

Sherman High School

Campus Improvement Plan

2008-09

Sherman High School is committed to providing the educational environment and opportunities to meet the needs of a diverse student population. We will strive to help each student become a productive, contributing citizen.

Goal 1: Sherman High School will continue to promote Higher Academic Achievement throughout all grade levels.

Correlates with:

Hot Topics			
1) Student Achievement			
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
2) Student Potential	4) Curriculum	5) Prepare Students	7) Student Performance
8) School Environment	9) Instructional Techniques		
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English		
Title I - Targeted Assistance Schools			
1) Use Resources to Help Meet Standards	4) Support Regular Education Program		
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
7) Student Transition to Elementary Programs	9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs	
E-Rate Goals			
4) Sufficient Budget for Implementation			

Indicator: TAKS English/Lang. Arts

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	91 %	2008	≥ 100 %	2013-14	≥ 92.8 %	2009
African American	87 %	2008	≥ 100 %	2013-14	≥ 89.6 %	2009
Economically Disadvantaged	83 %	2008	≥ 100 %	2013-14	≥ 86.4 %	2009
Hispanic	82 %	2008	≥ 100 %	2013-14	≥ 85.6 %	2009
White	95 %	2008	≥ 100 %	2013-14	≥ 96 %	2009

Indicator: TAKS Math

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	75 %	2008	≥ 100 %	2013-14	≥ 80 %	2009
African American	61 %	2008	≥ 100 %	2013-14	≥ 68.8 %	2009
Economically Disadvantaged	64 %	2008	≥ 100 %	2013-14	≥ 71.2 %	2009
Hispanic	66 %	2008	≥ 100 %	2013-14	≥ 72.8 %	2009
White	81 %	2008	≥ 100 %	2013-14	≥ 84.8 %	2009

Indicator: TAKS Science

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	73 %	2008	≥ 100 %	2013-14	≥ 78.4 %	2009
African American	49 %	2008	≥ 100 %	2013-14	≥ 59.2 %	2009
Economically Disadvantaged	58 %	2008	≥ 100 %	2013-14	≥ 66.4 %	2009
Hispanic	59 %	2008	≥ 100 %	2013-14	≥ 67.2 %	2009
White	82 %	2008	≥ 100 %	2013-14	≥ 85.6 %	2009

Indicator: TAKS Social Studies

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	91 %	2008	≥ 100 %	2013-14	≥ 92.8 %	2009
African American	85 %	2008	≥ 100 %	2013-14	≥ 88 %	2009
Economically Disadvantaged	84 %	2008	≥ 100 %	2013-14	≥ 87.2 %	2009
Hispanic	84 %	2008	≥ 100 %	2013-14	≥ 87.2 %	2009
White	95 %	2008	≥ 100 %	2013-14	≥ 96 %	2009

Strategies

Goal 1 - Strategy 1 Higher TAKS Reading Scores

Supports TAKS Social Studies - Grade: All Grades, TAKS English/Lang. Arts - Grade: All Grades

Leader(s): Principal, Eng. Dept. Heads, 9th Eng. Teachers	Brief Description: Increase TAKS Reading Scores. 100% met standard.	Evaluation Benchmark: February exit results, 90% of students in grade 9 will pass the TAKS reading test
Leader Progress Report Dates: None		

Resources Required:	FTE's Required:	Source of Funds:	Amount
Parent Support	Number of FTE's: None	Compensatory Ed. Budget	\$36,000.00
Library	None	General Budget	\$600.00
District Staff	Cost: None	Title Budget	\$70,000.00
District Coordinator			\$106,600.00
District Admin. Staff			
Computers			
Central Office			
Campus Admin. Staff			

Timeline

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
Coordinate supplemental materials and texts with TAKS reading objectives.	All faculty and English Teachers	X	X	X									
Use teacher-made materials (e.g., practice texts) to focus adopted texts on TAKS reading objectives.	Core subject area teachers	X	X	X	X	X	X	X	X				
Require reading activities in all subject areas at least weekly.	All Teachers	X	X	X	X	X	X	X	X	X	X		
Require reading activities in specialty situations (e.g., reading	All special course teachers	X	X	X	X	X	X	X	X	X	X		

Goal 1 - Strategy 1 Higher TAKS Reading Scores		A	S	O	N	D	J	F	M	A	M	J	J
Activity		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
computer manual instructions.)													
Continue ELA TAKS lab.	English Department	X	X	X	X	X	X	X	X	X	X	X	X
Implement a Development Reading Class for AT-Risk students(Read Right)	Principal, English Department				X	X	X	X	X	X	X	X	X
Provide tutorial support to ESL and LEP students via ESOL classes.	Principal, ESOL teachers	X	X	X	X	X	X	X	X	X	X	X	X
Provide staff training in SIOP and other "Instructional Strategies" for Reading Achievement	Principal, English teachers	X	X	X	X	X	X	X	X	X	X	X	X
Provide Tutorials for targeted students.	Principal, English teachers	X	X	X	X	X	X	X	X	X	X	X	X
Students must pass all exit level TAKS tests to qualify for late arrival or early dismissal.	Counselors	X								X	X	X	X
Administering District Checkpoints	English Teachers	X	X	X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 2		TAKS Math											
<i>Supports TAKS Math - Grade: All Grades, TAKS Science - Grade: All Grades</i>													
Leader(s): All	Brief Description: Increase TAKS Mathematics Scores. Statewide standard: 100% of students will pass.	Evaluation Benchmark: April TAKS results											
Leader Progress Report Dates: None													
Resources Required:	FTE's Required:	Source of Funds:										Amount	
Parent Support	Number of FTE's: None	Compensatory Ed. Budget										\$24,500.00	
Library	None	General Budget										\$49,300.00	
District Staff	Cost: None											<hr/>	
District Coordinator												\$73,800.00	
District Admin. Staff													
Computers													
Central Office													
Campus Admin. Staff													
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Develop TAKS Plan (using TAKS data, TAKS instructional cycle, Timelines and Assessments)	Principal, Math Faculty	X	X	X	X	X	X	X	X	X	X	X	X
Provide staff development that includes disaggregation of TAKS data and curriculum alignment	Mathematics Faculty	X	X										
Student TAKS profiles developed and distributed to Math and English departments	Counselors, Subject Area Lead Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Incorporate tutoring practice TAKS activities into mathematics	Mathematics Faculty	X	X	X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 2 TAKS Math		A	S	O	N	D	J	F	M	A	M	J	J
Activity	Person(s) Responsible	u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
classes													
Double block all Algebra I regular classes (Single block Algebra 1 Pre-AP classes)	Counselors, Principal		X										
Incorporate teaching of mathematics skills into classes other than math; use math to teach concepts in all Career and Technology courses.	All Career & Technology Departments	X	X	X	X	X	X	X	X	X	X	X	X
Review basic skills (fractions, percent, etc.) using math manipulatives	Math and Career & Technology Depart.	X	X	X	X	X	X	X	X	X	X	X	X
Provide TAKS remediation for all Junior & Senior exit exam failures		X	X	X	X	X	X	X	X	X	X	X	X
Continue to provide TAKS Exit Mock Testing for 9th, 10th, & 11th	Counselors, Lead Teachers						X	X					
Continue Math Labs with 11th-12th grades as needed (sections)	Math Department, Principal, Counselors	X	X	X	X	X	X	X	X	X	X	X	X
Continue mathematics curriculum vertical alignment with TAKS objectives	Math Department	X	X	X	X	X	X	X	X	X	X	X	X
Increase Math SAT/ACT THEA scores	Math Department	X	X	X	X	X	X	X	X	X	X	X	X
Provide SIOP & other staff development in math instructional strategies for At-Risk students	Math teachers	X	X	X	X	X	X	X	X	X	X	X	X
Provide instructional supplies to support the learning of At-Risk students	Principal, Math teachers	X	X	X	X	X		X	X	X	X	X	X
Provide Tutorials for At-Risk students	Principal, Math Teachers	X	X	X	X	X	X	X	X				
Students must pass all exit level TAKS tests to qualify for late arrival or early dismissal.	Counselors							X	X	X	X	X	X
Update calculator Inventory to accommodate TAKS Testing (100 calculators)	Principal, Math Teachers	X	X	X	X	X	X	X	X				

Goal 1 - Strategy 2 TAKS Math		A	S	O	N	D	J	F	M	A	M	J	J
Activity	Person(s) Responsible	u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Administering District Checkpoints	Math Teachers	X	X	X	X	X	X	X	X				

Goal 1 - Strategy 3		Writing Scores											
<i>Supports TAKS English/Lang. Arts - Grade: All Grades</i>													
Leader(s): All	Brief Description: Increase Level Writing Scores Statewide standard: 100% of students will pass.	Evaluation Benchmark: February Exit Results											
Leader Progress Report Dates: None													
Resources Required:	FTE's Required:	Source of Funds:										Amount	
Parent Support	Number of FTE's: None	Compensatory Ed. Budget										\$3,500.00	
Library	None											\$3,500.00	
District Staff	Cost: None												
District Coordinator													
District Admin. Staff													
Computers													
Central Office													
Campus Admin. Staff													
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Train all 9th, 10th, and 11th grade English teachers and students in state scoring methods	Principal and subject teachers	X	X	X	X								
Promote writing activities in English and Social Studies classes at least weekly.	All	X	X	X	X	X	X	X	X	X	X	X	X
Require AP classes to give practice exams with essay responses.	All	X	X	X	X	X	X	X	X	X	X	X	X
Computer class students will complete weekly assignments using productivity software (word processing, spreadsheet, &	Principals, dept. heads, teachers	X	X	X	X	X		X	X	X	X	X	X

Goal 1 - Strategy 3 Writing Scores		A	S	O	N	D	J	F	M	A	M	J	J
Activity	Person(s) Responsible	u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
database)													
Provide SIOP & other staff development in instructional strategies for writing for At-Risk students	Principal, Language Arts teachers	X	X	X	X	X	X	X	X	X	X	X	X
Provide instructional supplies to support the learning of At-Risk students	Principal, Language Arts teachers	X	X	X	X	X	X	X	X				
Provide Tutorials for At-Risk students	Principal, Lang. Art Teachers	X	X	X	X	X	X	X	X				
Students must pass all exit level TAKS tests to qualify for late arrival or early dismissal.	Counselors								X	X	X	X	X
Administering District Checkpoints	English Teachers	X	X	X	X	X	X	X	X				

Goal 1 - Strategy 4		TAKS Social Studies											
<i>Supports TAKS Social Studies - Grade: All Grades</i>													
Leader(s): All	Brief Description: Increase TAKS for Social Studies Scores. Statewide standard: 100% of students will pass.	Evaluation Benchmark: April-May TAKS results											
Leader Progress Report Dates: None													
Resources Required:	FTE's Required:	Source of Funds:										Amount	
Parent Support	Number of FTE's: None	Compensatory Ed. Budget										\$4,000.00	
District Staff	None	General Budget										\$2,000.00	
District Coordinator	Cost: None											<hr/>	
District Admin. Staff												\$6,000.00	
Computers													
Central Office													
Campus Admin. Staff													
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Develop a TAKS Plan (using TAKS data, TAKS instructional cycle, timelines, & assessments)	Principal and district coordinator	X	X	X	X	X	X	X	X	X	X	X	X
Provide staff development that include disaggregation of TAKS data & curriculum alignment & instructional strategies through subject area meetings	Principal, Social Studies, Instructional Coordinat	X	X	X	X	X	X	X	X		X	X	X
Train all 9th, 10th, & 11th, grade Social Studies teachers in the use of graphs, charts, and maps in the classroom	Principal, Social Studies Head & Staff	X	X	X									
Require essay responses (on problem-solving activities) as part	All	X	X	X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 4 TAKS Social Studies		A	S	O	N	D	J	F	M	A	M	J	J
Activity	Person(s) Responsible	u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
of tests													
Promote Social Studies activities in all classes at least weekly	All	X	X	X	X	X	X	X	X	X	X	X	X
Incorporate tutoring practice TAKS activities into Social Studies classes	Principal, Social Studies Staff	X											
Provide TAKS mock testing for 9th, 10th, & 11th graders	Principals, Counselors, Social Studies Staff								X				
Provide SIOP and other staff development in instructional strategies for social studies for At-Risk students	Principal, Social Studies Staff	X	X	X	X	X	X	X	X	X	X	X	X
Provide instructional supplies to support the learning of At-Risk students	Principal, Social Studies Staff	X	X	X	X	X	X	X	X				
Provide Tutorials for At-Risk students	Principal, Social Studies Staff	X	X	X	X	X	X	X	X				
Students must pass all exit level TAKS tests to qualify for late arrival or early dismissal.	Counselors							X	X	X	X	X	
Administering District Checkpoints	Social Studies Teachers	X	X	X	X	X	X	X	X				

Goal 1 - Strategy 5		TAKS Science											
<i>Supports TAKS Science - Grade: All Grades</i>													
Leader(s): All	Brief Description: Increase TAKS for Science, 100% of students will pass.	Evaluation Benchmark: April-May TAKS results											
Leader Progress Report Dates: None													
Resources Required:	FTE's Required:	Source of Funds:										Amount	
Parent Support	Number of FTE's: None	Compensatory Ed. Budget										\$1,000.00	
Library	None	General Budget										\$18,500.00	
District Staff	Cost: None											<hr/>	
District Coordinator												\$19,500.00	
District Admin. Staff													
Computers													
Central Office													
Campus Admin. Staff													
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	r	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Develop TAKS plan (using TAKS data, TAKS instructional cycle, timelines)	Principals, Science Staff	X	X	X	X	X	X	X					
Provide staff development that include desegregation of TAKS data & curriculum alignment & instructional strategies through subject area meetings	Principals, Science Staff	X											
Coordinate supplemental materials & text with TAKS science objectives through subject area meetings	Principals, Science Staff	X	X	X	X	X	X	X	X				

Goal 1 - Strategy 5 TAKS Science													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	r	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
Require essay response in all classes as part of prep for AP courses	Principals, Science Staff	X	X	X	X	X	X	X	X	X	X	X	
Promote science activities in all classes at least weekly	Principals, Science Staff	X	X	X	X	X	X	X	X	X	X	X	
Incorporate tutoring practice TAKS activities into science classes	Principals, Science Staff	X	X	X	X	X	X	X	X	X	X	X	
Provide TAKS mock testing for 9th, 10th, and 11th graders	Principals, Science Staff								X				
Provide tutorials for At-Risk students	Principal, Science Staff						X	X	X				
Students must pass all exit level TAKS tests to qualify for late arrival or early dismissal.	Counselors							X	X	X	X	X	
Work with Piner Middle School to consider the option of providing IPC for 8th graders for High School credit. Students will take Pre AP Biology or 9th grade level.	Principals, Science Teachers												X
Common planning period for Science Subject Area Teachers	Principals, Science Teachers	X											

Goal 1 - Strategy 6		Pre-Ap and AP Classes																
Leader(s): Dept. Head, Teachers of these subjects		Brief Description: Increase and retain the number of students taking Pre-AP, AP, classes through the 4-year program					Evaluation Benchmark: Student choice sheets Master Schedule Class roles											
Leader Progress Report Dates: None																		
Resources Required:		FTE's Required:			Source of Funds:							Amount						
Parent Support		Number of FTE's: None			General Budget							\$800.00						
Library		None										\$800.00						
District Staff		Cost: None																
District Coordinator																		
District Admin. Staff																		
Computers																		
Central Office																		
Campus Admin. Staff																		
Timeline																		
Activity		Person(s) Responsible				A	S	O	N	D	J	F	M	A	M	J	J	
						u	e	c	o	e	a	e	a	p	a	u	u	
						g	p	t	v	c	n	b	r	r	y	n	i	
Continue to create additional academic electives which qualify as advanced courses		Career & Technology, Business, Computer Science te											X	X	X	X		
Provide recognition awards to students who graduate on the Recommended or Distinguished Achievement plan		Principals, Counselors															X	
Provide recognition incentives for students who successfully complete five AP classes		A.P. Coordinator, Principal															X	

Goal 1 - Strategy 6 Pre-Ap and AP Classes													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
Vertically align the Math, English, Science, & Social Studies curriculum	Teachers, GT Facilitator	X											
Add Advanced Placement Classes as enrollment merits	Principals, Dept. Chairs	X											
Implement stricter guidelines for “dropping” Pre-AP & AP Courses	Principals, Counselors	X											
Host a parent/AP representative informational meeting	A.P. Teachers, A.P. Coordinator	X											
Continue a summer reading requirement list for English and Social Studies Pre-AP/AP courses and inform students before they sign up for new courses	A.P. Coordinator, A.P./Pre-AP English & Social St											X	X
Separate AP-level Foreign language classes from the Pre-AP level classes	Principals Counselors A.P. Coordinate, Foreign L	X											
Continue working on proper placement of native Spanish speakers – (Heritage)	Principals Counselors A.P. Coordinate, Foreign L	X	X	X	X	X	X	X	X	X	X	X	X
Provide optional dual classes	Foreign Language Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Provide optional multi-level TPRS Spanish classes	Foreign Language Teachers	X	X	X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 7		Recommended and Distinguished Plans											
Leader(s): Counselors		Brief Description: Increase the percentage of students who follow Recommended, and Distinguished Achievement plans & who take college entrance exams					Evaluation Benchmark: Percentage of students who follow the plan; Percentage of students who take the college entrance exams (SAT/ACT)						
Leader Progress Report Dates: None													
Resources Required:		FTE's Required:			Source of Funds:					Amount			
Parent Support		Number of FTE's: None			General Budget					\$500.00			
Library		None								\$500.00			
District Staff		Cost: None											
District Admin. Staff													
Computers													
Central Office													
Campus Admin. Staff													
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Counselors discuss merits of following plans	Counselors	X	X	X	X	X	X	X			X	X	
Have one awards night in which these students are honored	Principal, Asst. Principals								X	X	X	X	
Increase parent awareness and involvement in course selection	Counselors								X	X	X	X	
Implement new state academic achievement incentive and scholarship Program; Texas Scholars Program	Counselors	X	X	X	X	X	X	X	X	X	X	X	
Grade level parent meetings	Counselors	X	X										
8th Parent Orientation	Counselors								X	X			

Goal 1 - Strategy 7		Recommended and Distinguished Plans											
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l

Goal 1 - Strategy 8														PSAT, SAT, ACT & THEA tests													
Leader(s): All				Brief Description: Increase the average score of students on PSAT, SAT, ACT, & THEA tests				Evaluation Benchmark: Scores as reported on AEIS report																			
Leader Progress Report Dates: None																											
Resources Required:				FTE's Required:				Source of Funds:						Amount													
Parent Support				Number of FTE's: None				General Budget						\$2,500.00													
Library				None										\$2,500.00													
District Staff				Cost: None																							
District Admin. Staff																											
Computers																											
Central Office																											
Campus Admin. Staff																											
Timeline																											
Activity				Person(s) Responsible				A	S	O	N	D	J	F	M	A	M	J	J								
								u	e	c	o	e	a	e	a	a	a	u	u								
								g	p	t	v	c	n	b	r	r	y	n	l								
Implement a PSAT and/or Pre-AP Summer Camp				Math/English Teachers & G/T facilitator														X	X								
Integrate the Smith-Dewar PSAT prep program in the English and Math curriculum				Language Dept, G/T Coordinator				X	X	X	X	X	X	X	X	X	X	X	X	X							
Offer a Fall PSAT prep workshop for interested students				Pre-AP staff, counselors				X	X	X	X	X															
Provide Mock PSAT Pre-AP) Soph & Juniors (During class time) **Math- Alg II, Pre-Cal				*Frosh (Alg I Pre-AP, Geometry) Dept Heads, Math Dept.							X																

Goal 1 - Strategy 8		PSAT, SAT, ACT & THEA tests											
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		g	p	t	v	c	n	b	r	r	y	n	l
***Eng-Eng 2, 3 (Pre-AP)													
Pay for the PSAT exam fees for targeted 9th graders	Principal & G/T Coordinator								X				
Host PSAT Parent Score Interpretation Night	Counselors								X				

Goal 1 - Strategy 9		TAKS performance equivalent to THEA passing											
<i>Supports TAKS Math - Grade: All Grades, TAKS Social Studies - Grade: All Grades, TAKS Science - Grade: All Grades, TAKS English/Lang. Arts - Grade: All Grades</i>													
Leader(s): Counselors, Faculty	Brief Description: Increase the percentage of students with TAKS performance equivalent to THEA passing	Evaluation Benchmark: AEIS Report											
Leader Progress Report Dates: None													
Resources Required:	FTE's Required:	Source of Funds:										Amount	
Parent Support	Number of FTE's: None	None										\$0.00	
Library	None											\$0.00	
District Staff	Cost: None												
District Admin. Staff													
Computers													
Central Office													
Campus Admin. Staff													
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Communicate information to Faculty & Students	Counselors, Faculty	X	X	X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 10														Minority and Economically Disadvantaged in GT													
Leader(s): G/T Facilitator, Counselors, Teachers				Brief Description: Increase the percentage of minority and economically disadvantaged students participating in both the Gifted/Talented Program & the AP program				Evaluation Benchmark: Percentage of G/T Minority students Enrollment records Class rosters				Leader Progress Report Dates: None															
Resources Required: Parent Support Library District Staff District Admin. Staff Community Leader Central Office Campus Admin. Staff				FTE's Required: Number of FTE's: None None Cost: None				Source of Funds: General Budget				Amount \$800.00 \$800.00															
Timeline																											
Activity		Person(s) Responsible		A	S	O	N	D	J	F	M	A	M	J	J												
				g	p	t	v	c	n	b	r	r	y	n	l												
Invite parents to attend PACES and G/T Informational meetings		G/T Facilitator, Counselors, Teachers		X	X	X	X	X	X	X	X	X	X	X	X												
Provide staff development on characteristics & identification of gifted minority students		G/T Facilitator		X	X	X	X	X	X	X	X	X	X	X	X												

Goal 1 - Strategy 11														Drop out rate	
Leader(s): All Asst. Principals, Counselors			Brief Description: Reduce dropout rate – State target: 1%					Evaluation Benchmark: Dropout rate as reported to TEA by PEIMS							
Leader Progress Report Dates: None															
Resources Required:			FTE's Required:			Source of Funds:					Amount				
Parent Support			Number of FTE's: None			Compensatory Ed. Budget					\$7,000.00				
District Staff			None			Technology Budget					\$2,000.00				
District Admin. Staff			Cost: None								\$9,000.00				
Community Leader															
Central Office															
Campus Admin. Staff															
Timeline															
Activity	Person(s) Responsible			A	S	O	N	D	J	F	M	A	M	J	J
Continue expansion of alternative school options (DLC, DAEP, Take Two, & Credit Recovery) Credit recovery maintains standards of curriculum coursework	Principal, Alternative School Personnel			X	X	X	X	X	X	X	X	X	X	X	X
Follow-up procedures on every student who leaves school	Counselors, Career & Technology Dept., Registrar, A			X	X	X	X	X	X	X	X	X	X	X	X
Provide before and after school tutoring for students who are failing; teachers post tutoring times	All teachers			X	X	X	X	X	X	X	X	X	X	X	X
Require exit interviews for withdrawing students	Registrar, Counselors			X	X	X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 11 Drop out rate													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	r	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
Utilize District truancy officer to locate students and promote attendance as needed.	Principal, Truancy officer	X	X	X	X	X	X	X	X	X	X	X	X
Credit Recovery Class- Meets during the school day- designed for Seniors who have passed all TAKS Take Two After School Program- Meets from 4-9pm daily- designed for 9th-12th students who are credit deficient	Principals, Counselors, Subject Area Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Prevent drop-outs through collaboration with local colleges – Upward Bound Program with Southeaster and A&M Commerce – CTE Articulated Programs with Grayson County College before school and open house	Principals, Counselors, CTE Director, Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Expand faculty at DAEP to include certified teachers in core subject areas.	Principals, Alternative School Personnel	X	X	X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 12														Success in Special Needs Programs					
Leader(s): All Teachers, ESL Coordinator			Brief Description: Increase student success in all academic areas for students with special needs (ESL, 504, Sp. Ed., & Dyslexia) and Gifted/Talented					Evaluation Benchmark: Meet proficiency requirements											
Leader Progress Report Dates: None																			
Resources Required:			FTE's Required:			Source of Funds:					Amount								
Parent Support			Number of FTE's: None			Compensatory Ed. Budget					\$4,500.00								
Library			None								\$4,500.00								
District Staff			Cost: None																
District Coordinator																			
District Admin. Staff																			
Computers																			
Central Office																			
Campus Admin. Staff																			
Audio Visual Equipment																			
Timeline																			
Activity			Person(s) Responsible					A	S	O	N	D	J	F	M	A	M	J	J
Continue a Spanish course for Spanish speakers			Spanish teachers					X											
Continue Foreign Language Lab			Foreign Language and ESL Teachers					X											
Develop sheltered classes in core subjects for students new to ESL			ESL teachers, Foreign language, Staff, Principal,					X											

Goal 1 - Strategy 12 Success in Special Needs Programs													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Continue to improve on-campus Dyslexia class	Dyslexia Teachers, Counselors, Principals	X	X	X	X	X	X	X	X	X	X	X	
Periodically discuss ways to improve and modify services to G/T students.	Principal, G/T Coord., Dept. Heads	X	X	X	X	X	X	X	X	X	X	X	
Hold an annual meeting as G/T Program Information Night	Principal, G/T Coord., Dept. Heads											X	X
G/T teachers will take part in district arranged meetings of teachers in vertical terms	Principal, G/T Coord., Dept. Heads	X	X	X	X	X	X	X	X	X	X	X	
G/T teachers will attend campus & district arranged planning meetings on such topics as curriculum, horizontal and vertical differentiation. SHS will participate in district plan to identify gifted students from diverse cultures through subject area meetings.	Principal, G/T Coord., Dept. Heads	X	X	X	X	X	X	X	X	X	X	X	
Administrators, counselors, and appropriate teachers will receive G/T training as required by state law	Principal, G/T Coordinator	X	X	X	X	X	X	X	X	X	X	X	
Improve Special Ed. Student performance as follows: A. Provide alternative testing and Mock testing for 9th, 10th, & 11th grd. B. Increase student success in all academic areas for student with special needs. C. Work with Junior High School in planning appropriate placement for 9th graders entering High School. D. Provide appropriate training toward future employment expectations, work habits, & social skills. E. Implement Kuder Career Planning System into transition plan	Special Ed. Teachers	X	X	X	X	X	X	X	X	X	X	X	
Train all foreign language teachers in TPRS (Teaching Proficiency through Reading and Storytelling) methodology	Foreign Language Dept. Heads	X	X	X	X	X	X	X	X	X	X	X	
Implement inclusion program for all core subject areas	All Staff	X	X	X	X	X	X	X	X	X	X	X	

Goal 1 - Strategy 13														Improve 9th Grade Transition			
Leader(s): All Teachers		Brief Description: Continue improvement of 9th grade transition to high school				Evaluation Benchmark: Course schedule and students enrolled											
Leader Progress Report Dates: None																	
Resources Required:		FTE's Required:		Source of Funds:						Amount							
Parent Support		Number of FTE's: None		Compensatory Ed. Budget						\$35,000.00							
District Staff		None		General Budget						\$14,700.00							
District Admin. Staff		Cost: None								\$49,700.00							
Computers																	
Central Office																	
Campus Admin. Staff																	
Timeline																	
Activity		Person(s) Responsible				A	S	O	N	D	J	F	M	A	M	J	J
Provide staff development on strategies for success with at-risk 9th graders as available and needed.		Principal				X	X	X	X	X	X	X	X	X	X	X	X
Provide summer school for identified at-risk 9th graders		Principals, Counselors														X	X
Implement a "Half Day" 9th grade orientation		Principals, Counselors, 9th grade team				X											
Administer a career inventory to each 9th & 10th graders		Principals, Counselors, 9th grade team				X	X	X	X	X	X	X	X	X	X	X	X
Administer a learning style & reading level inventory to each 9th grader		Principals, Counselors, 9th grade team				X	X										

Goal 1 - Strategy 13 Improve 9th Grade Transition													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	r	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
Utilize Take Two credit recovery as needed for repeat 9th grade students to earn credits missed and get back on grade level	Principals, Counselors, Take II Staff	X	X	X	X	X	X	X	X	X	X	X	X
Present several opportunities for students and parents to become oriented to 9th grade at SHS. - Curriculum Guides distributed to parents and students at Piner informational meeting in spring - 9th Grade Counselor visits with each 8th grade student to complete course selection - 9th Grade Orientation the day before school begins (FISH Camp) - Parent night for 9th graders Mentor Program for 9th grade students.	Principal, Counselors, Selected Staff	X	X	X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 14														12th Grade Transition			
Leader(s): Principals, Counselors, Teacher			Brief Description: Continue improvement of 12th grade transition to college or real world.					Evaluation Benchmark: Completion rate Graduation rate									
Leader Progress Report Dates: None																	
Resources Required:			FTE's Required:			Source of Funds:			Amount								
Parent Support			Number of FTE's: None			General Budget			\$10,000.00								
District Staff			None						\$10,000.00								
District Admin. Staff			Cost: None														
Computers																	
Central Office																	
Campus Admin. Staff																	
Timeline																	
Activity		Person(s) Responsible				A	S	O	N	D	J	F	M	A	M	J	J
						u	e	c	o	e	a	e	a	p	a	u	u
						g	p	t	v	c	n	b	r	r	y	n	i
Present several opportunities for students and parents to become oriented to College or Real World.		Principals, Counselors, Teachers				X	X	X	X	X	X	X	X	X	X	X	X
- SAT and ACT Prep Courses																	
- Work Coop																	
- Articulated and dual credit courses																	
- AP Courses																	
- College Night																	
- Career Guidance																	
- Career Center in SHS Library																	
- College and Military Recruiter Visits																	
Parent workshop for College Applications and Financial Aid																	

Goal 1 - Strategy 15		Educational Interventions															
<p>Leader(s): Principals, Teachers, Counselors</p> <p>Leader Progress Report Dates: None</p>		<p>Brief Description:</p> <p>Provide appropriate educational interventions for all students. Review student needs, refer to appropriate program and make recommendations for instructional interventions or modifications.</p> <ul style="list-style-type: none"> - Complete all STAT forms - Review STAT forms and IEP progress - Make recommendations for additional interventions, modifications or referrals as appropriate. - Implement the recommended strategies. - Monitor progress of each student. <p>Evaluate the effectiveness of the interventions and modify as needed.</p>						<p>Evaluation Benchmark:</p> <p>STAT Forms STAT Committee Minutes Student Achievement Data</p>									
<p>Resources Required:</p> <p>Parent Support Library District Staff District Coordinator District Admin. Staff Computers Central Office Campus Admin. Staff Audio Visual Equipment</p>		<p>FTE's Required:</p> <p>Number of FTE's: None None Cost: None</p>		<p>Source of Funds:</p> <p>Compensatory Ed. Budget General Budget</p>				<p>Amount</p> <p>\$4,000.00 \$25,000.00 <hr/>\$29,000.00</p>									
Timeline																	
Activity		Person(s) Responsible				A	S	O	N	D	J	F	M	A	M	J	J
						u	e	c	o	e	a	e	a	r	a	u	u
						g	p	t	v	c	n	b	r	r	y	n	l

Goal 1 - Strategy 15 Educational Interventions													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		g	e	c	o	e	a	e	a	r	a	u	u
Develop an individual plan for students who have failed the TAKS test and/or are at risk of not graduating in four years after entering 9th grade (credit deficient). - Review all achievement data to determine individual students needs and plan for interventions - Develop and review each individual plan for effective interventions at the classroom and campus level. - Implement the strategies in each PGP. - Monitor progress of each student and credits earned. Evaluate the effectiveness of the interventions and modify as needed.	Principals and SpEd staff	X	X	X	X	X	X	X	X	X	X	X	X
Develop individual IEPs for those students who need additional instructional support or are at-risk of not passing the TAKS test. - Review all achievement data to determine individual student needs and plan for interventions. - Develop and review each individual plan for effective interventions at the classroom and campus level. - Implement the strategies in each IEP. - Monitor progress of each student. Evaluate the effectiveness of the interventions and modify as needed.	Teachers, Principals	X	X	X	X	X	X	X	X	X	X	X	X

Goal 2: Sherman High School will expand the use of modern technology to increase the effectiveness of classroom instruction.

Correlates with:

Hot Topics			
1) Student Achievement			
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
5) Prepare Students	9) Instructional Techniques	10) Technology	
Title I - Schoolwide Programs			
2) Student Opportunities	3) Instructional		
E-Rate Goals			
1) Goals and Strategy for Using Technology	2) Development Strategy for Training		

Indicator: TAKS English/Lang. Arts

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	91 %	2008	≥ 100 %	2013-14	≥ 92.8 %	2009
African American	87 %	2008	≥ 100 %	2013-14	≥ 89.6 %	2009
Economically Disadvantaged	83 %	2008	≥ 100 %	2013-14	≥ 86.4 %	2009
Hispanic	82 %	2008	≥ 100 %	2013-14	≥ 85.6 %	2009
White	95 %	2008	≥ 100 %	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	75 %	2008	≥ 100 %	2013-14	≥ 80 %	2009
African American	61 %	2008	≥ 100 %	2013-14	≥ 68.8 %	2009
Economically Disadvantaged	64 %	2008	≥ 100 %	2013-14	≥ 71.2 %	2009
Hispanic	66 %	2008	≥ 100 %	2013-14	≥ 72.8 %	2009
White	81 %	2008	≥ 100 %	2013-14	≥ 84.8 %	2009

Indicator: TAKS Science

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	73 %	2008	≥ 100 %	2013-14	≥ 78.4 %	2009
African American	49 %	2008	≥ 100 %	2013-14	≥ 59.2 %	2009
Economically Disadvantaged	58 %	2008	≥ 100 %	2013-14	≥ 66.4 %	2009
Hispanic	59 %	2008	≥ 100 %	2013-14	≥ 67.2 %	2009
White	82 %	2008	≥ 100 %	2013-14	≥ 85.6 %	2009

Indicator: TAKS Social Studies

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	91 %	2008	≥ 100 %	2013-14	≥ 92.8 %	2009
African American	85 %	2008	≥ 100 %	2013-14	≥ 88 %	2009
Economically Disadvantaged	84 %	2008	≥ 100 %	2013-14	≥ 87.2 %	2009
Hispanic	84 %	2008	≥ 100 %	2013-14	≥ 87.2 %	2009
White	95 %	2008	≥ 100 %	2013-14	≥ 96 %	2009

Strategies

Goal 2 - Strategy 1		Maintaining Technology													
Leader(s): Campus Tech Specialists, Principal, Career & Leader Progress Report Dates: None		Brief Description: Continue to upgrade and/or maintain technology (hardware & software) in all classrooms and computer labs.						Evaluation Benchmark: All campus technology upgrades as needed.							
Resources Required: Library District Staff District Admin. Staff Computers Central Office Campus Admin. Staff Audio Visual Equipment		FTE's Required: Number of FTE's: None None Cost: None		Source of Funds: General Budget				Amount \$4,000.00 \$4,000.00							
Timeline															
Activity		Person(s) Responsible		A	S	O	N	D	J	F	M	A	M	J	J
Install or upgrade to new computers and software in classrooms as needed.		Principal, Specialists, Career & Technology Direct		X	X	X	X	X	X	X	X	X	X	X	X

Goal 2 - Strategy 2		Student Research Competence													
Leader(s): Libraries, All Departments Leader Progress Report Dates: None		Brief Description: Teach students how to research information using modern electronic storage and retrieval systems.						Evaluation Benchmark: All students will have learned to use system for research in their English classes. Teacher will certify knowledge.							
Resources Required: Library District Staff Computers Central Office Campus Admin. Staff Audio Visual Equipment		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		A	S	O	N	D	J	F	M	A	M	J	J
Continue small group instruction for students & faculty as needed		Librarian		X	X	X	X	X	X	X	X	X	X	X	X
Career & Technology students will use computers in real world job situations (e.g., tracking work hours, monitoring client services, preparing for state exams).		Career & Technology Teachers		X	X	X	X	X	X	X	X	X	X	X	X
Provide Health Care certification programs (with college credit) – EMT – that will encourage the use of modern technology		Career & Technology Teachers		X	X	X	X	X	X	X	X	X	X	X	X
Career & Technology students will use modern technology (including the Internet) to research medical terminology, electronic terminology, electronic principles		Career & Technology Teachers		X	X	X	X	X	X	X	X	X	X	X	X

Goal 2 - Strategy 3		Laboratory Research using Computers														
Leader(s): Science Teachers		Brief Description: Teach students modern laboratory research methods using computers					Evaluation Benchmark: Each teacher will certify that students have mastered at least one computer lab objective									
Leader Progress Report Dates: None																
Resources Required:		FTE's Required:			Source of Funds:				Amount							
Library		Number of FTE's: None			None				\$0.00							
District Staff		None							\$0.00							
District Coordinator		Cost: None														
Computers																
Central Office																
Campus Admin. Staff																
Audio Visual Equipment																
Timeline																
Activity		Person(s) Responsible			A	S	O	N	D	J	F	M	A	M	J	J
					u	e	c	o	e	a	e	a	p	a	u	u
					g	p	t	v	c	n	b	r	r	y	n	l
Teach student to use (word processing, data base, spreadsheet, multimedia, graphics, video, and desktop publishing) productivity software.		Career & Technology, Tech Applications			X	X	X	X	X	X	X	X	X	X	X	
Career & Technology students will use modern technology in CTE classes, Drafting, Computer Technology, BCIS I, BCIS II, Health Occupations, Graphic, Video, and an active school-to-work program		Career & Technology Staff, Tech Applications			X	X	X	X	X	X	X	X	X	X	X	

Goal 2 - Strategy 4														Incorporate Computer Use in All Classes											
Leader(s): All			Brief Description: Continue to Incorporate the use of computers into classes other than computer classes						Evaluation Benchmark: Department reports Library time logs																
Leader Progress Report Dates: None																									
Resources Required:			FTE's Required:						Source of Funds:					Amount											
District Staff			Number of FTE's: None						None					\$0.00											
District Coordinator			None											\$0.00											
District Admin. Staff			Cost: None																						
Computers																									
Central Office																									
Campus Admin. Staff																									
Timeline																									
Activity			Person(s) Responsible						A	S	O	N	D	J	F	M	A	M	J	J					
									u	e	c	o	e	a	e	a	p	a	u	u					
									g	p	t	v	c	n	b	r	r	y	n	i					
Use new software coordinated to accounting & record keeping texts, and TEKS.			Career & Technology Marketing						X	X	X	X	X	X	X	X	X			X					
Use new software coordinated to foreign language texts and TEKS – AEIS-IT			Dept. Heads						X	X	X	X	X	X	X	X	X	X	X	X					
Use the Internet in Foreign Language classes to enable students to communicate with students in other countries.			Foreign Language Department						X	X	X	X	X	X	X	X	X	X	X	X					
Utilize Distance Learning opportunities in Spanish classes.			Foreign Language Department						X	X	X	X	X	X	X	X	X	X	X	X					

Goal 2 - Strategy 5		Multimedia																
Leader(s): Teachers		Brief Description: Continue to Incorporate modern multimedia technology into computer labs and classrooms						Evaluation Benchmark: Lesson plans; observations										
Leader Progress Report Dates: None																		
Resources Required:		FTE's Required:				Source of Funds:				Amount								
Library		Number of FTE's: None				None				\$0.00								
District Staff		None								\$0.00								
District Coordinator		Cost: None																
Computers																		
Central Office																		
Campus Admin. Staff																		
Audio Visual Equipment																		
Timeline																		
Activity		Person(s) Responsible				A	S	O	N	D	J	F	M	A	M	J	J	
		g	p	t	v	c	n	b	r	a	y	u	n	i	l	l		
Use media coordinated with texts & essential elements		Teachers				X	X	X	X	X	X	X	X	X	X	X	X	
Use information technology in computer classes and other classrooms (core subject areas, (Career & Technology, Foreign Language, and Fine Arts)		All Departments				X	X	X	X	X	X	X	X	X	X	X	X	
Provide distance learning opportunities via SHS Video Conferencing System as appropriate		Principals, Counselors, Tech Specialists				X	X	X	X	X	X	X	X	X	X	X	X	

Goal 2 - Strategy 6		Technology Training											
Leader(s): Principal; Site-based Committee		Brief Description: Continue training of faculty in instructional use of technology					Evaluation Benchmark: Training schedule, Star chart completion						
Leader Progress Report Dates: None													
Resources Required:		FTE's Required:			Source of Funds:							Amount	
District Staff		Number of FTE's: None			General Budget							\$500.00	
District Coordinator		None										\$500.00	
Computers		Cost: None											
Central Office													
Campus Admin. Staff													
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Schedule additional technology training for staff members via staff development days, conference periods, and after school	Principals; Site-based Comm.; Campus Tech Sp	X	X	X	X	X	X	X	X	X	X	X	X
Provide opportunities and funding for subject area specific technology training (for teachers) as available	Principals; Site-based Committee	X	X	X	X	X	X	X	X	X	X	X	X
Implement the use of the distance video learning center for staff training & instructional purposes	Principal, Dept. Heads, Campus Tech Spec	X	X	X	X	X	X	X	X	X	X	X	X
Schedule training for Black Board for all staff	Principal, Dept. Heads, Campus Tech Spec	X	X	X	X	X	X	X	X	X	X	X	X
Provide Training for teachers in Forethought to promote vertical teaming, team planning, and curriculum alignment	Technology Dept., Administrators	X	X	X	X	X	X	X	X	X	X	X	X

Goal 2 - Strategy 7 Special Populations			
Leader(s): Technology Department		Brief Description: Allow special population access to teacher lesson plans through Forethought	
Leader Progress Report Dates: None		Evaluation Benchmark: Forethought Software	
Resources Required:	FTE's Required:	Source of Funds:	Amount
District Coordinator	Number of FTE's: None	None	\$0.00
Computers	None		\$0.00
Campus Admin. Staff	Cost: None		
Timeline			

Goal 3: Sherman High School will provide a positive climate and a safe, orderly learning environment.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
6) School Personnel	8) School Environment		
NCLB/ESEA Goals and Indicators			
4) Safe, Drug Free Learning Environments			

Indicator: TAKS English/Lang. Arts

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	91 %	2008	≥ 100 %	2013-14	≥ 92.8 %	2009
African American	87 %	2008	≥ 100 %	2013-14	≥ 89.6 %	2009
Economically Disadvantaged	83 %	2008	≥ 100 %	2013-14	≥ 86.4 %	2009
Hispanic	82 %	2008	≥ 100 %	2013-14	≥ 85.6 %	2009
White	95 %	2008	≥ 100 %	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	75 %	2008	≥ 100 %	2013-14	≥ 80 %	2009
African American	61 %	2008	≥ 100 %	2013-14	≥ 68.8 %	2009
Economically Disadvantaged	64 %	2008	≥ 100 %	2013-14	≥ 71.2 %	2009
Hispanic	66 %	2008	≥ 100 %	2013-14	≥ 72.8 %	2009
White	81 %	2008	≥ 100 %	2013-14	≥ 84.8 %	2009

Indicator: TAKS Science

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	73 %	2008	≥ 100 %	2013-14	≥ 78.4 %	2009
African American	49 %	2008	≥ 100 %	2013-14	≥ 59.2 %	2009
Economically Disadvantaged	58 %	2008	≥ 100 %	2013-14	≥ 66.4 %	2009
Hispanic	59 %	2008	≥ 100 %	2013-14	≥ 67.2 %	2009
White	82 %	2008	≥ 100 %	2013-14	≥ 85.6 %	2009

Indicator: TAKS Social Studies

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	91 %	2008	≥ 100 %	2013-14	≥ 92.8 %	2009
African American	85 %	2008	≥ 100 %	2013-14	≥ 88 %	2009
Economically Disadvantaged	84 %	2008	≥ 100 %	2013-14	≥ 87.2 %	2009
Hispanic	84 %	2008	≥ 100 %	2013-14	≥ 87.2 %	2009
White	95 %	2008	≥ 100 %	2013-14	≥ 96 %	2009

Strategies

Goal 3 - Strategy 1 **Better Student Behavior**

Leader(s): All	Brief Description: Improve student behavior to promote a good climate and improve academic performance	Evaluation Benchmark: Discipline Records
Leader Progress Report Dates: None		

Resources Required:	FTE's Required:	Source of Funds:	Amount
Parent Support	Number of FTE's: None	None	\$0.00
District Staff	None		\$0.00
Central Office	Cost: None		
Campus Admin. Staff			

Timeline

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
Re-evaluate & improve alternative classroom policies & procedures (as needed)	Alternative classroom subcommittee of SBDM team	X											
Revise/update student Code of Conduct and Student Handbook	Administrative Staff, Principals, Counselors	X											
Make all students aware of the meaning of sexual or racial harassment	Principals, Counselors	X	X	X									
Continue to maintain increased penalties & interventions for fighting and other violent behavior	Principals, Police Dept.; local judges	X	X	X	X	X	X	X	X	X	X	X	X
Continue D-FY-IT voluntary drug testing for students	Principals, Sherman Rotary Club; coordinate	X	X	X	X	X	X	X	X	X	X	X	X

Goal 3 - Strategy 1 Better Student Behavior		A	S	O	N	D	J	F	M	A	M	J	J
Activity	Person(s) Responsible	u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
	TCADA												
Asst. Principals will work directly with students assigned to SAC	Counselors, Assistant Principals	X	X	X	X	X	X	X	X	X	X	X	X
Counselors will assist students in returning to the regular classroom	Counselors, Assistant Principals	X	X	X	X	X	X	X	X	X	X	X	X
Maintain appropriate dress code	All; Assistant Principals	X	X	X		X	X	X	X	X	X	X	X
Improve staff consistency in enforcing conduct guidelines. Utilizing Conflict Resolution	All teachers; Principals	X	X	X	X	X	X	X	X	X	X	X	X
Coordinate student transfer to DEAP/ALC as needed	Assistant Principals, Counselors	X	X	X	X	X	X	X	X	X	X	X	X
P.E. Department: Balance class size, improve security/supervision	Principal, Counselors, P.E. Staff	X	X										
Implement a character education program that emphasizes responsibility and making good decisions (Star Mentor Program)	Principals, Counselors, Teachers, Student Council	X	X	X	X	X	X	X	X	X	X	X	X

Goal 3 - Strategy 2		Safety and Security											
Leader(s): Principal; Assistant Principals		Brief Description: Maintain safety & security measures						Evaluation Benchmark: Measurement of decreased trespassing onto campus					
Leader Progress Report Dates: None													
Resources Required:		FTE's Required:				Source of Funds:				Amount			
Parent Support		Number of FTE's: None				None				\$0.00			
District Staff		None								\$0.00			
Computers		Cost: None											
Central Office													
Campus Admin. Staff													
Audio Visual Equipment													
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Student ID's/Hall passes carried at all times	Faculty	X	X	X	X	X	X	X	X	X	X	X	X
Locked classroom and exterior doors	Teachers/Administrators, Security	X	X	X	X	X	X	X	X	X	X	X	X
Monthly Safety Checks	District Coordinator	X	X	X	X	X	X	X	X	X	X	X	X
Visitor sign-in (main office)	Administrators, Secretaries, Security	X	X	X	X	X	X	X	X	X	X	X	X
Utilize security cameras and update when possible	Security Administration	X	X	X		X	X	X	X	X	X	X	X
Zero Tolerance Tardy Policy	Teachers, Administrators,	X	X	X	X	X	X	X	X	X	X	X	X

Goal 3 - Strategy 2 Safety and Security													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	r	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
	Security												
Security officers utilized to create an atmosphere of safety inside and out	Administration, Security	X	X	X	X	X	X	X	X	X	X	X	X
Monitor traffic on/off campus during school hours	Gate guard, Security, Principals	X	X	X	X	X	X	X	X	X	X	X	X
Develop crisis plan specific for SHS	Principals, Crisis Team	X	X	X	X	X	X	X	X	X	X	X	X

Goal 3 - Strategy 3		Learning Conducive Environment												
Leader(s): Principal; Staff; Faculty Leader Progress Report Dates: None	Brief Description: Provide for a pleasant, orderly environment, conducive to learning	Evaluation Benchmark: Observable physical environment												
Resources Required: Parent Support District Staff Computers Central Office Campus Admin. Staff	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	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	J u n	J u l	
Maintain school facilities (cleanliness, repairs as needed)	Principal; Staff	X	X	X	X	X	X	X	X	X	X	X	X	
Continue a school Spirit Sign Class	Staff; Students	X	X	X	X	X	X	X	X	X	X	X	X	

Goal 3 - Strategy 4		Behavior												
Leader(s): All		Brief Description: Increase parent & students responsibility for behavior					Evaluation Benchmark: Staff Evaluation Discipline Records							
Leader Progress Report Dates: None														
Resources Required:		FTE's Required:			Source of Funds:							Amount		
Parent Support		Number of FTE's: None			None							\$0.00		
District Admin. Staff		None										\$0.00		
Campus Admin. Staff		Cost: None												
Timeline														
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	
Continue improving assignment/work flow to and from SAC, Take II, and DAEP	Principals, SAC Teacher	X	X	X	X	X	X	X	X	X	X	X	X	
Continue to require completion of Behavior Adjustment Packets in SAC in order to get credit for the time spent	Principals; SAC & ASD Teachers	X	X	X	X	X	X	X	X	X	X	X	X	
Continued parental contacts (positive & negative)	All	X	X	X	X	X	X	X	X	X	X	X	X	

Goal 3 - Strategy 5 Professional Learning Community																	
Leader(s): All Staff		Brief Description: Move towards a professional learning community				Evaluation Benchmark: Survey results from '08-'09 school year											
Leader Progress Report Dates: None																	
Resources Required:		FTE's Required:		Source of Funds:						Amount							
Parent Support		Number of FTE's: None		Title Budget						\$6,000.00							
District Staff		None								\$6,000.00							
District Admin. Staff		Cost: None															
Computers																	
Central Office																	
Campus Admin. Staff																	
Timeline																	
Activity		Person(s) Responsible				A	S	O	N	D	J	F	M	A	M	J	J
						u	e	c	o	e	a	e	a	p	a	u	u
						g	p	t	v	c	n	b	r	r	y	n	i
Review student engagement data with department teams, choosing two areas in which to work for improvement.		Principals and Department Heads				X	X	X	X	X	X	X	X	X	X	X	
Complete book studies on student engagement and professional learning communities		All				X	X	X	X	X	X	X	X	X	X	X	

Goal 4: Sherman High School will improve average daily attendance

Correlates with:

Hot Topics			
1) Student Achievement			
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	3) Dropout Prevention		
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	5) All Students will Graduate from High School		
Title I - Targeted Assistance Schools			
4) Support Regular Education Program	7) Strategies for Parental Involvement	8) Coordinate and Integrate Services and Programs	
Title I - Schoolwide Programs			
6) Parental Involvement	9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs	

Indicator: TAKS English/Lang. Arts

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	91 %	2008	≥ 100 %	2013-14	≥ 92.8 %	2009
African American	87 %	2008	≥ 100 %	2013-14	≥ 89.6 %	2009
Economically Disadvantaged	83 %	2008	≥ 100 %	2013-14	≥ 86.4 %	2009
Hispanic	82 %	2008	≥ 100 %	2013-14	≥ 85.6 %	2009
White	95 %	2008	≥ 100 %	2013-14	≥ 96 %	2009

Indicator: TAKS Math

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	75 %	2008	≥ 100 %	2013-14	≥ 80 %	2009
African American	61 %	2008	≥ 100 %	2013-14	≥ 68.8 %	2009
Economically Disadvantaged	64 %	2008	≥ 100 %	2013-14	≥ 71.2 %	2009
Hispanic	66 %	2008	≥ 100 %	2013-14	≥ 72.8 %	2009
White	81 %	2008	≥ 100 %	2013-14	≥ 84.8 %	2009

Indicator: TAKS Science

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	73 %	2008	≥ 100 %	2013-14	≥ 78.4 %	2009
African American	49 %	2008	≥ 100 %	2013-14	≥ 59.2 %	2009
Economically Disadvantaged	58 %	2008	≥ 100 %	2013-14	≥ 66.4 %	2009
Hispanic	59 %	2008	≥ 100 %	2013-14	≥ 67.2 %	2009
White	82 %	2008	≥ 100 %	2013-14	≥ 85.6 %	2009

Indicator: TAKS Social Studies

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	91 %	2008	≥ 100 %	2013-14	≥ 92.8 %	2009
African American	85 %	2008	≥ 100 %	2013-14	≥ 88 %	2009
Economically Disadvantaged	84 %	2008	≥ 100 %	2013-14	≥ 87.2 %	2009
Hispanic	84 %	2008	≥ 100 %	2013-14	≥ 87.2 %	2009
White	95 %	2008	≥ 100 %	2013-14	≥ 96 %	2009

Strategies

Goal 4 - Strategy 1 Improved Attendance

Leader(s): None	Brief Description: Increase average daily attendance to 97%	Evaluation Benchmark: Attendance figures reported via PEIMS to TEA
Leader Progress Report Dates: None		

Resources Required:	FTE's Required:	Source of Funds:	Amount
Parent Support	Number of FTE's: None	General Budget	\$500.00
District Admin. Staff	None		\$500.00
Campus Admin. Staff	Cost: None		

Timeline

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Continue final exam exemption policy; monitor results each year	Site-based Committee					X						X	
Refer minor students who miss school excessively to court	Assistant Principals	X	X	X	X	X	X	X	X	X	X	X	X
Maintain rewards for good attendance	Staff	X	X	X	X	X	X	X	X	X	X	X	X
Work for higher staff/teacher attendance to provide better role models	All Staff	X	X	X	X	X	X	X	X	X	X	X	X
Provide individual classroom incentives as reward for good attendance	Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Utilize District Truancy officer per guidelines to work with students and parents from the first truancy.	Principals, Truancy officer, Attendance clerks	X	X	X	X	X	X	X	X	X	X	X	X

Goal 5: Sherman High School will recruit, develop, and retain the highest quality staff.

Correlates with:

Hot Topics			
1) Student Achievement	2) Salary and Recruitment		
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
4) Curriculum	5) Prepare Students	6) School Personnel	
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	3) Highly Qualified Staff		
Title I - Targeted Assistance Schools			
5) Highly Qualified Teachers	6) Opportunities for Professional Development		
Title I - Schoolwide Programs			
3) Instructional	4) Professional Development	5) Professional Staff	8) Include Teachers in Decisions
10) Federal, State, and Local Programs			
E-Rate Goals			
4) Sufficient Budget for Implementation			

Indicator: TAKS English/Lang. Arts

Grade: All	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	91 %	2008	≥ 100 %	2013-14	≥ 92.8 %	2009
African American	87 %	2008	≥ 100 %	2013-14	≥ 89.6 %	2009
Economically Disadvantaged	83 %	2008	≥ 100 %	2013-14	≥ 86.4 %	2009
Hispanic	82 %	2008	≥ 100 %	2013-14	≥ 85.6 %	2009
White	95 %	2008	≥ 100 %	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
All Students	75 %	2008	≥ 100 %	2013-14	≥ 80 %	2009
African American	61 %	2008	≥ 100 %	2013-14	≥ 68.8 %	2009
Economically Disadvantaged	64 %	2008	≥ 100 %	2013-14	≥ 71.2 %	2009
Hispanic	66 %	2008	≥ 100 %	2013-14	≥ 72.8 %	2009
White	81 %	2008	≥ 100 %	2013-14	≥ 84.8 %	2009

Indicator: TAKS Science

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	73 %	2008	≥ 100 %	2013-14	≥ 78.4 %	2009
African American	49 %	2008	≥ 100 %	2013-14	≥ 59.2 %	2009
Economically Disadvantaged	58 %	2008	≥ 100 %	2013-14	≥ 66.4 %	2009
Hispanic	59 %	2008	≥ 100 %	2013-14	≥ 67.2 %	2009
White	82 %	2008	≥ 100 %	2013-14	≥ 85.6 %	2009

Indicator: TAKS Social Studies

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	91 %	2008	≥ 100 %	2013-14	≥ 92.8 %	2009
African American	85 %	2008	≥ 100 %	2013-14	≥ 88 %	2009
Economically Disadvantaged	84 %	2008	≥ 100 %	2013-14	≥ 87.2 %	2009
Hispanic	84 %	2008	≥ 100 %	2013-14	≥ 87.2 %	2009
White	95 %	2008	≥ 100 %	2013-14	≥ 96 %	2009

Strategies

Goal 5 - Strategy 1														Highly Qualified Staff		
Leader(s): Principal, Assistant Principals			Brief Description: Recruit, develop, and retain the highest quality staff					Evaluation Benchmark: Experienced highly qualified staff								
Leader Progress Report Dates: None																
Resources Required:			FTE's Required:			Source of Funds:				Amount						
District Staff			Number of FTE's: None			General Budget				\$2,000.00						
District Admin. Staff			None							\$2,000.00						
Computers			Cost: None													
Central Office																
Campus Admin. Staff																
Timeline																
Activity		Person(s) Responsible			A	S	O	N	D	J	F	M	A	M	J	J
Require and provide funding to non-Highly Qualified teachers to complete the necessary state assessments to achieve High Qualified status.		Principal			X	X	X	X	X	X	X	X	X	X	X	X
Teacher assignments will be based on meeting NCLB Highly Qualified requirements.		Master Scheduling			X											
Teachers considered for employment must meet NCLB Highly Qualified requirements.		Principal			X	X	X	X	X	X	X	X	X	X	X	X
Ensure low income and minority students are not disproportionately taught by non-Highly Qualified teachers.		Master Scheduling Team			X	X	X	X	X	X	X	X	X	X	X	X
Share input in the hiring of prospective teachers by assembling		Administrators												X	X	X

Goal 5 - Strategy 1		Highly Qualified Staff											
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
g	p	t	v	c	n	b	r	r	y	n	l	l	
an interview committee.	SBDM, Grade levels												
Staff participation as mentors to first year teachers and as buddies for experienced teachers new to SHS/grade level.	Administrators, Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Involvement of staff in problem solving for building-wide routines and procedures.	Administration, All staff members	X	X	X	X	X	X	X	X	X	X	X	X
Staff will participate in professional development training to include TESA, Thinking maps, Fred Jones tools for teaching, and Ruby Payne	Administration, All Staff Members	X	X	X	X	X	X	X	X	X	X	X	X
New teachers to the district will complete the new teacher induction training	Human Resources, New staff	X											

Goal 5 - Strategy 2		Inclusion Program	
Leader(s): All staff		Brief Description: Implement Inclusion program to ensure all students are taught by staff meeting high qualified requirements (NCLB)	
Leader Progress Report Dates: None		Evaluation Benchmark: Student schedules, Inclusion teaching staff	
Resources Required:		FTE's Required:	
Parent Support		Number of FTE's: None	Source of Funds: None
District Staff		None	Amount \$0.00
District Coordinator		Cost: None	\$0.00
District Admin. Staff			
Computers			
Central Office			
Campus Admin. Staff			
Timeline			

Goal 6: Sherman High School will increase both the involvement of parents and community partnerships.

Correlates with:

Hot Topics			
1) Student Achievement	3) Partnerships		
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	3) Dropout Prevention		
NCLB/ESEA Goals and Indicators			
2) LEP will become Proficient in English	4) Safe, Drug Free Learning Environments		
Title I - Targeted Assistance Schools			
1) Use Resources to Help Meet Standards	7) Strategies for Parental Involvement		
Title I - Schoolwide Programs			
6) Parental Involvement	9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs	

Indicator: TAKS English/Lang. Arts

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	91 %	2008	≥ 100 %	2013-14	≥ 92.8 %	2009
African American	87 %	2008	≥ 100 %	2013-14	≥ 89.6 %	2009
Economically Disadvantaged	83 %	2008	≥ 100 %	2013-14	≥ 86.4 %	2009
Hispanic	82 %	2008	≥ 100 %	2013-14	≥ 85.6 %	2009
White	95 %	2008	≥ 100 %	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	75 %	2008	≥ 100 %	2013-14	≥ 80 %	2009
African American	61 %	2008	≥ 100 %	2013-14	≥ 68.8 %	2009
Economically Disadvantaged	64 %	2008	≥ 100 %	2013-14	≥ 71.2 %	2009
Hispanic	66 %	2008	≥ 100 %	2013-14	≥ 72.8 %	2009
White	81 %	2008	≥ 100 %	2013-14	≥ 84.8 %	2009

Indicator: TAKS Science

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	73 %	2008	≥ 100 %	2013-14	≥ 78.4 %	2009
African American	49 %	2008	≥ 100 %	2013-14	≥ 59.2 %	2009
Economically Disadvantaged	58 %	2008	≥ 100 %	2013-14	≥ 66.4 %	2009
Hispanic	59 %	2008	≥ 100 %	2013-14	≥ 67.2 %	2009
White	82 %	2008	≥ 100 %	2013-14	≥ 85.6 %	2009

Indicator: TAKS Social Studies

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	91 %	2008	≥ 100 %	2013-14	≥ 92.8 %	2009
African American	85 %	2008	≥ 100 %	2013-14	≥ 88 %	2009
Economically Disadvantaged	84 %	2008	≥ 100 %	2013-14	≥ 87.2 %	2009
Hispanic	84 %	2008	≥ 100 %	2013-14	≥ 87.2 %	2009
White	95 %	2008	≥ 100 %	2013-14	≥ 96 %	2009

Strategies

Goal 6 - Strategy 1 **Parent and Community Partnerships**

<p>Leader(s): Administrators</p> <p>Leader Progress Report Dates: None</p>	<p>Brief Description: Increase involvement of parents and community partnerships</p>	<p>Evaluation Benchmark: Increased parental support Positive perception of school by community. Meeting agendas; sign-in sheets; Program schedules</p>
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<p>Resources Required: Parent Support District Admin. Staff Computers Community Leader Central Office Campus Admin. Staff</p>	<p>FTE's Required: Number of FTE's: None Cost: None</p>	<p>Source of Funds: Title Budget</p>	<p>Amount \$3,000.00 <hr/>\$3,000.00</p>
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Timeline

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		g	p	t	v	c	n	b	a	r	a	u	u
Participation of community members on Site-Based committee to develop good communication. Meeting times and dates are conducive to parental involvement.	Principal, SBDM Committee	X	X	X	X	X	X	X	X	X	X	X	
Host "curriculum Night" for parents to meet the staff and learn school procedures, classroom practices, and follow students schedules	Teachers, Administrators, Volunteers		X										
Develop partnership to host nights at two locations in the community where teachers and parents can discuss student success activities for targeted students.	Core subject teachers, Principals, Counselors						X						

Goal 6 - Strategy 1		Parent and Community Partnerships											
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	r	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	i
Translate correspondence into Spanish or other native language as needed to improve communication between school and home.	Translators, Principals, Counselors	X	X	X	X	X	X	X	X	X	X	X	
Promote attendance of community and parents at Sherman High School by posting information about upcoming events in the community newspaper and school website. Foster community relations through publication of school events in the newspaper.	Office staff, Teachers, Technology/Media Spec.	X	X	X	X	X	X	X	X	X	X	X	
Provide certificates of appreciation to volunteers. Develop a thank you activity to recognize on campus.	Clerical staff, Principals, Volunteers												X

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	Peggy Van Marter		pvanmarter@shermanisd.net	
Principal	Marlene Monk		mmonk@shermanisd.net	
Non-Classroom Professional Staff	Michelle Burton		mburton@shermanisd.net	
Classroom Teacher	Suzy Robinson		srobinson@shermnanisd.net	
Classroom Teacher	Amanda Vest		avest@shermanisd.net	
Classroom Teacher	Michael Pease		mpease@shermanisd.net	
Classroom Teacher	Cheryl Cowley		cherylcowley@shermaisd.net	
Classroom Teacher	Symantha Murray		smurray@shermanisd.net	
Classroom Teacher	Barbara McMullen		bmcullen@shermanisd.net	
Classroom Teacher	Teresa Dooley		tdooley@shermanisd.net	
Classroom Teacher	Pam Howeth		phoweth@shermanisd.net	
Classroom Teacher	Paula Rivoire		privoire@shermanisd.net	
Classroom Teacher	Malina Aleman		maleman@shermanisd.net	
PTA President	Diana Svane		svanes@cablone.net	
Community Representative	Dede Hosek		hosek@aol.com	
Business Representative	Joy Gundersheimer		jgundersheimer@aol.com	
Parent	Kathleen Wilcott		sheba57@aol.com	
Student	Tyler Noblett		tnoblett09@gmail.com	
Student	Paige Armstrong		paigearmstrong@texoma.net	

Campus Improvement Plan Plan Implementation and Development Log	
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Date	Purpose
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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 English/Lang. Arts - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2006-07	94%
Projected Annual Objective for 2007-08	95.2%
Actual Performance for 2007-08	91%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: African American

Actual Performance for 2006-07	90%
Projected Annual Objective for 2007-08	92%
Actual Performance for 2007-08	87%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07	89%
Projected Annual Objective for 2007-08	91.2%
Actual Performance for 2007-08	83%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2006-07	90%
Projected Annual Objective for 2007-08	92%
Actual Performance for 2007-08	82%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2006-07	96%
Projected Annual Objective for 2007-08	96.8%
Actual Performance for 2007-08	95%
<i>No Progress Rating Selected</i>	

Explanation of Performance

TAKS Math - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2006-07	78%
Projected Annual Objective for 2007-08	80.4%
Actual Performance for 2007-08	75%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: African American

Actual Performance for 2006-07	59%
Projected Annual Objective for 2007-08	65.2%
Actual Performance for 2007-08	61%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07	68%
Projected Annual Objective for 2007-08	72.4%
Actual Performance for 2007-08	64%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2006-07	72%
Projected Annual Objective for 2007-08	75.6%
Actual Performance for 2007-08	66%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2006-07	84%
Projected Annual Objective for 2007-08	85.2%
Actual Performance for 2007-08	81%
<i>No Progress Rating Selected</i>	

Explanation of Performance

TAKS Science - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2006-07	73%
Projected Annual Objective for 2007-08	76.4%
Actual Performance for 2007-08	73%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: African American

Actual Performance for 2006-07	53%
Projected Annual Objective for 2007-08	60.4%
Actual Performance for 2007-08	49%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07	58%
Projected Annual Objective for 2007-08	64.4%
Actual Performance for 2007-08	58%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2006-07	54%
Projected Annual Objective for 2007-08	61.2%
Actual Performance for 2007-08	59%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2006-07	82%
Projected Annual Objective for 2007-08	83.6%
Actual Performance for 2007-08	82%
<i>No Progress Rating Selected</i>	

Explanation of Performance

TAKS Social Studies - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2006-07	93%
Projected Annual Objective for 2007-08	94.4%
Actual Performance for 2007-08	91%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: African American

Actual Performance for 2006-07	87%
Projected Annual Objective for 2007-08	89.6%
Actual Performance for 2007-08	85%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07	87%
Projected Annual Objective for 2007-08	89.6%
Actual Performance for 2007-08	84%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2006-07	86%
Projected Annual Objective for 2007-08	88.8%
Actual Performance for 2007-08	84%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2006-07	96%
Projected Annual Objective for 2007-08	96.8%
Actual Performance for 2007-08	95%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Needs Assessment Focus

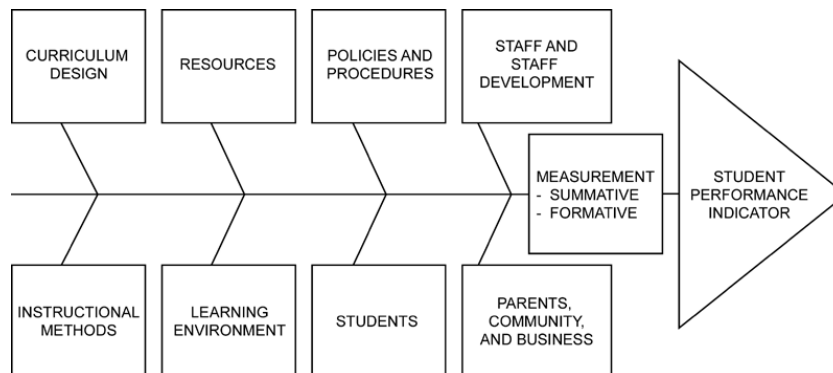
Indicators Rated		Priority Rating	Satisfaction Rating
1	(AEIS) Percent of 8th grade students passing TAAS/TAKS SCIENCE	High	Low
2	Percent of students MASTERING TAAS/TAKS MATH	High	Low
3	Percent passing REPORT CARD GRADES FOR MATH	High	Low
4	Percent passing REPORT CARD GRADES FOR SCIENCE	High	Low
5	(AEIS) Percent of graduates scoring high enough on TAAS/TAKS-EXIT to predict success on TASP	High	Med
6	(AEIS) Percent of high performing students and the Comparable Improvement quartile for math	High	Med
7	(AEIS) Percent of graduates completing RECOMMENDED HIGH SCHOOL PROGRAMS	High	Med
8	(AEIS) Percent of 8th grade students passing TAAS/TAKS SOCIAL STUDIES	High	Med
9	(AEIS) Percent of High School students enrolled in ADVANCED ACADEMIC COURSES	High	Med
10	Percent of examinees scoring 3 or higher on ADVANCED PLACEMENT EXAMS	High	Med
11	Percent of High School students taking ADVANCED PLACEMENT EXAMS	High	Med
12	Percent of total ADVANCED PLACEMENT EXAMS with scores of 3 or higher	High	Med
13	Percent of students MASTERING TAAS/TAKS READING	High	Med
14	Percent of students MASTERING TAAS/TAKS WRITING	High	Med
15	Annual Student RETENTION RATES	High	Med
16	Percent of students ENROLLED IN ADVANCED MATH AND SCIENCE	High	Med
17	DISCIPLINE REFERRAL RATES	High	Med
18	Percent of students demonstrating good CITIZENSHIP SKILLS	High	Med
19	Percent of students demonstrating ability to WORK PRODUCTIVELY IN A WORK TEAM	High	Med
20	Percent of students demonstrating appropriate SELF-DISCIPLINE	High	Med

21	Percent of students PARTICIPATING IN CO-CURRICULAR ACTIVITIES	High	Med
22	Percent of students demonstrating master of selected TECHNOLOGICAL SKILLS	Med	Med
23	Percent of students demonstrating skills for creating and delivering a multi-media presentation	Med	Med
24	Percent of students able to validly respond in the world view of another culture given hypothetical situations	Med	Med
25	Percent of students ENROLLED IN CAREER AND TECHNOLOGY COURSES	Med	Med
26	Percent of students PARTICIPATING IN CAMPUS RECYCLING PROJECTS	Med	Med
27	(AEIS) Mean Scores of SAT/ACT	High	High
28	(AEIS) Percent of High School graduates scoring at or above state criteria on SAT/ACT	High	High
29	(AEIS) Percent of high performing students and the Comparable Improvement quartile for reading	High	High

Indicators Not Rated

		Priority Rating	Satisfaction Rating
1	(AEIS) Percent of 5th grade students passing TAAS/TAKS READING (Spanish version)	NR	NR
2	(AEIS) Percent of 5th grade students passing TAAS/TAKS MATH (Spanish version)	NR	NR
3	(AEIS) Percent of 6th grade students passing TAAS/TAKS READING (Spanish version)	NR	NR
4	(AEIS) Percent of 6th grade students passing TAAS/TAKS MATH (Spanish version)	NR	NR
5	(AEIS) Percent of 4th grade students passing TAAS/TAKS WRITING (Spanish version)	NR	NR
6	(AEIS) Percent of High School students completing and receiving credit for at least one ADVANCED ACADEMIC COURSE	NR	NR
7	Percent of students passing ENGLISH II EOC Examination	NR	NR
8	Percent of students passing UNITED STATES HISTORY EOC Examination	NR	NR
9	Percent of students passing BIOLOGY EOC Examination	NR	NR
10	Percent of students passing ALGEBRA I EOC Examination	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 English/Lang. Arts - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2007-08	91%
Projected Annual Objective for 2008-09	92.8%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: African American

Actual Performance for 2007-08	87%
Projected Annual Objective for 2008-09	89.6%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2007-08	83%
Projected Annual Objective for 2008-09	86.4%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2007-08	82%
Projected Annual Objective for 2008-09	85.6%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2007-08	95%
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	75%
Projected Annual Objective for 2008-09	80%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: African American

Actual Performance for 2007-08	61%
Projected Annual Objective for 2008-09	68.8%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2007-08	64%
Projected Annual Objective for 2008-09	71.2%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2007-08	66%
Projected Annual Objective for 2008-09	72.8%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2007-08	81%
Projected Annual Objective for 2008-09	84.8%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

TAKS Science - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2007-08 73%
 Projected Annual Objective for 2008-09 78.4%
 Actual Performance for 2008-09 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2007-08 49%
 Projected Annual Objective for 2008-09 59.2%
 Actual Performance for 2008-09 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2007-08 58%
 Projected Annual Objective for 2008-09 66.4%
 Actual Performance for 2008-09 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2007-08 59%
 Projected Annual Objective for 2008-09 67.2%
 Actual Performance for 2008-09 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2007-08 82%
 Projected Annual Objective for 2008-09 85.6%
 Actual Performance for 2008-09 NA
No Progress Rating Selected

Explanation of Performance

TAKS Social Studies - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2007-08 91%
 Projected Annual Objective for 2008-09 92.8%
 Actual Performance for 2008-09 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2007-08	85%
Projected Annual Objective for 2008-09	88%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2007-08	84%
Projected Annual Objective for 2008-09	87.2%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2007-08	84%
Projected Annual Objective for 2008-09	87.2%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

Actual Performance for 2007-08	95%
Projected Annual Objective for 2008-09	96%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

APPENDIX II

DETAILED GOAL DEFINITIONS

OTHER REFERENCE MATERIALS

Hot Topics

Topic 1: Student Achievement

Sherman ISD goal

Topic 2: Salary and Recruitment

Sherman ISD goal

Topic 3: Partnerships

Sherman ISD goal

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

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).

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.

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 practical, 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 literacy 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

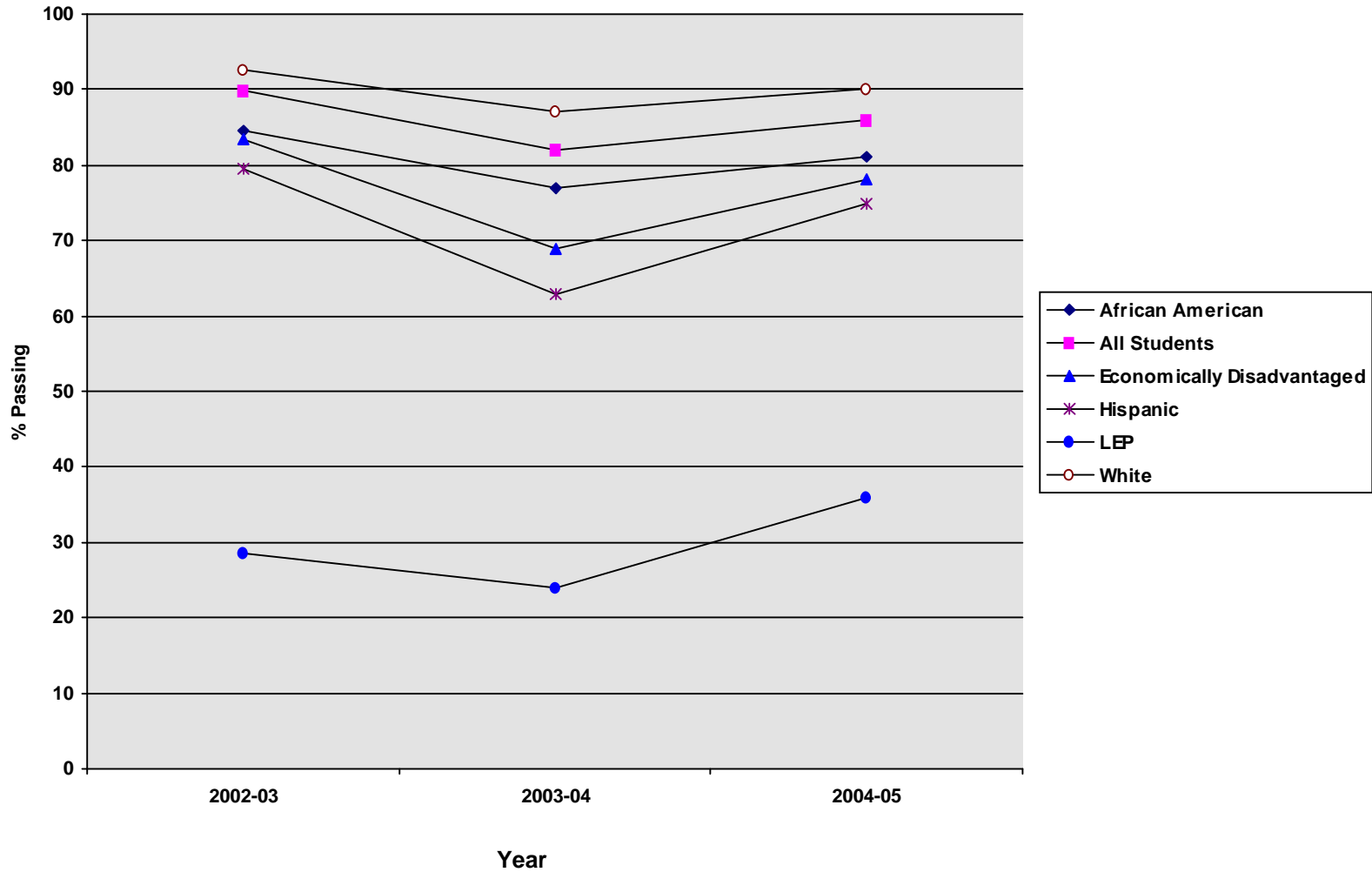
The plan must include an evaluation process that enables the school or library to monitor progress toward then specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

APPENDIX III

AEIS GRAPHS

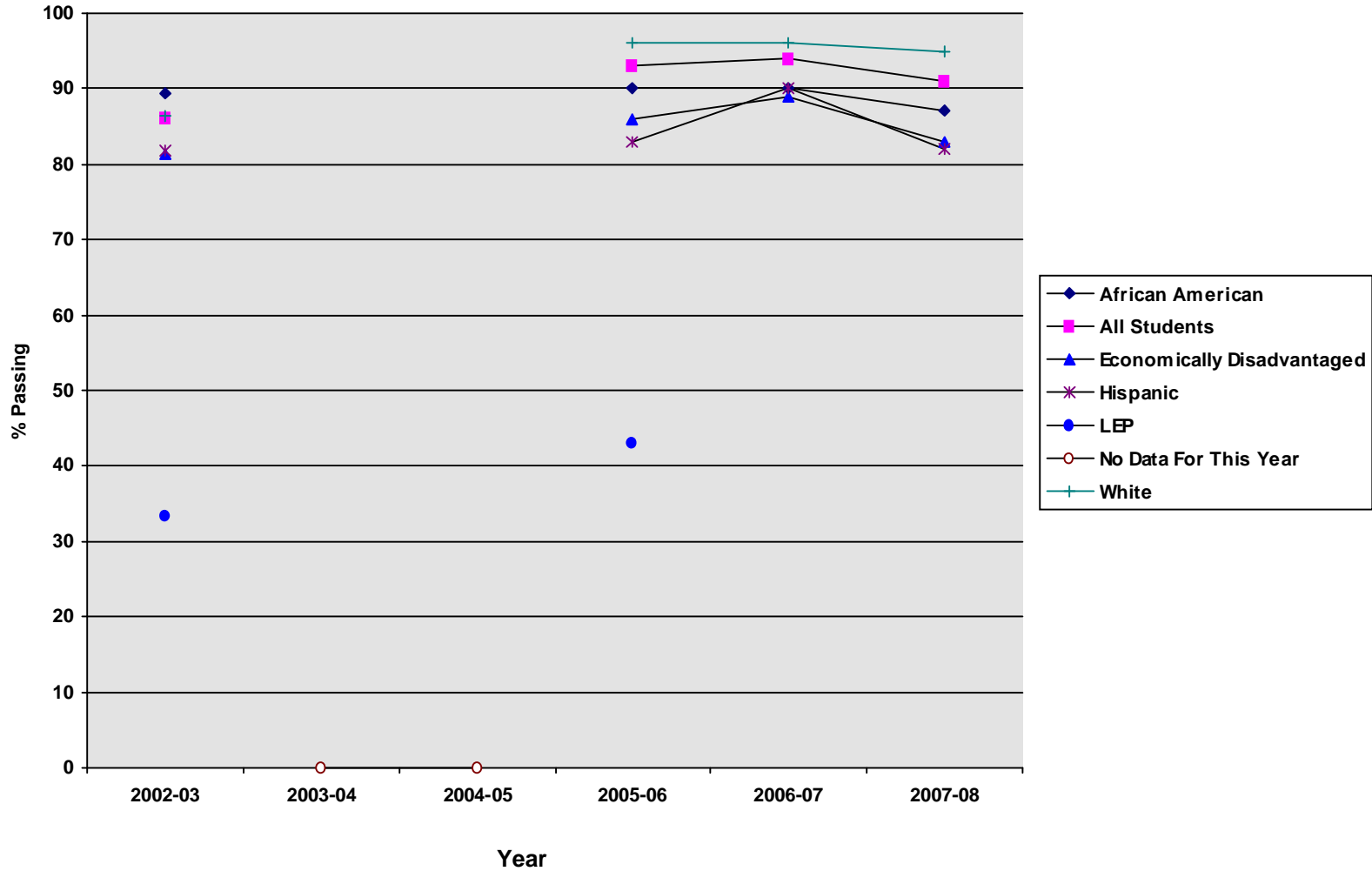
Report of TAKS Reading

Graph of Current Performance by Analysis Group



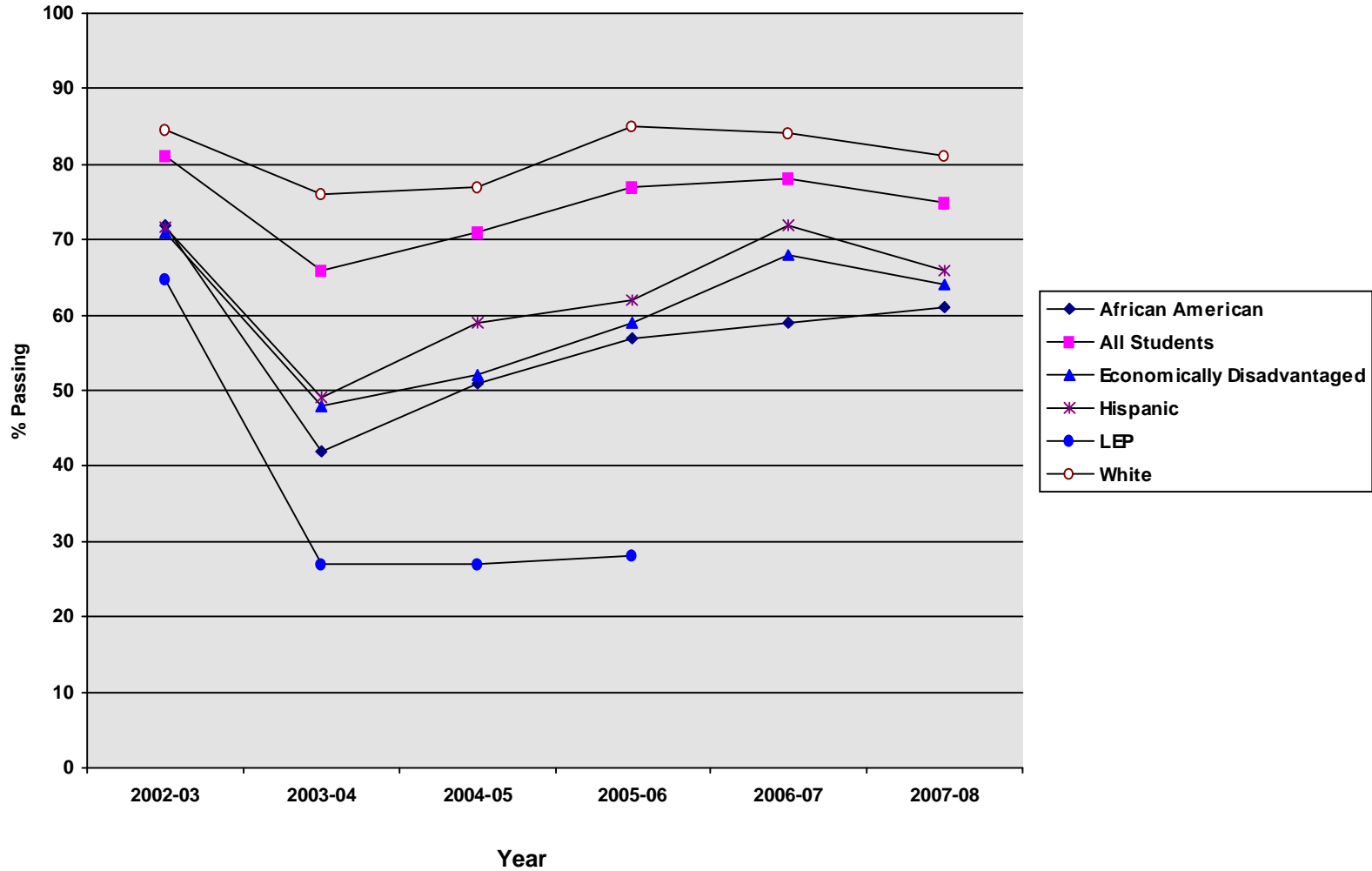
Report of TAKS English/Lang. Arts

Graph of Current Performance by Analysis Group



Report of TAKS Math

Graph of Current Performance by Analysis Group



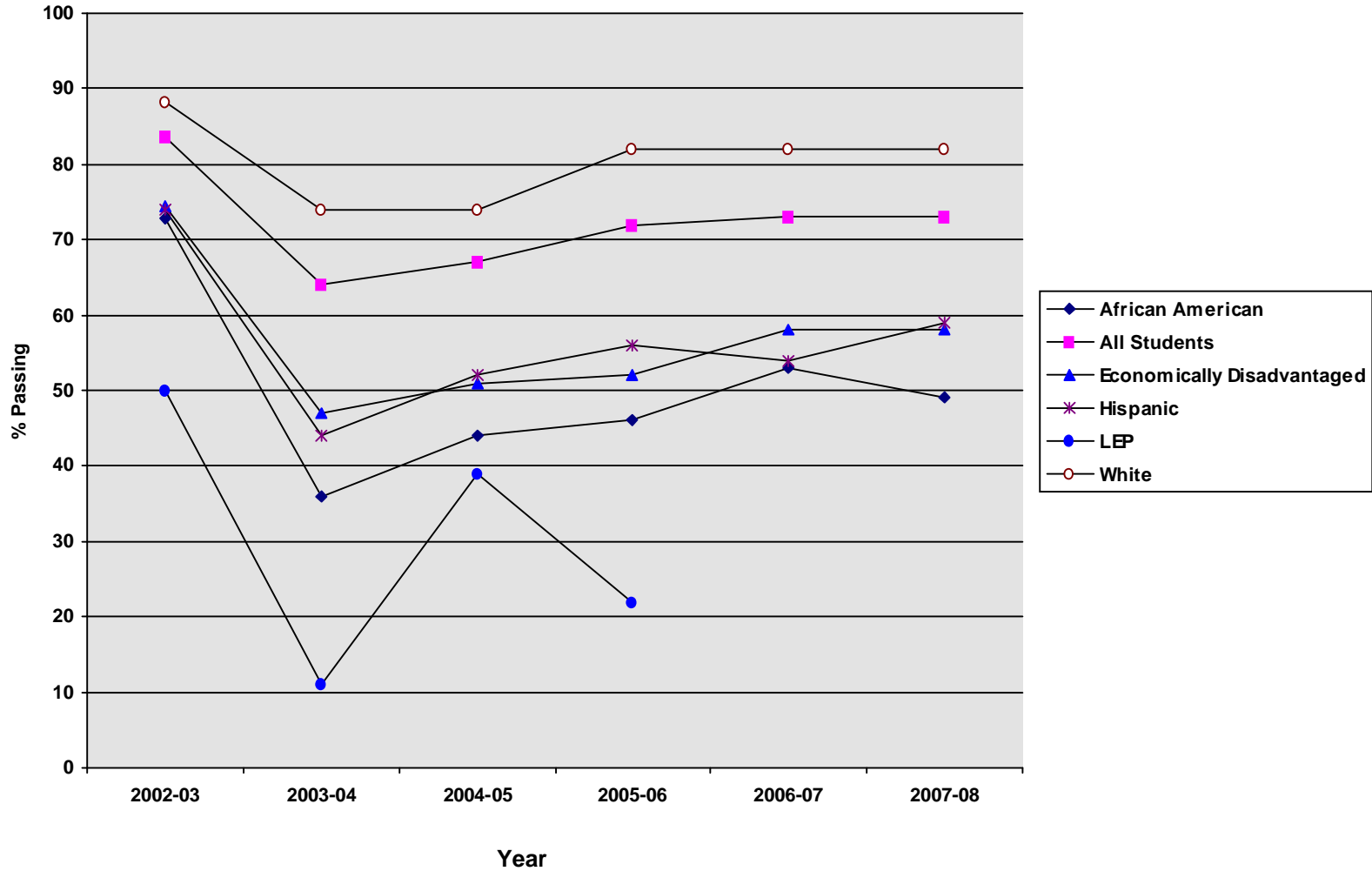
Report of TAKS Writing

Graph of Current Performance by Analysis Group

**There is no information associated
with TAKS Writing.**

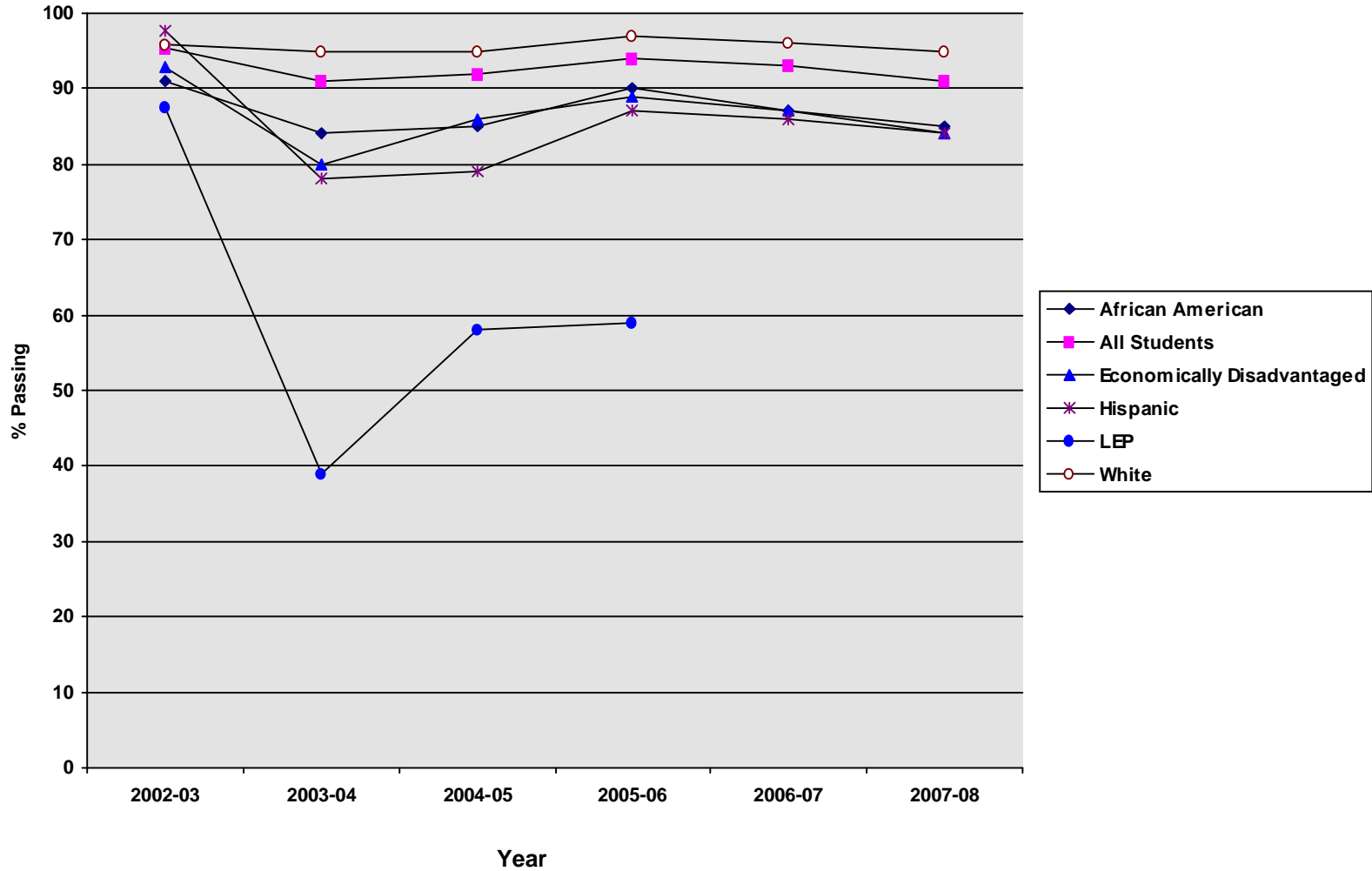
Report of TAKS Science

Graph of Current Performance by Analysis Group



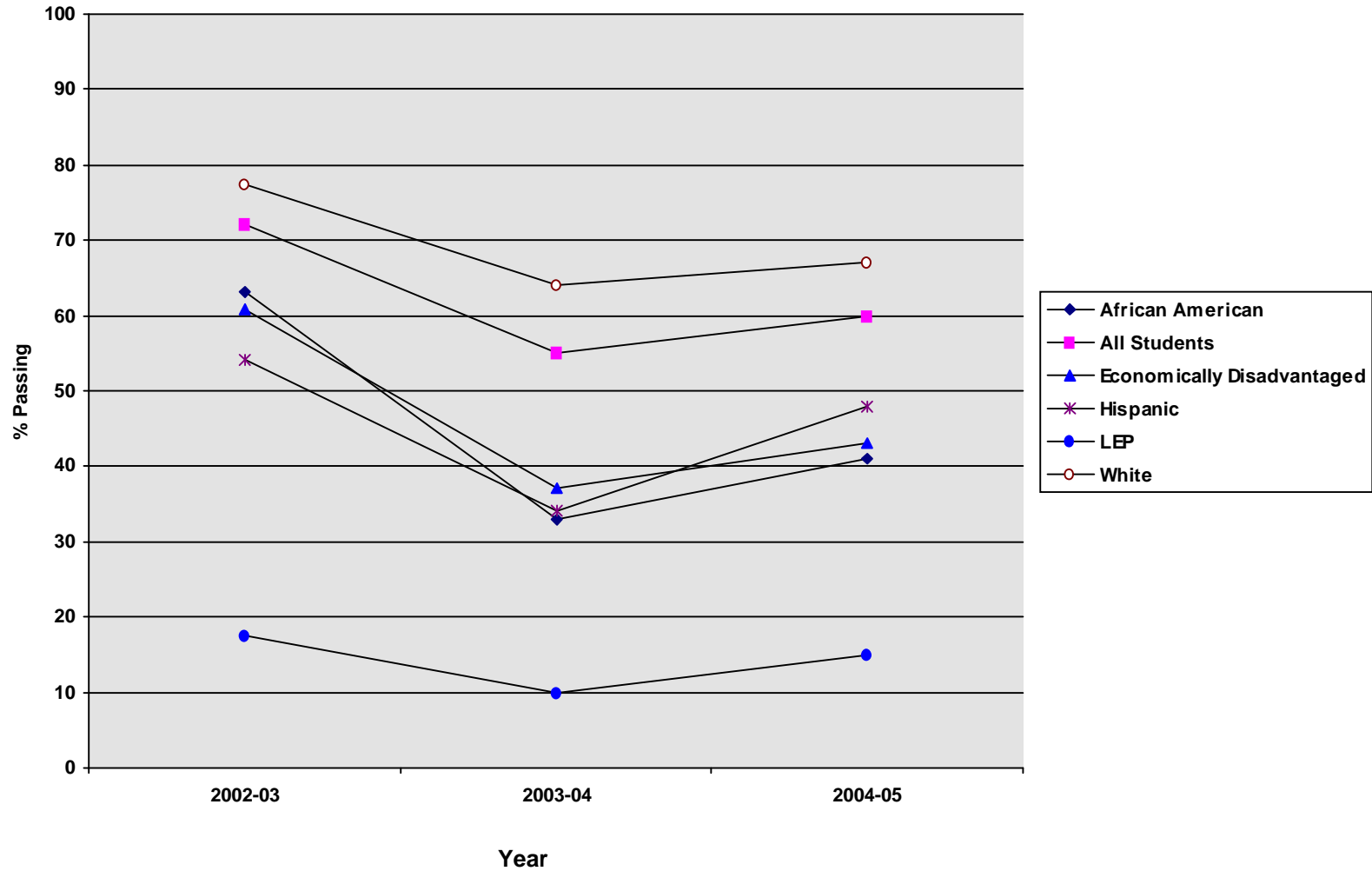
Report of TAKS Social Studies

Graph of Current Performance by Analysis Group



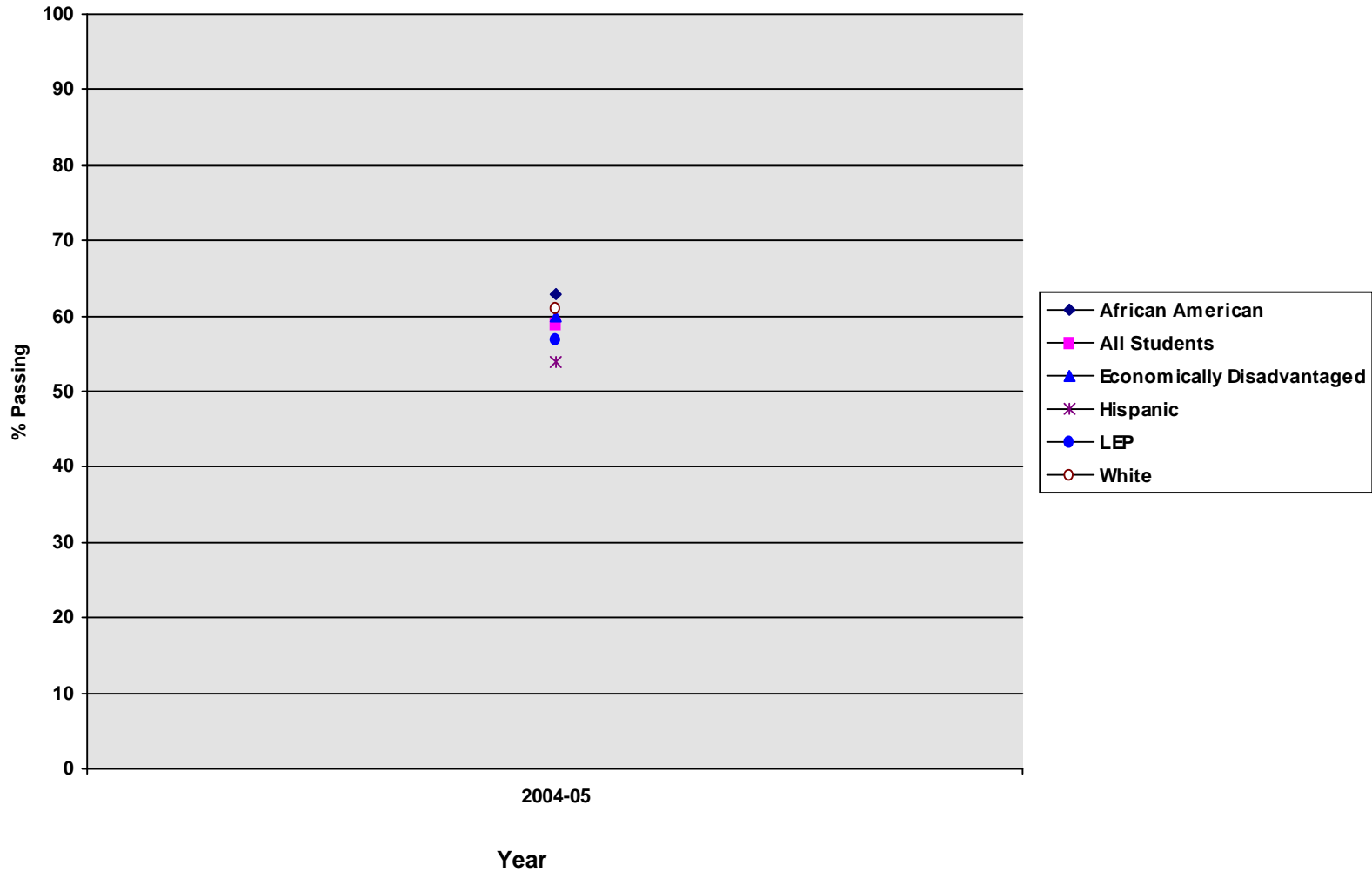
Report of TAKS Overall

Graph of Current Performance by Analysis Group



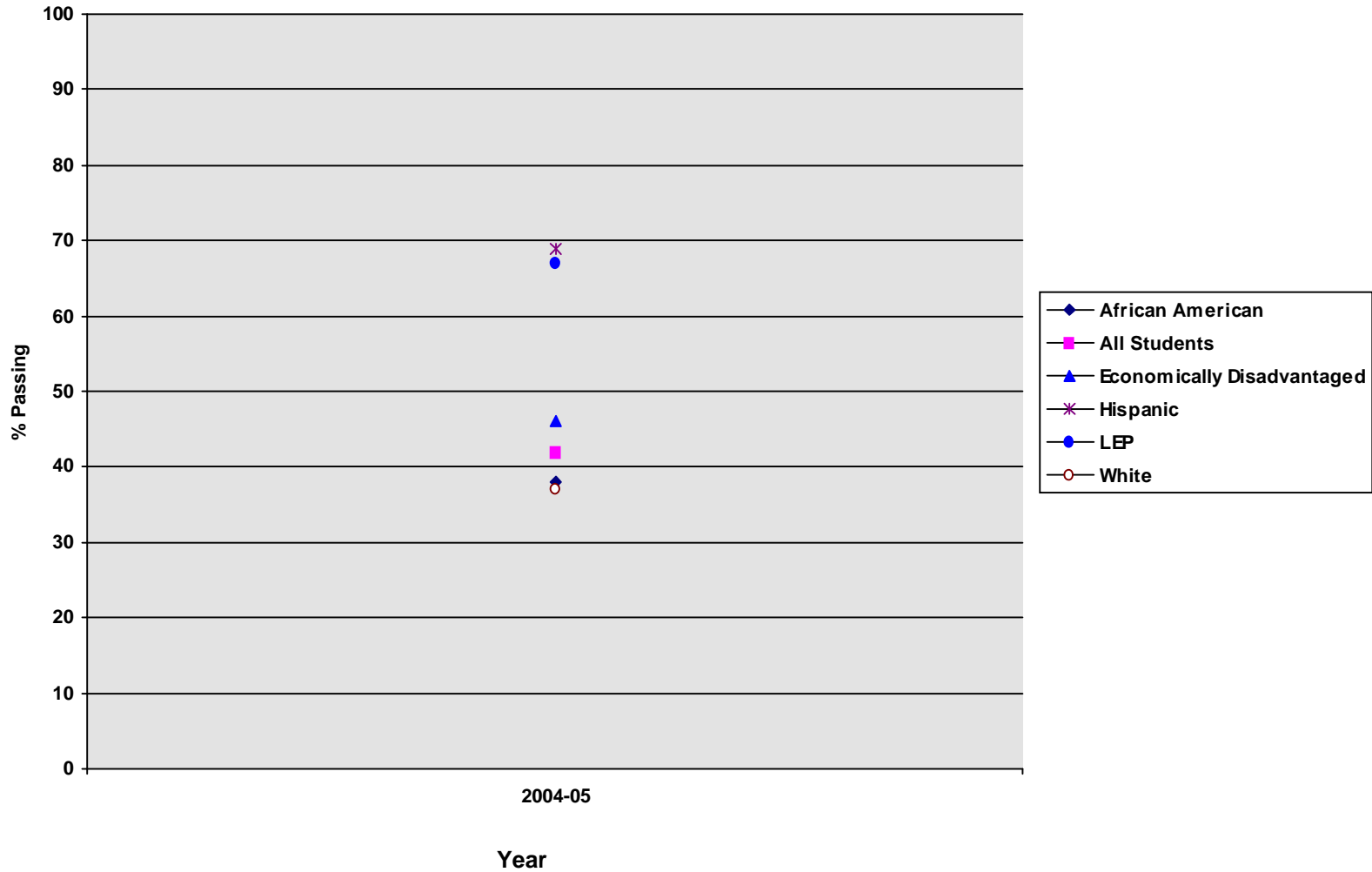
Report of SDAA II Reading

Graph of Current Performance by Analysis Group



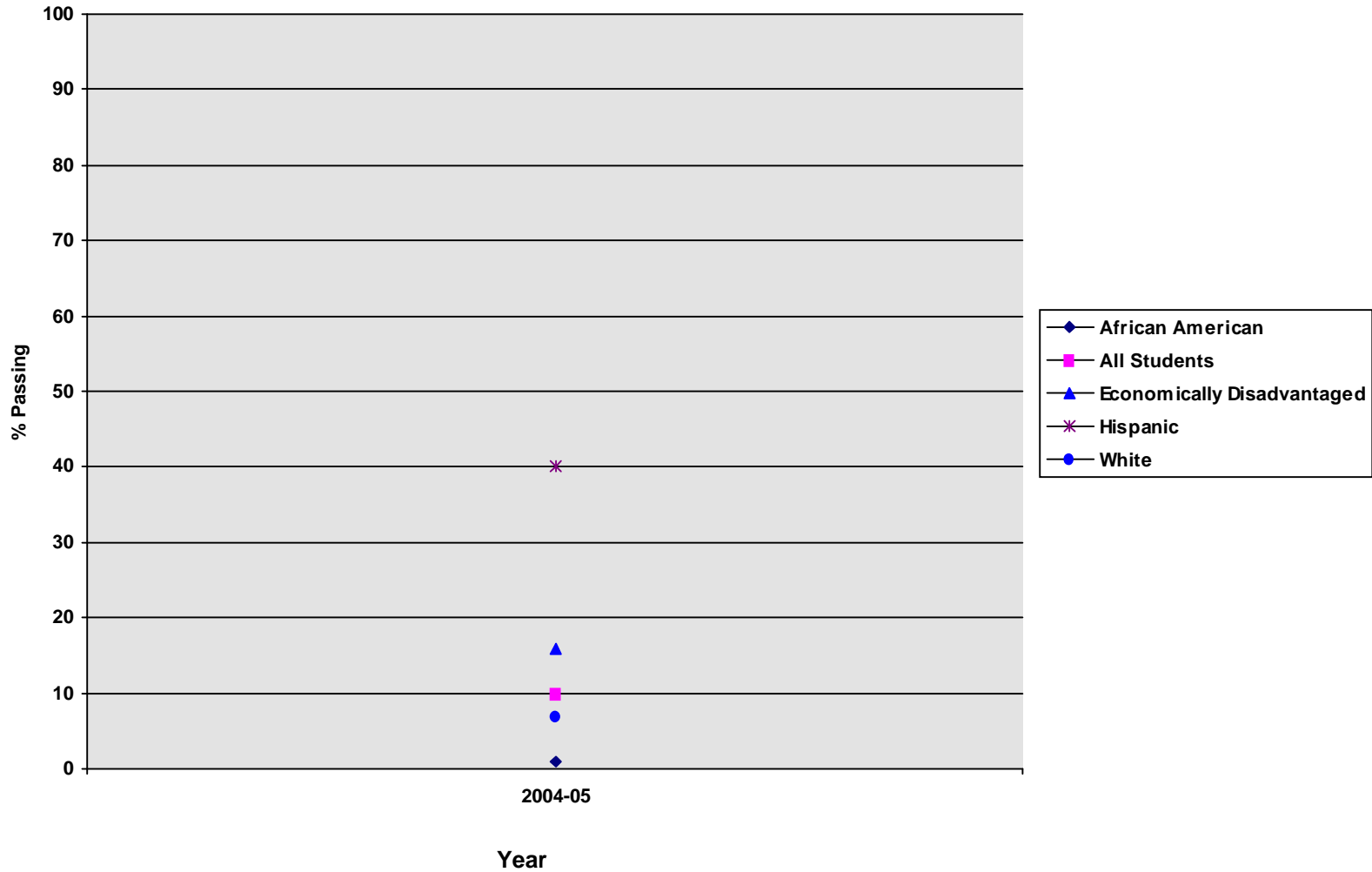
Report of SDAA II Math

Graph of Current Performance by Analysis Group



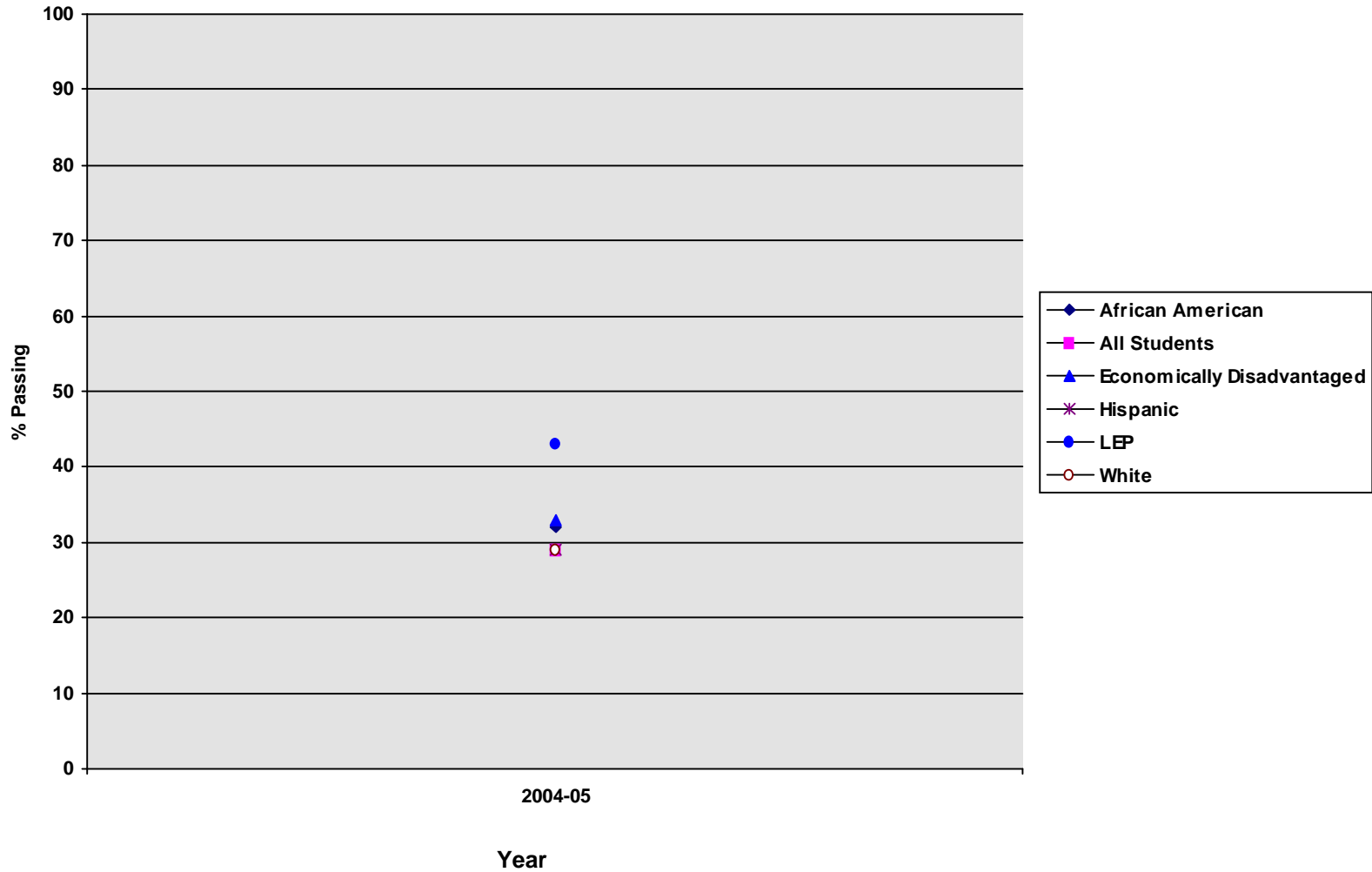
Report of SDAA II Writing

Graph of Current Performance by Analysis Group



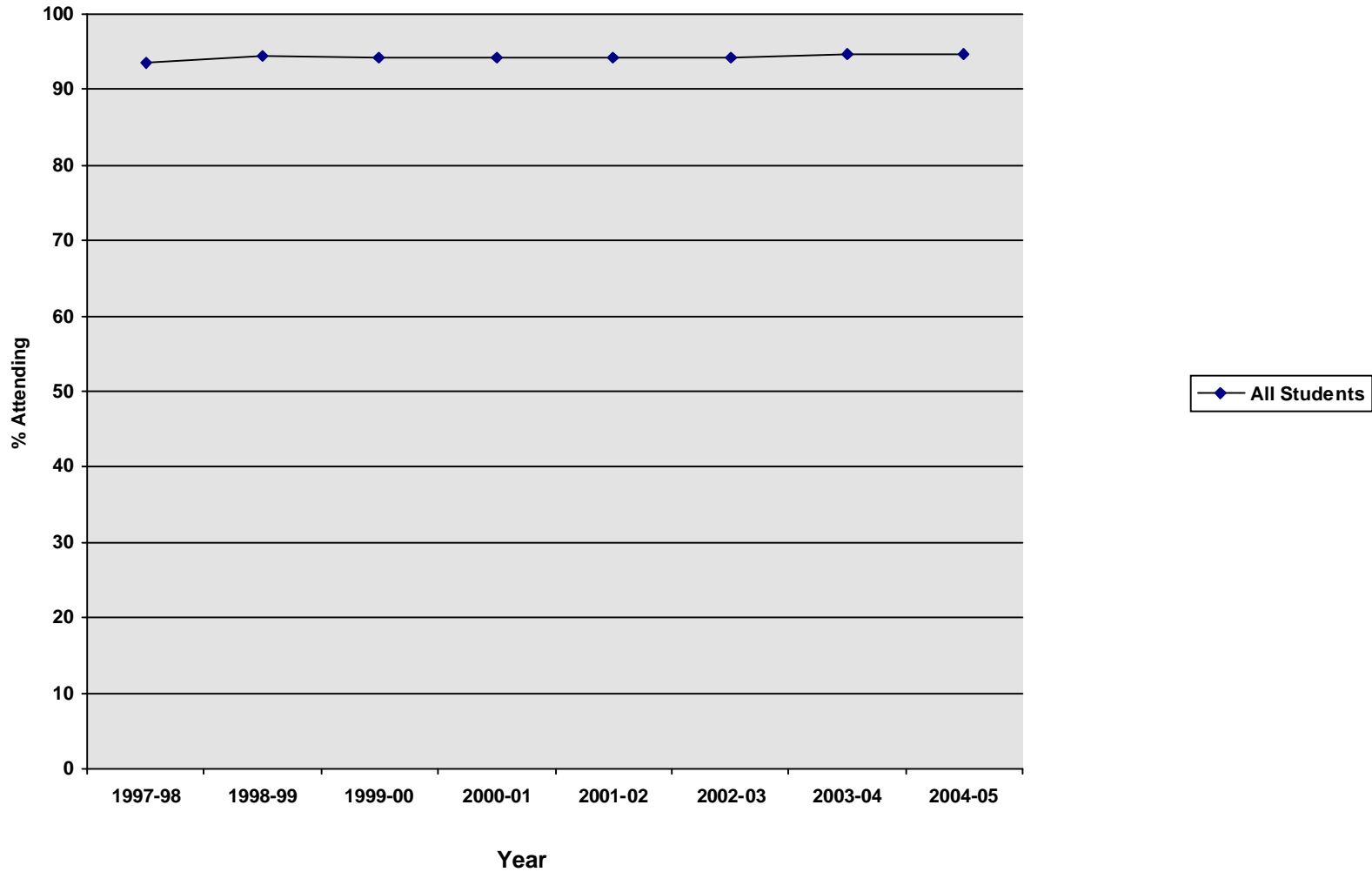
Report of SDAA II Overall

Graph of Current Performance by Analysis Group



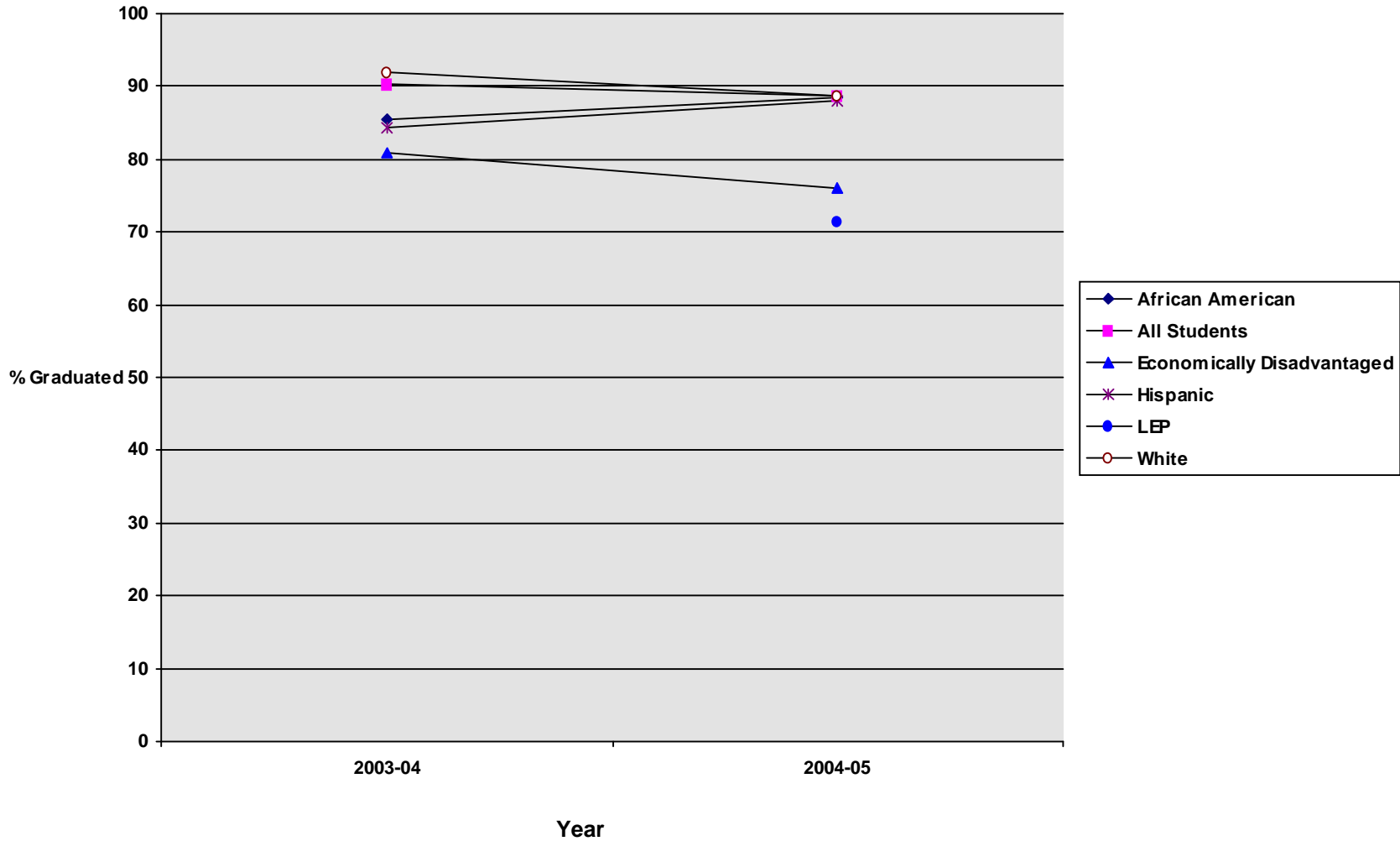
Report of Attendance

Graph of Current Performance by Analysis Group



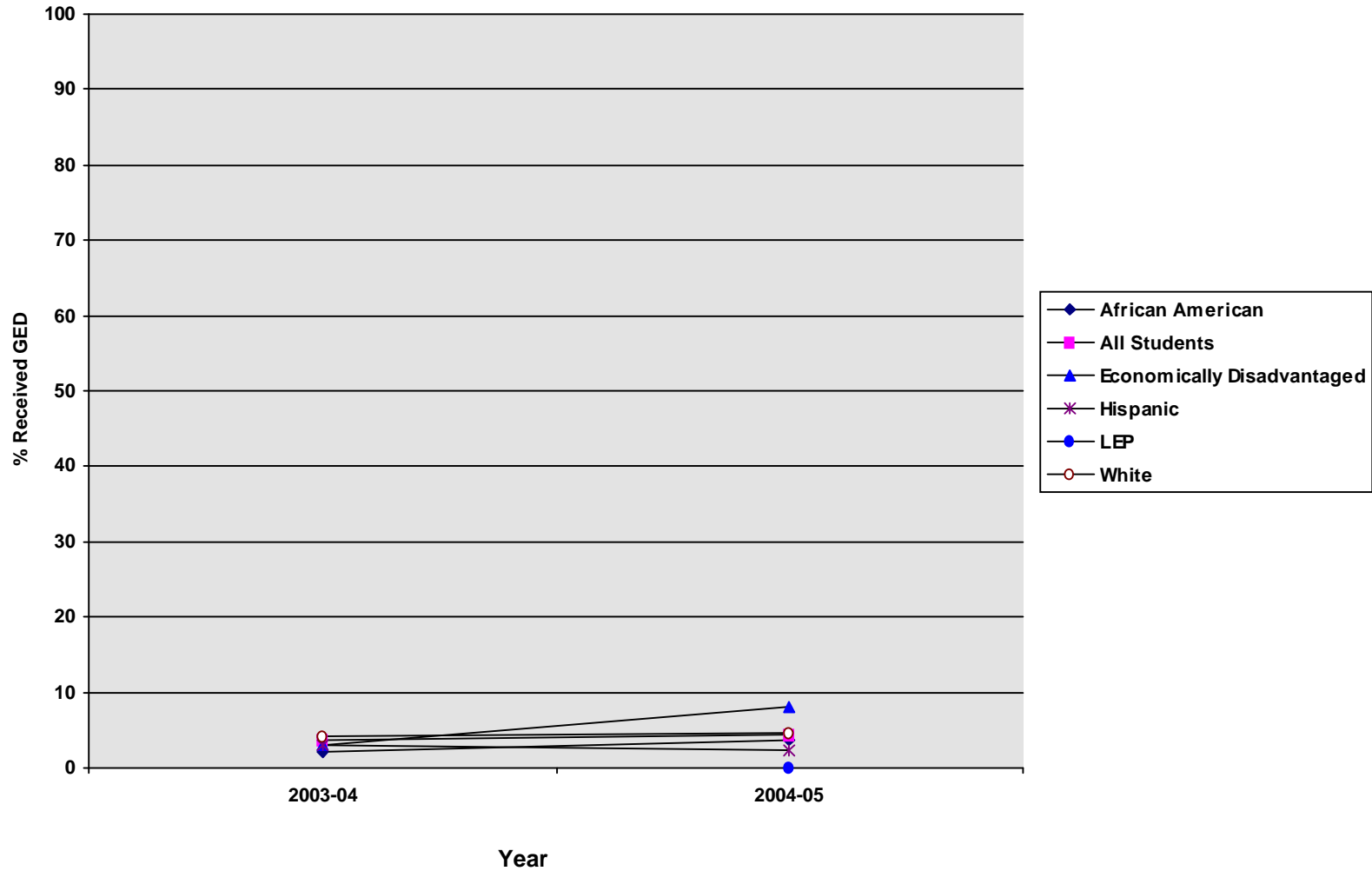
Report of Completion: Graduated

Graph of Current Performance by Analysis Group



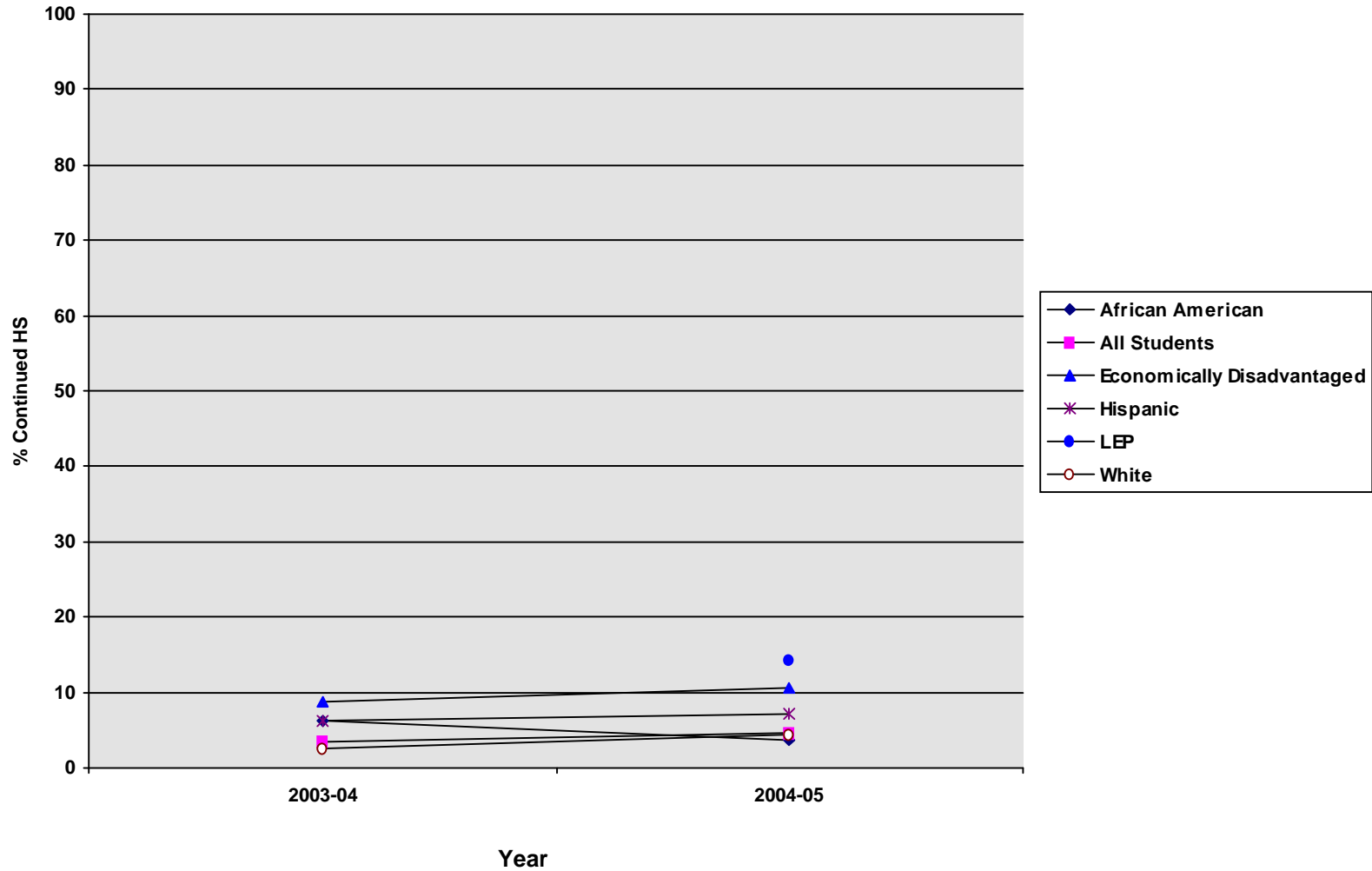
Report of Completion: Received GED

Graph of Current Performance by Analysis Group



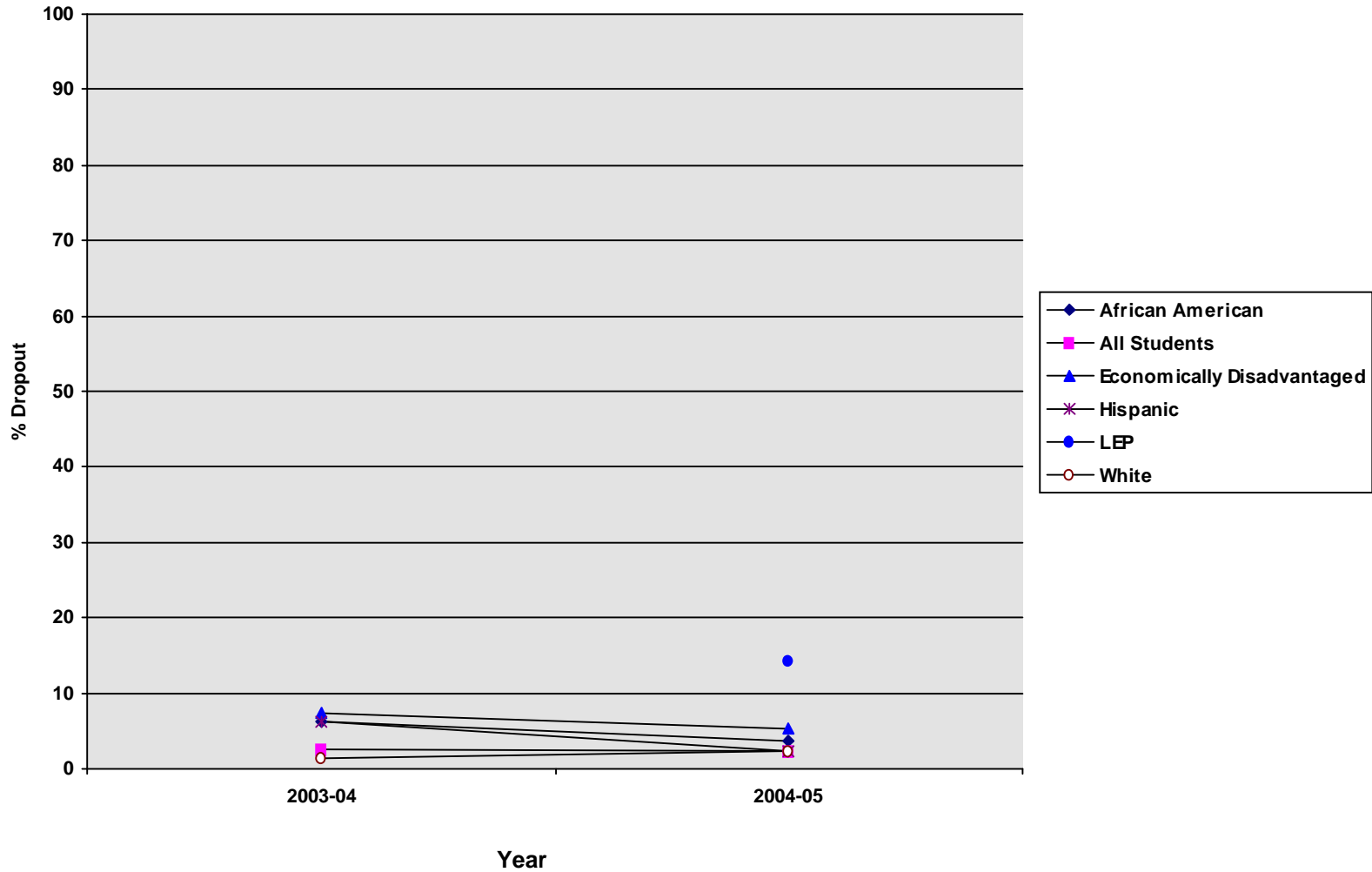
Report of Completion: Continued HS

Graph of Current Performance by Analysis Group



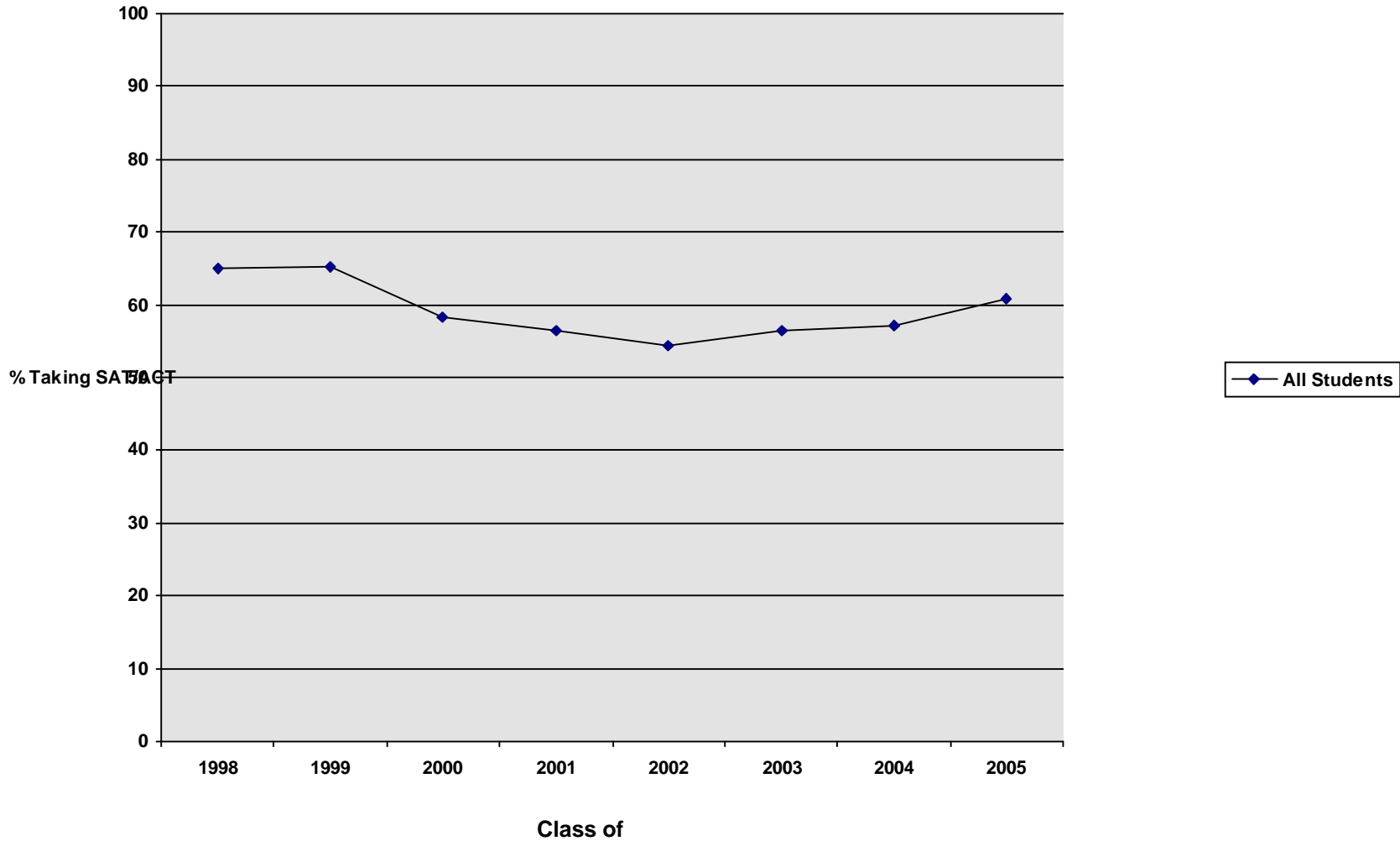
Report of Completion: Dropped Out (4-yr)

Graph of Current Performance by Analysis Group



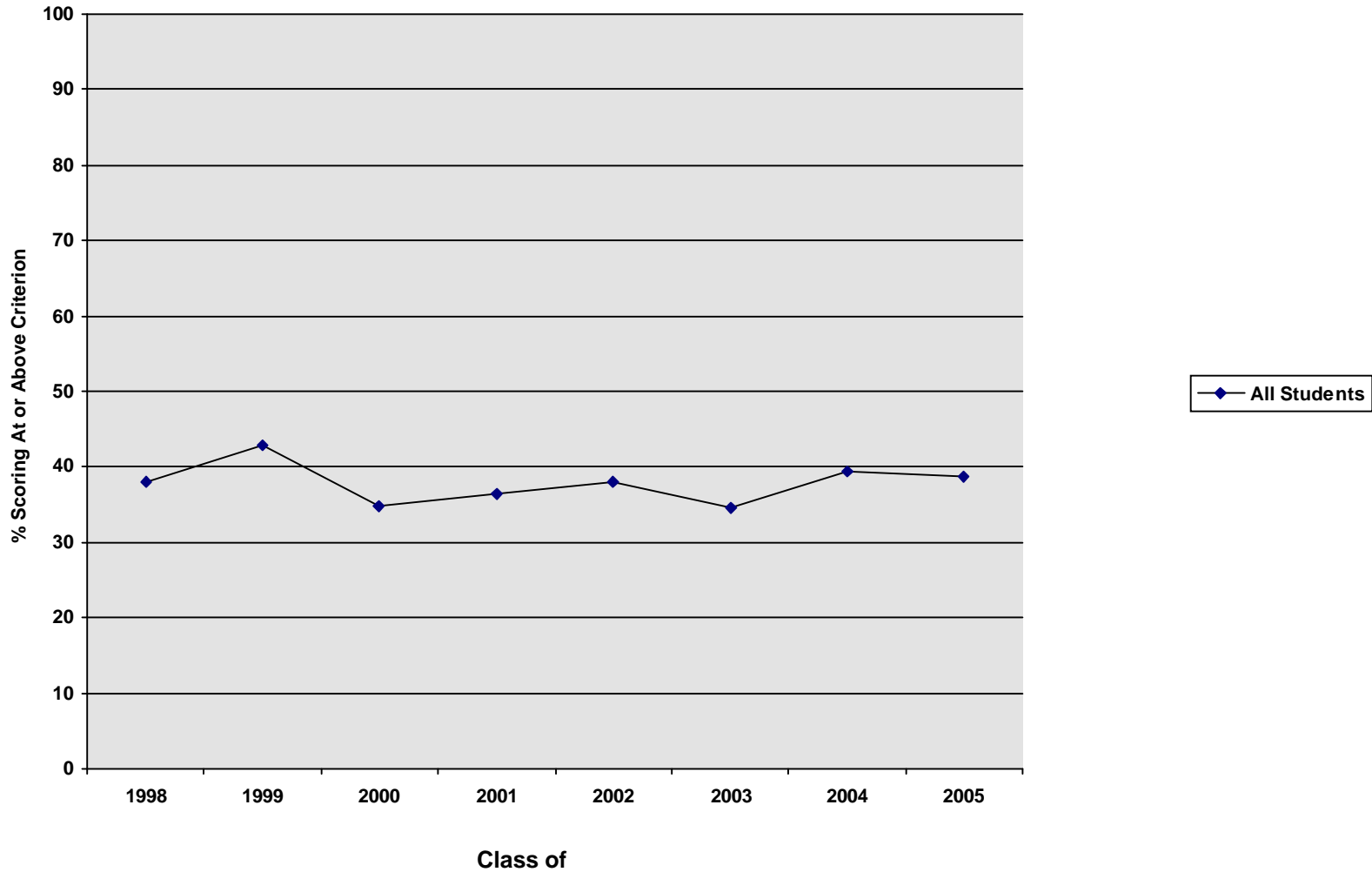
Report of Graduating Seniors Taking SAT/ACT

Graph of Current Performance by Analysis Group



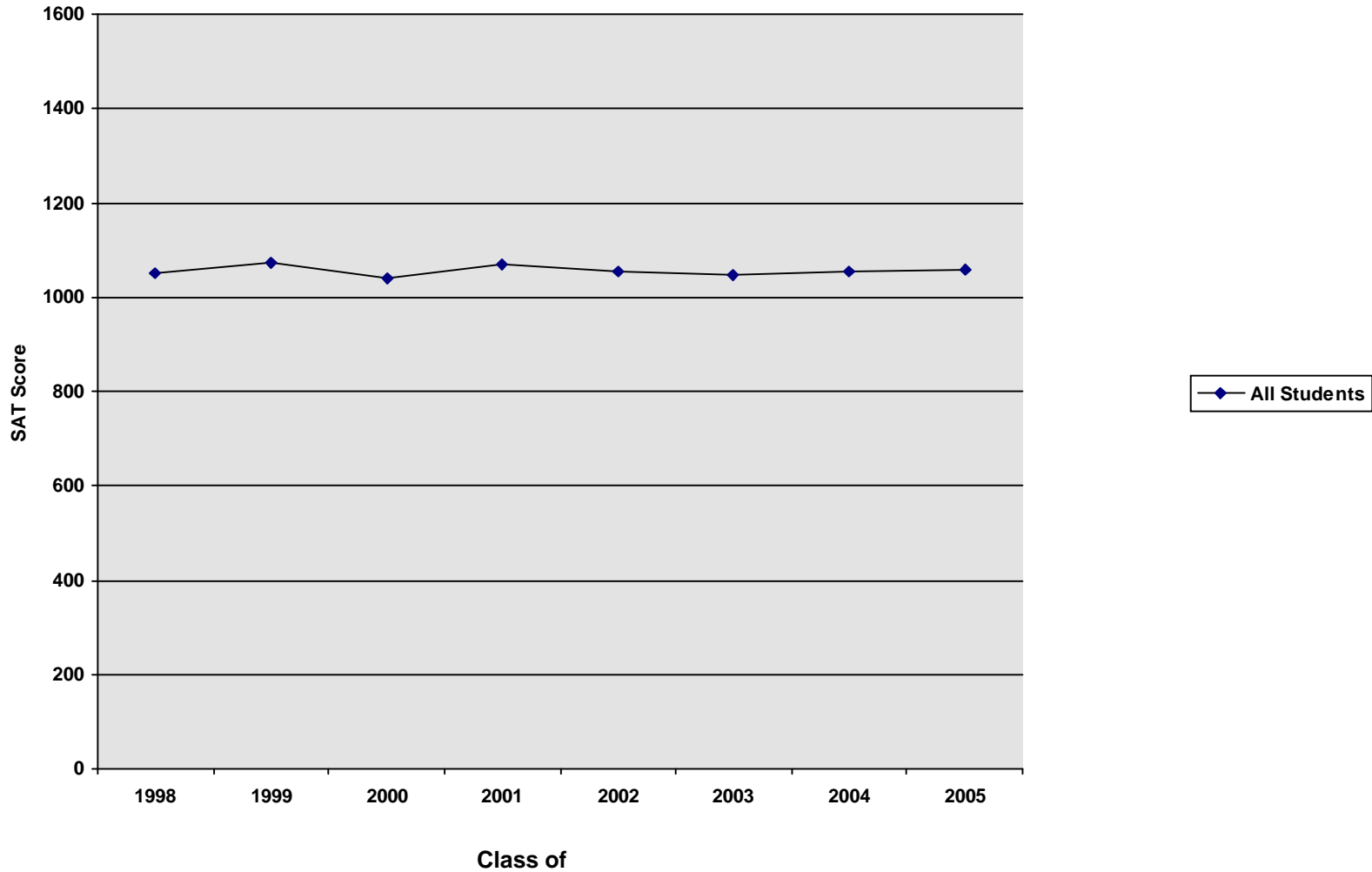
Report of Graduating Seniors Scoring At or Above Criterion

Graph of Current Performance by Analysis Group



Report of Mean SAT Scores

Graph of Current Performance by Analysis Group



Report of Mean ACT Scores

Graph of Current Performance by Analysis Group

