

Wakefield Elementary School

Campus Improvement Plan

2008-09

Wakefield students will become successful citizens through experiences that are challenging, stimulate reflective thought and involve real-world applications of skills and knowledge.

Goal 1: The campus will continue to realize annual progress in student achievement for all student groups.

Correlates with:

District Goals			
1) Student Achievement	5) Transportation	6) Support Programs	
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	4) Curriculum	5) Prepare Students
6) School Personnel	7) Student Performance	9) Instructional Techniques	10) Technology
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English		
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress		
Title I - Schoolwide Programs			
2) Student Opportunities	3) Instructional	6) Parental Involvement	8) Include Teachers in Decisions

Indicator: TAKS Reading

Grade: All	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
Group						
All Students	95 %	2008	≥ 90 %	2013-14	≥ 95 %	2009
African American	86 %	2008	≥ 90 %	2013-14	≥ 86.8 %	2009
Economically Disadvantaged	90 %	2008	≥ 90 %	2013-14	≥ 90 %	2009
Hispanic	89 %	2008	≥ 90 %	2013-14	≥ 89.2 %	2009
White	97 %	2008	≥ 90 %	2013-14	≥ 97 %	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	92 %	2008	≥ 90 %	2013-14	≥ 92 %	2009
African American	68 %	2008	≥ 90 %	2013-14	≥ 72.4 %	2009
Economically Disadvantaged	85 %	2008	≥ 90 %	2013-14	≥ 86 %	2009
Hispanic	86 %	2008	≥ 90 %	2013-14	≥ 86.8 %	2009

Indicator: TAKS Writing

Grade: All

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	96 %	2008	≥ 90 %	2013-14	≥ 96 %	2009
African American	90 %	2008	≥ 90 %	2013-14	≥ 90 %	2009
Economically Disadvantaged	91 %	2008	≥ 90 %	2013-14	≥ 91 %	2009
Hispanic	> 99 %	2008	≥ 90 %	2013-14	≥ 99 %	2009

Strategies

Goal 1 - Strategy 1		Focused Data Analysis	
Leader(s): Campus Administrators		Brief Description: Analyze and respond to student data at the campus, classroom, and individual student level.	
Leader Progress Report Dates: Ongoing		Evaluation Benchmark: Student data	
Resources Required:	FTE's Required:	Source of Funds:	Amount
Outside Consultant	Number of FTE's: None	General Budget	\$500.00
AWARE	None		\$500.00
Campus Admin. Staff	Cost: None		
Central Office			
Computers			
CScope			
AimsWeb			
INOVA			
TPRI			
SISD Checkpoints			
Staff			
TAKS data			
Teachers			
TELPAS			
Time			
District Coordinator			

Goal 1 - Strategy 1		Focused Data Analysis											
Timeline													
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	r	a
		n	i	g	p	t	v	c	n	b	r	p	y
Analyze and disaggregate data at the campus/classroom/individual student level to determine the needs of each student and to develop individualized goals.	Campus Admin., Team Leaders, & Teachers	X		X	X	X	X	X	X	X	X	X	X
Participate in vertical and horizontal team planning sessions focusing on instructional strategies which target weak areas as determined through data analysis.	Campus Admin., Team Leaders, and Teachers	X		X	X	X	X	X	X	X	X	X	X
Identification of strengths and weaknesses in campus-wide instruction through disaggregation of TAKS data.	Campus Administrator, Counselor, Teachers			X	X	X	X	X	X	X	X	X	X
Participate in instructional progress conversations to discuss benchmark and checkpoint data to inform instruction on an ongoing basis.					X	X	X		X	X	X		
Implement the use if INOVA data to identify students in need of interventions or mentoring and to evaluate effectiveness based on "value added" information.					X	X	X	X	X	X	X	X	X
Identify areas of need for staff development based on data disaggregation.		X		X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 2		Curriculum	
Leader(s): Campus Administrators		Brief Description: Implement an aligned curriculum and assessment program that is standardized, rigorous, data-driven and technologically infused.	
Leader Progress Report Dates: Daily		Evaluation Benchmark: Lesson Plans Classroom Observations Student Performance Data	
Resources Required:		FTE's Required:	
Library		Number of FTE's: None	
Campus Admin. Staff		None	
Central Office		Cost: None	
Child Nutrition Dept.			
Community Leader			
Community Speaker			
Computers			
Contract Service			
Custodial/Maint. Dept.			
District Admin. Staff			
District Coordinator			
Audio Visual Equipment			
Guest Speaker			
Volunteer Support			
Local Bus. Leader			
Outside Consultant			
Parent Support			
School Commons Area			
School Library			
		Source of Funds:	Amount
		Special Grant	\$2,700.00
		General Budget	\$8,000.00
			<hr/>
			\$10,700.00

Goal 1 - Strategy 2 Curriculum													
Staff													
Supplies													
Teachers													
Teaching Aids													
Time													
Transportation Dept.													
District Staff													
Timeline													
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
Monitor the implementation of the SISD Scope & Sequence for Language Arts and Social Studies and the CScope Curriculum for Science and Mathematics.	Campus Administrators, Team Leaders & Teachers	X		X	X	X	X	X	X	X	X	X	X
Increase technology integration as an instructional and assessment tool.	Campus Administrators, Tech Specialist, & Teachers	X		X	X	X	X	X	X	X	X	X	X
Differentiate instruction to meet the needs of all students including all special populations.	Campus Administrators, Teachers, & Service Provide	X		X	X	X	X	X	X	X	X	X	X
Coordinate campus reading programs with the Texas Reading Initiative through the use of pre- and post- reading benchmarks.	Campus Administrators & Teachers	X		X	X	X	X	X	X	X	X	X	X
Continue the use of the Write From The Beginning program to improve writing scores.	Campus Administrators, WFTB Trainers, & Teachers	X		X	X	X	X	X	X	X	X	X	X
Continue implementation of a hands-on, vocabulary-rich science curriculum using CScope and supplemental materials.	Campus Administrators, & Teachers	X		X	X	X	X	X	X	X	X	X	X
Provide support to the core math program with supplements to the CScope curriculum including Accelerated Math, State-	Campus Admin, Math Vertical Team, Tchrs., &	X		X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 2 Curriculum		J	J	A	S	O	N	D	J	F	M	A	M
Activity	Person(s) Responsible	u	u	u	e	c	o	e	a	e	a	p	a
		n	l	g	p	t	v	c	n	b	r	r	y
adopted textbooks, Elementary Math Dictionaries, Motivation Math, Learning Wrap-Ups, Math Vocabulary Wheels & Kits, Math Make & Take Lab, and implementation of a campus-wide Math Problem Solving process.	Tutors												
Continue providing support to the core reading curriculum by implementing strategies through Guided Reading as well as integration of the Accelerated Reading program and AR incentives.	Campus Admin., Teachers	X		X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 3 Interventions			
Leader(s): Campus Administrators	Brief Description: Provide appropriate interventions to meet individual student needs and decrease achievement gaps.	Evaluation Benchmark: Intervention Plans	
Leader Progress Report Dates: Ongoing			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Staff	Number of FTE's: 4.50	Title Budget	\$40,000.00
Audio Visual Equipment	None	Compensatory Ed. Budget	\$2,000.00
AWARE	Cost: None	ARI/AMI Funds	\$12,000.00
Campus Admin. Staff			<hr/> \$54,000.00
Computers			
District Coordinator			
District Staff			
Outside Consultant			
AimsWeb			
SISD Checkpoints			
Volunteer Support			
Supplies			
Teachers			
Teaching Aids			
Time			
Title Teachers			
TPRI			
Transportation Dept.			
Parent Support			

Goal 1 - Strategy 3 Interventions													
Timeline													
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	n	g	e	c	o	e	a	e	a	r	a
Implement Response to Intervention (Rtl) to support students in the general education setting with interventions through specific plans for targeted students, utilizing input from the campus/grade-level III-Tier Student Intervention Team.	Campus Admin., Teachers, Special Service Providers	X		X	X	X	X	X	X	X	X	X	X
Implement the III-Tier Reading Intervention Model in First & Second Grades through the Region X Grant.	Campus Admin., Gr. 1&2 Tchrs.	X		X	X	X	X	X	X	X	X	X	X
Provide ESL services to assist ELL students to become fluent English speakers.	Campus Admin., LPAC, ESL Teacher, Clsrm. Tchrs.	X		X	X	X	X	X	X	X	X	X	X
Continue the use of Reading Recovery to support First Grade students in need of a III-Tier Reading Intervention.	Campus Admin., RR Teachers, 1st Gr. Teachers				X	X	X	X	X	X	X	X	X
Provide the Language Science program utilizing MTA (Multi-Sensory Teaching Approach) for students qualifying for Dyslexia services. This is also considered a Third Tier Intervention and requires a 504 Plan.	Campus Admin., L.S. Teacher, Clsrm. Tchrs.	X		X	X	X	X	X	X	X	X	X	X
Provide appropriate interventions for students that are at-risk.	Campus Admin, Teachers, Tutors, Spec. Serv. Prov.	X			X	X	X	X	X	X	X	X	X
Provide Content Mastery Class (CMC) assistance for any student in need of small group instruction, testing, or re-teaching.	Campus Admin., Teachers, CMC Staff	X		X	X	X	X	X	X	X	X	X	X
Develop Individual Education Plans (IEP's) through the ARD process for students who qualify for Special Education Services. Students will be supported in a variety of settings appropriate to each child's IEP, which could include Resource Class, Regular Ed. Inclusion, Special Educ. Counseling Services, OT, PT, Speech & Language, and/or CMC.	Campus Admin., Diagnostician, Tchrs. & Serv. Prov.	X		X	X	X	X	X	X	X	X	X	X
Provide progress monitoring utilizing AimsWeb software for	Special Ed. Teacher, SOS				X	X	X	X	X	X	X	X	

Goal 1 - Strategy 3 Interventions		J	J	A	S	O	N	D	J	F	M	A	M
Activity	Person(s) Responsible	u	u	u	e	c	o	e	a	e	a	p	a
		n	l	g	p	t	v	c	n	b	r	r	y
students in Tiers II and III of the Rtl process.	Committee												

Goal 1 - Strategy 4		Attendance												
Leader(s): Campus Administrators		Brief Description: Increase student achievement through improved attendance rate.					Evaluation Benchmark: Attendance records							
Leader Progress Report Dates: Ongoing														
Resources Required:		FTE's Required:			Source of Funds:								Amount	
Teachers		Number of FTE's: None			Mighty Mustang								\$500.00	
Staff		None			General Budget								\$750.00	
Parent Support		Cost: None											\$1,250.00	
Central Office														
Campus Admin. Staff														
Timeline														
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M	
		u	u	u	e	c	o	e	a	e	a	r	a	
		n	i	g	p	t	v	c	n	b	r	p	y	
Provide incentives and rewards for student attendance including special awards, prizes, and recognition at assemblies.	Campus Administrators and Teachers	X			X	X	X	X	X	X	X	X	X	
Encourage attendance of all students by keeping parents and students informed of the State Compulsory Attendance Law through frequent communication.	Campus Administrators, Attendance Clerk, Teachers	X		X	X	X	X	X	X	X	X	X	X	

Goal 2: The campus will develop mechanisms to ensure continuous improvement of district instruction.

Correlates with:

District Goals		
2) Highly Qualified Staff	6) Support Programs	
State Objectives		
6) School Personnel		
NCLB/ESEA Goals and Indicators		
3) Highly Qualified Staff		
Effective School Correlates		
2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
Title I - Targeted Assistance Schools		
5) Highly Qualified Teachers		

Strategies

Goal 2 - Strategy 1		Staff Recruitment and Hiring														
Leader(s): Campus Administrators		Brief Description: Recruit, hire, develop, and retain the highest quality staff.					Evaluation Benchmark: PDAS									
Leader Progress Report Dates: Ongoing																
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				
District Admin. Staff		Cost: None														
Computers																
Central Office																
Campus Admin. Staff																
Transportation Dept.																
Time																
Teachers																
Staff																
Outside Consultant																
Timeline																
Activity		Person(s) Responsible			J	J	A	S	O	N	D	J	F	M	A	M
					u	u	u	e	c	o	e	a	e	a	a	a
					n	l	g	p	t	v	c	n	b	r	r	y
Campus administration will seek faculty input, attend job fairs,		Campus Administrators			X	X	X	X	X	X	X	X	X	X	X	X

Goal 2 - Strategy 1 Staff Recruitment and Hiring		J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	p	a
Activity		n	l	g	p	t	v	c	n	b	r	r	y
and utilize SISD hiring procedures and TEAMS information to hire highly qualified faculty and staff members that meet specific campus needs.													
Provide a positive campus environment where teachers and staff members feel appreciated and free to be innovative and initiate new ideas.		X		X	X	X	X	X	X	X	X	X	X

Goal 2 - Strategy 2		Develop and Retain the Highest Quality Staff														
Leader(s): Campus Administrators		Brief Description: In order to develop and retain the highest quality staff, opportunities and encouragement for professional development, leadership, and collaboration will be provided for all staff.										Evaluation Benchmark: PDAS Staff Development Records				
Leader Progress Report Dates: Ongoing																
Resources Required:		FTE's Required:			Source of Funds:								Amount			
Time		Number of FTE's: None			General Budget								\$4,500.00			
Teachers		None			Title Budget								\$6,000.00			
Staff		Cost: None			Mighty Mustang								\$6,000.00			
District Staff													<hr/>			
District Coordinator													\$16,500.00			
District Admin. Staff																
Contract Service																
Computers																
Central Office																
Campus Admin. Staff																
Timeline																
Activity		Person(s) Responsible			J	J	A	S	O	N	D	J	F	M	A	M
					u	u	u	e	c	o	e	a	e	a	p	a
					n	i	g	p	t	v	c	n	b	r	r	y
In order to retain highly qualified staff, we will support teachers new to the district in meeting SISD expectations through monthly induction meetings and assigning campus mentors.		Campus Admin., Dir. Of Staff Devel., Mentors					X	X	X	X	X	X	X	X	X	X
Teachers new to the district will receive frequent monitoring by an administrator through in-class evaluations, walkthroughs, and		Campus Admin.			X		X	X	X	X	X	X	X	X	X	X

Goal 2 - Strategy 2		Develop and Retain the Highest Quality Staff											
Activity	Person(s) Responsible	J u n	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y
feedback.													
Develop and support Professional Learning Communities throughout the campus to improve student achievement.	Campus Admin., PLC Leaders, & Teachers	X		X	X	X	X	X	X	X	X	X	X
Professional development opportunities will be provided, encouraged, and implemented for all faculty and staff members, ensuring that state, district, and campus goals, targets, and initiatives are represented.	Campus Admin., C & I Team, Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Re-read Ruby Payne's book "A Framework for Understanding Poverty" and have monthly book discussions during faculty meetings.	Admin., Teachers, and Staff Members						X	X	X	X	X		

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

Correlates with:

District Goals	
4) Partnerships	
State Objectives	
1) Partnering Parents with Educators	8) School Environment
NCLB/ESEA Goals and Indicators	
1) Students will Reach High Standards	4) Safe, Drug Free Learning Environments
Effective School Correlates	
7) Home-School Relations	
Title I - Targeted Assistance Schools	
7) Strategies for Parental Involvement	

Strategies

Goal 3 - Strategy 1		Communication														
Leader(s): Campus Administrators Leader Progress Report Dates: Spring 2008 Ongoing		Brief Description: The campus will enhance its communication with the community to ensure community awareness of district and campus progress and student success.					Evaluation Benchmark:									
Resources Required: Volunteer Support Time Teachers Supplies Staff Parent Support District Staff Computers Central Office Campus Admin. Staff		FTE's Required: Number of FTE's: None Cost: None			Source of Funds: None				Amount \$0.00 <hr/> \$0.00							
Timeline																
Activity		Person(s) Responsible			J	J	A	S	O	N	D	J	F	M	A	M
					u	u	u	e	c	o	e	a	e	a	a	a
					n	l	g	p	t	v	c	n	b	r	r	y
Involve parents in a school-wide effort to improve students' academic success through communication, including contacts (i.e. phone calls, visits), conferences, newsletters, email updates		Campus Administration and Teachers			X	X	X	X	X	X	X	X	X	X	X	X

Goal 3 - Strategy 1 Communication													
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	p	a
		n	l	g	p	t	v	c	n	b	r	r	y
and announcements.													
Continue to send grade reports to parents at 3-week intervals and technology competency reports each semester.	Campus Administration and Teachers	X			X	X	X	X	X	X	X	X	X
Be proactive in marketing the campus by supplying positive relations and information via public communication venues, such as the newspaper, district newsletters, flyers, advertisements, and television.	Campus Admin., Counselor, Teachers	X	X	X	X	X	X	X	X	X	X	X	X

Goal 3 - Strategy 2 Build and Strengthen Partnerships			
Leader(s): Campus Administrators		Brief Description: Wakefield will strengthen partnerships with parents, businesses, area colleges and the city to provide an enriched support network for all students.	Evaluation Benchmark: Mighty Mustang Support High Volunteer Rate Community and Parent Involvement
Leader Progress Report Dates: Ongoing			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Library	Number of FTE's: None	Mighty Mustang	\$2,500.00
Central Office	None	General Budget	\$1,500.00
Child Nutrition Dept.	Cost: None	Camp. Activity Fund Budget	\$750.00
Community Leader			\$4,750.00
Community Speaker			
Computers			
Custodial/Maint. Dept.			
District Admin. Staff			
District Coordinator			
Campus Admin. Staff			
Guest Speaker			
Volunteer Support			
Local Bus. Leader			
Parent Support			
School Commons Area			
School Library			
Staff			
Supplies			
Teachers			

Goal 3 - Strategy 2		Build and Strengthen Partnerships											
Time													
District Staff													
Timeline													
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	r	a
		n	i	g	p	t	v	c	n	b	r	p	y
We will implement Wakefield's Customer Care Expectations in order to provide positive interactions with all stakeholders of the campus and district.	Campus Admin., Office Staff, Teachers	X		X	X	X	X	X	X	X	X	X	X
Parent and community involvement will increase through positive communication and conferences, invitations for mentoring and special events, and involvement in parent and community outreach training that will inform and reinforce stakeholders' knowledge for academic support.	Campus Admin., Counselor, Teachers, PTA	X		X	X	X	X	X	X	X	X	X	X
Wakefield will implement the Mighty Mustang program which will include maintaining and building community and business partnerships to support character development and will fund incentives to celebrate student success as well as campus programs and professional development.	Campus Admin., Mighty Mustang Planning Team, Tchrs	X		X	X	X	X	X	X	X	X	X	X
Wakefield will support the various community agencies by providing an assembly at the beginning of the year for various agencies to present information about their organizations to students.						X							
Wakefield will partner with Chili's to provide opportunities for students to participate in charitable activities and to benefit from donations received to support educational programs.					X	X	X	X	X	X	X	X	X
Wakefield will encourage students to become "savers" by offering a Mustang Savings program through American Bank.													
Wakefield will encourage parental and community support through Boxtops, Tyson's labels, and Target.													

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

Correlates with:

State Objectives			
8) School Environment			
NCLB/ESEA Goals and Indicators			
4) Safe, Drug Free Learning Environments			
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	4) Clear and Focused Mission	7) Home-School Relations
Title I - Targeted Assistance Schools			
8) Coordinate and Integrate Services and Programs			

Strategies

Goal 4 - Strategy 1		Crisis Management														
Leader(s): Campus Administrators		Brief Description: Implement updated crisis management plan.					Evaluation Benchmark: Drill Logs									
Leader Progress Report Dates: Monthly																
Resources Required:		FTE's Required:			Source of Funds:				Amount							
Volunteer Support		Number of FTE's: None			General Budget				\$1,000.00							
Time		None							\$1,000.00							
Teachers		Cost: None														
Staff																
School Library																
School Commons Area																
Parent Support																
Guest Speaker																
District Coordinator																
Custodial/Maint. Dept.																
Campus Admin. Staff																
Timeline																
Activity		Person(s) Responsible			J	J	A	S	O	N	D	J	F	M	A	M
					u	u	u	e	c	o	e	a	e	a	p	a
					n	i	g	p	t	v	c	n	b	r	r	y
All campus staff will wear a district-issued SISD picture		Campus Administrators			X		X	X	X	X	X	X	X	X	X	X

Goal 4 - Strategy 1 Crisis Management		J	J	A	S	O	N	D	J	F	M	A	M
Activity		u	u	u	e	c	o	e	a	e	a	p	a
Person(s) Responsible		n	l	g	p	t	v	c	n	b	r	r	y
identification badge.	and All Staff												
A Crisis Management Team will be in place to review current emergency management policies and procedures. This team will also make necessary revisions to the current Emergency/Crisis plan and will disseminate information and/or train the staff and students regarding the plan.	Campus Admin., Crisis Mngt. Team, Teachers	X		X	X	X	X	X	X	X	X	X	X
The campus Crisis Management Plan will have specific plans in place for Fire Evacuation, Severe Weather, and Campus Lock-Down procedures and practice drills/rehearsals will be conducted periodically.	Campus Admin., Crisis Mngt. Team, Teachers	X		X	X	X	X	X	X	X	X	X	X
Safety programs will be presented to students by the Sherman Police Dept. and the Sherman Fire Dept. in order to be proactive in teaching students appropriate ways to prevent and/or react to various emergency situations, both at school and at home.	Campus Admin., Sherman Fire & Police Dept., Tchrs.				X	X	X	X	X	X	X	X	X
An Automated External Defibrillator (AED) unit is available in the main hallway. The campus nurse is certified to train others, and key staff members will be trained.	Campus Administrators, Campus Nurse	X		X	X	X	X	X	X	X	X	X	X
Key staff members will become certified in or maintain certification for Nonviolent Crisis Intervention through CPI (Crisis Prevention Institute). A core team will be established as first responders for use of CPI techniques on campus. The core team will have certification in CPI as well as have training in TBSI (Texas Behavioral Support Initiative).	Campus Administrators, CPI Trained Staff	X				X	X	X	X	X	X	X	X

Goal 4 - Strategy 2 Welcoming Environment			
Leader(s): Campus Administrators	Brief Description: Create an atmosphere that is conducive to learning.	Evaluation Benchmark: Spring Survey Discipline Records PDAS	
Leader Progress Report Dates: Spring 2008 (survey) Daily Ongoing			
Resources Required:	FTE's Required:	Source of Funds:	Amount
Parent Support	Number of FTE's: None	Special Grant	\$4,500.00
Campus Admin. Staff	None	General Budget	\$4,000.00
Child Nutrition Dept.	Cost: None	Camp. Activity Fund Budget	\$2,000.00
Custodial/Maint. Dept.			\$10,500.00
District Admin. Staff			
District Coordinator			
District Staff			
Audio Visual Equipment			
Library			
Volunteer Support			
School Commons Area			
School Library			
Staff			
Supplies			
Teachers			
Teaching Aids			
Time			
Guest Speaker			

Goal 4 - Strategy 2 Welcoming Environment																							
Timeline																							
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M										
		u	n	l	u	g	e	p	t	o	v	e	c	a	n	e	b	a	r	a	p	r	y
A commitment has been made by staff members, students, and parents to ensure a welcoming environment to anyone entering our campus. We will strive to keep the school clean, inviting to children and all visitors, and to show pride in our campus.	Campus Admin., Custodial Crew, All Staff	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Continue the campus Guidance & Counseling Program which will foster a passion for excellence in learning for students while guiding students to make appropriate choices regarding self-responsibility and maintain positive character traits.	Campus Admin., Counseleor, Teachers	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Implementation of the Mighty Mustang Program will provide incentives and rewards for students' academic, behavioral, and character successes through student celebration assemblies after each 9 week grading period. All students have the opportunity to earn awards, prizes, and recognition at assemblies and each day on morning announcements.	Campus Admin., MM Planning Comm., All Staff	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
All students will be provided exposure to the arts, including Music and Art, through Theatricks performances, PTA Cultural Arts Reflections Program, the Mustang Musicians Program, grade-level musical performances in which all students participate in throughout the year, and students' artwork will be displayed in the school corridors as well as the SISD Central Office.	Campus Admin., Music & Art Teachers	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Students have the opportunity to earn special beads from any staff member. Students will string their beads on a necklace or bracelet and will then wear their beaded necklace or bracelet on Mighty Mustang Celebration days.	Campus Admin., All Staff	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
The Campus Discipline Committee will continue to review and revise the school-wide discipline plan, then disseminate information and train the staff and/or students on any revisions. The entire staff will continue to train students on the "Mustang Manners" and the "Mighty Mustang Social Skills." Teachers will	Campus Admin., Discipline Comm., All Staff	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Goal 4 - Strategy 2 Welcoming Environment													
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	r	a
		n	i	g	p	t	v	c	n	b	r	p	y
continue to teach and reinforce the expected procedures throughout the year.													
Students will have the opportunity to participate in enrichment activities and clubs in addition to the required core academic areas. After-school enrichment activities and clubs include: Green Team (gardening and landscaping skills), Math Club, Mustang Musicians (including Chimes, Pipes, Choir, and Drumline), Opera Club, etc.	Campus Admin., Staff Sponsors, Volunteers				X	X	X	X	X	X	X	X	X
Frequent inspections of the campus physical plant will be conducted on a regular basis to ensure a safe and welcoming environment.	Campus Admin., Custodial Staff	X	X	X	X	X	X	X	X	X	X	X	X
The campus CATCH committee will implement a CATCH Program with activities and events to ensure awareness of maintaining good health and nutrition.	Campus Admin., CATCH Comm., Teachers	X		X	X	X	X	X	X	X	X	X	X
Third and Fourth Grade students will have the opportunity to participate in Student Council. These students will be responsible for community outreach/service projects throughout the year. They will serve as positive role models for other students and will be "greeters" at school special events.	Campus Admin., Stu. Co. Tchr. Reps					X	X	X	X	X	X	X	X
Students will begin each week with "Moving Mondays" to start the week off on a positive note while using skills learned in Physical Education.	PE Teacher	X			X	X	X	X	X	X	X	X	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
Classroom Teacher	Sandra Daniels	Kindergarten	sdaniels@shermanisd.net	
Classroom Teacher	Jennifer Collins	First Grade	jcollins@shermanisd.net	
Classroom Teacher	Kathy Daniel	Second Grade Teacher	kdaniel@shermanisd.net	
Classroom Teacher	Sheryl Keown	Third Grade	skeown@shermanisd.net	
Classroom Teacher	Stacey Branam	Fourth Grade Teacher	sbranam@shermanisd.net	
Classroom Teacher	Chaney Curran	Art Teacher	chbrown@shermanisd.net	
Paraprofessional	Ruthy McCurrin		jlittle@shermanisd.net	
Classroom Teacher	Melody Peters	English as a Second Langua	mpeters@shermanisd.net	
Non-Classroom Professional Staff	Elaine Wilson		ewilson@shermanisd.net	
District Level Professional	Dr. Tyson Bennett		tbennett@shermanisd.net	
Principal	Tammy Hutchins		thutchins@shermanisd.net	
Business Representative	Bruce Maxwell		bruce@paramaxpromo.com	
Community Representative	Margie Wilson		mrtwilson@texoma.net	
Parent	Jayme Maxwell		jayme@maxwell.us	

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 Reading - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2006-07	97%
Projected Annual Objective for 2007-08	97.6%
Actual Performance for 2007-08	95%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: African American

Actual Performance for 2006-07	91%
Projected Annual Objective for 2007-08	92.8%
Actual Performance for 2007-08	86%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07	95%
Projected Annual Objective for 2007-08	96%
Actual Performance for 2007-08	90%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2006-07	96%
Projected Annual Objective for 2007-08	96.8%
Actual Performance for 2007-08	89%
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: White

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

Explanation of Performance

Analysis Group: Special Ed.

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

Explanation of Performance

Analysis Group: LEP

Actual Performance for 2006-07 94%
 Projected Annual Objective for 2007-08 95.2%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

TAKS Math - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2006-07 91%
 Projected Annual Objective for 2007-08 92%
 Actual Performance for 2007-08 92%
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2006-07 76%
 Projected Annual Objective for 2007-08 90%
 Actual Performance for 2007-08 68%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07 78%
 Projected Annual Objective for 2007-08 90%
 Actual Performance for 2007-08 85%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2006-07 93%
 Projected Annual Objective for 2007-08 93.6%
 Actual Performance for 2007-08 86%
No Progress Rating Selected

Explanation of Performance

Analysis Group: White

Actual Performance for 2006-07 95%
 Projected Annual Objective for 2007-08 95.6%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

Actual Performance for 2006-07 88%
 Projected Annual Objective for 2007-08 90%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: LEP

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

Explanation of Performance

TAKS Writing - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2006-07 94%
 Projected Annual Objective for 2007-08 94.6%
 Actual Performance for 2007-08 96%
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2006-07 89%
 Projected Annual Objective for 2007-08 90.2%
 Actual Performance for 2007-08 90%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07 92%
 Projected Annual Objective for 2007-08 92.6%
 Actual Performance for 2007-08 91%
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

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

Explanation of Performance

Analysis Group: White

Actual Performance for 2006-07 93%
 Projected Annual Objective for 2007-08 93.8%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Special Ed.

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

Explanation of Performance

Analysis Group: LEP

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

Explanation of Performance

Attendance - Grade: All Grades

Analysis Group: All Students

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

Explanation of Performance

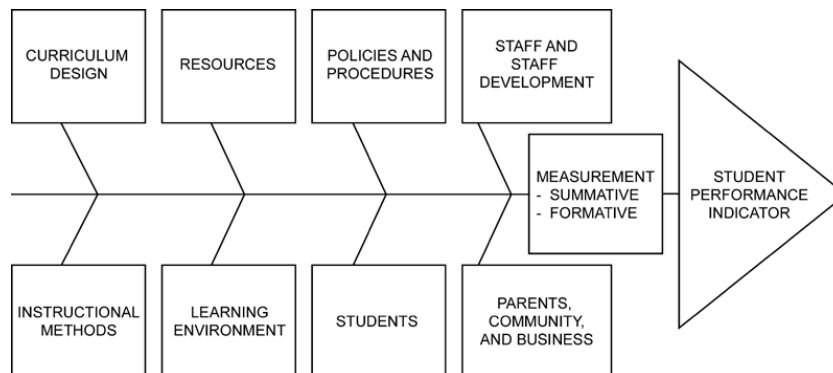
Needs Assessment Focus

Indicators Rated

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

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

Process Chart



Summative Evaluation for year 2008-09

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

Objective Accomplishments

TAKS Reading - Grade: All Grades

Analysis Group: All Students

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

Explanation of Performance

Analysis Group: African American

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

Explanation of Performance

Analysis Group: Economically Disadvantaged

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

Explanation of Performance

Analysis Group: Hispanic

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

Explanation of Performance

Analysis Group: White

Actual Performance for 2007-08	97%
Projected Annual Objective for 2008-09	97%
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	92%
Projected Annual Objective for 2008-09	92%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: African American

Actual Performance for 2007-08	68%
Projected Annual Objective for 2008-09	72.4%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2007-08	85%
Projected Annual Objective for 2008-09	86%
Actual Performance for 2008-09	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

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

Explanation of Performance

TAKS Writing - Grade: All Grades

Analysis Group: All Students

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

Explanation of Performance

Analysis Group: African American

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

Explanation of Performance

Analysis Group: Economically Disadvantaged

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

Explanation of Performance

Analysis Group: Hispanic

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

Explanation of Performance

APPENDIX II

DETAILED GOAL DEFINITIONS

OTHER REFERENCE MATERIALS

District Goals

Goal 1: Student Achievement

Show continuing annual progress in student achievement for all students. At the same time, we want to decrease the gap between student groups.

Goal 2: Highly Qualified Staff

Create a more competitive salary schedule and implementation plan. We will consider special recruiting techniques for hard to recruit areas such as bilingual, math, science, and language.

Goal 3: Transition to new schools

Transition smoothly into the opening of the two new elementary schools.

- a. Development of new elementary attendance zones.
- b. Development of a plan for staffing assignments.
- c. Communication with the affected parties.

Goal 4: Partnerships

Strengthen partnerships with parents, community, business, local colleges, and the city to provide an enriched support network for district and student progress. Communications within the community will also be strengthened.

Goal 5: Transportation

Update and implement a bus replacement plan: Six buses are due for replacement.

Goal 6: Support Programs

The District will provide coordinated assistance from Central Office services to support all district goals.

State Goals

Goal 1: Performance - English

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

Goal 2: Performance - Mathematics

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

Goal 3: Performance - Science

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

Goal 4: Performance - Social Studies

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

State Objectives

Objective 1: Partnering Parents with Educators

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

Objective 2: Student Potential

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

Objective 3: Dropout Prevention

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

Objective 4: Curriculum

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

Objective 5: Prepare Students

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

Objective 6: School Personnel

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

Objective 7: Student Performance

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

Objective 8: School Environment

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

Objective 9: Instructional Techniques

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

Objective 10: Technology

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

NCLB/ESEA Goals and Indicators

Goal 1: Students will Reach High Standards

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

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

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

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

Goal 2: LEP will become Proficient in English

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

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

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

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

Goal 3: Highly Qualified Staff

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

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

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

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

Goal 4: Safe, Drug Free Learning Environments

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

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

Goal 5: All Students will Graduate from High School

All students will graduate from high school.

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

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

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

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

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

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

Effective School Correlates

Correlate 1: Safe and Orderly Environment

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

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

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

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

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

Correlate 2: Climate of High Expectations for Success

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

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

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

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

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

Correlate 3: Instructional Leadership

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

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

Correlate 4: Clear and Focused Mission

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

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

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

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

Correlate 5: Opportunity to Learn and Student Time on Task

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

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

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

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

Correlate 6: Frequent Monitoring of Student Progress

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

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

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

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

Correlate 7: Home-School Relations

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

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

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

Title I - Targeted Assistance Schools

Goal 1: Use Resources to Help Meet Standards

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

Goal 2: Ensure Planning is Incorporated

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

Goal 3: Use Effective Methods

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

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

Goal 4: Support Regular Education Program

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

Goal 5: Highly Qualified Teachers

Provide instruction by highly qualified teachers.

Goal 6: Opportunities for Professional Development

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

Goal 7: Strategies for Parental Involvement

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

Goal 8: Coordinate and Integrate Services and Programs

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

Title I - Schoolwide Programs**Goal 1: Needs Assessment**

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

Goal 2: Student Opportunities

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

Goal 3: Instructional

Instruction by highly qualified teachers.

Goal 4: Professional Development

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

Goal 5: Professional Staff

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

Goal 6: Parental Involvement

Strategies to increase parental involvement such as family literary services.

Goal 7: Student Transition to Elementary Programs

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

Goal 8: Include Teachers in Decisions

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

Goal 9: Identify and Assist with Student Difficulties

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

Goal 10: Federal, State, and Local Programs

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

E-Rate Goals

Goal 1: Goals and Strategy for Using Technology

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

Goal 2: Development Strategy for Training

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

Goal 3: Assessment of Services for Improvement

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

Goal 4: Sufficient Budget for Implementation

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

Goal 5: Evaluation Process for Monitoring Progress

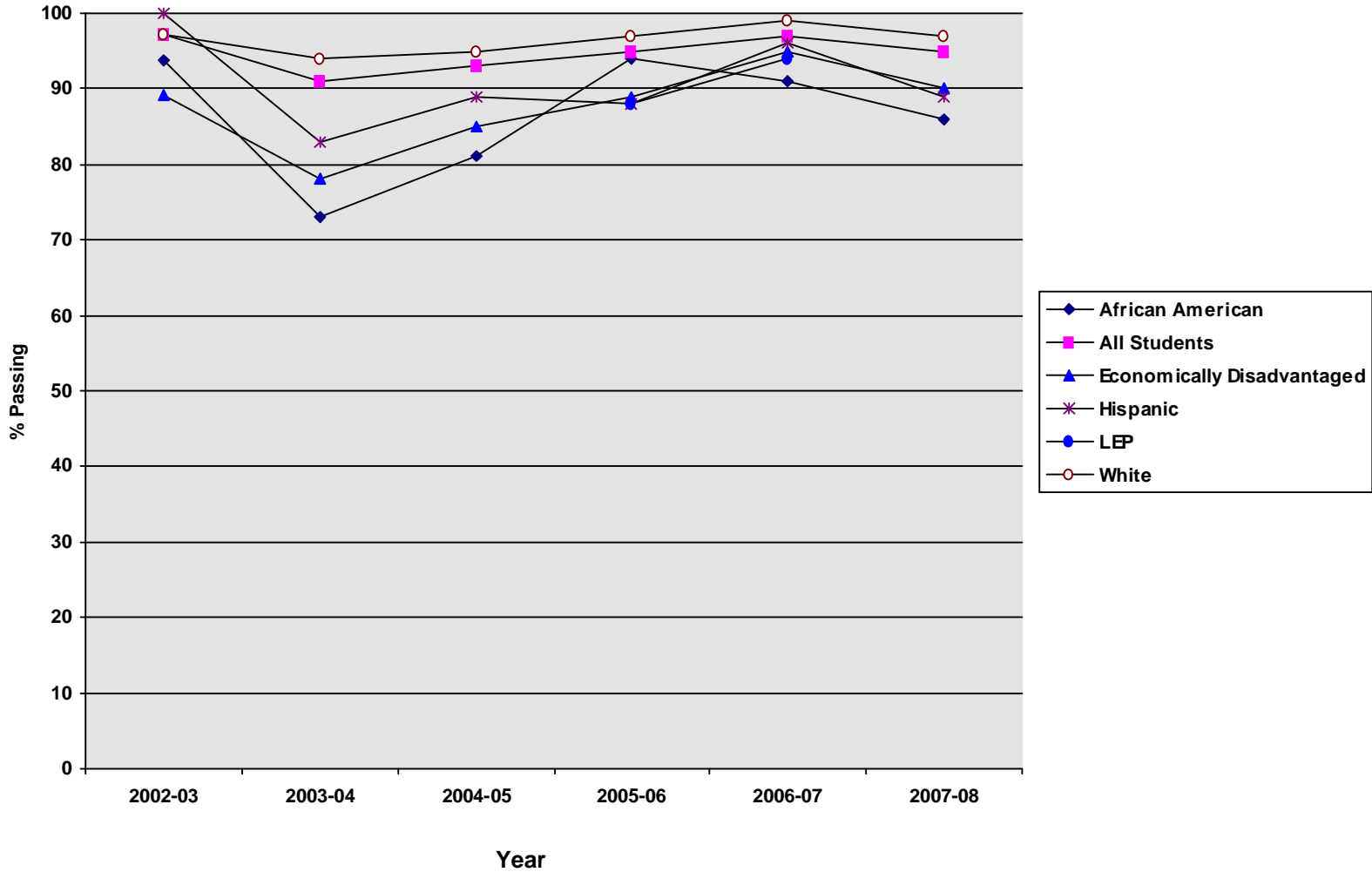
The plan must include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

APPENDIX III

AEIS GRAPHS

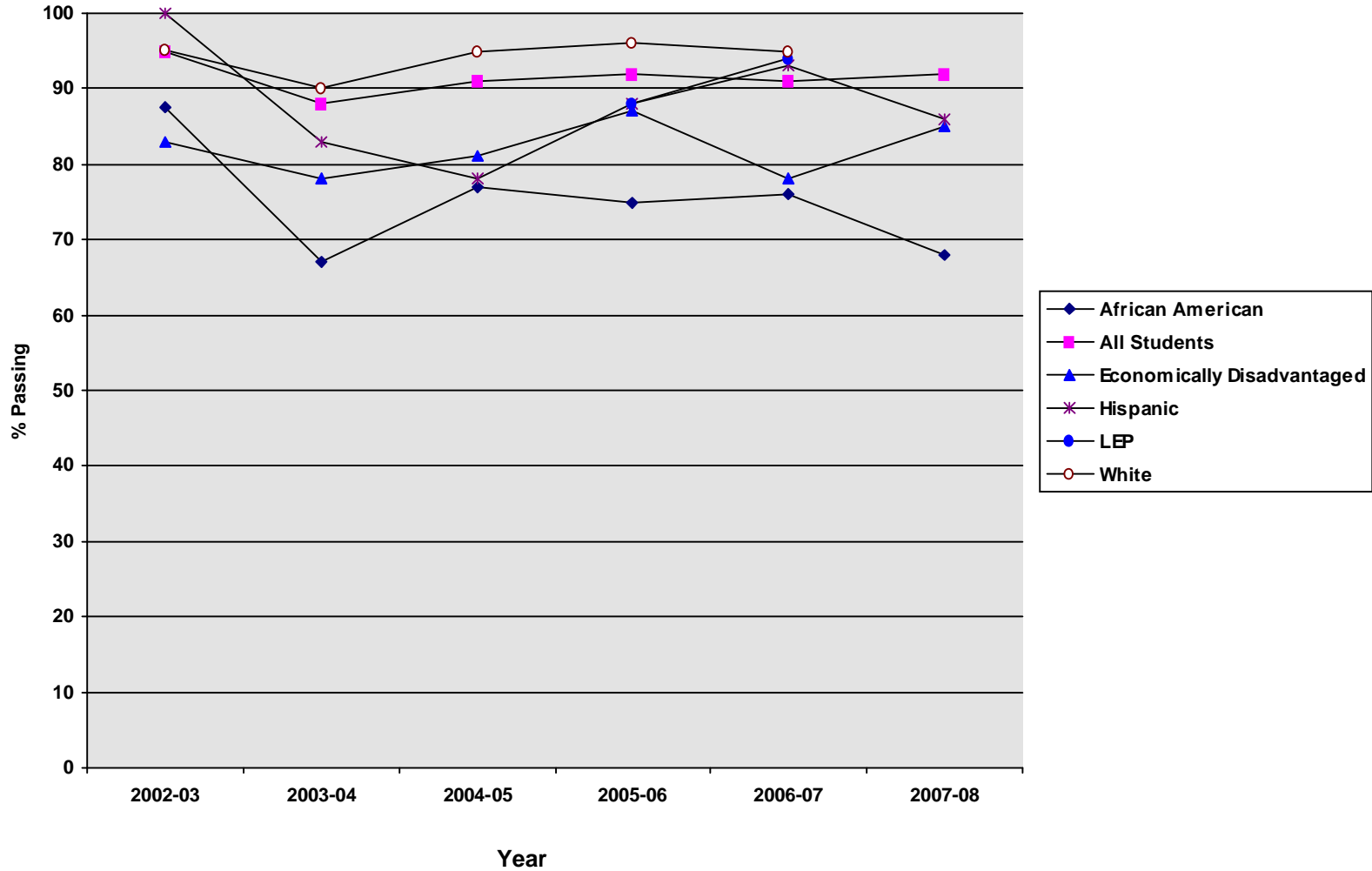
Report of TAKS Reading

Graph of Current Performance by Analysis Group



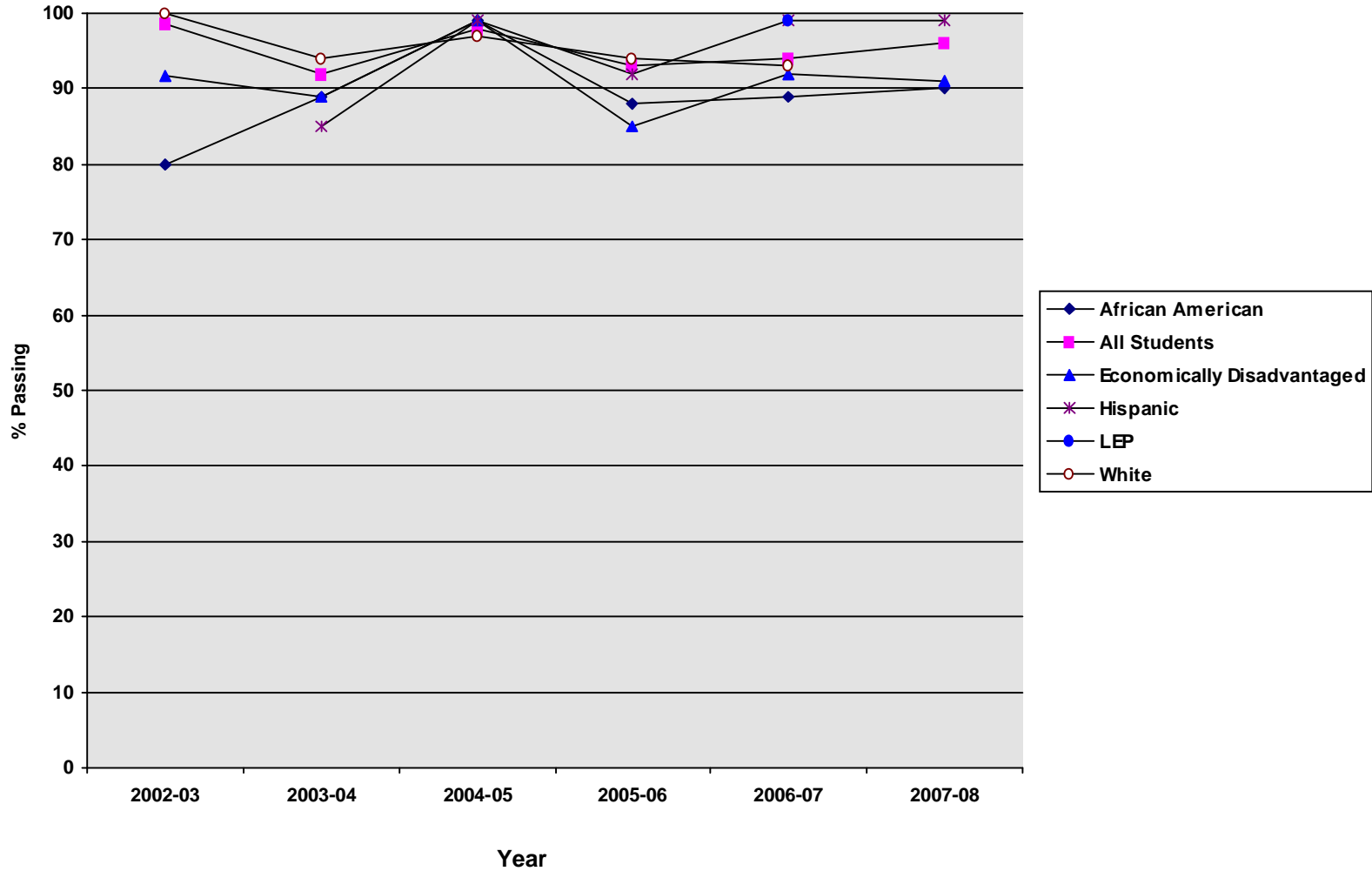
Report of TAKS Math

Graph of Current Performance by Analysis Group



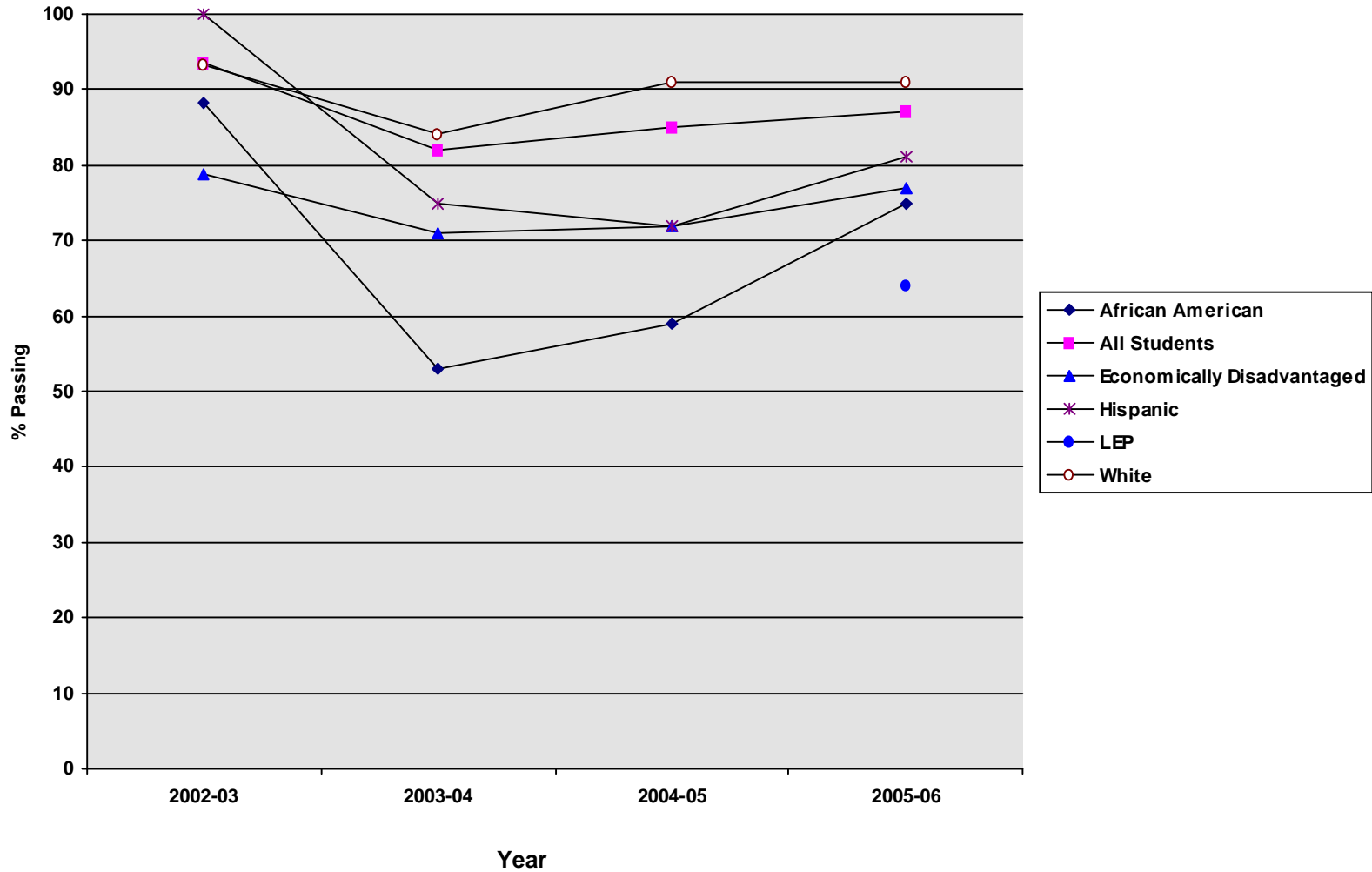
Report of TAKS Writing

Graph of Current Performance by Analysis Group



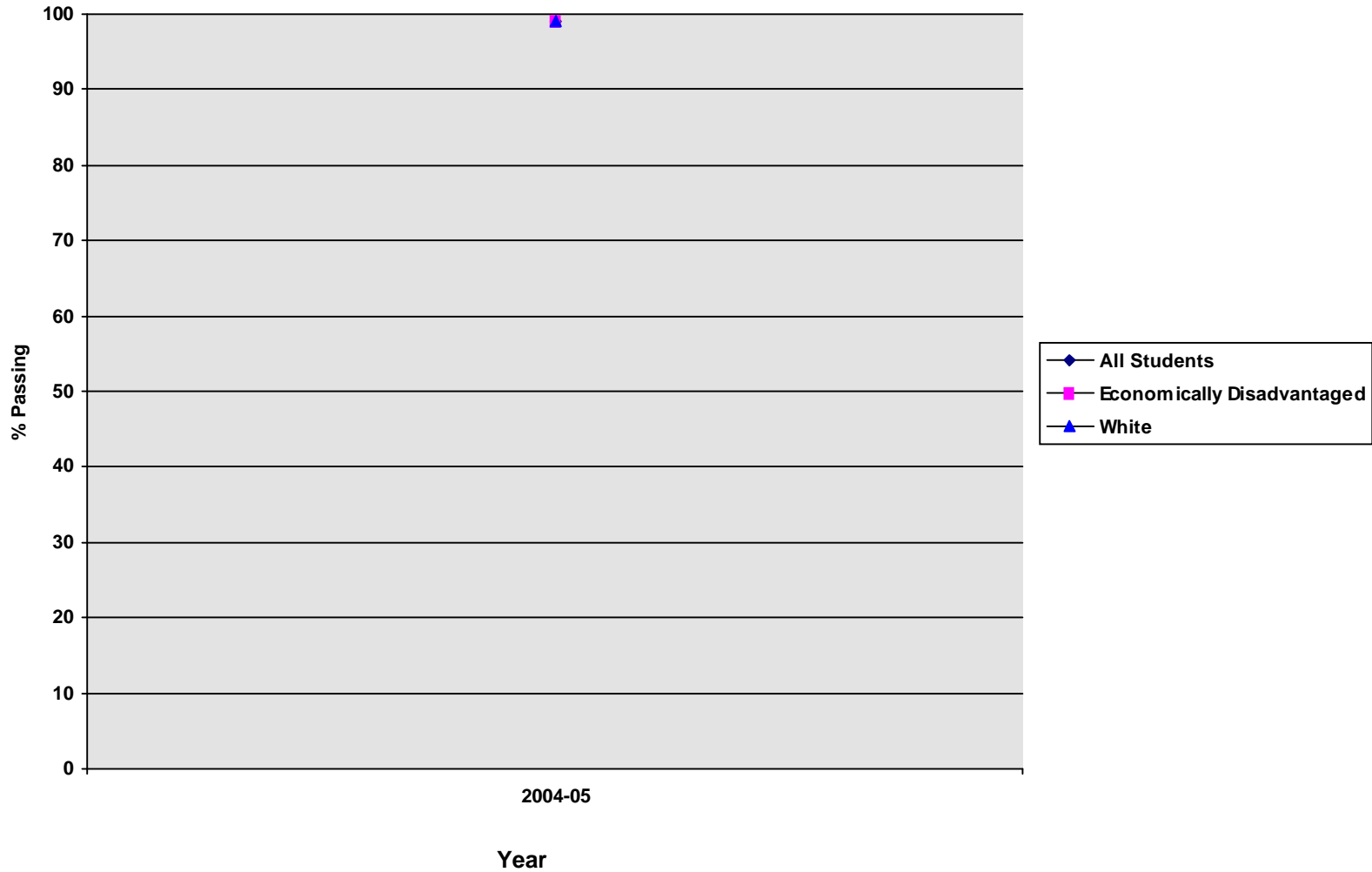
Report of TAKS Overall

Graph of Current Performance by Analysis Group



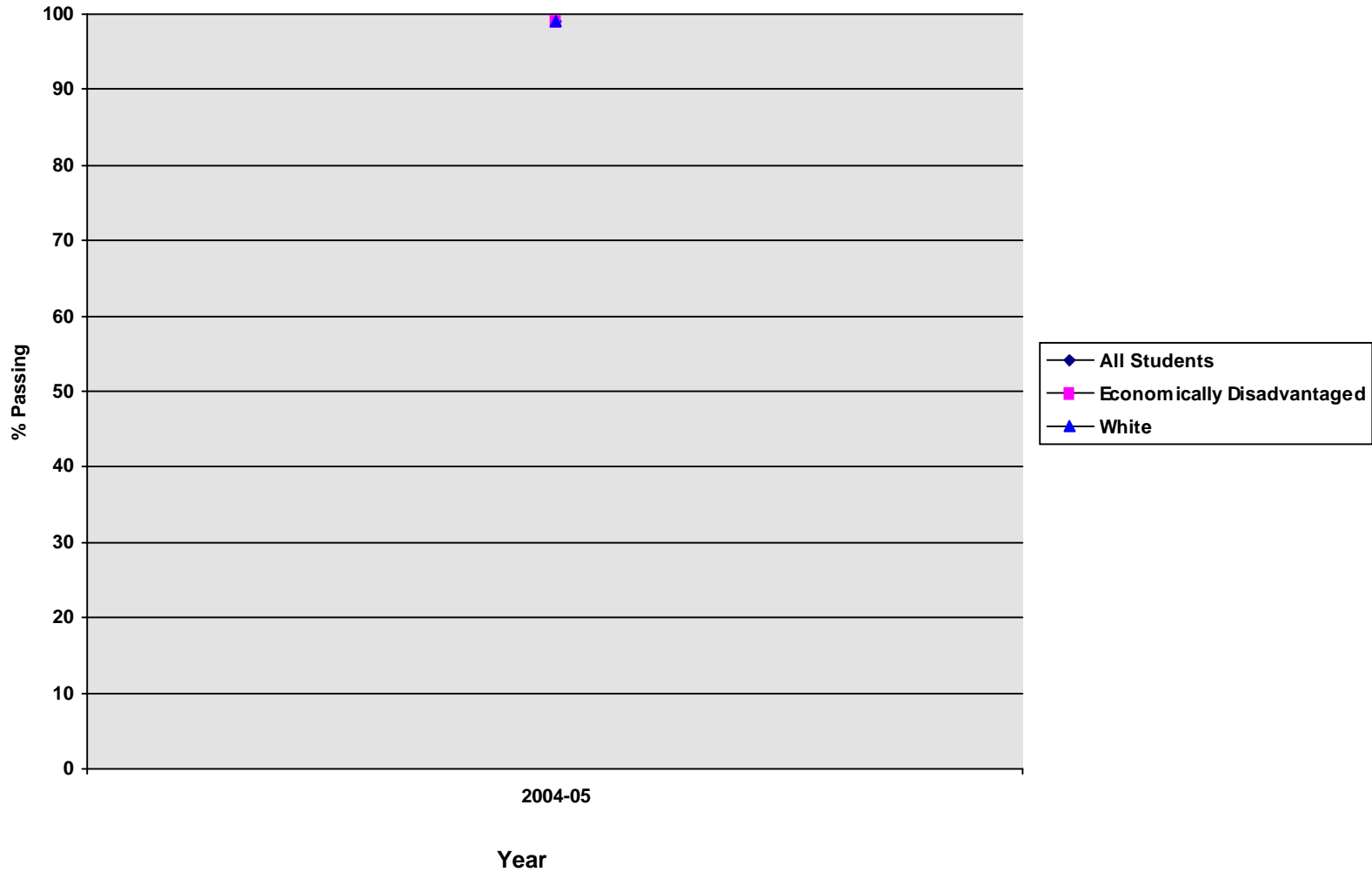
Report of SDAA II Reading

Graph of Current Performance by Analysis Group



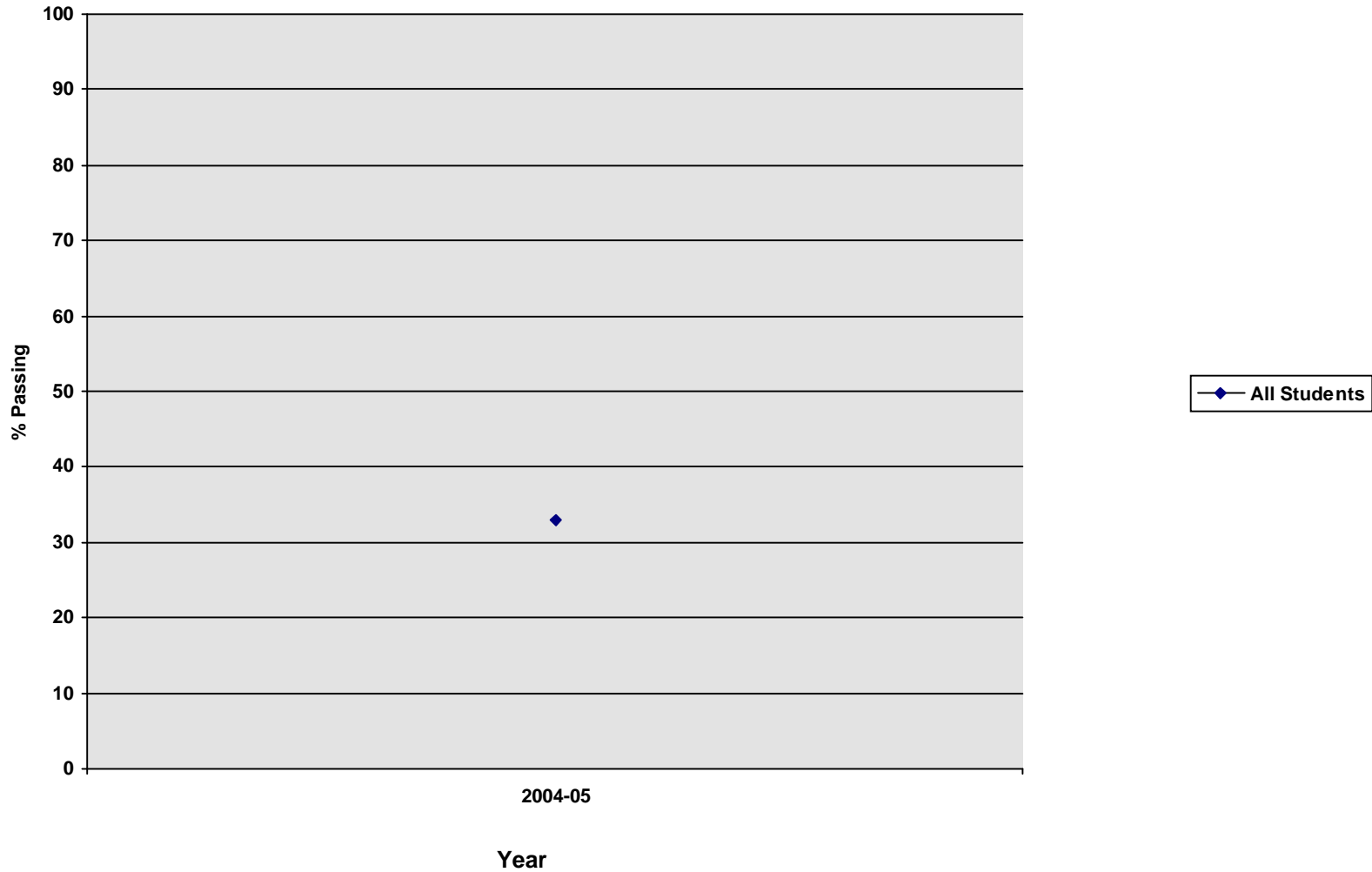
Report of SDAA II Math

Graph of Current Performance by Analysis Group



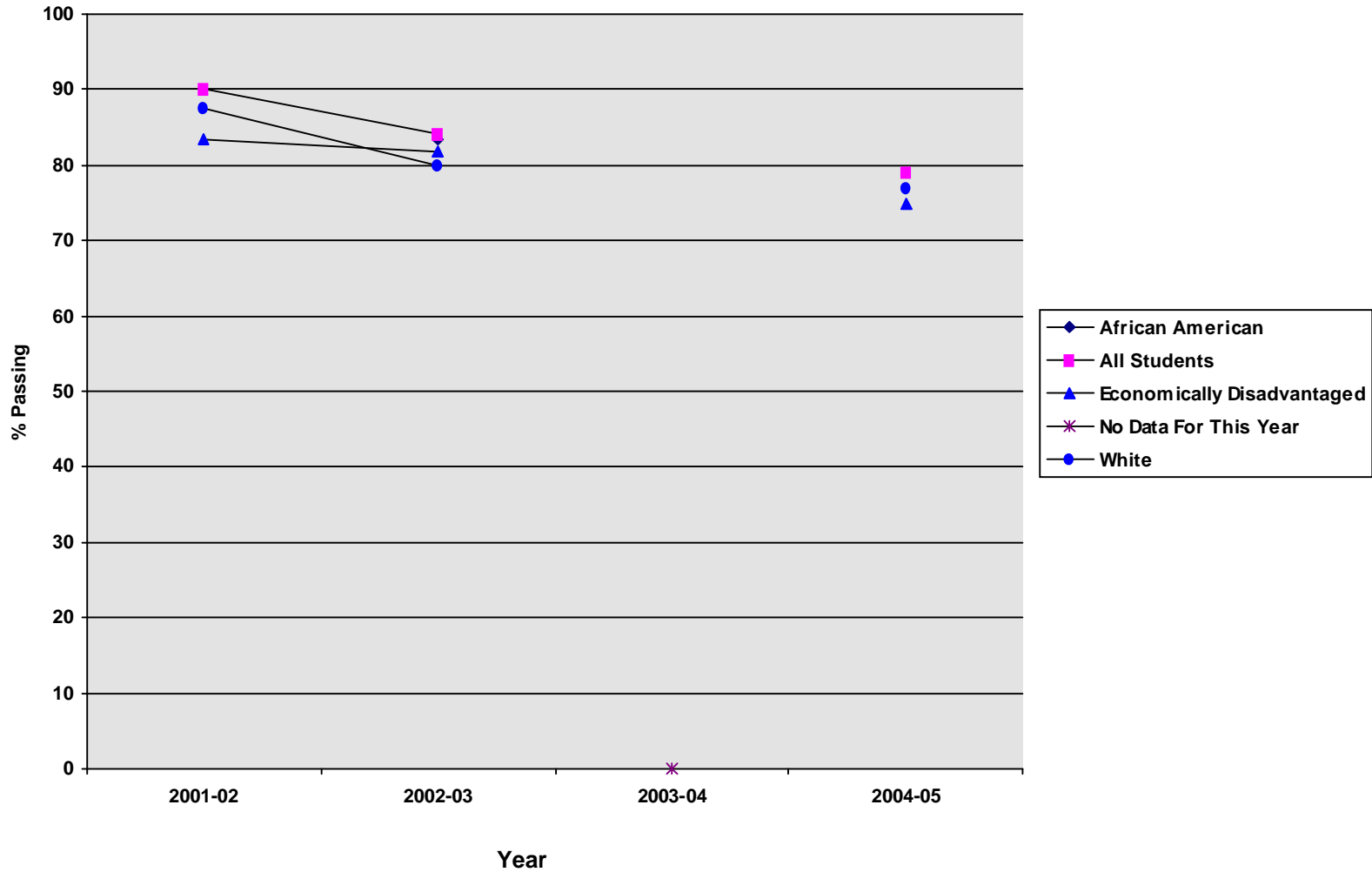
Report of SDAA II Writing

Graph of Current Performance by Analysis Group



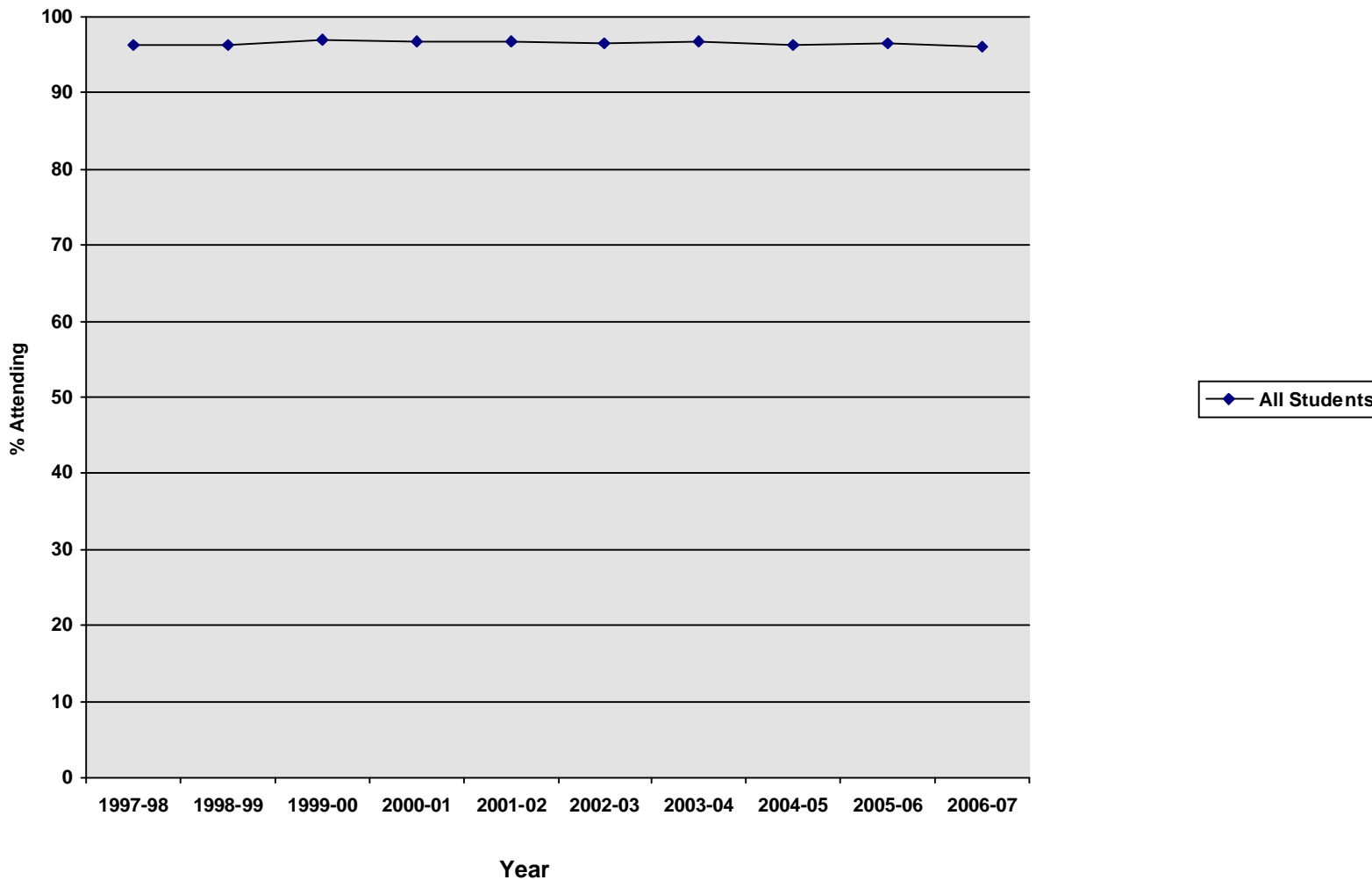
Report of SDAA II Overall

Graph of Current Performance by Analysis Group



Report of Attendance

Graph of Current Performance by Analysis Group



Report of Completion: Graduated

Graph of Current Performance by Analysis Group

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

Report of Completion: Received GED

Graph of Current Performance by Analysis Group

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

Report of Completion: Continued HS

Graph of Current Performance by Analysis Group

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

Report of Completion: Dropped Out (4-yr)

Graph of Current Performance by Analysis Group

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

Report of Graduating Seniors Taking SAT/ACT

Graph of Current Performance by Analysis Group

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

Report of Graduating Seniors Scoring At or Above Criterion

Graph of Current Performance by Analysis Group

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

Report of Mean SAT Scores

Graph of Current Performance by Analysis Group

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

Report of Mean ACT Scores

Graph of Current Performance by Analysis Group

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