

# **Electra High School and Junior High School Campus Improvement Plan 2017-2018**

Campus ID: 243902001

EISD Board Approval: November 20, 2017

Revised

Revised

Reviewed

Revised

## **Mission Statement**

*Policy AE*

We are committed to empowering each student to become a responsible, productive learner who is motivated to succeed at his or her highest potential.

## **Vision Statement**

Providing the key to unlock the goals and dreams of every student!

## **Long Range Goals**

1. The Board of Trustees and administration of Electra ISD will provide the necessary support for teaching and learning that prepare students for their chosen endeavors.
2. The Board of Trustees and administration of Electra ISD will increase opportunities for parents and community members to be involved in the district activities.
3. The Board of Trustees and administration of Electra ISD will provide for the efficient and effective operation of the District.
4. The District will take measures to impact and sustain positive attitudes and morale of all stakeholders in the school district.
5. The Board of Trustees and administration of Electra ISD will investigate methods to improve the effectiveness and success of campus operations.
6. The Board of Trustees of Electra ISD will support the actions of the administration for developing programs that prepare students for post-secondary endeavors.

The accountability rating for this school will remain at “Met Standard”.

## **District Board of Trustees**

Wayne Cranford  
Marty McCain  
Ben Segler  
Janine Adams  
Sherie Rondeau  
Layne Holmes  
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President  
Vice-President  
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Member  
Member  
Member

## **EHS/EJH Campus Improvement Team**

Michael Stevens  
RaeAnn Stevens  
Priscilla Gibson  
Cheryl Kays  
Lindsay Lemon  
Nancy Moede  
Erin Staley  
Kelly DeLizio  
John Prickett  
Teresa Daniel

Principal  
Counselor  
Teacher  
Teacher  
Teacher  
Teacher  
Parent  
Parent  
Community Member  
Business Owner

# Comprehensive Needs Assessment

## Comprehensive Needs Assessment Process Summary

A summary of the findings is listed below. A closer review of the data followed with each group assigned to a specific area of data to analyze. Each team reported on their analysis and identified significant findings. A collaborative discussion process was utilized to review concerns and celebrations. This was followed by the creation of a recommended list of priorities which is also listed below. New performance objectives were discussed and written, followed by appropriate strategies, timelines, benchmark assessments, resources, etc. for each goal and performance objective.

## Summary of 2016-2017 Program Evaluation

### **Goal 1 - EHS/EJH will meet or exceed the STAAR/EOC assessment standards for the 2016-2017 school year.**

Electra High School and Junior High School Met or Exceeded the STAAR/EOC assessment standards with higher than the state's passing percentage in all but two of the twelve tested areas. Electra High School and Junior High School also earned five of a possible seven distinctions the state awards annually.

### **Goal 2 - EHS/EJH will encourage effective and quality parental involvement.**

Parent involvement increased during the 2016-2017 school year. It was evident with the amount of parents and community members attending football and basketball games. and the number of parents who attended all of our One Act Play performances all the way to our state performance.

### **Goal 3 - EHS/EJH will integrate technology in instructional and administrative programs.**

Classroom instruction was enhanced through the use of projectors, document cameras and the teachers having access to the computers on wheels. Administratively technology allows faculty members an efficient way to communicate with one another through the use of skyward, OneDrive, InTouch, and DMAC. These tools are also used as a method to analyze student data from the socioeconomic status to their state assessment data.

### **Goal 4 - EHS/EJH will provide a safe and orderly learning environment.**

Electra High School and Junior High school is a safe learning environment since we did not have any illegal weapon incidents on campus. If student safety was ever a concern, the concern was dealt and students were safe and secure.

### **Goal 5 - EHS/EJH will recruit and retain Highly Qualified (certified) teachers.**

All but three of our teachers returned from the previous school year. We had two retire and one resign. While recruiting teachers to work for Electra High School and Junior High School we post the job on Applitrack (region 9), TASA website and the Texas High School Coaches Association if it is for a coaching position. We were able to hire one of our former student teachers which is valued.

## Committee/Persons responsible for each focus area of the Comprehensive Needs Assessment

Focus Area	Person(s) Responsible
Demographics	Cheryl Kays
Student Achievement	Michael Stevens
School Culture and Climate	Lindsay Lemon
Staff Quality, Recruitment and Retention	MaryLaura Slappey
Curriculum, Instruction and Assessment	Robyn Rich, Leigh Segler
Family and Community Involvement	RaeAnn Stevens
School Context and Organization	Robyn Rich, Leigh Segler
Technology	Nancy Moede

## COMPREHENSIVE NEEDS ASSESSMENT SUMMARY 2017-2018

**Data Sources Reviewed:**

- STAAR Statewide Summary
- DMAC Reports
- PEIMS Reports
- Skyward Reports
- State Accountability Report
- PBMAS Report
- Teacher/Student Surveys
- Electra Star News
- Paw Press
- 2017 Yearbook
- Interviews

Area Reviewed: Summary	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?																								
<p><b>Demographics:</b> Electra High School/Junior High School is in the middle of Electra, Texas. Electra, Texas, is located 30 miles west of Wichita Falls, Texas, on US Highway 287. During the 2015-2016 our enrolment was 167 students for both campuses.</p> <p><b>Demographics:</b></p> <p>Grade Span: 07-12</p> <p>Economically Disadvantaged: 55.1%</p> <p>ELL: 0.6%</p>	<p><b>RHSP/DAP Graduates (Longitudinal Rate)</b></p> <p>Increase from 2014 – 2015</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">2014</th> <th style="text-align: center;">2015</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td style="text-align: center;">48.4%</td> <td style="text-align: center;">73.1%</td> </tr> <tr> <td>White</td> <td style="text-align: center;">42.1%</td> <td style="text-align: center;">73.7%</td> </tr> <tr> <td>Econ. Dis.</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">63.6%</td> </tr> </tbody> </table>		2014	2015	All Students	48.4%	73.1%	White	42.1%	73.7%	Econ. Dis.	50%	63.6%	<p><b>SAT/ACT Results</b></p> <p>Decrease 2014 – 2015</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">2014</th> <th style="text-align: center;">2015</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td style="text-align: center;">46.9%</td> <td style="text-align: center;">38.5%</td> </tr> <tr> <td>White</td> <td style="text-align: center;">47%</td> <td style="text-align: center;">36.8%</td> </tr> <tr> <td>Econ. Dis.</td> <td style="text-align: center;">35.7%</td> <td style="text-align: center;">27.3%</td> </tr> </tbody> </table>		2014	2015	All Students	46.9%	38.5%	White	47%	36.8%	Econ. Dis.	35.7%	27.3%	<p>When comparing our numbers to the state our Hispanic population is somewhat lower in 4 year longitudinal rate for graduates and GED State is 89.1% to EHS 50% and Economically Disadvantage 73.3%</p>
	2014	2015																									
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<p>Mobility Rate: 14.4%</p>			
<p><b>Student Achievement:</b></p> <p>Electra High School/Junior High School Achieved a met standard on their Accountability Rating by surpassing each Index target score. EHS/EJH also met all 20 of our system safeguards. In addition to meeting all system safeguards Electra High School/Junior High School earned five of a possible seven Distinctions.</p> <p><b>Distinctions Earned:</b></p> <ul style="list-style-type: none"> <li>• Mathematics</li> <li>• ELA/Reading</li> <li>• Social Studies</li> <li>• Top 25% Student Achievement</li> <li>• Top 25% Closing Performance Gaps</li> </ul> <p><b>Percent of Students at Approaches</b></p> <p>All Students 88%</p> <p>Writing 85%</p> <p>Reading 82%</p> <p>Math 92%</p> <p>Social Studies 94%</p> <p>Science 89%</p>	<p>Mathematics 85%</p> <p>Science 90%</p> <p>Social Studies 85%</p> <p>Distinctions were earned in each one of these subjects. Primarily because of student progress and the number of level 3's.</p>	<p>7<sup>th</sup> Grade Reading</p>	<p>The only subject area in which the campus didn't earn a distinction was in Science. This is due to the percentage of students who met or exceeded progress from the previous school and the percentage of students who achieved a Masters. Even though the percentage of students who met standard by achieving a Meets on their STAAR or EOC was very good, what prevented science from receiving a distinction was the number of students who mastered.</p>
<p><b>School Culture and Climate:</b></p>	<ul style="list-style-type: none"> <li>• Community Involvement</li> </ul>		<ul style="list-style-type: none"> <li>• Maintaining and keeping policies to promote a</li> </ul>

<p>The overall school culture from the information received is the students feel safe, involved and believe in the school's traditions and values. The school's community stays involved and gives excellent support. The School's climate is positive and the environment is welcoming.</p>	<ul style="list-style-type: none"> <li>• Student participation</li> <li>• Tradition/Pride</li> <li>• Positive student – Teacher interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Some student feel that athletes are favored.</li> <li>• Some student feels there are too many policies.</li> </ul>	<p>society with rules and laws un like a lawless society.</p>
<p><b>Staff Quality/Professional Development</b></p> <p>Electra ISD posts opening on the Region 9 Consortium so that they are easily accessible to applicants. The ISD hires certified teachers and those who are working with the iteach Texas programs. The applications are reviewed by the principals and the applicants chosen are provided with a face-to-face interview with the administrator. Teachers in Electra ISD are paid above state minimum and are paid stipends for position in high demand and for extra duties.</p>	<ul style="list-style-type: none"> <li>• Teachers are paid \$4,000 above state base.</li> <li>• Stipends for extra duties.</li> <li>• \$200 a month toward health insurance premium.</li> <li>• Small class size.</li> </ul>	<ul style="list-style-type: none"> <li>• Obtaining and retaining certified teachers.</li> <li>• Using federal and state funds that are available to aid in recruitment and retention of staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Obtaining and retaining certified teachers</li> <li>• Having teachers certified in content area of the subjects to which they are assigned.</li> <li>• Provide monetary incentives for extra duties.</li> </ul>
<p><b>Curriculum, Instruction, Assessment</b></p> <p>Curriculum and instruction are driven by the TEKS in all subjects. Mastery of the TEKS is assessed by</p>	<ul style="list-style-type: none"> <li>• We utilize region 9 as a resource for curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• More professional development training for core classes.</li> </ul>	<ul style="list-style-type: none"> <li>• STAAR and EOC tested subjects receive priority for funding.</li> </ul>



<p>the STAAR and EOC tests administered by the state of Texas. IN addition, teacher created assessments are utilized.</p>	<ul style="list-style-type: none"> <li>• We have good state assessment scores which reflect on our curriculum.</li> <li>• We plan our instruction with the TEKS, SE's as our guide.</li> </ul>	<ul style="list-style-type: none"> <li>• We need STAAR/EOC prep materials to supplement our current curriculum.</li> <li>• Social studies workbooks for student practice.</li> <li>• Writing and research curriculum strands need consistency with properly working technology.</li> </ul>	
<p><b>Family and Community involvement</b></p> <p>The school is an integral part of the community, and family and community involvement is an equally integral part of the school. One could not exist without the other. Many opportunities are available for family/community involvement and majority of families and many community members contribute to the success of the school.</p>	<ul style="list-style-type: none"> <li>• The family and community and school are intertwined and strengthen each other.</li> <li>• There are a variety of opportunities for family/community involvement.</li> <li>• Families/community have a long history of being involved with and supportive of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to provide opportunities for various kinds of participation.</li> <li>• Use technology to increase communication between school and families/community.</li> <li>• Investigate opportunities for students to be involved in the community through volunteerism.</li> <li>• Investigate structured ways for families/community to be involved at school.</li> <li>• Offer parenting programs, additional meetings concerning college/careers.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase opportunities for family/community involvement.</li> <li>• Continue to investigate ways to communicate news/needs to families/community.</li> <li>• Be more aware of many ways families/community contribute to the school and thank them well and often.</li> </ul>
<p><b>School Context and Organization</b></p> <p>Electra Jr/Sr High School provides students with multiple</p>	<ul style="list-style-type: none"> <li>• Athletics</li> <li>• OAP</li> </ul>	<ul style="list-style-type: none"> <li>• FFA</li> </ul>	<ul style="list-style-type: none"> <li>• To be more competitive in our</li> </ul>

<p>opportunities to get involved in various organizations that relate to Co-curricular and Extracurricular activities.</p>	<ul style="list-style-type: none"> <li>• UIL Academics</li> <li>• NHS</li> <li>• Band</li> <li>• Student council</li> <li>• Crime Stoppers</li> </ul>		<p>district with LDE and CDE competition with FFA.</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Technology</b></p> <p>The JH/HS campus has approximately 500 workstations; All literature and AR instructors have student workstations if requested. In addition, there is a student research workstation in the library and 4 workstations in the UIL classroom, 2 mobile computer laptop units, and one workstation in each administrative office. Each station is equipped with Windows 10. In addition, we have 3 iPads and 3 Chromebooks for ESL and SPED, and an administrative laptop. Additional hardware includes 6 networked printers, various classroom printers, projectors and document cameras and 2 Canon networked copiers. There is both a wired network accessible by all workstations and wireless network with both a campus login and guest login. The network hardware includes approximately 25 upgraded switches with 30 Megs of fiber optic data transfer available and runs on Window Server</p>	<ul style="list-style-type: none"> <li>• Teachers who are willing to incorporate technology into their classrooms</li> <li>• Competent knowledgeable IT personnel</li> <li>• Certified CTE instructors</li> <li>• Funds are available for repair of current equipment in place.</li> <li>• Numerous technology hardware is currently in inventory and available upon teacher request</li> </ul>	<ul style="list-style-type: none"> <li>• Students to have more access to technology in the classroom.</li> <li>• Rejoin the technology coop through Region 9 ESC if funds are ever available.</li> <li>• Teacher staff development for staff that focuses on technology needs in instruction and lesson design.</li> <li>• Place (preferably buried) fiber optic line directly to the new high school campus.</li> </ul>	<ul style="list-style-type: none"> <li>• Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration through: <ul style="list-style-type: none"> <li>○ Infrastructure upgrade.</li> <li>○ Development of a 3-year replacement program for end user hardware</li> <li>○ Development of a 5-year replacement program for server hardware and software</li> <li>○ Upgrade and consistent classroom and lab hardware installed to include interactive boards, document cameras and short throw projectors with the new building.</li> </ul> </li> </ul>

<p>2012R2 software. Supplementary hardware and software is spread throughout the campus. Finally, we have 2 video conferencing equipment setups in place for video conferencing and/or dual credit.</p>			<ul style="list-style-type: none"><li>○ Upgraded Tanberg audio-video hardware and software for distance learning</li><li>○ Consistent quality video projection in teachers' classrooms</li><li>○ Research new website software</li><li>○ Research video in-school communication systems</li></ul>
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## **Recommended Priorities**

1. Foster an environment of mutual respect within our learning community.
2. Continue to Improve State Assessment Performance
3. Target At-Risk & ECO/DIS Population (all areas)
4. STAAR EOC-Focused Training (7-12)
5. Maintain UIL Academic success
6. Increase Depth and Complexity in various ways through instruction.
7. Increase our Technologies Connectivity.

EHS/EJHS Greatest needs:

1. Increase the number of students achieving a masters on the STAAR/EOC in all subject areas.
2. Increase the number of students meeting at least one year of progress on their STAAR test.
3. Increase the attendance rate
4. Increase or maintain the number of points the high school will receives at the UIL Academic competition.

## **State Compensatory Education Funds (SCE) statement**

At the High School (not served by Title I) State Compensatory Education funds will be targeted to serve students identified as at-risk of failing to meet the state standards.

NA

# Key to Program Budget Codes and Title I School wide Components

Program Budget Codes		Title I School wide Components	
Abbreviation	Program	Abbreviation	Component
T IA	Title I, Part A	CNA	Campus Needs Assessment
T IC	Title I, Part C (Migrant)	RS	School Reform Strategy
T IIA	Title II, Part A (TPTR)	HQ	Highly Qualified
T IID	Title II, Part D (Technology)	PD	Professional Development
HSA	High School Allotment (Dual Credit)	ER	Employee Recruitment
SCE	State Compensatory Education (Supplemental to Instruction)	PI	Parental Involvement
OEYP	Optional Extended Year	T	Transition
AMI / ARI	Accelerated Math/Reading Instruction	TIA	Teacher Involvement in Assessment
LOCAL	Local Funds	SA	Timely Assistance of Student Mastery
GT	Gifted and Talented	CIS	Coordination / Integration of Services
SPED	Special Education		
CTE	Career and Tech Education		

# Research-Based Curriculum & Instruction

<b>Goal 1</b>	<b>EHS/EJH will meet or exceed the STAAR/EOC assessment standards for the 2016-2017 school year.</b>						
<b>Performance Objectives</b>	<ol style="list-style-type: none"> <li>1. Improve student performance on college entrance exams to satisfy individual college selections and to pass all portions of the tests</li> <li>2. Students identified as At-risk will receive opportunities for accelerated learning.</li> </ol>						
<b>Summative Evaluation</b>	State assessment results and DMAC reports disaggregated by student group. TEA report card and accountability report.						
<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Completion Date</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Benchmark Timelines</b>	<b>Title I School wide Components</b>
Analyze STAAR/EOC data for areas of need.	Principal and Teachers	Local	Before last STAAR/EOC test	DMAC reports	DMAC Reports	On going	RS, SA
Target identified STAAR/EOC objectives or SEs for improvements and implement strategies.	Principal and Teachers	Local	May 2018	DMAC reports	DMAC reports	On going	RS, SA
Teachers will develop benchmark test.	Principal and Teachers	Local	February 2018	DMAC	Results on the DMAC website	Once per semester	RS, TIA, SA
Offer SAT/ACT preparation through academic courses.	Principal and Teachers	Local	2017-2018 school year	Increased SAT and/or ACT scores	2017-2018 Accountability report	May 2018	RS

Utilize interdisciplinary strategies to address needs of gifted population.	Principal and Teachers	GT/Local	May 2018	Gifted students continue to stay engaged in class and are being challenged.	The quantity of gifted students achieving level III on the STAAR/EOC exams	May 2018	CIS, RS
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## Parental and Community Involvement

<b>Goal 2</b>	<b>EHS/EJH will encourage effective and quality parental involvement.</b>						
<b>Performance Objectives</b>	<ol style="list-style-type: none"> <li>1. Parental attendance will increase by 5% at school functions.</li> <li>2. Parents will participate as partners in their children's education by having active contact with our schools at least one time during the school year.</li> </ol>						
<b>Summative Evaluation</b>	Participation Logs and the quantity of personal graduation plans turned in.						
<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Completion Date</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Benchmark Timelines</b>	<b>Title I School wide Components</b>
Offer School sponsored activities and committees. Meet the teacher, booster clubs etc.....	Principal	Local	May 2018	Contact log	Survey response for positive contact	May 2018	PI
Offer a freshman orientation to eight grade students prior to the first day of ninth grade. This meeting includes meeting with their parents.	Principal and Counselor	Local	April 2018	The number of students who have turned in their personal graduation plans.	The number of students who have turned in their personal graduation plans.	May 2018	PI, T
Provide the community with access to school information through technology. (InTouch)	Principal and District technology coordinator	SCE	May 2018	Fewer parent phone calls.	Increasing of Parent participation because of the communication.	On going	PI



# Technology

<b>Goal 3</b>	<b>EHS/EJH will integrate technology in instructional and administrative programs.</b>						
<b>Performance Objectives</b>	<ol style="list-style-type: none"> <li>95% of all campus educators will be trained in minimum required technology to ensure that Electra Jr/Sr High School will maintain its exemplary status.</li> <li>Electra Jr/Sr High School will provide current technological tools to accomplish the functions of administrative and support staffs to ensure 100% of our students earn a high school diploma.</li> </ol>						
<b>Summative Evaluation</b>	Teacher Lesson Plans, Skyward reports and PEIMS reports.						
<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Completion Date</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Benchmark Timelines</b>	<b>Title I School wide Components</b>
Utilize Video Conference equipment for distance learning.	Technology Coordinator	SCE	May 2018	Dual Credit students finishing their courses.	Dual Credit students finishing their courses.	On going	CIS
Increase student proficiencies in technology applications.	Principal and technology instructor	CTE/Local	May 2018	Increase in the number of students enrolling in Technology courses.	The number of students successful in Technology UIL events.	May 2018	RS,
Use software to create lesson plans and curriculum-related materials electronically.	Principal	Local	May 2018	Teachers turning in lesson plans and using technology for an instructional method.	Differentiated instruction in the classroom and the lesson plan turn-in log.	On going	CIS

## Safe and Orderly Environment

<b>Goal 4</b>	<b>EHS/EJH will provide a safe and orderly learning environment.</b>						
<b>Performance Objectives</b>	<ol style="list-style-type: none"> <li>All students will be provided with a safe environment.</li> <li>Programs will be implemented to educate all students regarding SDFS.</li> </ol>						
<b>Summative Evaluation</b>	Annual discipline reports disaggregated by campus, grade level, and student group. PBMAS report. Attendance reports						
<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Completion Date</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Benchmark Timelines</b>	<b>Title I School wide Components</b>
Provide professional development as needed for teachers regarding classroom management.	Principal	Local	May 2018	Teachers attending professional development opportunities at ESC 9.	Certificates from Region 9.	August 2018	CIS, PD
Staff will be trained on blood borne pathogens annually.	Principal	Local	May 2018	Staff signing up to watch the blood borne pathogen video.	Implementation of knowledge gained from the blood borne pathogen video.	May 2018	RS, PD
Maintain an effective, coordinated and consistent plan for discipline.	Principal	Local	May 2018	Students are cooperative and respectful on campus.	The number of office referrals decrease.	May 2018	RS
Implement incentive and recognition programs for perfect attendance and improved attendance.	Principal	Local	May 2018	Students attending the perfect attendance trip in May.	The number of students attending the perfect attendance trip increases.	May 2018	CIS
Continue to implement 7-12 strategies to improve student respect and reduce bullying.	Principal and Counselor	Local	May 2018	Being able to anonymously report bullying on the website.	Reduction in the number of bullying reports.	May 2018	SR

# Highly Qualified/Recruitment and Retention

<b>Goal 5</b>	<b>EHS/EJH will recruit and retain Highly Qualified teachers.</b>						
<b>Performance Objectives</b>	<ol style="list-style-type: none"> <li>1. Only Highly Qualified teachers will be recruited and retained to Electra Jr/Sr high School.</li> <li>2. Electra Jr/Sr high school will retain qualified staff members to ensure exemplary status for the campus.</li> <li>3. High Quality Staff Development will be provided for all staff.</li> </ol>						
<b>Summative Evaluation</b>	The number of teachers who are certified and ESC 9 professional development report.						
<b>Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Completion Date</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Benchmark Timelines</b>	<b>Title I School wide Components</b>
New teachers are given experienced mentors to help in the organizational management and instructional issues in the classroom.	Principal	Local	May 2018	Attending new teacher and mentor workshops a ESC 9.	Retention of new teachers.	May 2018	HQ
Use of Education Service Centers Human Resource Consortium to recruit teachers.	Principal	Local	May 2018	Job postings	Hiring of highly qualified personnel.	May 2018	HQ, ER
Pay Stipends for high demand teaching areas.	Principal/Superintendent	Local	May 2018	Conversation with our Superintendent.	The number of teachers in high demand areas that stay with the district.	May 2018	HQ
High Quality staff development will be provided for each teacher to support campus goals and objectives.	Principal	Local	May 2018	ESC 9 professional development log.	Teachers have grown professionally and their evaluation reflects that.	May 2018	HQ

