

Fairview Elementary School

Campus Improvement Plan

2008-09

The mission of Fairview Elementary School is to ensure quality and inspire excellence by continually increasing expectations. We will work together to create a safe, positive environment that will nurture and promote each child's sense of character and self-worth.

Fairview Elementary School Belief Statements

- 1 Our school must provide an environment that is intellectually challenging, safe, nurturing, positive, caring, clean, and inviting.
- 2 Every day, children will be made to feel loved and supported as they are taught to value their own lives and the lives of others.
- 3 Curriculum that is developmentally appropriate and teaching methods that are compassionately administered will provide every child the opportunity to be a successful learner.
- 4 Fairview students can develop into life-long learners if we teach to their learning styles and expect excellence.
- 5 We respect that children learn in different ways at different times; it is our responsibility to teach so that each child can learn successfully.
- 6 Teachers, parents, and students must work together to establish intelligent and achievable goals.
- 7 In order to provide children with the most effective and positive learning experience, it is imperative that teachers collaborate and cooperate with their colleagues and commit to continuous professional development.
- 8 The Fairview teaching/learning community is a place where ideas, insights, and support are readily given and accepted.
- 9 It takes a team effort from staff, parents, and the community to help each child develop into a successful and productive citizen in a changing world.
- 10 Our students will be taught how to make good decisions and to recognize the outcomes of their choices.

Goal 1: Improve the academic achievement/performance of all students.

Correlates with:

District Goals			
1) Student Achievement			
State Goals			
1) Performance - English	2) Performance - Mathematics		
State Objectives			
2) Student Potential	4) Curriculum	5) Prepare Students	7) Student Performance
9) Instructional Techniques	10) Technology		
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English		
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task
6) Frequent Monitoring of Student Progress			
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	8) Include Teachers in Decisions
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		

Indicator: TAKS Reading

Grade: All	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
Group						
All Students	95 %	2008	≥ 95 %	2013-14	≥ 95 %	2009
African American	93 %	2008	≥ 93 %	2013-14	≥ 93 %	2009
Economically Disadvantaged	94 %	2008	≥ 94 %	2013-14	≥ 94 %	2009
Hispanic	90 %	2008	≥ 93 %	2013-14	≥ 90.6 %	2009
White	96 %	2008	≥ 96 %	2013-14	≥ 96 %	2009

Indicator: TAKS Math

Grade: All	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
Group						
All Students	88 %	2008	≥ 90 %	2013-14	≥ 88.4 %	2009
African American	86 %	2008	≥ 90 %	2013-14	≥ 86.8 %	2009
Economically Disadvantaged	89 %	2008	≥ 90 %	2013-14	≥ 89.2 %	2009
Hispanic	89 %	2008	≥ 90 %	2013-14	≥ 89.2 %	2009
White	88 %	2008	≥ 90 %	2013-14	≥ 88.4 %	2009

Indicator: TAKS Writing

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	99 %	2008	≥ 90 %	2013-14	≥ 99 %	2009
African American	> 99 %	2008	≥ 99 %	2013-14	≥ 99 %	2009
Economically Disadvantaged	97 %	2008	≥ 97 %	2013-14	≥ 97 %	2009
Hispanic	> 99 %	2008	≥ 100 %	2013-14	≥ 99.2 %	2009
White	97 %	2008	≥ 97 %	2013-14	≥ 97 %	2009

Strategies

Goal 1 - Strategy 1				Data Analysis	
Leader(s): Principals		Brief Description: Analyze and respond to student data at the campus, classroom, and individual student levels.		Evaluation Benchmark: Student Performance Data	
Leader Progress Report Dates: Ongoing					
Resources Required:		FTE's Required:		Source of Funds:	
Title Teachers		Number of FTE's: None		None	\$0.00
Time		None			\$0.00
Teachers		Cost: None			

Goal 1 - Strategy 1		Data Analysis											
Staff Outside Consultant Inova District Coordinator C-Scope Computers Central Office Campus Admin. Staff Aware Aimsweb													
Timeline													
Activity	Person(s) Responsible	J u n	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y
Analyze and disaggregate data at the campus/classroom/individual student level to determine the needs of each student and to develop individualized goals.	Principals, Grade Level Chairs, Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Participate in horizontal and vertical team planning sessions focusing on instructional strategies which target weak areas as determined through data analysis.	Principals, Grade Level Chairs, Teachers			X	X	X	X	X	X	X	X	X	X
Staff and administration will plan and participate in ongoing Instructional Progress Monitoring Conversations which focus on improving student achievement through sound instructional decision making based on student performance data analysis.	Principals, All Teachers			X	X	X	X	X	X	X	X	X	X
Goal 1 - Strategy 2		Curriculum											
Leader(s):	Brief Description:	Evaluation Benchmark:											

Goal 1 - Strategy 2		Curriculum	
Principals Leader Progress Report Dates: Daily	Implement an aligned curriculum and assessment program that is standardized, rigorous, data-driven, and technologically infused.	Lesson Plans Classroom Observations Student Performance Data	
Resources Required:	FTE's Required:	Source of Funds:	Amount
Local Bus. Leader	Number of FTE's: None	General Budget	\$26,190.00
Campus Admin. Staff	None		<hr/>
Central Office	Cost: None		\$26,190.00
Child Nutrition Dept.			
Community Leader			
Community Speaker			
Computers			
Contract Service			
Custodial/Maint. Dept.			
District Admin. Staff			
District Coordinator			
District Staff			
Audio Visual Equipment			
Library			
Volunteer Support			
Outside Consultant			
Parent Support			
Public Library			
School Commons Area			
School Library			
Staff			

Goal 1 - Strategy 2 Curriculum																																					
Supplies Teachers Teaching Aids Time Title Teachers Transportation Dept. Guest Speaker																																					
Timeline																																					
Activity	Person(s) Responsible																																				
	<table border="1"> <thead> <tr> <th>J</th> <th>J</th> <th>A</th> <th>S</th> <th>O</th> <th>N</th> <th>D</th> <th>J</th> <th>F</th> <th>M</th> <th>A</th> <th>M</th> </tr> <tr> <th>u</th> <th>u</th> <th>u</th> <th>e</th> <th>c</th> <th>o</th> <th>e</th> <th>a</th> <th>e</th> <th>a</th> <th>a</th> <th>a</th> </tr> <tr> <th>n</th> <th>l</th> <th>g</th> <th>p</th> <th>t</th> <th>v</th> <th>c</th> <th>n</th> <th>b</th> <th>r</th> <th>r</th> <th>y</th> </tr> </thead> </table>	J	J	A	S	O	N	D	J	F	M	A	M	u	u	u	e	c	o	e	a	e	a	a	a	n	l	g	p	t	v	c	n	b	r	r	y
J	J	A	S	O	N	D	J	F	M	A	M																										
u	u	u	e	c	o	e	a	e	a	a	a																										
n	l	g	p	t	v	c	n	b	r	r	y																										
Implementation of the C-Scope curriculum system in math and science. -Implementation of Instructional Coordinator as C-Scope Facilitator. -Purchase additional materials for science and math C-scope instruction. -Plan for installation of Weather Bug and implementation of program. -Monitor the implementation of the C-Scope curriculum.	Principals, Instructional Coordinators,																																				
Implementation of new math textbook, Envision, as a supplemental resource to the C-Scope math curriculum.	Principals, Instruct. Coord., Math Teachers																																				
Monitor the implementation of the SISD scope and sequence in Language Arts and Social Studies in each classroom and subject area.	Principals, Grade Level Chairs, Teachers																																				
Differentiate instruction of the curriculum to meet the needs of all students including all special populations.	Principals, Teachers																																				
Improve standardization of horizontal delivery of the curriculum by providing five common planning periods per week for grade level/team planning.	Principals, Grade Level Teachers																																				

Goal 1 - Strategy 2		Curriculum											
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	r	a
		n	i	g	p	t	v	c	n	b	r	p	y
Administer district C-Scope Common Assessments, Checkpoints, and Mock TAKS assessments to assess mastery of the curriculum at specific intervals throughout the year as determined by the SISD assessment calendar.	Principals, K-4th Grade Teachers				X	X	X	X	X	X	X	X	X
Provide extra-curricular enrichment activities for 4th graders 45 minutes per week in a "Clubs" format. -Clubs will include Green Team, Art Club, "First Notes" Choir, Student Council, Book Club, Sign Language Club, and Principal's Pals.	4th Grade Staff, Fine Arts Staff, Principals					X	X	X	X	X	X	X	X
Purchase and install pull down US and World Maps for 4th grade classrooms.	Principal				X								
Reduce interruptions to instructional time by reducing the number of school-wide assemblies.	Principals			X	X	X	X	X	X	X	X	X	X
Revise master schedule to allow 3rd grade to have an uninterrupted three hour instructional block each morning.	Principals		X										
Goal 1 - Strategy 3		Eliminate Achievement Gaps											
Leader(s): Principals	Brief Description: Eliminate achievement gaps while raising learning expectations and mastery for all students.	Evaluation Benchmark: Student Performance Data Classroom Observations											
Leader Progress Report Dates: Ongoing													
Resources Required:	FTE's Required:	Source of Funds:										Amount	

Goal 1 - Strategy 3		Eliminate Achievement Gaps											
Title Teachers	Number of FTE's: None	Title III Part A	\$1,318.00										
Time	None	GT Budget	\$950.00										
Teachers	Cost: None	General Budget	\$3,000.00										
Supplies		Compensatory Ed. Budget	\$2,000.00										
Staff			<hr/> \$7,268.00										
Parent Support													
Library													
District Coordinator													
District Admin. Staff													
Custodial/Maint. Dept.													
Computers													
Child Nutrition Dept.													
Central Office													
Campus Admin. Staff													
Audio Visual Equipment													
Timeline													
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	g	p	t	o	e	a	e	a	r	a
		n	l				v	c	n	b	r	p	y
Increase the use of technology integration as an instructional and assessment tool.	Principals, Technology Specialists, Teachers			X	X	X	X	X	X	X	X	X	X
-Construct and implement the use of a 2nd computer lab to increase the capability for technology integration at all grade levels.													
-Integrate Accelerated Reading and Math into the daily curriculum.													
-Maintain, upgrade, and utilize the computer labs to increase all students' mastery of technology through the use of "Type to Learn" for keyboarding strategies and through the use of													

Goal 1 - Strategy 3		Eliminate Achievement Gaps											
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	r	a
		n	l	g	p	t	v	c	n	b	r	p	y
Learning.com. -Continue to implement SISD technology report card for students in grades K-4. -Purchase, train, and implement the use of Airliners as an instructional tool in K-4.													
Continue to implement and refine a balanced literacy program to assist students with literacy acquisition. -Continue to administer TPRI and additional reading inventories to every K, 1st and 2nd grade child as a universal screening for Rtl and to monitor progress. -Continue to administer Rigby benchmark reading assessments each nine weeks to K, 1st, and 2nd graders to identify instructional levels and monitor student progress. -Continue to provide 1:1 literacy instruction through Reading Recovery for "at-risk" 1st grade students. -Continue to provide a daily Accelerated Instructional Program (AIP) to all eligible 3rd and 4th graders who did not pass TAKS Reading in 3rd grade. -Continue to provide small-group, balanced literacy services for "at risk" 1st and 2nd grade students. -Purchase additional guided reading material for all grade levels. -Purchase "Time for Kids" for 4th graders non-fiction reading text. -Implement Read Naturally to increase reading fluency of targeted students in grade 2-4.	Principals, Teachers			X	X	X	X	X	X	X	X	X	X
Continue to implement and refine a balanced math program which provides an equal amount of time for conceptual understanding, real life problem solving, and computation/algorithms. -Continue to implement and monitor a consistent, school-wide problem solving model in 1st-4th grades -Purchase additional math manipulatives at all grade levels.	Principals, Teachers, Math Curriculum Coordinator			X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 3		Eliminate Achievement Gaps											
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	r	a
		n	i	g	p	t	v	c	n	b	r	p	y
-Continue to implement "Math Center" for small group, targeted, direct instruction in math for 3rd, and 4th graders.													
Deeper implementation (year 3) of Write from the Beginning Program for grades K-4. -Writing portfolio development with three writing samples per year. -Progress monitoring through assessment of three writing samples per year. -Implement positive reinforcement for excellence in writing with "Writer of the Week" program.	Principals, WFTB trainers, K-4 Faculty					X	X	X	X	X	X	X	X
Continue to provide English as a Second Language (ESL) services to assist English Language Learners (ELLs) in becoming fluent English speakers, readers, and writers. -Cluster grouping of ESL students with ESL certified general ed teachers. -Continue to encourage ESL certification for all faculty with SISD reimbursement for testing and certification fees. -Continue to implement "front-loading" instructional model where ESL students are pre-taught academic content from the core subject areas to build cognitive academic language proficiency (CALP). -Continue to implement Guided Language Acquisition and Development (GLAD) instructional strategies at all grade levels. -Monitor the progress of ESL students with TELPAS.	Principals, PreK, ESL and General Ed Staff		X	X	X	X	X	X	X	X	X	X	X
Continue to implement dyslexia (language science) 504 services for qualifying students.	Principals, Dyslexia Therapist, Gen Ed Teachers		X	X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 3		Eliminate Achievement Gaps											
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	p	a
		n	l	g	p	t	v	c	n	b	r	r	y
-Cluster grouping of dyslexia students in general ed classrooms for increased academic support. -Continue to implement the Multi-Sensory Teaching Approach (MTA) curriculum to assist students in meeting their individualized goals with a 20% or more gain. -Continue to utilize a monitoring profile to access and track student performance upon exit of Language Science Program. -Implement a dyslexia inclusion period one day a week for students in the language science program who need tutoring, extended time to complete assignments, and re-teaching.													
Continue to implement Gifted and Talented Services (Challenge) for qualifying students.	Principals, G/T Teacher			X	X	X	X	X	X	X	X	X	X
-Identify students from the mainstream and diverse cultural backgrounds and all socio-economic levels who demonstrate a need for advanced thinking skills. -Provide weekly pull-out classes and extra-curricular academic options for identified students that enrich curriculum through interdisciplinary themes that build critical and creative thinking skills in all four content areas. -Provide effective communication regarding G/T program, referral and identification process, and teacher and administrative staff development at the campus level for staff and parents.													
Continue to implement Special Education Services for qualifying students.	Principals, Special Ed Staff, General Ed Staff			X	X	X	X	X	X	X	X	X	X
-Continue to implement Inclusion model for delivering Special Ed services to Special Ed students whose instructional level is approaching grade level. -Cluster grouping of Special Ed students in Inclusion classrooms for increased academic support. -Integration of the Behavior Support Class into the Fairview													

Goal 1 - Strategy 3		Eliminate Achievement Gaps											
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	r	a
		n	l	g	p	t	v	c	n	b	r	r	y
<p>Family.</p> <ul style="list-style-type: none"> -Integration of the Regional Deaf Education Program into the Fairview Family. -Increase academic achievement of all Special Education students with a learning disability with daily, specially designed instruction in language arts and math. -Increase academic achievement of all Special Education students (Tier 4) with a learning disability through weekly assessment and progress monitoring with Aimsweb. -Carefully match students with disabilities to general education teachers with teacher input. -Train staff and implement Response to Intervention (Rtl) process for identifying students who may be learning disabled and qualify for Spec ed services. -Special Ed teachers will be members of Intervention Teams and provide guidance to general ed teachers in developing appropriate intervention plans for targeted students. -ARD committees will be utilized to carefully analyze student data to determine appropriate individualized educational goals, placement, modifications, accommodations, and assessment instruments for students. -Increase communication between special education teachers and general education teachers through on-going dialogue about student needs. 													
Goal 1 - Strategy 4		Educational Interventions											
Leader(s):	Brief Description:	Evaluation Benchmark:											

Goal 1 - Strategy 4		Educational Interventions											
Principals	Provide appropriate interventions to meet individual student needs.	Intervention Plans											
Leader Progress Report Dates:													
Ongoing													
Resources Required:		FTE's Required:		Source of Funds:						Amount			
Title Teachers		Number of FTE's: None		SEF Reading Grant						\$1,800.00			
Teachers		None		ARI						\$3,448.00			
Supplies		Cost: None		AMI						\$5,893.00			
Staff										<hr/>			
Parent Support										\$11,141.00			
Outside Consultant													
District Staff													
District Coordinator													
District Admin. Staff													
Computers													
Child Nutrition Dept.													
Central Office													
Campus Admin. Staff													
Audio Visual Equipment													
Timeline													
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	p	a
		n	i	g	p	t	v	c	n	b	r	r	y
Implement year two of three-tiered Response to Intervention (Rtl) process to provide academic support for struggling students.	Principals, Instruct. Coord., All Faculty					X	X	X	X	X	X	X	X
-Tier II students will be identified through BOY math													

Goal 1 - Strategy 4 Educational Interventions		J	J	A	S	O	N	D	J	F	M	A	M
Activity		u	u	u	e	c	o	e	a	e	a	p	a
		n	l	g	p	t	v	c	n	b	r	r	y
assessments and district checkpoint data in grades 3 and 4 and BOY math assessments and TPRI/reading inventory data for K-2. -Participate in the University of Texas' Early Intervention Math Program for targeted students in grades K, 1, and 2. -Effective, research-based interventions will be implemented. -Progress will be monitored every three weeks with Aimsweb for targeted Tier II and III students. -Tier II interventions will begin the week of September 29, 2008. -Students who are not responding positively to Tier II intervention (as evidenced by student performance data and Aimsweb data) after six weeks of intervention will be referred to the Fairview Intervention Team. -Train Intervention Team and implement team problem solving model for designing, implementing, and monitoring effective interventions for Tier III students.													
Continue implementation of the Fairview mentoring program with 3rd and 4th graders.	Principals, Mentors, All Faculty					X	X	X	X	X	X	X	X
Increase implementation of Fairview mentoring program by matching 2nd, 1st, and Kindergarten students to adult mentors or "big buddies" on campus.	Principals, Teachers					X	X	X	X	X	X	X	X
Coordinate and implement Grandparents Club to read with and/or tutor targeted students.	Principals, Grandparent Club Members												
Provide early intervention for 1st graders struggling to learn to read through Reading Recovery program. -Assess all entering 1st graders. -Select the students in greatest need of intervention. -Serve approximately 20% of the students with extensive daily intervention until they achieve grade level mastery or demonstrate a need for an alternative intervention.	Principals, Reading Recovery Staff			X	X	X	X	X	X	X	X	X	X
Provide Accelerated Instruction Program (AIP) for 3rd and 4th	Principals, Reading			X	X	X	X	X	X	X	X		

Goal 1 - Strategy 4		Educational Interventions											
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	a	a
		n	l	g	p	t	v	c	n	b	r	p	y
grade students who did not pass 3rd and 4th grade TAKS reading in 2008.	Specialist												
Continue to implement "Math Center" for targeted, small group instruction for 3rd and 4th graders needing additional academic support to meet grade level expectations in math.	Principals, Math Center Staff					X	X	X	X	X	X	X	X
Continue to provide a four week, accelerated, small group instructional tutorial the four weeks prior to both TAKS administrations for targeted students in 3rd and 4th grade as identified by mock TAKS data.	Principal, 3rd and 4th grade Teachers									X	X	X	
Continue to implement TAKS talks following mock TAKS with targeted students.	Principals									X	X	X	X
Goal 1 - Strategy 5		Improvement of Attendance											
Leader(s): Principals	Brief Description: Increase student achievement through improved attendance rate.	Evaluation Benchmark: Attendance Records											
Leader Progress Report Dates: Ongoing													
Resources Required:	FTE's Required:	Source of Funds:								Amount			
Time	Number of FTE's: None	General Budget								\$1,200.00			
Teachers	None									<hr/>			
Supplies	Cost: None									\$1,200.00			
Staff													

Goal 1 - Strategy 5		Improvement of Attendance											
Parent Support Computers													
Timeline													
Activity	Person(s) Responsible	J u n	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y
Continue to monitor attendance through established campus procedures. -Utilize "School Reach" automated telephone calling system to make a phone call to parents who have not called in their student's absence.	Principals, Attendance Clerk				X	X	X	X	X	X	X	X	X
Utilize the services of SISD's truancy officer and Grayson County's new Truancy Task Force. -Continue referrals to Truancy Court.	Principals, Attendance Clerk				X	X	X	X	X	X	X	X	X
Continue to provide positive reinforcement for perfect attendance each nine weeks. -Provide gift cards to local restaurants in report cards. -Provide "Jump for George" activity where students with perfect attendance qualify to jump across a row of dollar bills if their name is drawn. The student gets to keep the amount of dollar bills they are able to jump. One winner per grade level.	Principals, PTA, Attendance Clerk			X	X	X	X	X	X	X	X	X	X
Goal 1 - Strategy 6		Early Childhood Programs											
Leader(s):	Brief Description:	Evaluation Benchmark:											

Goal 1 - Strategy 6		Early Childhood Programs													
Principals		Continue to provide quality Early Childhood Programs to ensure future student success.						Student Data							
Leader Progress Report Dates:															
Ongoing															
Resources Required:		FTE's Required:				Source of Funds:				Amount					
Time		Number of FTE's: None				General Budget				\$1,000.00					
Teachers		None								\$1,000.00					
Supplies		Cost: None													
Staff															
Parent Support															
District Admin. Staff															
Computers															
Child Nutrition Dept.															
Central Office															
Campus Admin. Staff															
Timeline															
Activity		Person(s) Responsible		J	J	A	S	O	N	D	J	F	M	A	M
				u	u	u	e	c	o	e	a	e	a	a	a
				n	l	g	p	t	v	c	n	b	r	r	y
-Implement C-scope curriculum in math and science.		Principals, Kindergarten				X	X	X	X	X	X	X	X	X	X
-Implement SISD scope and sequence in language arts and social studies.		Staff													
-Develop literacy skills through a balanced literacy approach.															
-Monitor and assess student progress with C-scope assessments, TPRI, and local assessments in reading, writing, and social studies.															
Students will make a positive transition into kindergarten.		Principals, Kindergarten				X	X	X	X	X	X	X	X	X	X
		Staff													

Goal 1 - Strategy 6		Early Childhood Programs											
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	p	a
		n	l	g	p	t	v	c	n	b	r	r	y
-Provide PreK and Head Start visits to kindergarten classrooms for orientation session. -Provide parent orientation for kindergarten.													

Goal 2: Develop mechanisms to ensure continuous improvement in campus instruction.

Correlates with:

State Objectives			
6) School Personnel	9) Instructional Techniques	10) Technology	
NCLB/ESEA Goals and Indicators			
3) Highly Qualified Staff			
Effective School Correlates			
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission	
Title I - Schoolwide Programs			
1) Needs Assessment	4) Professional Development	5) Professional Staff	8) Include Teachers in Decisions

Strategies

Goal 2 - Strategy 1		Staff Recruitment, Hiring, and Retention															
Leader(s): Principals		Brief Description: Recruit, develop, and retain the highest quality staff.						Evaluation Benchmark: PDAS data Staff development records									
Leader Progress Report Dates: Ongoing																	
Resources Required:		FTE's Required:				Source of Funds:				Amount							
Transportation Dept.		Number of FTE's: None				None				\$0.00							
Time		None								\$0.00							
Teachers		Cost: None															
Staff																	
District Staff																	
District Coordinator																	
District Admin. Staff																	
Computers																	
Central Office																	
Campus Admin. Staff																	
Timeline																	
Activity		Person(s) Responsible				J	J	A	S	O	N	D	J	F	M	A	M
						u	u	u	e	c	o	e	a	e	a	a	a
						n	n	g	p	t	v	c	n	b	r	r	y

Goal 2 - Strategy 1		Staff Recruitment, Hiring, and Retention												
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M	
		u	u	u	e	c	o	e	a	e	a	a	a	
		n	i	g	p	t	v	c	n	b	r	r	y	
Campus administration will seek faculty input, will attend job fair(s) and will hire highly qualified faculty and staff .	Principals, Faculty										X	X	X	
Utilize the Gallup Teacher insight with all applicants to identify candidates with talent for teaching.	Principals										X	X	X	
In order to retain highly qualified staff and assist new staff in meeting SISD staff expectations, additional support will be given to teachers new to the district through monthly new staff meetings and through campus mentor assistance for new teachers.	Principals, Director of Staff Development			X	X	X	X	X	X	X	X	X	X	
Provide a supportive environment, encouragement, and assistance to all staff.	Principals, All Staff		X	X	X	X	X	X	X	X	X	X	X	
Conduct an end of year, small group needs assessment with all staff members which addresses the following topics: Safe and Orderly Campus, Instruction (Teaching and Learning), Student Services, and Staff Development. Use needs assessment to develop campus action plan and CIP.	Principals, All Staff											X	X	
Goal 2 - Strategy 2		Staff Development												
Leader(s): Principals	Brief Description: Provide opportunities for on-going training to staff and collaboration in strategies for working with the diverse needs of all students.	Evaluation Benchmark: Student Performance Data PDAS Data												
Leader Progress Report Dates: Ongoing														
Resources Required:	FTE's Required:	Source of Funds:										Amount		

Goal 2 - Strategy 2		Staff Development													
None	Number of FTE's: None	Title II Part A	\$9,277.00												
	None	General Budget	\$5,120.00												
	Cost: None		<u>\$14,397.00</u>												
Timeline															
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M		
		u	u	u	e	c	o	e	a	e	a	r	a		
		n	l	g	p	t	v	c	n	b	r	p	y		
Train staff in the implementation of the new C-scope math and science curriculum. -Support implementation of C-scope through bi-weekly meetings at grade level meetings. -Train staff in the implementation of the new math textbook, Envision, as a supplement to C-scope math.	Principals, Instruct. Coord., Math/Science Teachers			X	X	X	X	X	X	X	X	X	X		
Support the integration of the Deaf Education Program. -Provide all staff with an overview of the Deaf Education Classroom. -Provide targeted staff with additional Deaf Ed training. -Providing on-going support via the Deaf Ed teacher and supervisor for general ed teachers of special ed students in the mainstream setting	Principals, All Staff			X	X	X	X	X	X	X	X	X	X		
Support the integration of the Behavior Support Classrooms. -Provide all staff with an overview of the Behavior Support Classroom. -Provide targeted staff with additional Behavior Support training. -Provide on-going support via the BSC teachers for general ed teachers of special ed students in the mainstream setting. -Train/re-train special ed, art, music, p.e., and targeted staff in Crisis Prevention (CPI).	Principals, All Staff			X	X	X	X	X	X	X	X	X	X		
Provide training to all staff in year two implementation of Positive	Principals			X											

Goal 2 - Strategy 2 Staff Development													
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	p	a
		n	i	g	p	t	v	c	n	b	r	r	y
Behavior Supports model for effective and positive school- wide student management. -Train cafeteria monitors in positive approaches to managing negative student behavior.													
Train staff for implementation of year two of the 3 Tier model for Response to Intervention for students at risk of academic failure. -Train staff to apply Rtl model to students who exhibit challenging behavior. -Train targeted staff in the implementation of Aimsweb assessment and progress monitoring tools for Rtl Tier II, III, and IV students. -Train Fairview Intervention Team in problem solving model for designing, implementing, and monitoring effective interventions for Tier II and III students.	Principals			X	X	X							
Continue to support, extend, and expand current district-wide initiatives designed to improve instruction and student/teacher achievement for all staff. These initiatives include: Thinking Maps Ruby Payne Framework for Understanding Poverty Kilgo Data Disaggregation and Question Strategies Technology Integration Write From the Beginning Josh Horton Math Fred Jones Tools for Teaching	Principals			X	X	X	X	X	X	X	X	X	X
Expand implementation of Write from the Beginning: -Train one new WFTB trainer from 4th grade	Principals, WFTB trainers	X			X	X	X	X	X	X	X	X	X
Provide staff training activities both off and on campus that will address instructional weaknesses as evidenced by analysis of student performance data.	Principal, All Staff			X	X	X	X	X	X	X	X	X	

Goal 2 - Strategy 2 Staff Development		J	J	A	S	O	N	D	J	F	M	A	M
Activity	Person(s) Responsible	u	u	u	e	c	o	e	a	e	a	p	a
		n	l	g	p	t	v	c	n	b	r	r	y
Train/re-certify cafeteria monitors and targeted staff members, one per grade level, in CPR/CCR.	Principals, Cafeteria Monitors, Staff Members					X							
Provide training to appropriate staff to implement Read Naturally with targeted Tier II and III students.	Principal					X	X	X	X	X	X	X	X

Goal 3: Increase opportunities to build and strengthen parent, community, and business partnerships.

Correlates with:

District Goals			
3) Partnerships			
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	5) Prepare Students	7) Student Performance
8) School Environment			
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards			
Effective School Correlates			
2) Climate of High Expectations for Success	7) Home-School Relations		
Title I - Schoolwide Programs			
1) Needs Assessment	6) Parental Involvement	10) Federal, State, and Local Programs	

Strategies

Goal 3 - Strategy 1 Communication			
Leader(s): Principals, Counselor		Brief Description: Increase positive interactions with parents and community members.	
Leader Progress Report Dates: Spring 2008		Evaluation Benchmark: Survey	
Resources Required:	FTE's Required:	Source of Funds:	Amount
Volunteer Support	Number of FTE's: None	Title 1 Part A	\$700.00
Title Teachers	None	General Budget	\$1,000.00
Time	Cost: None		\$1,700.00
Teachers			
Supplies			
Staff			
Parent Support			
District Admin. Staff			
Computers			
Community Leader			
Central Office			
Campus Admin. Staff			
Timeline			

Goal 3 - Strategy 1 Communication		J	J	A	S	O	N	D	J	F	M	A	M
Activity		u	u	u	e	c	o	e	a	e	a	p	a
		n	i	g	p	t	v	c	n	b	r	r	y
All teachers will make a positive contact with each student's parent or guardian within the first six weeks of school.	Principals, All Faculty			X	X	X							
Teachers will conduct parent conferences as needed with a minimum of one per student per year.	Teachers				X	X	X	X	X	X	X	X	X
Send grade reports to parents at three week intervals and technology competencies each semester.	Principals, All Faculty					X	X	X	X	X	X	X	X
Provide opportunities for parents to be involved in the school setting. -Partner with PTA to increase the number of parent volunteer hours on campus. -Provide Meet the teacher night/Kindergarten Orientation. -Provide Curriculum Night. -Provide PTA meetings and events. -Provide fine arts performances. -Provide parent/teacher conferences	Principals, All Staff			X	X	X	X	X	X	X	X	X	X
Provide opportunities for parents to receive school information and training. -Partner with PTA to host two parent training nights (one for math, one for language arts)	Principals, Selected Faculty						X		X				
Continue to utilize "School Reach" automated telephone calling system to inform parents of all school events and other important information.	Principals, School Secretaries			X	X	X	X	X	X	X	X	X	X
100% of faculty and staff will participate in PTA by becoming a member.	All Staff			X	X								
General ed, homeroom faculty will develop and distribute monthly classroom newsletters to parents in order to communicate important information, activities, and events.	General Ed, Homeroom Faculty			X	X	X		X	X	X	X	X	X

Goal 3 - Strategy 1		Communication												
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M	
		u	u	u	e	c	o	e	a	e	a	a	a	
		n	l	g	p	t	v	c	n	b	r	p	r	
Administrative team will develop and distribute "Fairview Times" to parents every nine weeks to communicate important school-wide information and events.	Principals					X			X		X		X	
Goal 3 - Strategy 2		After School Child Care Program												
Leader(s): Principal, Voyager Director	Brief Description: Fairview will provide a structured, after school program called Voyager for students which will assist parents with child care at an affordable rate.	Evaluation Benchmark: Voyager Student Roster												
Leader Progress Report Dates: Monthly														
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None										Amount \$0.00 <hr/> \$0.00		
Timeline														
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M	
		u	u	u	e	c	o	e	a	e	a	a	a	
		n	l	g	p	t	v	c	n	b	r	p	r	
Increase the number of students participating in our Voyager program through increased publicity and recruitment of newly enrolled students.	Prncipal, All Staff		X	X	X	X	X	X	X	X	X	X	X	

Goal 4: Provide a safe and orderly environment for students, staff and community.

Correlates with:

District Goals			
1) Student Achievement			
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
7) Student Performance	8) School Environment		
NCLB/ESEA Goals and Indicators			
4) Safe, Drug Free Learning Environments			
Effective School Correlates			
1) Safe and Orderly Environment			
Title I - Schoolwide Programs			
10) Federal, State, and Local Programs			

Strategies

Goal 4 - Strategy 1				Crisis Management			
Leader(s): Principals		Brief Description: Implement updated crisis management plan.		Evaluation Benchmark: Drill logs			
Leader Progress Report Dates: Monthly							
Resources Required:		FTE's Required:		Source of Funds:		Amount	
Volunteer Support		Number of FTE's: None		Title IV		\$695.00	
Title Teachers		None		General Budget		\$1,500.00	
Time		Cost: None				<hr/>	
Teachers						\$2,195.00	
Supplies							
Staff							
Parent Support							
District Coordinator							
District Admin. Staff							
Custodial/Maint. Dept.							
Computers							
Community Leader							
Central Office							
Campus Admin. Staff							

Goal 4 - Strategy 1 Crisis Management													
Timeline													
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	n	g	e	c	v	e	a	e	a	r	a
Establish Crisis Management Team for school year 08-09.	Principals			X									
Provide full time LVN to assist with student health needs. -Coordinate a program to address student hygiene and personal care issues.	Principal, LVN												
Provide CPR/CCR and First Aid training and re-certification to appropriate staff, one per grade level.	Principal					X							
Train all staff on crisis management procedures during in-service week.	Principals			X									
Practice established procedures and drills for both inside and outside crisis situations twice per year. Practice fire drill procedures monthly.	Principals, All Staff, Crisis Management Team				X	X	X	X	X	X	X	X	X
All campus staff will wear a district issued picture identification badge.	Principals and Staff			X	X	X	X	X	X	X	X	X	X
Purchase two additional two-way radios for Behavior Support Class to increase communication capability and security.	Principal					X							
Continue to partner with Fairview Baptist Church and Woods Street Church of Christ to serve as a temporary shelter for Fairview students and staff in a crisis situation.	Principal				X								
Continue to utilize "Go Bags" for each classroom, library, office, and computer lab. "Go Bags" are backpacks which contain first aid kits, student lists and other items essential to assist staff and students during a crisis situation.	Principals, Nurse, All Faculty, Office Staff			X	X	X	X	X	X	X	X	X	X
Utilize "School Reach" to communicate with parents regarding crisis situations.	Principals, Office Staff			X	X	X	X	X	X	X	X	X	X

Goal 4 - Strategy 2		Student Management															
Leader(s): Principals, Counselor		Brief Description: Create an atmosphere that is conducive to learning.						Evaluation Benchmark: Survey Discipline Records PDAS Data									
Leader Progress Report Dates: Spring 2008 Daily Ongoing																	
Resources Required:		FTE's Required:				Source of Funds:				Amount							
Volunteer Support		Number of FTE's: None				Recognized School Funds				\$1,000.00							
Title Teachers		None				General Budget				\$1,100.00							
Time		Cost: None								<hr/>							
Teachers										\$2,100.00							
Supplies																	
Staff																	
Parent Support																	
District Staff																	
District Coordinator																	
District Admin. Staff																	
Computers																	
Central Office																	
Campus Admin. Staff																	
Timeline																	
Activity		Person(s) Responsible				J	J	A	S	O	N	D	J	F	M	A	M
						u	u	u	e	c	o	e	a	e	a	a	a
						n	l	g	p	t	v	c	n	b	r	r	y
Implement year two of Positive Behavior Supports model for		Principals, All Staff						X	X	X	X	X	X	X	X	X	X

Goal 4 - Strategy 2 Student Management		J	J	A	S	O	N	D	J	F	M	A	M
Activity		u	u	u	e	c	o	e	a	e	a	p	a
		n	l	g	p	t	v	c	n	b	r	r	y
effective and positive school-wide student management at all grade levels. -Increase PBS during lunch periods by increasing positive reinforcement of desired behavior with the "Falcon Nest" incentive. -Increase communication between homeroom teachers and Art/Music/PE teachers regarding the special needs of individual students as needs arise.													
Continue to implement a teacher managed, voluntary In School Suspension (ISS) plan for principals and teachers to utilize as needed.	Principals, Faculty Volunteers			X	X	X	X	X	X	X	X	X	X
Established student management and safety procedures will be followed and shared with chaperones and students to ensure safety on field trips.	All Faculty				X	X	X	X	X	X	X	X	X
Established student management and safety procedures will be followed and shared with parents, patrons, and students to ensure safety and order at all school programs.	Principals, All Faculty					X	X	X	X	X	X	X	X
Monitor and communicate timelines for construction/addition of added security features. This includes -secured walkway to multi-purpose building. -perimeter fencing. -doorbell for multi-purpose building.	Principal				X		X		X		X		X
Provide school-wide assembly on "Positive Attitude and Motivation" with martial arts and trampoline demonstration.	Asst. Principal												X
Continue to implement Character Counts program through monthly guidance classes with Counselor.	Counselor				X	X	X	X	X	X	X	X	X
Continue to celebrate Red Ribbon Week week to promote an	Counselor					X							

Goal 4 - Strategy 2 Student Management		J	J	A	S	O	N	D	J	F	M	A	M
Activity		u	u	u	e	c	o	e	a	e	a	a	a
Person(s) Responsible		n	l	g	p	t	v	c	n	b	r	p	y
anti-drug lifestyle, wise choices, and personal accountability.													
Increase implementation of small group counseling services for targeted students.	Counselor					X	X	X	X	X	X	X	X
-Small group counseling services will begin by October 20, 2008.													
Increase safety of students and staff during arrival and dismissal.	Principals					X							
-Hire two crossing guards. -Purchase reflective vests and rain gear for crossing guards. -Purchase and install procedures signs in English and Spanish for traffic loops.													

APPENDIX I

SHARED DECISION MAKING COMMITTEE PLAN IMPLEMENTATION AND DEVELOPMENT LOG NEEDS ASSESSMENT SUMMATIVE EVALUATION

2008-09 Shared Decision Making Committee				
Position	Name	Subject/Grade	Contact Information	Signature
Principal	DeAn Jeffrey		Fairview Elementary	
Principal	Michelle Eackles			
Non-Classroom Professional Staff	Theresa Littlefield			
Classroom Teacher	Michele Rice	Kindergarten		
Classroom Teacher	Belenda Harris	1st grade		
Classroom Teacher	Amy Quarles	2nd grade		
Classroom Teacher	Gwen Walker	3rd grade		
Classroom Teacher	Erica Morris	4th grade		
Classroom Teacher	Mike Gillum	Physical Education		
Classroom Teacher	JoAnn Avara	Fine Arts		
Classroom Teacher	Missy Imbert	Special Education		
Classroom Teacher	Beth Uselton	Gifted and Talented		
District Level Professional	Sharice Jennings			
Paraprofessional	Gary Counts			
Parent/PTA Representative	Megan Brown			
Parent	Angie Daniel			
Business Representative	Francisco Villalobos			
Community Representative	Carmon Cooksey			

Campus Improvement Plan Plan Implementation and Development Log	
--	--

Date	Purpose
-------------	----------------

Needs Assessment

Summative Evaluation for 2007-08

This section should be completed after you have finished your plan for the current year. This should be the last step before creating your plan for next year.

Objective Accomplishments

TAKS Reading - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2006-07	95%
Projected Annual Objective for 2007-08	95.2%
Actual Performance for 2007-08	95%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: African American

Actual Performance for 2006-07	84%
Projected Annual Objective for 2007-08	85.2%
Actual Performance for 2007-08	93%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07	93%
Projected Annual Objective for 2007-08	93.4%
Actual Performance for 2007-08	94%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2006-07	96%
Projected Annual Objective for 2007-08	96.2%
Actual Performance for 2007-08	90%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2006-07 98%
 Projected Annual Objective for 2007-08 98.2%
 Actual Performance for 2007-08 96%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2006-07 80%
 Projected Annual Objective for 2007-08 82%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2006-07 99%
 Projected Annual Objective for 2007-08 99.2%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

TAKS Math - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2006-07 94%
 Projected Annual Objective for 2007-08 94.4%
 Actual Performance for 2007-08 88%
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2006-07 83%
 Projected Annual Objective for 2007-08 84.4%
 Actual Performance for 2007-08 86%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07 93%
 Projected Annual Objective for 2007-08 93.4%
 Actual Performance for 2007-08 89%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2006-07 96%
 Projected Annual Objective for 2007-08 96.2%
 Actual Performance for 2007-08 89%
 No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2006-07 97%
 Projected Annual Objective for 2007-08 97.2%
 Actual Performance for 2007-08 88%
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2006-07 78%
 Projected Annual Objective for 2007-08 80.4%
 Actual Performance for 2007-08 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2006-07 99%
 Projected Annual Objective for 2007-08 99.2%
 Actual Performance for 2007-08 NA
 No Progress Rating Selected

Explanation of Performance

TAKS Writing - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2006-07 99%
 Projected Annual Objective for 2007-08 99.2%
 Actual Performance for 2007-08 99%
 No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2006-07 99%
 Projected Annual Objective for 2007-08 99.2%
 Actual Performance for 2007-08 > 99%
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07 98%
 Projected Annual Objective for 2007-08 98.2%
 Actual Performance for 2007-08 97%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2006-07 92%
 Projected Annual Objective for 2007-08 92.4%
 Actual Performance for 2007-08 > 99%
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2006-07 99%
 Projected Annual Objective for 2007-08 99.2%
 Actual Performance for 2007-08 97%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2006-07 99%
 Projected Annual Objective for 2007-08 99.2%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2006-07 99%
 Projected Annual Objective for 2007-08 99.2%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

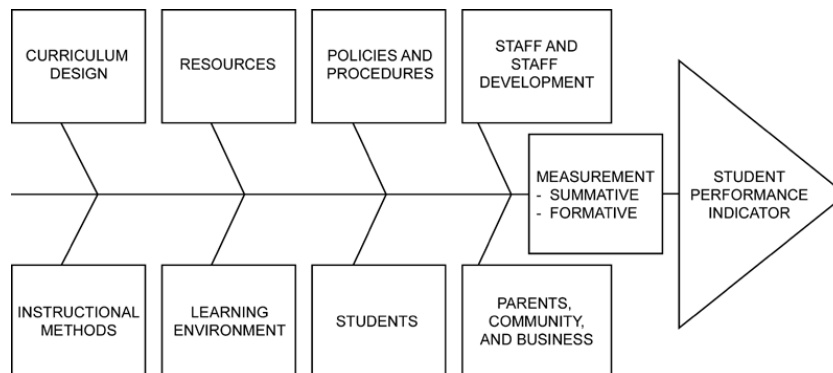
Explanation of Performance

Needs Assessment Focus

Indicators Rated		Priority Rating	Satisfaction Rating
1	(AEIS) Mean Scores of SAT/ACT	NR	NR
2	(AEIS) Percent of High School graduates scoring at or above state criteria on SAT/ACT	NR	NR
3	(AEIS) Percent of graduates scoring high enough on TAAS/TAKS-EXIT to predict success on TASP	NR	NR
4	(AEIS) Percent of high performing students and the Comparable Improvement quartile for reading	NR	NR
5	(AEIS) Percent of high performing students and the Comparable Improvement quartile for math	NR	NR
6	(AEIS) Percent of graduates completing RECOMMENDED HIGH SCHOOL PROGRAMS	NR	NR
7	(AEIS) Percent of 8th grade students passing TAAS/TAKS SOCIAL STUDIES	NR	NR
8	(AEIS) Percent of 8th grade students passing TAAS/TAKS SCIENCE	NR	NR
9	(AEIS) Percent of 5th grade students passing TAAS/TAKS READING (Spanish version)	NR	NR
10	(AEIS) Percent of 5th grade students passing TAAS/TAKS MATH (Spanish version)	NR	NR
11	(AEIS) Percent of 6th grade students passing TAAS/TAKS READING (Spanish version)	NR	NR
12	(AEIS) Percent of 6th grade students passing TAAS/TAKS MATH (Spanish version)	NR	NR
13	(AEIS) Percent of 4th grade students passing TAAS/TAKS WRITING (Spanish version)	NR	NR
14	(AEIS) Percent of High School students completing and receiving credit for at least one ADVANCED ACADEMIC COURSE	NR	NR
15	(AEIS) Percent of High School students enrolled in ADVANCED ACADEMIC COURSES	NR	NR
16	Percent of examinees scoring 3 or higher on ADVANCED PLACEMENT EXAMS	NR	NR
17	Percent of High School students taking ADVANCED PLACEMENT EXAMS	NR	NR
18	Percent of total ADVANCED PLACEMENT EXAMS with scores of 3 or higher	NR	NR
19	Percent of students passing ENGLISH II EOC Examination	NR	NR

20	Percent of students passing UNITED STATES HISTORY EOC Examination	NR	NR
21	Percent of students passing BIOLOGY EOC Examination	NR	NR
22	Percent of students passing ALGEBRA I EOC Examination	NR	NR
23	Percent of students MASTERING TAAS/TAKS READING	NR	NR
24	Percent of students MASTERING TAAS/TAKS MATH	NR	NR
25	Percent of students MASTERING TAAS/TAKS WRITING	NR	NR
26	Annual Student RETENTION RATES	NR	NR
27	Percent of students demonstrating master of selected TECHNOLOGICAL SKILLS	NR	NR
28	Percent of students demonstrating skills for creating and delivering a multi-media presentation	NR	NR
29	Percent of students able to validly respond in the world view of another culture given hypothetical situations	NR	NR
30	Percent passing REPORT CARD GRADES FOR MATH	NR	NR
31	Percent passing REPORT CARD GRADES FOR SCIENCE	NR	NR
32	Percent of students ENROLLED IN ADVANCED MATH AND SCIENCE	NR	NR
33	Percent of students ENROLLED IN CAREER AND TECHNOLOGY COURSES	NR	NR
34	DISCIPLINE REFERRAL RATES	NR	NR
35	Percent of students demonstrating good CITIZENSHIP SKILLS	NR	NR
36	Percent of students demonstrating ability to WORK PRODUCTIVELY IN A WORK TEAM	NR	NR
37	Percent of students demonstrating appropriate SELF-DISCIPLINE	NR	NR
38	Percent of students PARTICIPATING IN CAMPUS RECYCLING PROJECTS	NR	NR
39	Percent of students PARTICIPATING IN CO-CURRICULAR ACTIVITIES	NR	NR

Process Chart



Summative Evaluation for year 2008-09

This section should be completed after you have finished your plan for the current year. This should be the last step before creating your plan for next year.

Objective Accomplishments

TAKS Reading - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2007-08	95%
Projected Annual Objective for 2008-09	95%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: African American

Actual Performance for 2007-08	93%
Projected Annual Objective for 2008-09	93%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2007-08	94%
Projected Annual Objective for 2008-09	94%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2007-08	90%
Projected Annual Objective for 2008-09	90.6%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2007-08	96%
Projected Annual Objective for 2008-09	96%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

TAKS Math - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2007-08	88%
Projected Annual Objective for 2008-09	88.4%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: African American

Actual Performance for 2007-08	86%
Projected Annual Objective for 2008-09	86.8%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2007-08	89%
Projected Annual Objective for 2008-09	89.2%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2007-08	89%
Projected Annual Objective for 2008-09	89.2%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2007-08	88%
Projected Annual Objective for 2008-09	88.4%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

TAKS Writing - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2007-08 99%
 Projected Annual Objective for 2008-09 99%
 Actual Performance for 2008-09 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2007-08 > 99%
 Projected Annual Objective for 2008-09 99%
 Actual Performance for 2008-09 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2007-08 97%
 Projected Annual Objective for 2008-09 97%
 Actual Performance for 2008-09 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2007-08 > 99%
 Projected Annual Objective for 2008-09 99.2%
 Actual Performance for 2008-09 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2007-08 97%
 Projected Annual Objective for 2008-09 97%
 Actual Performance for 2008-09 NA
No Progress Rating Selected

Explanation of Performance

APPENDIX II

DETAILED GOAL DEFINITIONS

OTHER REFERENCE MATERIALS

District Goals

Goal 1: Student Achievement

The district will continue to realize annual progress in student achievement for all student groups.

Goal 2: Continuous Improvement of Instruction

The District will develop mechanisms to ensure continuous improvement of district instruction.

Goal 3: Partnerships

The District will strengthen partnerships with parents, businesses, area colleges and the city to provide an enriched support network for district student progress.

Goal 4: Communications

The district will enhance its communications with the community to ensure community awareness of district progress and student success.

State Goals

Goal 1: Performance - English

The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

Goal 2: Performance - Mathematics

The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

Goal 3: Performance - Science

The students in the public education system will demonstrate exemplary performance in the understanding of science.

Goal 4: Performance - Social Studies

The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

State Objectives

Objective 1: Partnering Parents with Educators

Parents will be full partners with educators in the education of their children.

Objective 2: Student Potential

Students will be encouraged and challenged to meet their full educational potential.

Objective 3: Dropout Prevention

Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective 4: Curriculum

A well balanced and appropriate curriculum will be provided to all students.

Objective 5: Prepare Students

Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

Objective 6: School Personnel

Qualified and highly effective personnel will be recruited, developed, and retained.

Objective 7: Student Performance

The state's students will demonstrate exemplary performance in comparison to national and international standards.

Objective 8: School Environment

School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective 9: Instructional Techniques

Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

Objective 10: Technology

Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

NCLB/ESEA Goals and Indicators

Goal 1: Students will Reach High Standards

By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2 Performance indicator: The percentage of students, in the aggregate and in each individual student group, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

Goal 2: LEP will become Proficient in English

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 and mathematics.

2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Goal 3: Highly Qualified Staff

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

3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the SEA).

3.2 Performance indicator: The percentage of teachers receiving high-quality professional development (as the term, "professional development," is defined in section 9101 (34)).

3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified (see criteria in section 1119(c) and (d)).

Goal 4: Safe, Drug Free Learning Environments

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

4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.

Goal 5: All Students will Graduate from High School

All students will graduate from high school.

5.1 Performance indicator: The percentage of students in the aggregate and in each group who graduate from high school each year with a regular diploma,

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;

- calculated in the same manner as utilized in National Center for Education Statistics reports on Common Core of Data.

5.2 Performance indicator: The percentage of students who drop out of school,

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;

- calculated in the same manner as utilized in National Center for Education Statistics reports on Common Core of Data.

Effective School Correlates

Correlate 1: Safe and Orderly Environment

The First Generation: In the effective school, there is an orderly, purposeful, businesslike atmosphere which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.

The Second Generation: In the first generation, the safe and orderly environment correlate was defined in terms of the absence of undesirable student behavior (e.g., students fighting). In the second generation, the concept of a school environment conducive to learning for all must move beyond the elimination of undesirable behavior. The second generation will place increased emphasis on the presence of certain desirable behaviors (e.g., cooperative team learning). These second generation schools will be places where students actually help one another.

Moving beyond simply the elimination of undesirable behavior will represent a significant challenge for many schools. For example, it is unlikely that a school's faculty could successfully teach its students to work together unless the adults in the school model collaborative behaviors in their own professional working relationships. Since schools as workplaces are characterized by their isolation, creating more collaborative/cooperative environments for both the adults and students will require substantial commitment and change in most schools.

First, teachers must learn the "technologies" of teamwork. Second, the school will have to create the "opportunity structures" for collaboration. Finally, the staff will have to nurture the belief that collaboration, which often requires more time initially, will assist the schools to be more effective and satisfying in the long run.

But schools will not be able to get students to work together cooperatively unless they have been taught to respect human diversity and appreciate democratic values. These student learnings will require a major and sustained commitment to multicultural education. Students and the adults who teach them will need to come to terms with the fact that the United States is no longer a nation with minorities. We are now a nation of minorities. This new reality is currently being resisted by many of our community and parent advocacy groups, as well as by some educators.

Correlate 2: Climate of High Expectations for Success

The First Generation: In the effective school, there is a climate of expectation in which the staff believe and demonstrate that all students can attain mastery of the essential school skills, and the staff also believe that they have the capability to help all students achieve that mastery.

The Second Generation: In the second generation, the emphasis placed on high expectations for success will be broadened significantly. In the first generation, expectations were described in terms of attitudes and beliefs that suggested how the teacher should behave in the teaching-learning situation. Those descriptions sought to tell teachers how they should initially deliver the lesson. High expectations meant, for example, that the teacher should evenly distribute questions asked among all students and should provide each student with an equal opportunity to participate in the learning process. Unfortunately, this "equalization of opportunity," though beneficial, proved to be insufficient to assure mastery for many learners. Teachers found themselves in the difficult position of having had high expectations and having acted upon them--yet some students still did not learn.

In the second generation, the teachers will anticipate this and they will develop a broader array of responses. For example, teachers will implement additional strategies, such as reteaching and regrouping, to assure that all students do achieve mastery. Implementing this expanded concept of high expectations will require the school as an organization to reflect high expectations. Most of the useful strategies will require the cooperation of the school as a whole; teachers cannot implement most of these strategies working alone in isolated classrooms.

High expectations for success will be judged, not only by the initial staff beliefs and behaviors, but also by the organization's response when some students do not learn. For example, if the teacher plans a lesson, delivers that lesson, assesses learning and finds that some students did not learn, and still goes on to the next lesson, then that teacher didn't expect the students to learn in the first place. If the school condones through silence that teacher's behavior, it apparently does not expect the students to learn, or the teacher to teach these students.

Several changes are called for in order to implement this expanded concept of high expectations successfully. First, teachers will have to come to recognize that high expectations for student success must be "launched" from a platform of teachers having high expectations for self. Then the school organization will have to be restructured to assure that teachers have access to more "tools" to help them achieve successful learning for all. Third, schools, as cultural organizations, must recognize that schools must be transformed from institutions designed for "instruction" to institutions designed to assure "learning."

Correlate 3: Instructional Leadership

The First Generation: In the effective school, the principal acts as an instructional leader and effectively and persistently communicates that mission to the staff, parents, and students. The principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.

The Second Generation: In the first generation, the standards for instructional leadership focused primarily on the principal and the administrative staff of the school. In the second generation, instructional leadership will remain important; however, the concept will be broadened and leadership will be viewed as a dispersed concept that includes all adults, especially the teachers. This is in keeping with the teacher empowerment concept; it recognizes that a principal cannot be the only leader in a complex organization like a school. With the democratization of organizations, especially schools, the leadership function becomes one of creating a "community of shared values." The mission will remain critical because it will serve to give the community of shared values a shared sense of "magnetic north," an identification of what this school community cares most about. The role of the principal will be changed to that of "a leader of leaders," rather than a leader of followers. Specifically, the principal will have to develop his/her skills as coach, partner, and cheerleader. The broader concept of leadership recognizes that leadership is always delegated from the followership in any organization. It also recognizes what teachers have known for a long time and what good schools have capitalized on since the beginning of time: namely, expertise is generally distributed among many, not concentrated in a single person.

Correlate 4: Clear and Focused Mission

The First Generation: In the effective school, there is a clearly articulated school mission through which the staff shares an understanding of and commitment to the instructional goals, priorities, assessment procedures, and accountability. Staff accepts responsibility for students' learning of the school's essential curricular goals.

The Second Generation: In the first generation, the effective school mission emphasized teaching for learning for all. The two issues that surfaced were: "Did this really mean all students or just those with whom the schools had a history of reasonable success?" When it became clear that this mission was inclusive of all students, especially the children of the poor (minority and nonminority), the second issue surfaced. It centered itself around the question: "Learn what?" Partially because of the accountability movement and partially because of the belief that disadvantaged students could not learn higher-level curricula, the focus was on mastery of mostly low-level skills.

In the second generation, the focus will shift toward a more appropriate balance between higher-level learning and those more basic skills that are truly prerequisite to their mastery. Designing and delivering a curriculum that responds to the demands of accountability, and is responsive to the need for higher levels of learning, will require substantial staff development. Teachers will have to be better trained to develop curricula and lessons with the "end in mind." They will have to know and be comfortable with the concept of "backward mapping," and they will need to know "task analysis." These "tools of the trade" are essential for an efficient and effective "results-oriented" school that successfully serves all students.

Finally, a subtle but significant change in the concept of school mission deserves notice. Throughout the first generation, effective schools proponents advocated the mission of teaching for learning for all. In the second generation, the advocated mission will be learning for all. The rationale for this change is that the "teaching for" portion of the old statement created ambiguity (although this was unintended) and kept too much of the focus on "teaching" rather than "learning." This allowed people to discount school learnings that were not the result of direct teaching. Finally, the new formulation of learning for all opens the door to the continued learning of the educators as well as the students.

Correlate 5: Opportunity to Learn and Student Time on Task

The First Generation: In the effective school, teachers allocate a significant amount of classroom time to instruction in the essential skills. For a high percentage of this time, students are engaged in whole class or large group, teacher-directed, planned learning activities.

The Second Generation: In the second generation, time will continue to be a difficult problem for the teacher. In all likelihood, the problems that arise from too much to teach and not enough time to teach it will intensify. In the past, when the teachers were oriented toward "covering curricular content" and more content was added, they knew their response should be to "speed up." Now teachers are being asked to stress the mission that assures that the students master the content that is covered. How are they to respond? In the next generation, teachers will have to become more skilled at interdisciplinary curriculum and they will need to learn how to comfortably practice "organized abandonment." They will have to be able to ask the question, "What goes and what stays?" One of the reasons that many of the mandated approaches to school reform have failed is that, in every case, the local school was asked to do more! One of the characteristics of the most effective schools is their willingness to declare that some things are more important than others; they are willing to abandon some less important content so as to be able to have enough time dedicated to those areas that are valued the most.

The only alternative to abandonment would be to adjust the available time that students spend in school, so that those who need more time to reach mastery would be given it. The necessary time must be provided in a quality program that is not perceived as punitive by those in it, or as excessive by those who will have to fund it. These conditions will be a real challenge indeed!

If the American dream and the democratic ideal of educating everyone is going to move forward, we must explore several important policies and practices from the past. Regarding the issue of time to learn, for example, if the children of the disadvantaged present a "larger educational task" to the teachers and if it can be demonstrated that this "larger task" will require more time, then our notions of limited compulsory schooling may need to be changed. The current system of compulsory schooling makes little allowance for the fact that some students need more time to achieve mastery. If we could get the system to be more mastery-based and more humane at the same time, our nation and its students would benefit immensely.

Correlate 6: Frequent Monitoring of Student Progress

The First Generation: In the effective school, student academic progress is measured frequently through a variety of assessment procedures. The results of these assessments are used to improve individual student performance and also to improve the instructional program.

The Second Generation: In the first generation, the correlate was interpreted to mean that the teachers should frequently monitor their students' learning and, where necessary, the teacher should adjust his/her behavior. Several major changes can be anticipated in the second generation. First, the use of technology will permit teachers to do a better job of monitoring their students' progress. Second, this same technology will allow students to monitor their own learning and, where necessary, adjust their own behavior. The use of computerized practice tests, the ability to get immediate results on homework, and the ability to see correct solutions developed on the screen are a few of the available "tools for assuring student learning."

A second major change that will become more apparent in the second generation is already under way. In the area of assessment, the emphasis will continue to shift away from standardized norm-referenced, paper-pencil tests and toward curricular-based, criterion-referenced measures of student mastery. In the second generation, the monitoring of student learning will emphasize "more authentic assessments" of curriculum mastery. This generally means that there will be less emphasis on the paper-pencil, multiple-choice tests, and more emphasis on assessments of products of student work, including performances and portfolios.

Teachers will pay much more attention to the alignment that must exist between the intended, taught, and tested curriculum. Two new questions are being stimulated by the reform movement and will dominate much of the professional educators' discourse in the second generation: "What's worth knowing?" and "How will we know when they know it?" In all likelihood, the answer to the first question will become clear relatively quickly, because we can reach agreement that we want our students to be self-disciplined, socially responsible, and just. The problem comes with the second question, "How will we know when they know it?" Educators and citizens are going to have to come to terms with that question. The bad news is that it demands our best thinking and will require patience if we are going to reach consensus. The good news is that once we begin to reach consensus, the schools will be able to deliver significant progress toward these agreed-upon outcomes.

Correlate 7: Home-School Relations

The First Generation: In the effective school, parents understand and support the school's basic mission and are given the opportunity to play an important role in helping the school to achieve this mission.

The Second Generation: During the first generation, the role of parents in the education of their children was always somewhat unclear. Schools often gave "lip service" to having parents more actively involved in the schooling of their children. Unfortunately, when pressed, many educators were willing to admit that they really did not know how to deal effectively with increased levels of parent involvement in the schools.

In the second generation, the relationship between parents and the school must be an authentic partnership between the school and home. In the past when teachers said they wanted more parent involvement, more often than not they were looking for unqualified support from parents. Many teachers believed that parents, if they truly valued education, knew how to get their children to behave in the ways that the school desired. It is now clear to both teachers and parents that the parent involvement issue is not that simple. Parents are often as perplexed as the teachers about the best way to inspire students to learn what the school teaches. The best hope for effectively confronting the problem--and not each other--is to build enough trust and enough communication to realize that both teachers and parents have the same goal--an effective school and home for all children!

Title I - Targeted Assistance Schools

Goal 1: Use Resources to Help Meet Standards

Use such program's resources under this part to help participating children meet such State's challenging student academic achievement standards expected for all children.

Goal 2: Ensure Planning is Incorporated

Ensure that planning for students served under this part is incorporated into existing school planning.

Goal 3: Use Effective Methods

Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that -

- Give primary consideration to providing extended learning time, such as an extended school year, before- and after-school, and summer programs and opportunities;
- Help provide an accelerated, high-quality curriculum, including applied learning; and
- Minimize removing children from the regular classroom during regular school hours for instruction provided under this part.

Goal 4: Support Regular Education Program

Coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or State-run preschool programs to elementary school programs.

Goal 5: Highly Qualified Teachers

Provide instruction by highly qualified teachers.

Goal 6: Opportunities for Professional Development

In accordance with subsection (e)(3) and section 1119, provide opportunities for professional development with resources provided under this part, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under this section or in the regular education program.

Goal 7: Strategies for Parental Involvement

Provide strategies to increase parental involvement in accordance with section 1118, such as family literacy services.

Goal 8: Coordinate and Integrate Services and Programs

Coordinate and integrate Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I - Schoolwide Programs

Goal 1: Needs Assessment

A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards as described.

Goal 2: Student Opportunities

- (i) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement;
- (ii) Use effective methods and instructional strategies that are based on scientifically based research that -
 - *strengthen the core academic program in the school;
 - *increase the amount and quality of learning time, such as providing an extended school year and before and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;
 - *include strategies for meeting the educational needs of historically underserved populations;
- (iii)
 - *include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include -
 - counseling, pupil services, and mentoring services;
 - college and career awareness and preparation, personal finance education, and innovative teaching
 - the integration of vocational and technical education programs; and
 - *address how the school will determine if such needs have been met;
- (iv) Are consistent with, and are designed to implement, the State and local improvement plans, if any.

Goal 3: Instructional

Instruction by highly qualified teachers.

Goal 4: Professional Development

High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.

Goal 5: Professional Staff

Strategies to attract high-quality highly qualified teachers to high-need schools.

Goal 6: Parental Involvement

Strategies to increase parental involvement such as family literary services.

Goal 7: Student Transition to Elementary Programs

Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

Goal 8: Include Teachers in Decisions

Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Goal 9: Identify and Assist with Student Difficulties

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Goal 10: Federal, State, and Local Programs

Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

E-Rate Goals

Goal 1: Goals and Strategy for Using Technology

The plan must establish clear goals and a realistic strategy for using telecommunications and information technology to improve education or library services.

Goal 2: Development Strategy for Training

The plan must have a professional development strategy to ensure that staff knows how to use these new technologies to improve education or library services.

Goal 3: Assessment of Services for Improvement

The plan must include an assessment of the telecommunication services, hardware, software, and other services that will be needed to improve education or library services.

Goal 4: Sufficient Budget for Implementation

The plan must provide for a sufficient budget to acquire and support the non-discounted elements of the plan: the hardware, software, professional development, and other services that will be needed to implement the strategy.

Goal 5: Evaluation Process for Monitoring Progress

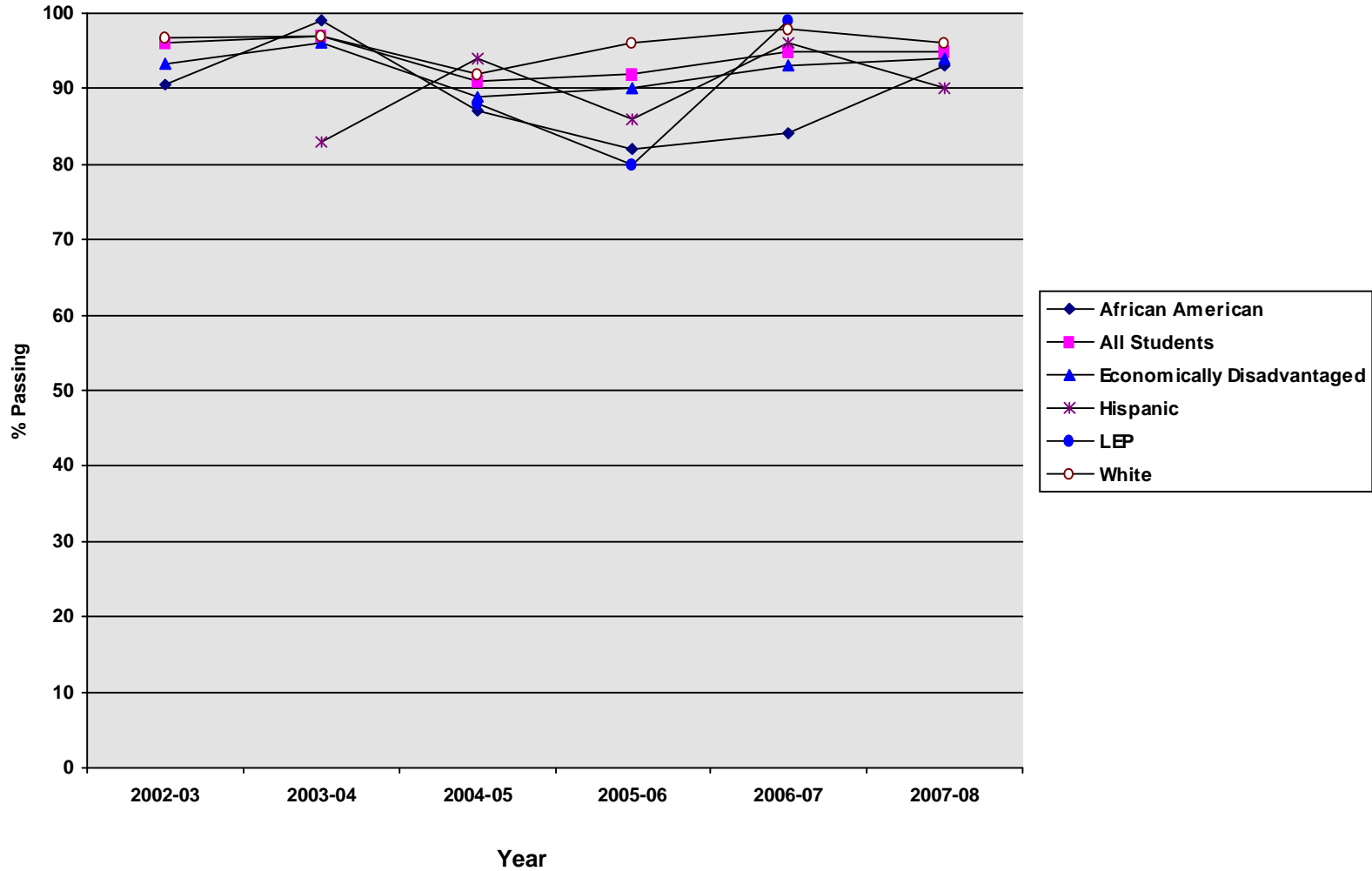
The plan must include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

APPENDIX III

AEIS GRAPHS

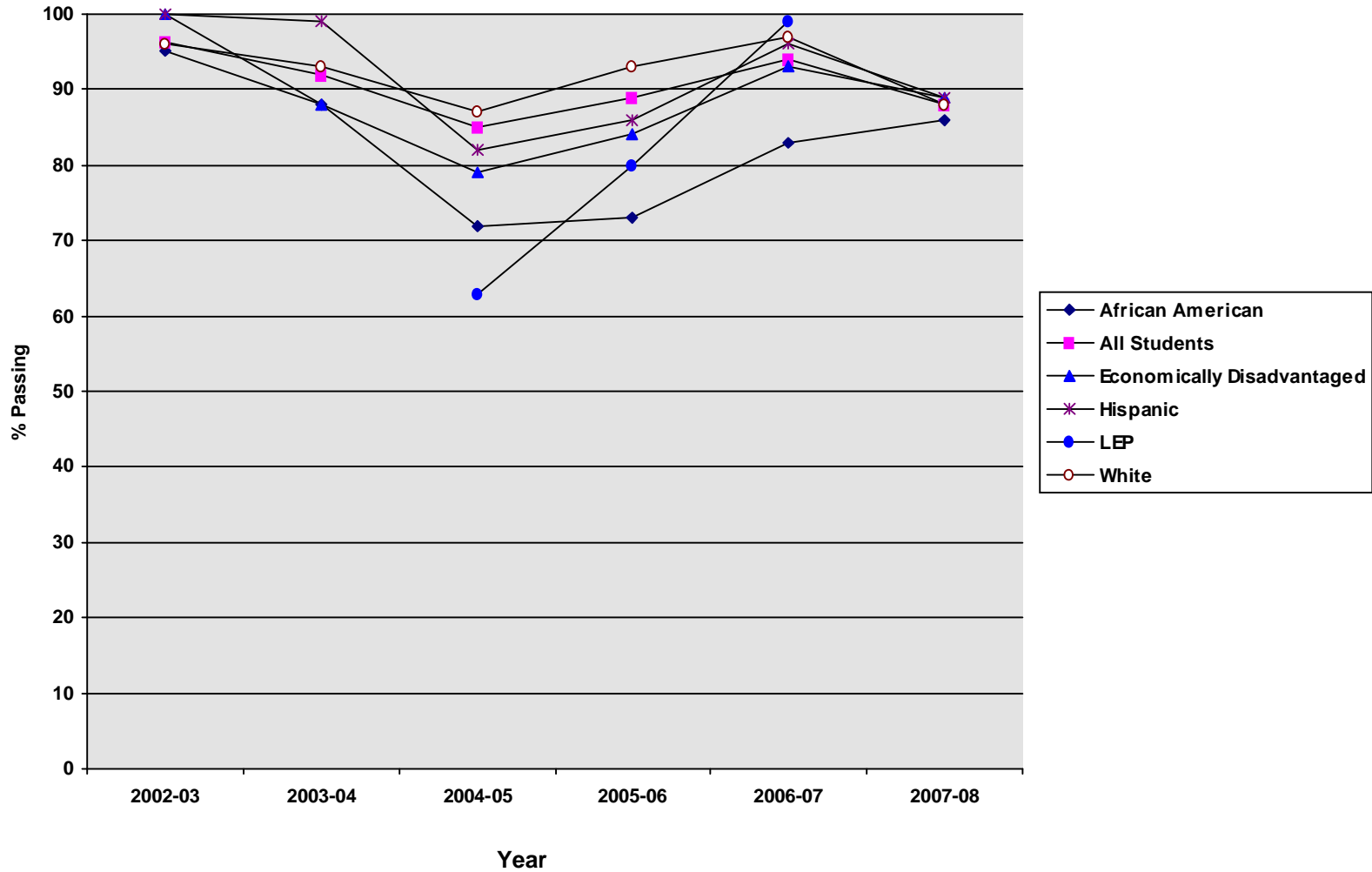
Report of TAKS Reading

Graph of Current Performance by Analysis Group



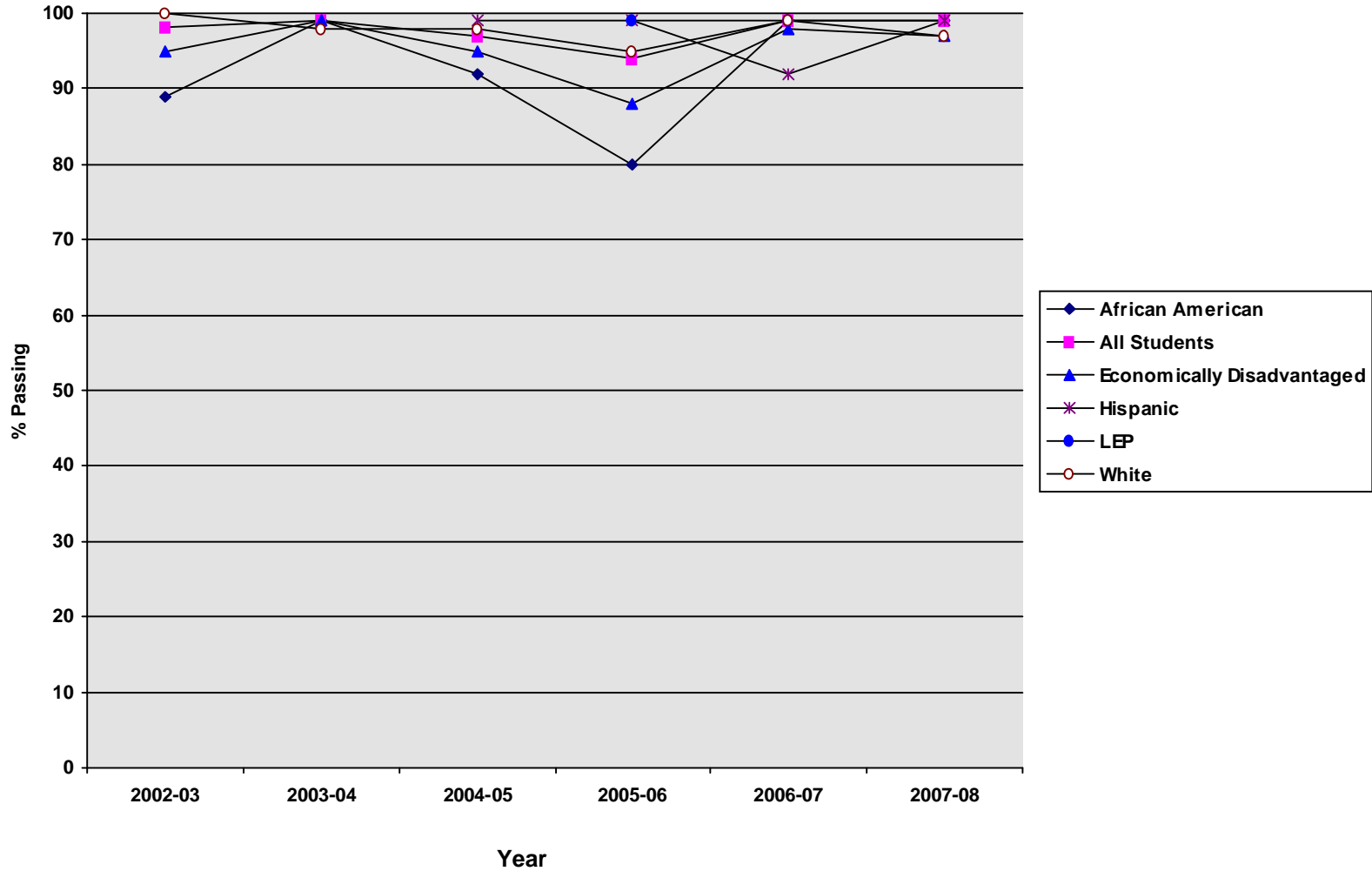
Report of TAKS Math

Graph of Current Performance by Analysis Group



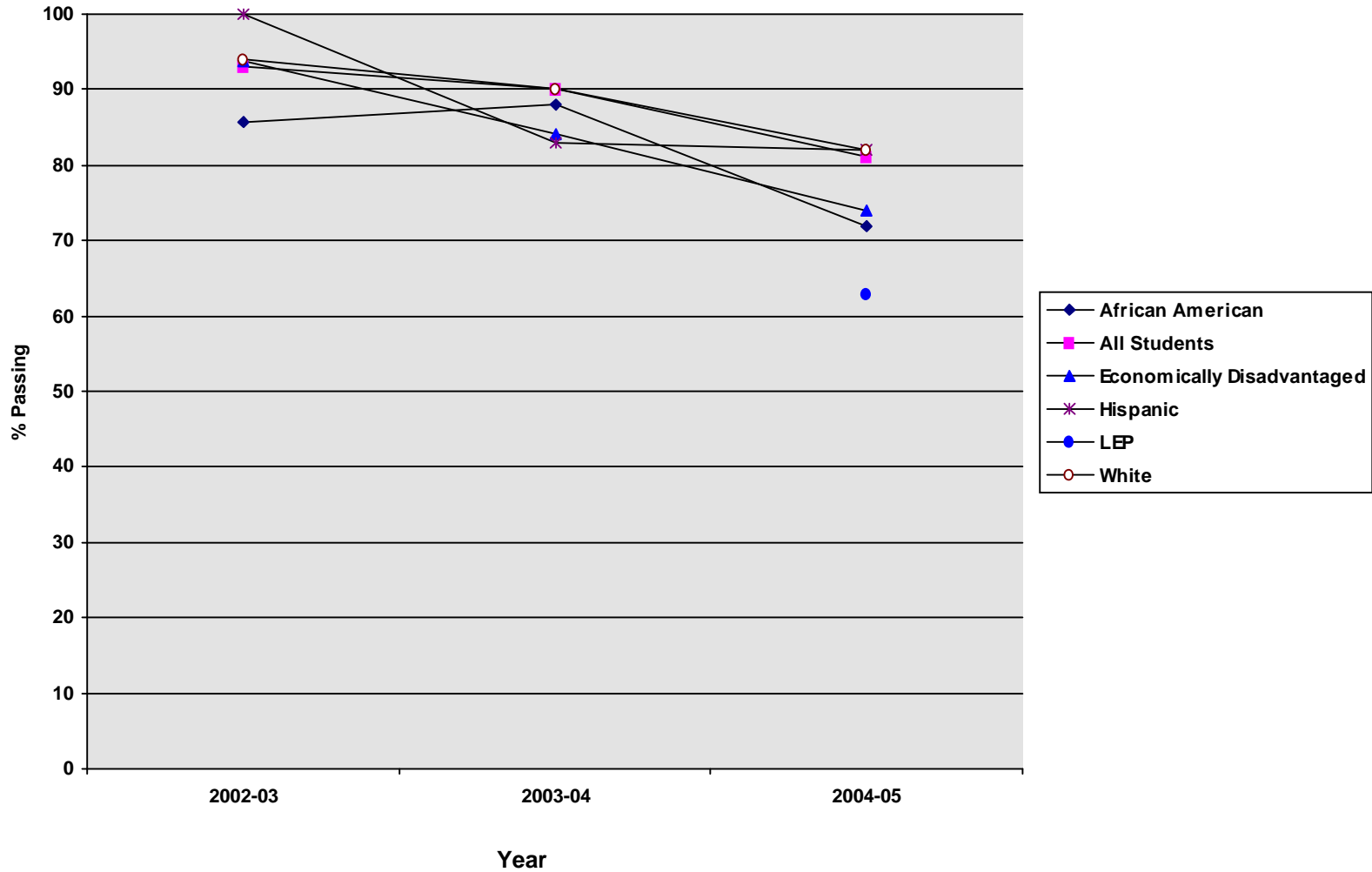
Report of TAKS Writing

Graph of Current Performance by Analysis Group



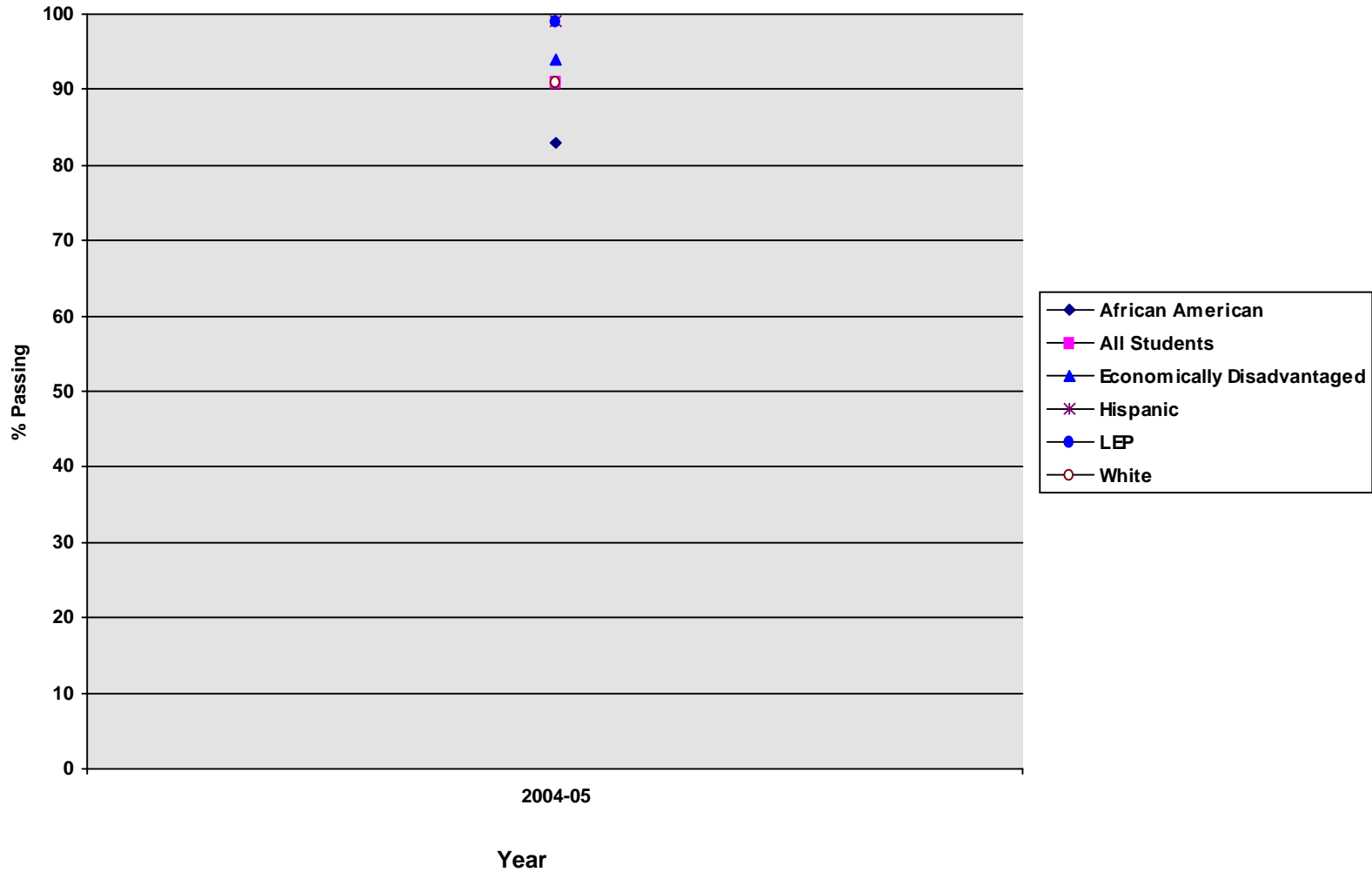
Report of TAKS Overall

Graph of Current Performance by Analysis Group



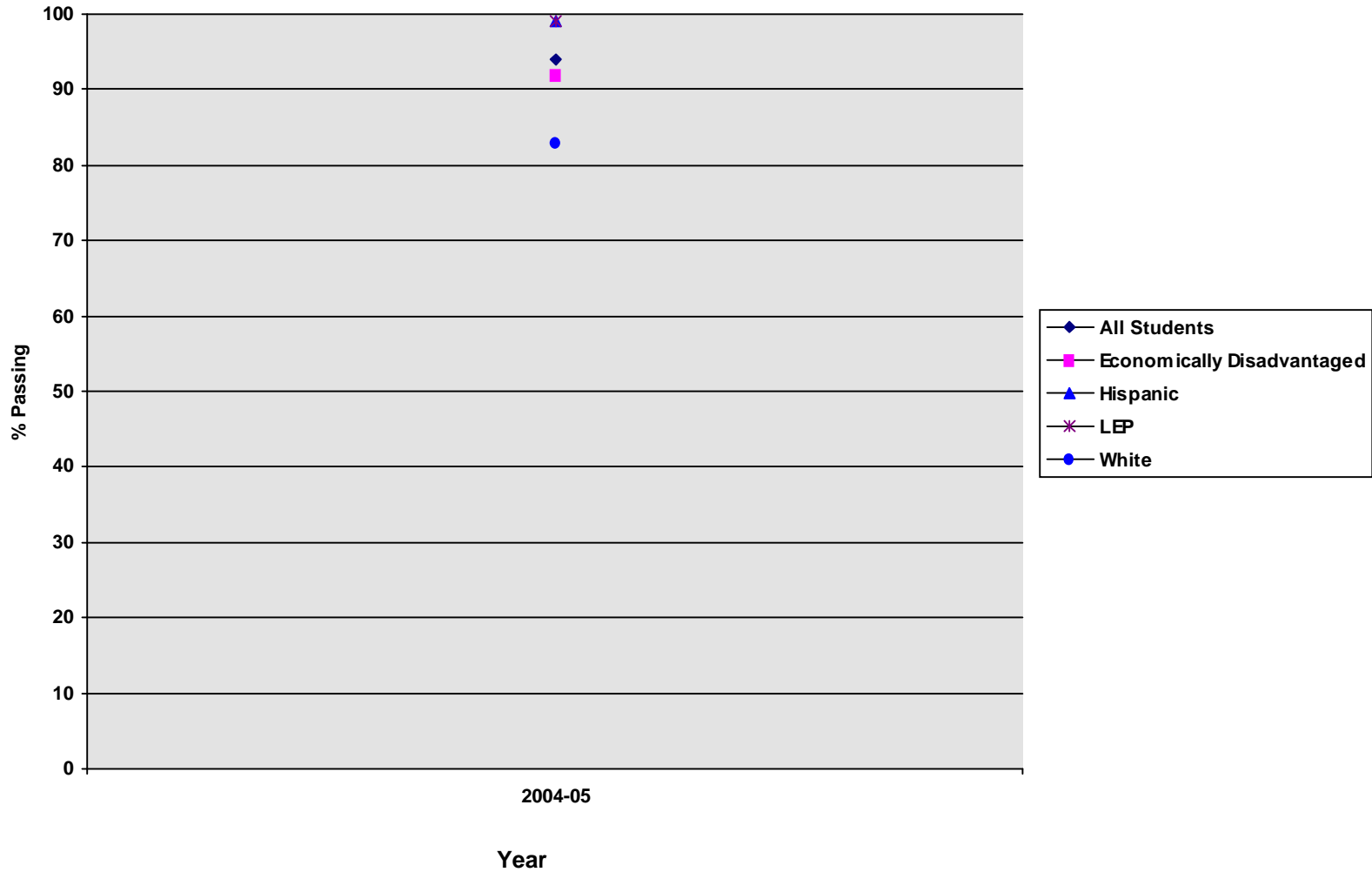
Report of SDAA II Reading

Graph of Current Performance by Analysis Group



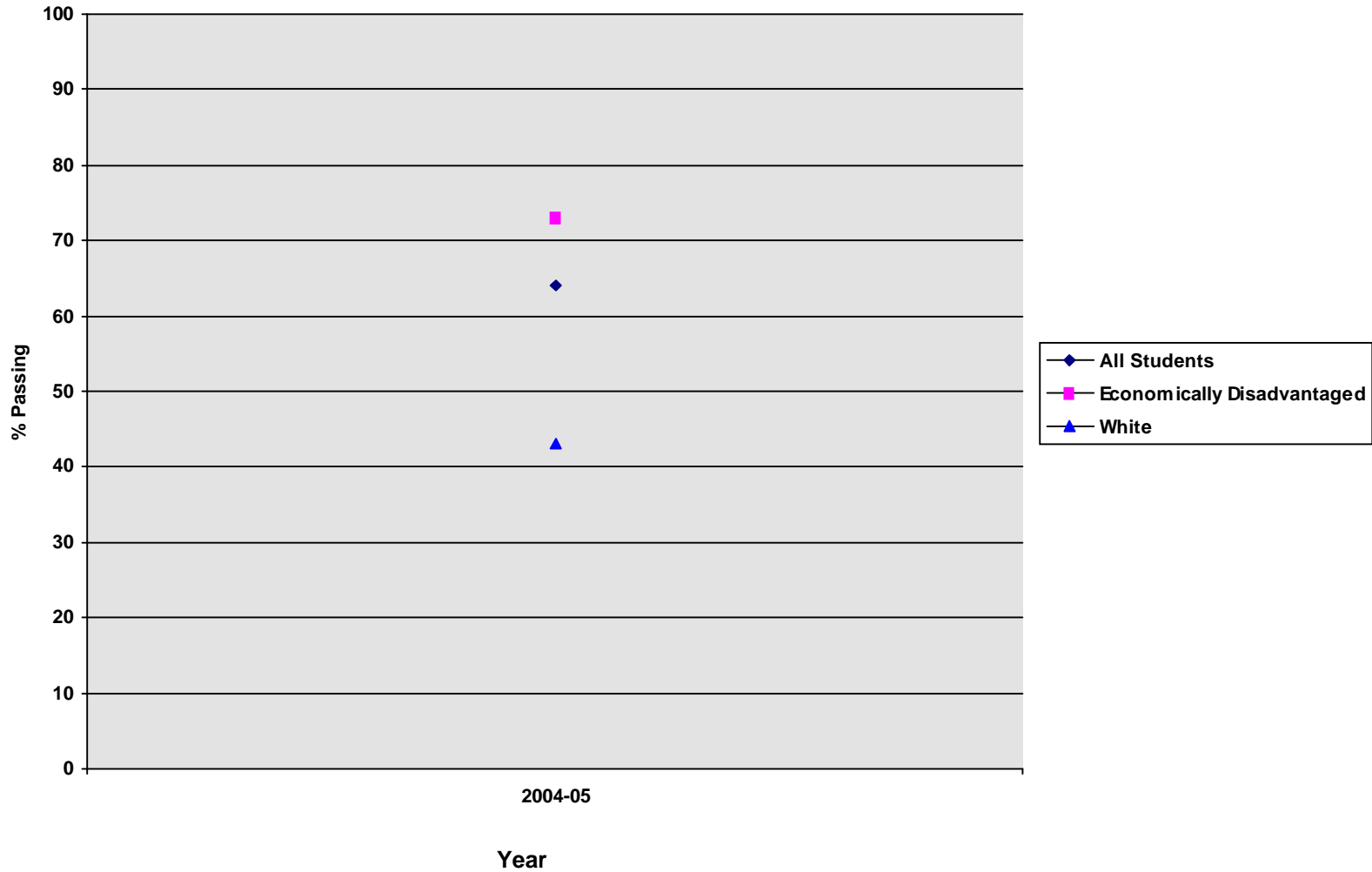
Report of SDAA II Math

Graph of Current Performance by Analysis Group



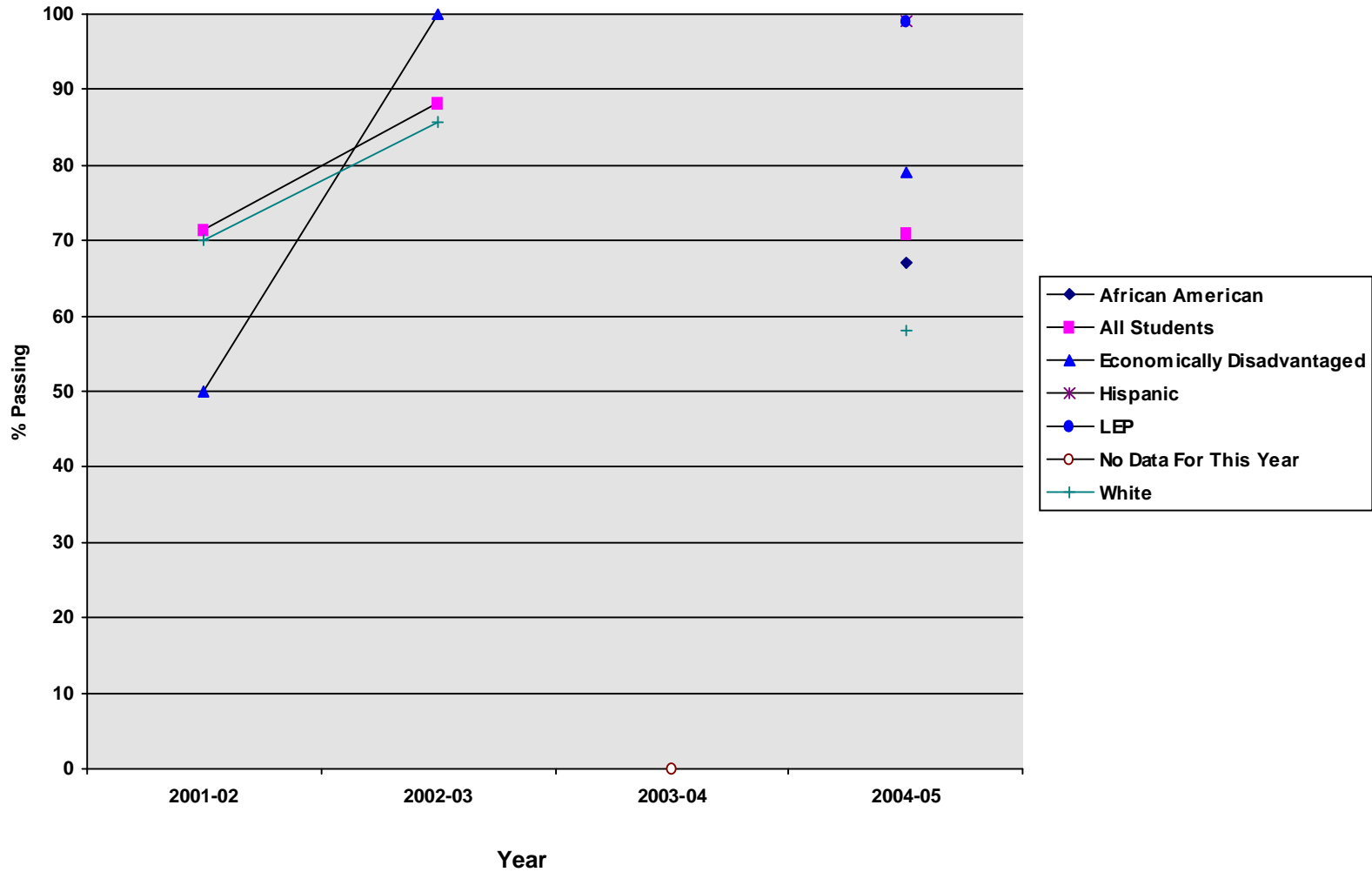
Report of SDAA II Writing

Graph of Current Performance by Analysis Group



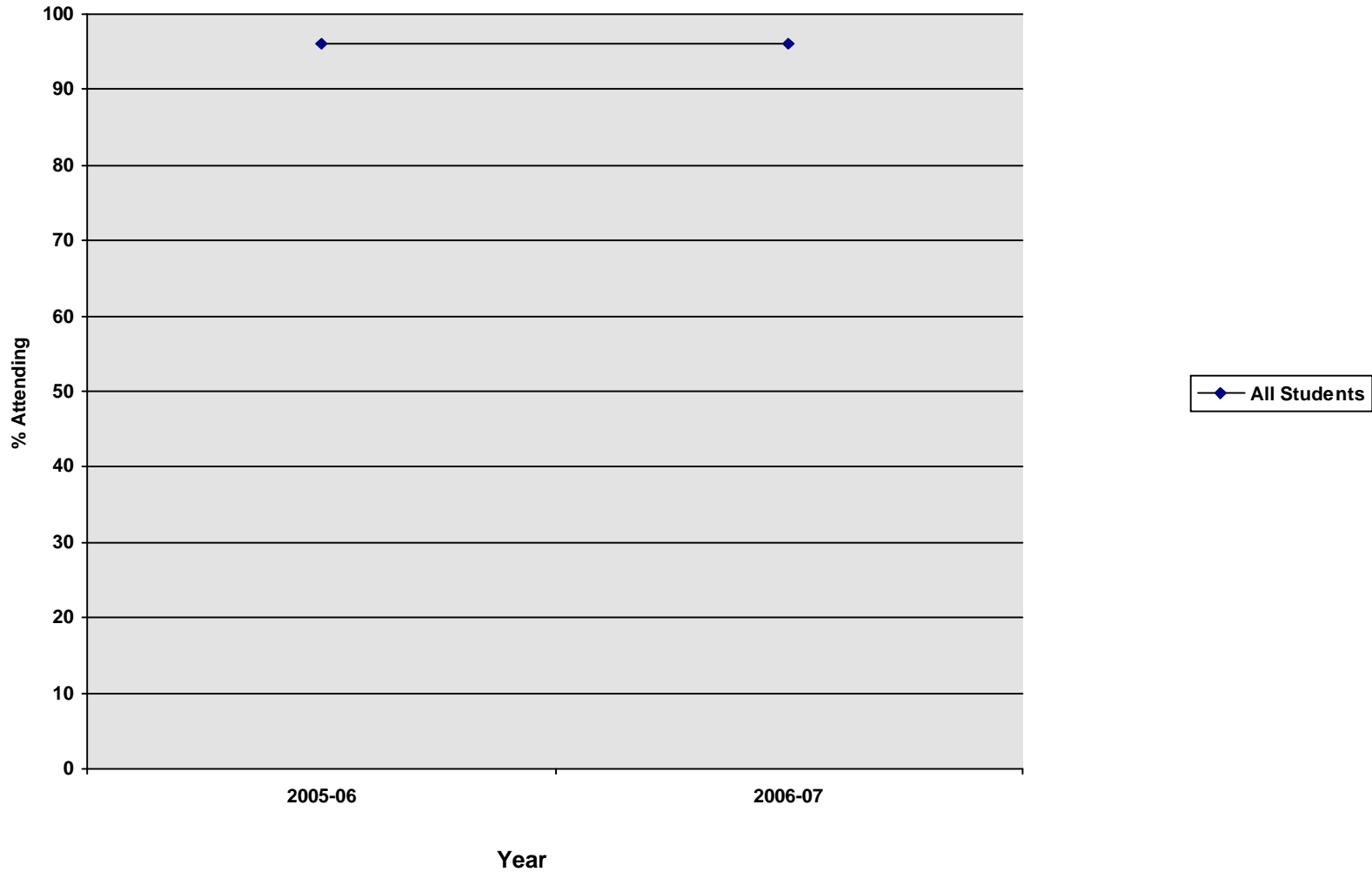
Report of SDAA II Overall

Graph of Current Performance by Analysis Group



Report of Attendance

Graph of Current Performance by Analysis Group



Report of Completion: Graduated

Graph of Current Performance by Analysis Group

**There is no information associated
with Completion: Graduated.**

Report of Completion: Received GED

Graph of Current Performance by Analysis Group

**There is no information associated
with Completion: Received GED.**

Report of Completion: Continued HS

Graph of Current Performance by Analysis Group

**There is no information associated
with Completion: Continued HS.**

Report of Completion: Dropped Out (4-yr)

Graph of Current Performance by Analysis Group

**There is no information associated
with Completion: Dropped Out (4-yr).**

Report of Graduating Seniors Taking SAT/ACT

Graph of Current Performance by Analysis Group

**There is no information associated
with Graduating Seniors Taking
SAT/ACT.**

Report of Graduating Seniors Scoring At or Above Criterion

Graph of Current Performance by Analysis Group

**There is no information associated
with Graduating Seniors Scoring At or
Above Criterion.**

Report of Mean SAT Scores

Graph of Current Performance by Analysis Group

**There is no information associated
with Mean SAT Scores.**

Report of Mean ACT Scores

Graph of Current Performance by Analysis Group

**There is no information associated
with Mean ACT Scores.**