classroom disruptions due to student misbehavior.		Principal Teachers		Discipline Referrals	August 2005 through May 2006	
5. Recognition of student efforts through use of incentives.		Principal Teachers	\$3000 – Local		August 2005 through May 2006	

**GILMER BRUCE JR. HIGH: Campus Improvement Plan  
2005-2006**

<b>Campus Goal:</b>	<b>To provide professional development that will increase student achievement. TARGET: All teachers and staff will be highly qualified.</b>
<b>Evidence of Need with Supportive Data:</b>	
<b>Performance Objective/Summative Evaluation Data:</b>	

1. Provide quality staff development to ensure retention and recruitment of highly qualified staff.		Principal	Title 1	Certification		
2. Provide annual update training to ensure common procedures for identifying, supporting, and monitoring the following students: Dyslexia, LEP, SPED, G/T, At-Risk		Principal	Local	Staff Development Agenda	August 2005 through May 2006	
3. Provide G/T training to all staff.						
4. Provide continued staff development in areas of district focus – Four Block, Math Learning Centers, etc.						

**GILMER BRUCE JR. HIGH: Campus Improvement Plan  
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<b>Campus Goal:</b>	<b>To use student performance to guide instructional planning</b>
<b>Evidence of Need with Supportive Data:</b>	
<b>Performance Objective/Summative Evaluation Data:</b>	Gilmer Bruce Jr. High will use student performance data when evaluating our instructional planning.

Activity / Strategy	Supportive Research	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start /	Special Populations
1. Teachers will plan, monitor, and adjust instruction based on their assessment of student performance.		Classroom teachers	\$ of Title 1 funds for student planners and instructional materials	Lesson plans, student profile sheets	August 2005 through May 2006	
2. District developed benchmark test results will be used to allow teachers to focus on student needs.		Classroom teachers	District developed tests on TEKS objectives	Test results	October 2005 through April 2006	
3. Units and Lesson plans will be presented to campus administration on a regular basis.		Classroom teachers Principals	None	Lesson plans	August 2005 through May 2006	
4. Teacher portfolios will be presented to campus administration each 6 weeks.		Classroom teachers Principal	None	Teacher portfolio	September 2005 through May 2006	
5. Student portfolios will be reviewed regularly.		Classroom teachers	\$300	Student portfolio	August 2005 through May 2006	

**GILMER BRUCE JR. HIGH: Campus Improvement Plan  
2005-2006**

<b>Campus Goal:</b>	To address positive climate, campus violence prevention, and intervention.
<b>Evidence of Need with Supportive Data:</b>	Effective school research shows that students who work in a safe climate show increased academic achievement.
<b>Performance Objective/Summative Evaluation Data:</b>	Gilmer Bruce Jr. High will work to prevent acts of violence on campus.

Activity / Strategy	Supportive Research	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start / End	Special Populations
1 <i>Skillstreaming</i> strategies will be taught and modeled at Gilmer Bruce Jr. High.	<i>Skillstreaming the Secondary School Child</i>	Classroom teachers Administrators Local law enforcement	Skillstreaming training and materials / district funds	Discipline referral sheets	August 2005 through May 2006	AR
2. Visitors will be greeted by a receptionist, sign-in and wear a visitor's badge while on campus.		Office personnel Receptionist	Staff person badges	Sign-in sheets	August 2005 through May 2006	
3. All staff members will monitor students as they arrive and leave at the end of the day and in transition times.			None	Duty schedules Discipline referral sheets	August 2005 through May 2006	

Activity / Strategy	Supportive Research	Person(s) Responsible	Resources Needed/ Fund Source	Documentation (Formative Evaluation)	Start / End	Special Populations
4. Campus Crisis plan will be evaluated by local law enforcement.		Principal		Campus Crisis Plan	August 2005 through May 2006	
6. PRO TEAM – (“People Respecting Others”) Program		Principal		Teacher Referrals	August 2005 through May 2006	

**GILMER BRUCE JR. HIGH: Campus Improvement Plan  
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<b>Campus Goal:</b>	<b>To increase parental involvement in the development of their children.</b>
<b>Evidence of Need with Supportive Data:</b>	Increased parental involvement results in increased student achievement.
<b>Performance Objective/Summative Evaluation Data:</b>	Gilmer Bruce Jr. High will show a significant amount of parental involvement.

<b>Activity / Strategy</b>	<b>Supportive Research</b>	<b>Person(s) Responsible</b>	<b>Resources Needed/ Fund Source</b>	<b>Documentation (Formative Evaluation)</b>	<b>Start / End</b>	<b>Special Populations</b>
1. Regular family school nights will be used to offer strategies for parenting to improve the academic success of students.	National PTA, "Teacher's Guide to Parent and Family Involvement"	Principal	\$3000 of Title 1 funds for materials for parent meetings	Agendas of the parent meetings	August 2005 Through May 2006	
2. A 6 <sup>th</sup> grade orientation will be held to assist parents and students in the transition to Jr. High School.	National PTA, "Teacher's Guide to Parent and Family Involvement"	Principal 6 <sup>th</sup> grade Classroom teachers	None	Sign-in sheets	August 2005	
3. School to home communication of student academic progress will be used every three weeks.	National PTA, "Teacher's Guide to Parent and Family Involvement"	Classroom teachers	None	Progress reports Report cards	August 2005 through May 2006	
6. Develop system of communication daily/weekly with parents concerning academic and behavioral expectations.				Campus agendas School website		
7. BUCKS parent volunteer program		Principal Counselor Teachers	\$300 for postage and printed materials	Agendas that document each meeting.	August 2005 through May 2006	

**GILMER BRUCE JR. HIGH: Campus Improvement Plan  
2005-2006**

<b>Campus Goal:</b>	To provide supplemental services to students in at-risk situations by utilizing state compensatory funds.
<b>Objective:</b>	Students identified in at-risk situations will show improvement in academic performance based on TAKS scores. There will be a decrease in the number of students identified as drop-out according to state leaver code definitions and an increase in the number of students recovered from the drop-out status.

Description	Acct Code	Orginal Budget
Comp. Ed. Budget TUTORIAL SERVICES	199.11.6119.02.160.5.24.0.00	
<b>TOTAL</b>		
<b>TOTAL</b>		