



Smith Elementary

Campus Improvement Plan

2007-08

Smith School's mission is to build a sound, strong foundation for students so that they may be successful throughout their future academic endeavors by providing a link between school, home, and community in a safe and positive environment where all students can achieve.

Goal 1: The instructional focus of Smith Elementary will result in all student groups making annual improvement toward exemplary status.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
4) Curriculum	5) Prepare Students	7) Student Performance	9) Instructional Techniques
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English		
Effective School Correlates			
2) Climate of High Expectations for Success	4) Clear and Focused Mission	5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress
Title I - Targeted Assistance Schools			
1) Use Resources to Help Meet Standards	2) Ensure Planning is Incorporated	3) Use Effective Methods	4) Support Regular Education Program
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	7) Student Transition to Elementary Programs
9) Identify and Assist with Student Difficulties			

Indicator: TAKS Reading

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	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
African American	90 %	2007	≥ 90 %	2012-13	≥ 90 %	2008
Economically Disadvantaged	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008
Hispanic	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008

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	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008
African American	86 %	2007	≥ 90 %	2012-13	≥ 86.8 %	2008
Economically Disadvantaged	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
Hispanic	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008

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	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
African American	71 %	2007	≥ 90 %	2012-13	≥ 74.8 %	2008
Economically Disadvantaged	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
Hispanic	93 %	2007	≥ 90 %	2012-13	≥ 93 %	2008

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	85 %	2007	≥ 90 %	2012-13	≥ 86 %	2008
African American	94 %	2007	≥ 90 %	2012-13	≥ 94 %	2008
Economically Disadvantaged	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Hispanic	82 %	2007	≥ 90 %	2012-13	≥ 83.6 %	2008

Indicator: Attendance

Grade: All

Year	Current Performance	Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Rate	Year	Rate	Year
2006-07	95.8 %	≥ 94 %	2012-13	≥ 95.8 %	2008
2005-06	95.5 %				
2004-05	95 %				
2003-04	95.3 %				
2002-03	96 %				
2001-02	95.1 %				
2000-01	95.3 %				
1999-00	96 %				

Strategies

Goal 1 - Strategy 1 Reading/Math/Science/Writing Achievement

<p>Leader(s): Administrators, Grade Level Leaders, Teacher</p> <p>Leader Progress Report Dates: Review and analyze progress according to designated dates on District Testing Calendar.</p>	<p>Brief Description: All students will make measurable progress toward the requirement of the No Child Left Behind Act of 2001 that 100% of ALL students are expected to pass TAKS Reading/Math/Science/Writing by 2013-14.</p>	<p>Evaluation Benchmark: 80% of all students will pass the 2008 TAKS test.</p>
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<p>Resources Required: None</p>	<p>FTE's Required: Number of FTE's: None None Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount \$0.00 <hr/>\$0.00</p>
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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
Disaggregate TAKS data and benchmark results to develop reform strategies based on individual test item analysis.	TAKS Coordinator and Classroom Teachers												

Goal 1 - Strategy 2 Reading/Math/Science/Writing Achievement			
<p>Leader(s): Administrators, Grade Level Leaders, Teacher</p> <p>Leader Progress Report Dates: Classroom Teachers</p>	<p>Brief Description: Provide progress reports mid-way between each nine weeks for all students.</p>	<p>Evaluation Benchmark: Number of progress reports generated</p>	
<p>Resources Required: None</p>	<p>FTE's Required: Number of FTE's: None None Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount \$0.00 <hr/>\$0.00</p>
<p>Timeline</p>			

Goal 1 - Strategy 3 Reading/Math/Science/Writing Achievement			
<p>Leader(s): Administrators, Grade Level Leaders, Teacher</p> <p>Leader Progress Report Dates: Principal, Counselor, Grade Level Leaders</p>	<p>Brief Description: Provide a Student Assistance Team to evaluate/re-evaluate individual student progress and recommend interventions.</p>	<p>Evaluation Benchmark: Number of students evaluated</p>	
<p>Resources Required: None</p>	<p>FTE's Required: Number of FTE's: None None Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount \$0.00 <hr/>\$0.00</p>
<p>Timeline</p>			

Goal 1 - Strategy 4 Reading/Math/Science/Writing Achievement			
<p>Leader(s): Administrators, Grade Level Leaders, Teacher</p> <p>Leader Progress Report Dates: First and Second Grade Classroom Teachers</p>	<p>Brief Description: Administer DRA to 1st and 2nd grades to determine students' academic ability.</p>	<p>Evaluation Benchmark: Number of students tested</p>	
<p>Resources Required: None</p>	<p>FTE's Required: Number of FTE's: None None Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount \$0.00 <hr/>\$0.00</p>
<p>Timeline</p>			

Goal 1 - Strategy 5				Reading/Math/Science/Writing Achievement			
Leader(s): Administrators, Grade Level Leaders, Teacher		Brief Description: Continue to monitor and evaluate methods of intervention for all students including Class Size Reduction, Inclusion, Content Mastery, Orton-Gillingham Based Reading Program for Dyslexia, Special Education, tutoring, etc.		Evaluation Benchmark: Students identified and placed in special programs			
Leader Progress Report Dates: Principal, TAKS Coordinator							
Resources Required: None		FTE's Required: Number of FTE's: None None Cost: None		Source of Funds: None		Amount	
						\$0.00	
						\$0.00	
Timeline							

Goal 1 - Strategy 6				Reading/Math/Science/Writing Achievement			
Leader(s): Administrators		Brief Description: Provide schoolwide staff training in content areas as well as training in techniques for integrating technology, teaching the low-language learner, teaching to the different learning styles of students and preparing them to succeed at or above grade level with the TAKS requirements by the end of the 2013-14 school year.		Evaluation Benchmark: 100% of teachers are ESL and GT endorsed. Participation from each grade level in district curriculum alignment activities.			
Leader Progress Report Dates: Every nine weeks							
Resources Required: None		FTE's Required: Number of FTE's: None None Cost: None		Source of Funds: None		Amount	
						\$0.00	
						<hr/> \$0.00	
Timeline							

Goal 2: Smith Elementary will promote involvement from parents and other community members that has an impact on promoting student achievement.

Correlates with:

<p>State Objectives 1) Partnering Parents with Educators</p> <p>Effective School Correlates 7) Home-School Relations</p> <p>Title I - Targeted Assistance Schools 7) Strategies for Parental Involvement</p> <p>Title I - Schoolwide Programs 6) Parental Involvement</p>

Indicator: TAKS Reading

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	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
African American	90 %	2007	≥ 90 %	2012-13	≥ 90 %	2008
Economically Disadvantaged	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008
Hispanic	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008

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	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008
African American	86 %	2007	≥ 90 %	2012-13	≥ 86.8 %	2008
Economically Disadvantaged	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
Hispanic	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008

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	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
African American	71 %	2007	≥ 90 %	2012-13	≥ 74.8 %	2008
Economically Disadvantaged	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
Hispanic	93 %	2007	≥ 90 %	2012-13	≥ 93 %	2008

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	85 %	2007	≥ 90 %	2012-13	≥ 86 %	2008
African American	94 %	2007	≥ 90 %	2012-13	≥ 94 %	2008
Economically Disadvantaged	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Hispanic	82 %	2007	≥ 90 %	2012-13	≥ 83.6 %	2008

Indicator: Attendance

Grade: All

Year	Current Performance	Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Rate	Year	Rate	Year
2006-07	95.8 %	≥ 94 %	2012-13	≥ 95.8 %	2008
2005-06	95.5 %				
2004-05	95 %				
2003-04	95.3 %				
2002-03	96 %				
2001-02	95.1 %				
2000-01	95.3 %				
1999-00	96 %				

Strategies

Goal 2 - Strategy 1 Planning and Implementation			
<p>Leader(s): Administrators, Community Liaison, Staff</p> <p>Leader Progress Report Dates: Every nine-week grading period.</p>	<p>Brief Description: Smith Elementary will increase efforts to promote improved communications between parents and staff through parent/teacher conferences, open house, curriculum nights, and PTO grade-level performances.</p>	<p>Evaluation Benchmark: Increased interaction between parents, teachers, and staff.</p>	
<p>Resources Required: None</p>	<p>FTE's Required: Number of FTE's: None None Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount</p> <p style="border-top: 1px solid black;">\$0.00</p> <p style="border-top: 1px solid black;">\$0.00</p>
<p>Timeline</p>			

Goal 2 - Strategy 2				Planning and Implementation							
Leader(s): Administrators, Community Liaison, Staff Leader Progress Report Dates: None	Brief Description:	Evaluation Benchmark:									
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right; border-bottom: 1px solid black;">Amount</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">\$0.00</td> </tr> </tbody> </table>				Amount		\$0.00		\$0.00
	Amount										
	\$0.00										
	\$0.00										
Timeline											

Goal 2 - Strategy 3 Adopter/Business Support			
Leader(s): Administrators, Community Liaison, Staff		Brief Description: Encourage participation in the Adopt-A-School program and volunteer program.	
Leader Progress Report Dates: Every nine-week grading period.		Recognize adopters and volunteers throughout the year to encourage participation.	
Evaluation Benchmark: Number of new businesses joining Adopt-A-School and number of volunteers participating.			
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00
Timeline			

Goal 3: Smith Elementary will recruit and retain a highly motivated, quality staff through training and an effective evaluation process.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
2) Student Potential	6) School Personnel	7) Student Performance	8) School Environment
9) Instructional Techniques	10) Technology		
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
7) Home-School Relations			
Title I - Targeted Assistance Schools			
2) Ensure Planning is Incorporated	3) Use Effective Methods	4) Support Regular Education Program	5) Highly Qualified Teachers
6) Opportunities for Professional Development			
Title I - Schoolwide Programs			
4) Professional Development	5) Professional Staff	8) Include Teachers in Decisions	10) Federal, State, and Local Programs
E-Rate Goals			
1) Goals and Strategy for Using Technology	2) Development Strategy for Training	3) Assessment of Services for Improvement	4) Sufficient Budget for Implementation
5) Evaluation Process for Monitoring Progress			

Indicator: TAKS Reading

Grade: All		Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year	
All Students	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008	
African American	90 %	2007	≥ 90 %	2012-13	≥ 90 %	2008	
Economically Disadvantaged	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008	
Hispanic	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008	

Indicator: TAKS Math

Grade: All		Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
Group	Rate	Year	Rate	Year	Rate	Year	
All Students	88 %	2007	≥ 90 %	2012-13	≥ 88.4 %	2008	
African American	86 %	2007	≥ 90 %	2012-13	≥ 86.8 %	2008	
Economically Disadvantaged	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008	
Hispanic	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008	

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	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
African American	71 %	2007	≥ 90 %	2012-13	≥ 74.8 %	2008
Economically Disadvantaged	87 %	2007	≥ 90 %	2012-13	≥ 87.6 %	2008
Hispanic	93 %	2007	≥ 90 %	2012-13	≥ 93 %	2008

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	85 %	2007	≥ 90 %	2012-13	≥ 86 %	2008
African American	94 %	2007	≥ 90 %	2012-13	≥ 94 %	2008
Economically Disadvantaged	83 %	2007	≥ 90 %	2012-13	≥ 84.4 %	2008
Hispanic	82 %	2007	≥ 90 %	2012-13	≥ 83.6 %	2008

Indicator: Attendance

Grade: All

Year	Current Performance	Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Rate	Year	Rate	Year
2006-07	95.8 %	≥ 94 %	2012-13	≥ 95.8 %	2008
2005-06	95.5 %				
2004-05	95 %				
2003-04	95.3 %				
2002-03	96 %				
2001-02	95.1 %				
2000-01	95.3 %				
1999-00	96 %				

Strategies

Goal 3 - Strategy 1 Staff Development			
<p>Leader(s): Administrators</p> <p>Leader Progress Report Dates: Every nine-week grading period.</p>	<p>Brief Description: Provide on-campus inservice and staff development opportunities aimed at improving student performance.</p>	<p>Evaluation Benchmark: An increase in student performance.</p>	
<p>Resources Required: None</p>	<p>FTE's Required: Number of FTE's: None None Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount</p> <hr/> <p>\$0.00</p> <hr/> <p>\$0.00</p>
<p>Timeline</p>			

Goal 3 - Strategy 2		Staff Morale	
<p>Leader(s): Administrators</p> <p>Leader Progress Report Dates: Every nine-week grading period.</p>		<p>Brief Description: Provide welcome back gifts for teachers, rewards at faculty meetings, meals for special occasions, and encourage communication between all members of staff.</p>	
<p>Evaluation Benchmark: Increase in staff morale and student performance.</p>			
<p>Resources Required: None</p>		<p>FTE's Required: Number of FTE's: None None Cost: None</p>	
		<p>Source of Funds: None</p>	
		<p>Amount \$0.00 \$0.00</p>	
<p>Timeline</p>			

Goal 4: Smith Elementary will maintain a safe and disciplined environment for students, staff, and visitors.

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
Title I - Targeted Assistance Schools	
7) Strategies for Parental Involvement	8) Coordinate and Integrate Services and Programs
Title I - Schoolwide Programs	
6) Parental Involvement	10) Federal, State, and Local Programs
E-Rate Goals	
4) Sufficient Budget for Implementation	

Indicator: Attendance

Grade: All

Year	Current Performance	Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Rate	Year	Rate	Year
2006-07	95.8 %	≥ 94 %	2012-13	≥ 95.8 %	2008
2005-06	95.5 %				
2004-05	95 %				
2003-04	95.3 %				
2002-03	96 %				
2001-02	95.1 %				
2000-01	95.3 %				
1999-00	96 %				

Strategies

Goal 4 - Strategy 1 Crisis Management Plan			
<p>Leader(s): Administrators</p> <p>Leader Progress Report Dates: Plan is prepared and available at the beginning of school year.</p>	<p>Brief Description: The campus will prepare a Crisis Management Plan, revise it as appropriate, and review it with students and staff.</p>	<p>Evaluation Benchmark: Plan prepared and available as needed.</p>	
<p>Resources Required: None</p>	<p>FTE's Required: Number of FTE's: None None Cost: None</p>	<p>Source of Funds: None</p>	<p>Amount</p> <p style="border-top: 1px solid black;">\$0.00</p> <p style="border-top: 1px solid black;">\$0.00</p>
Timeline			

Goal 4 - Strategy 2				Visitor Identification	
Leader(s): Administrators		Brief Description: Notify parents and community of school check in process and need for appropriate identification.		Evaluation Benchmark: Students and staff feel safer on campus.	
Leader Progress Report Dates: Ongoing through the school year.					
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None		Amount	
				\$0.00	
				\$0.00	
Timeline					

Goal 4 - Strategy 3 Safety Drills			
Leader(s): Administrators		Brief Description: Conduct safety drills (fire and weather) to ensure student and staff safety and well being in the event of an emergency.	
Leader Progress Report Dates: Monthly.		Evaluation Benchmark: Decrease in the amount of time needed to secure the building.	
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00
Timeline			

APPENDIX I

**CAMPUS ADVISORY TEAM (CAT)
PLAN IMPLEMENTATION AND DEVELOPMENT LOG
NEEDS ASSESSMENT
SUMMATIVE EVALUATION**

2007-08 Campus Advisory Team (CAT)				
Position	Name	Subject/Grade	Contact Information	Signature
Principal	Ray Thomason			
Non-Classroom Professional Staff	Frances Maldonado			
Paraprofessional	Theresa Ramos			
Classroom Teacher	Patricia Hastings	Kindergarten		
Classroom Teacher	Noelle DuPont	First Grade		
Classroom Teacher	Andrea Matthews	Second Grade		
Classroom Teacher	Carolyn Scurlock	Third Grade		
Classroom Teacher	Jennifer Cooper	Fourth Grade		
Classroom Teacher	Julienne Thorp	Fifth Grade		
Classroom Teacher	Ruth Martin	Sixth Grade		
Classroom Teacher	Dayna Svatek	Special Education		
Classroom Teacher	Alan Rheel	Resource/Inclusion Teacher		
Business Representative	Ann Staford			
Parent	Georgina Hicks			

Campus Improvement Plan Plan Implementation and Development Log	
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Date	Purpose
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Needs Assessment

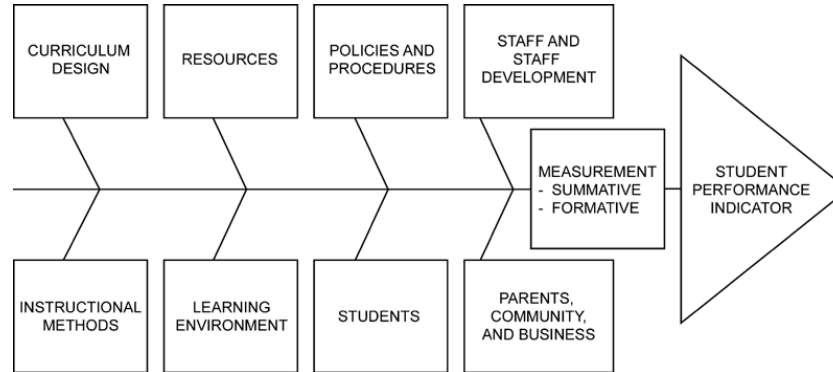
Summative Evaluation for 2006-07

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 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	89%
Projected Annual Objective for 2007-08	89.2%
Actual Performance for 2007-08	NA
<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	90%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07	88%
Projected Annual Objective for 2007-08	88.4%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2006-07	89%
Projected Annual Objective for 2007-08	89.2%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

TAKS Math - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2006-07 88%
 Projected Annual Objective for 2007-08 88.4%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2006-07 86%
 Projected Annual Objective for 2007-08 86.8%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07 87%
 Projected Annual Objective for 2007-08 87.6%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2006-07 89%
 Projected Annual Objective for 2007-08 89.2%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

TAKS Writing - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2006-07 89%
 Projected Annual Objective for 2007-08 89.2%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2006-07 71%
 Projected Annual Objective for 2007-08 74.8%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07 87%
 Projected Annual Objective for 2007-08 87.6%
 Actual Performance for 2007-08 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

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

Explanation of Performance

TAKS Science - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2006-07 85%
 Projected Annual Objective for 2007-08 86%
 Actual Performance for 2007-08 NA
 No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

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

Explanation of Performance

Analysis Group: Economically Disadvantaged

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

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2006-07 82%
 Projected Annual Objective for 2007-08 83.6%
 Actual Performance for 2007-08 NA
 No Progress Rating Selected

Explanation of Performance

Attendance - Grade: All Grades

Analysis Group: All Students

Explanation of Performance

Actual Performance for 2006-07	95.8%
Projected Annual Objective for 2007-08	95.8%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

APPENDIX II

DETAILED GOAL DEFINITIONS

OTHER REFERENCE MATERIALS

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

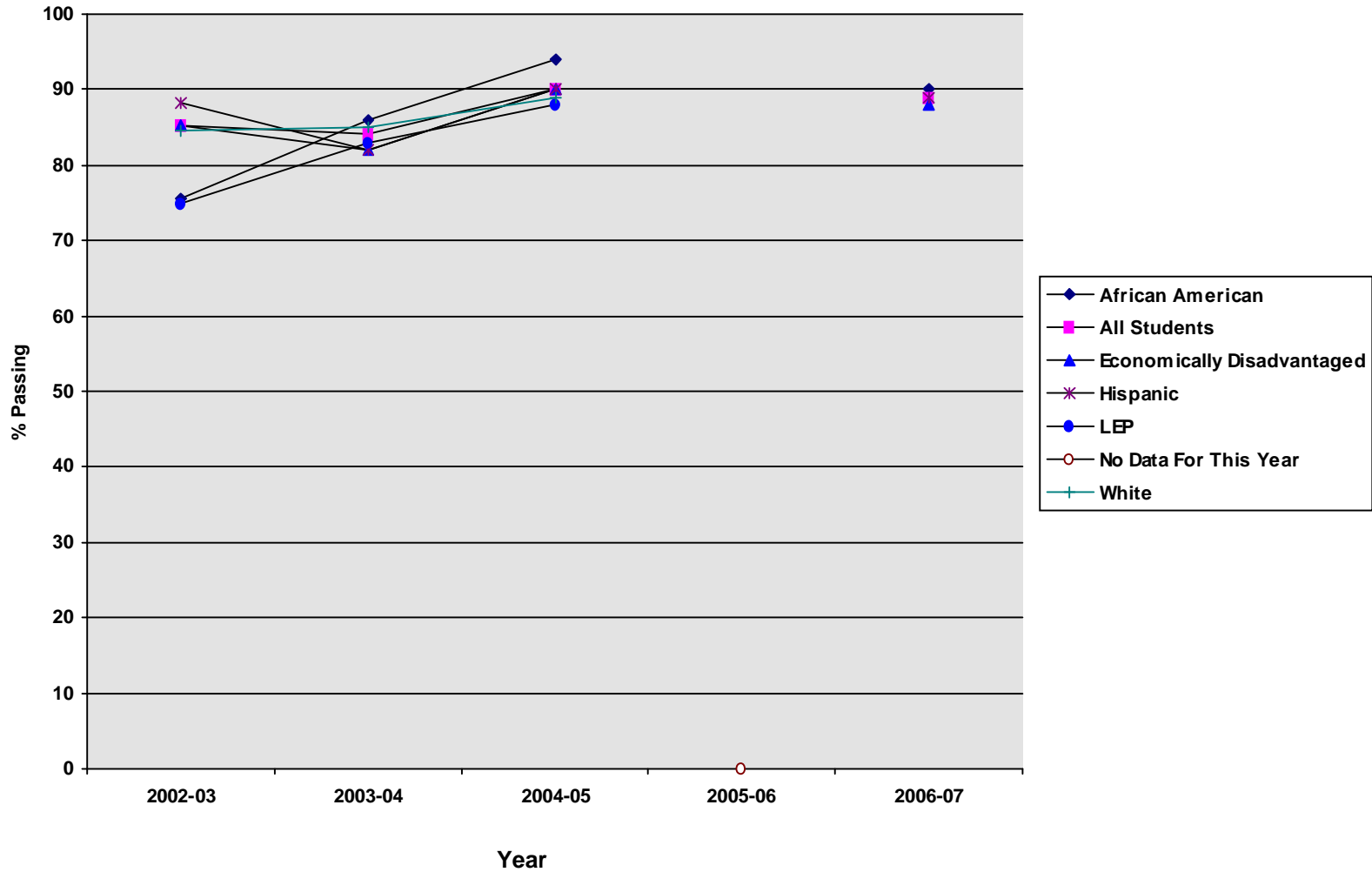
The plan must include an evaluation process that enables the school or library to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

APPENDIX III

AEIS GRAPHS

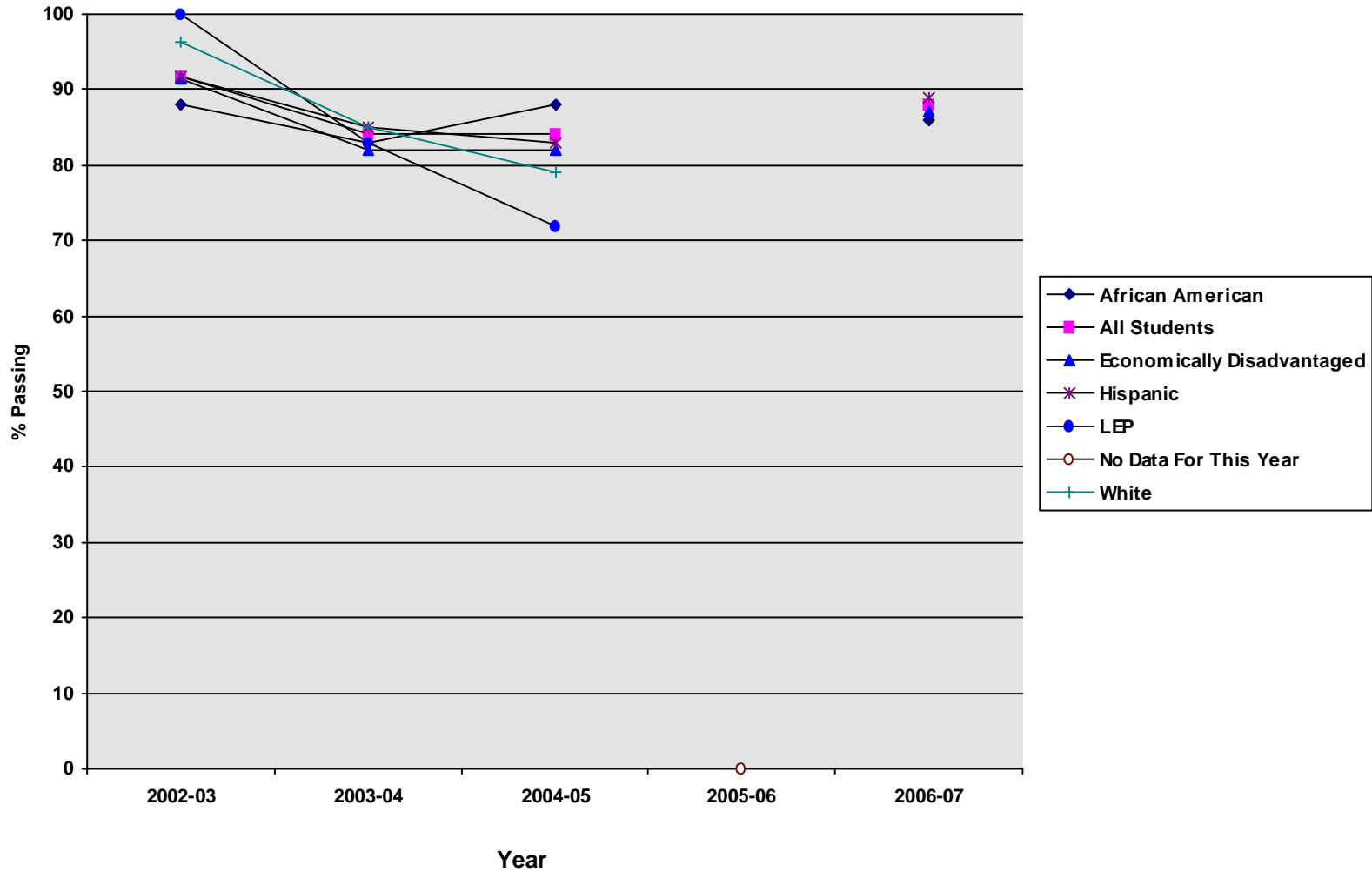
Report of TAKS Reading

Graph of Current Performance by Analysis Group



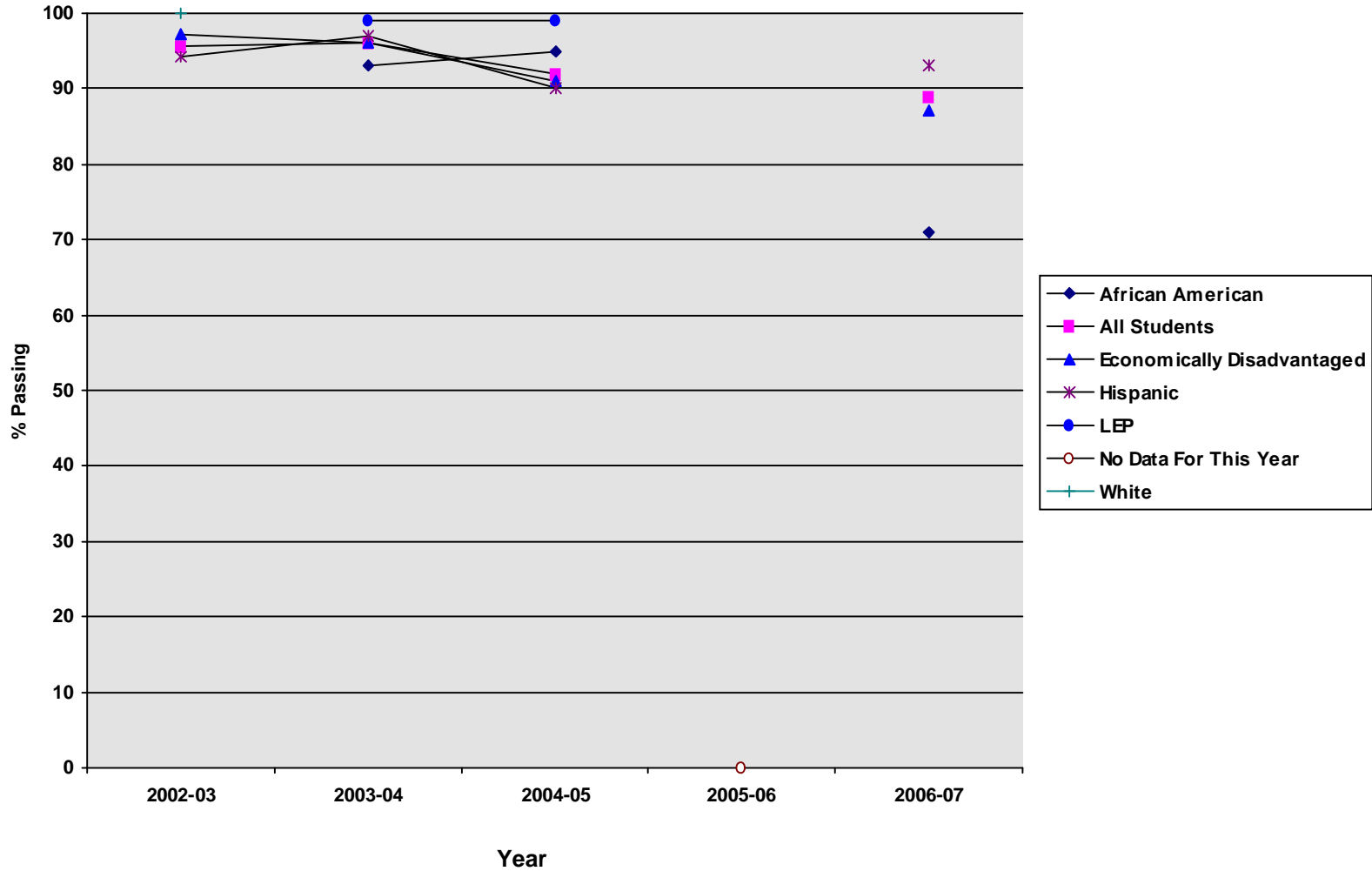
Report of TAKS Math

Graph of Current Performance by Analysis Group



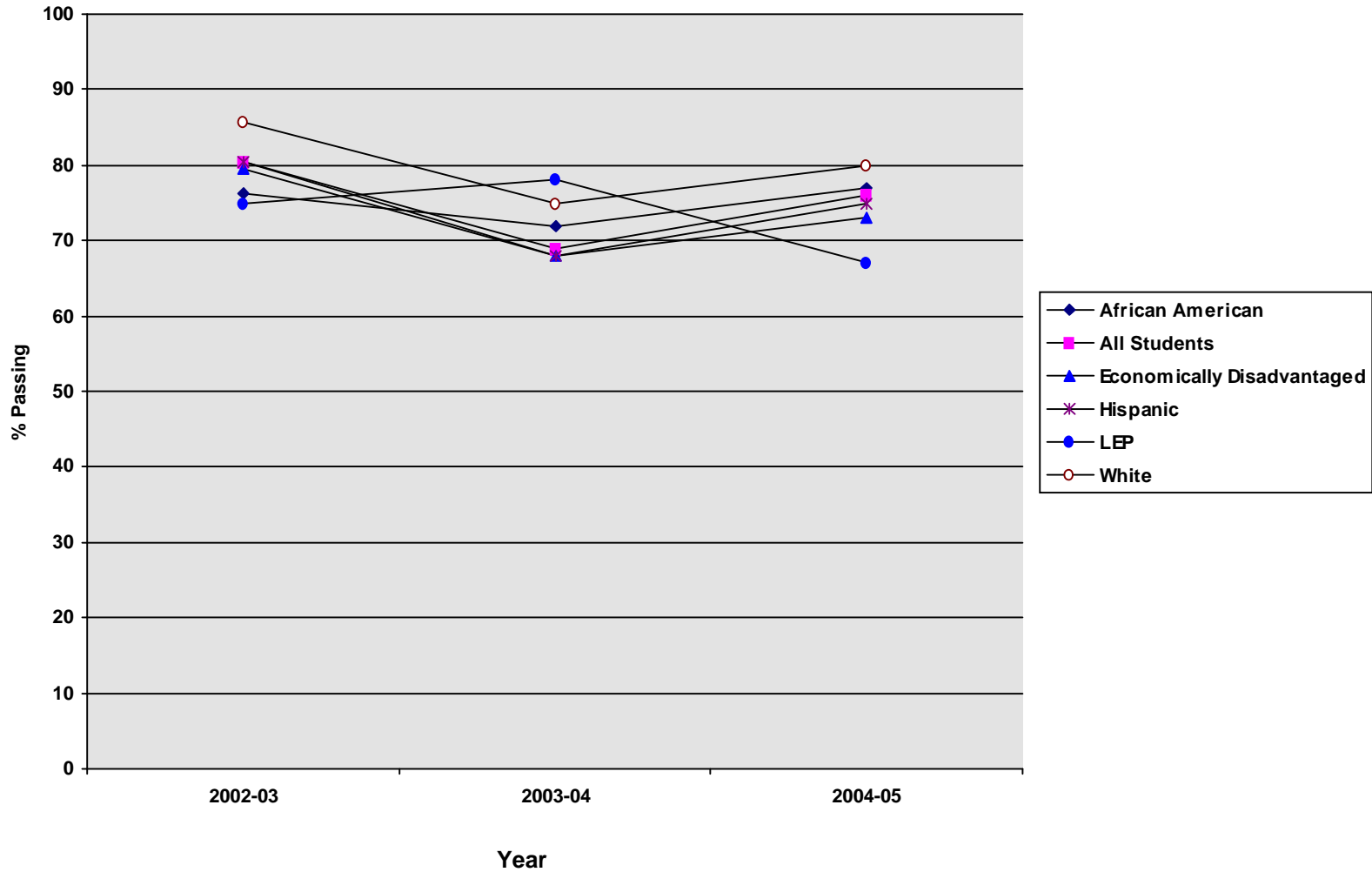
Report of TAKS Writing

Graph of Current Performance by Analysis Group



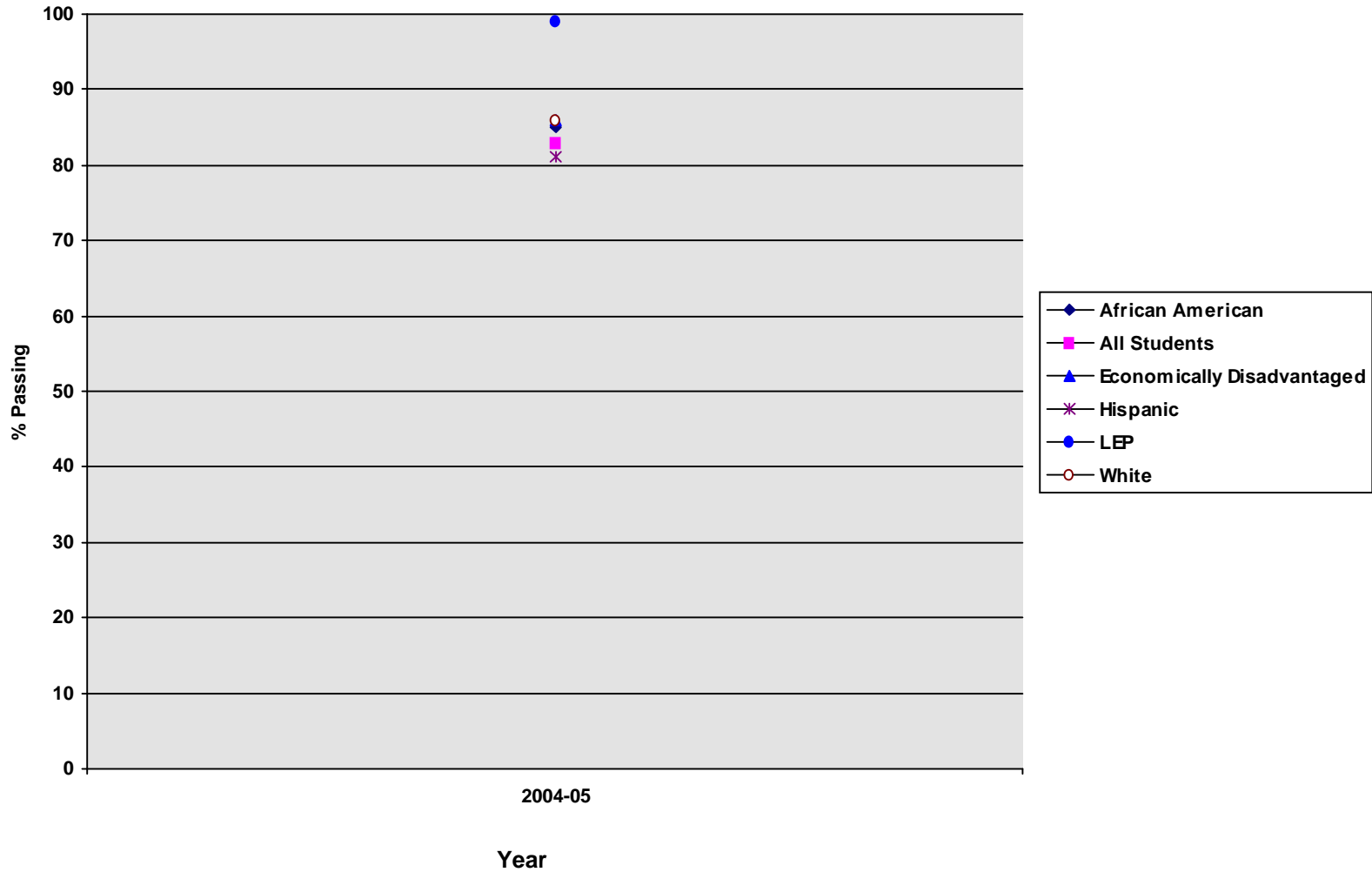
Report of TAKS Overall

Graph of Current Performance by Analysis Group



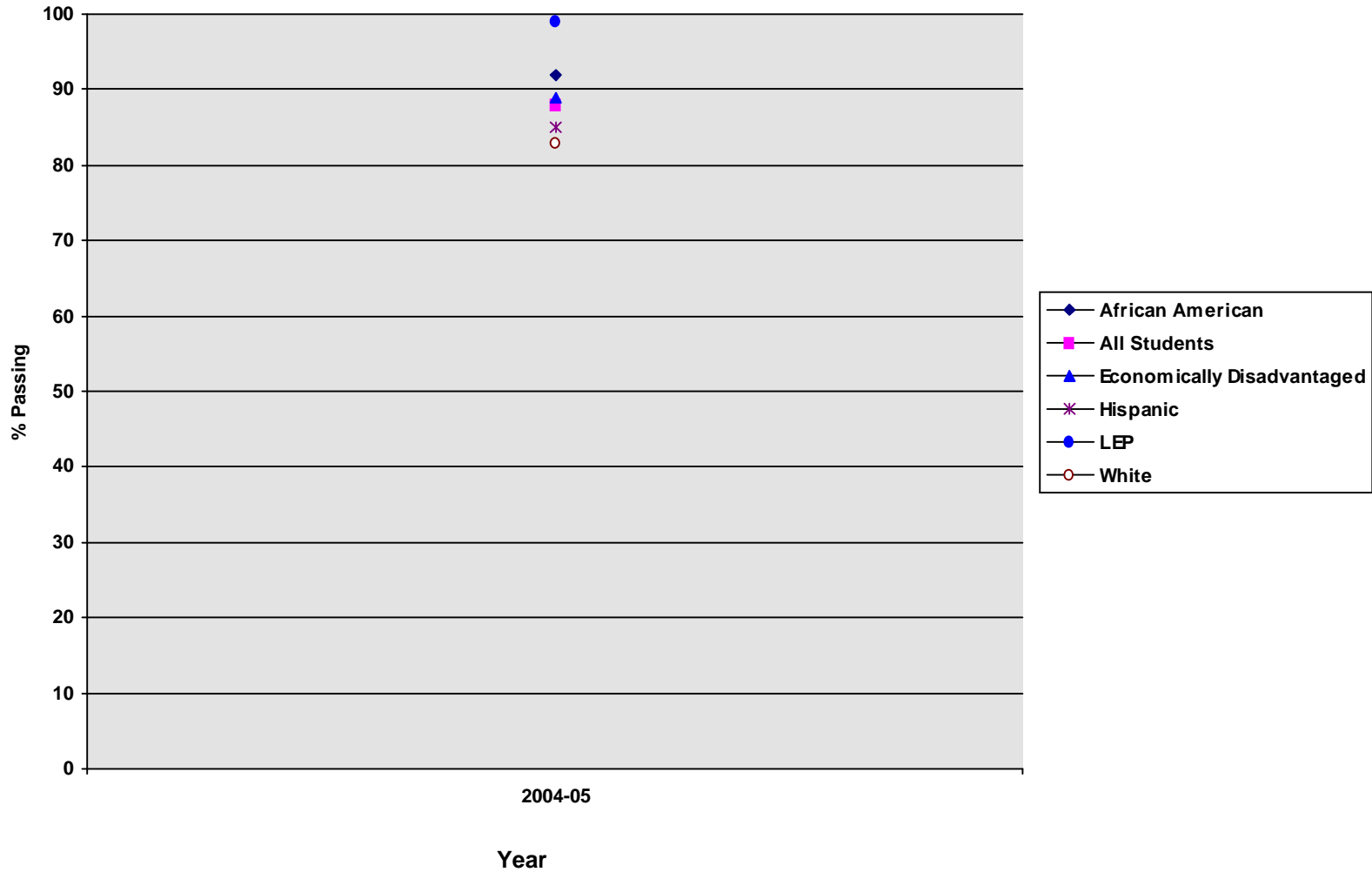
Report of SDAA II Reading

Graph of Current Performance by Analysis Group



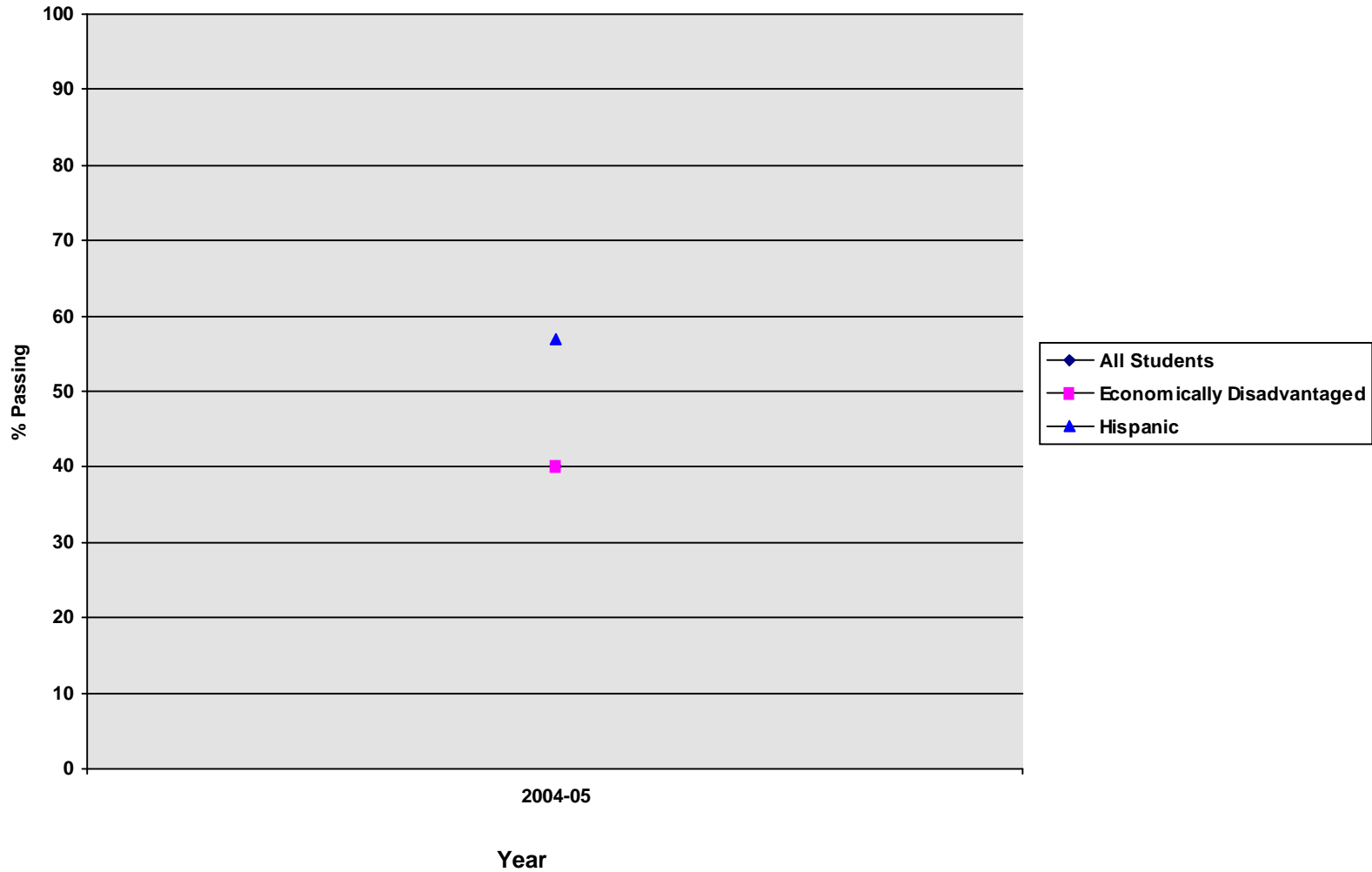
Report of SDAA II Math

Graph of Current Performance by Analysis Group



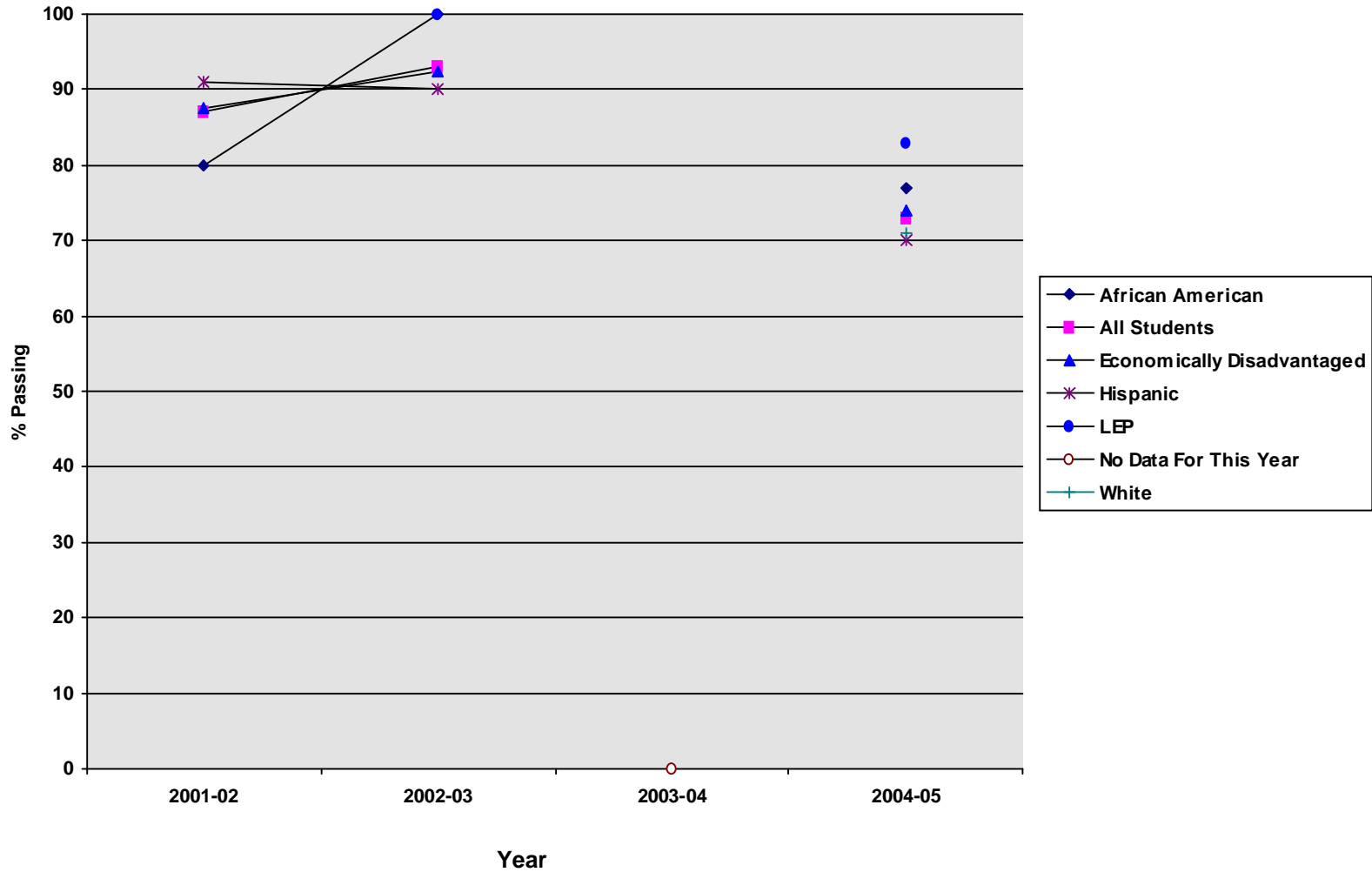
Report of SDAA II Writing

Graph of Current Performance by Analysis Group



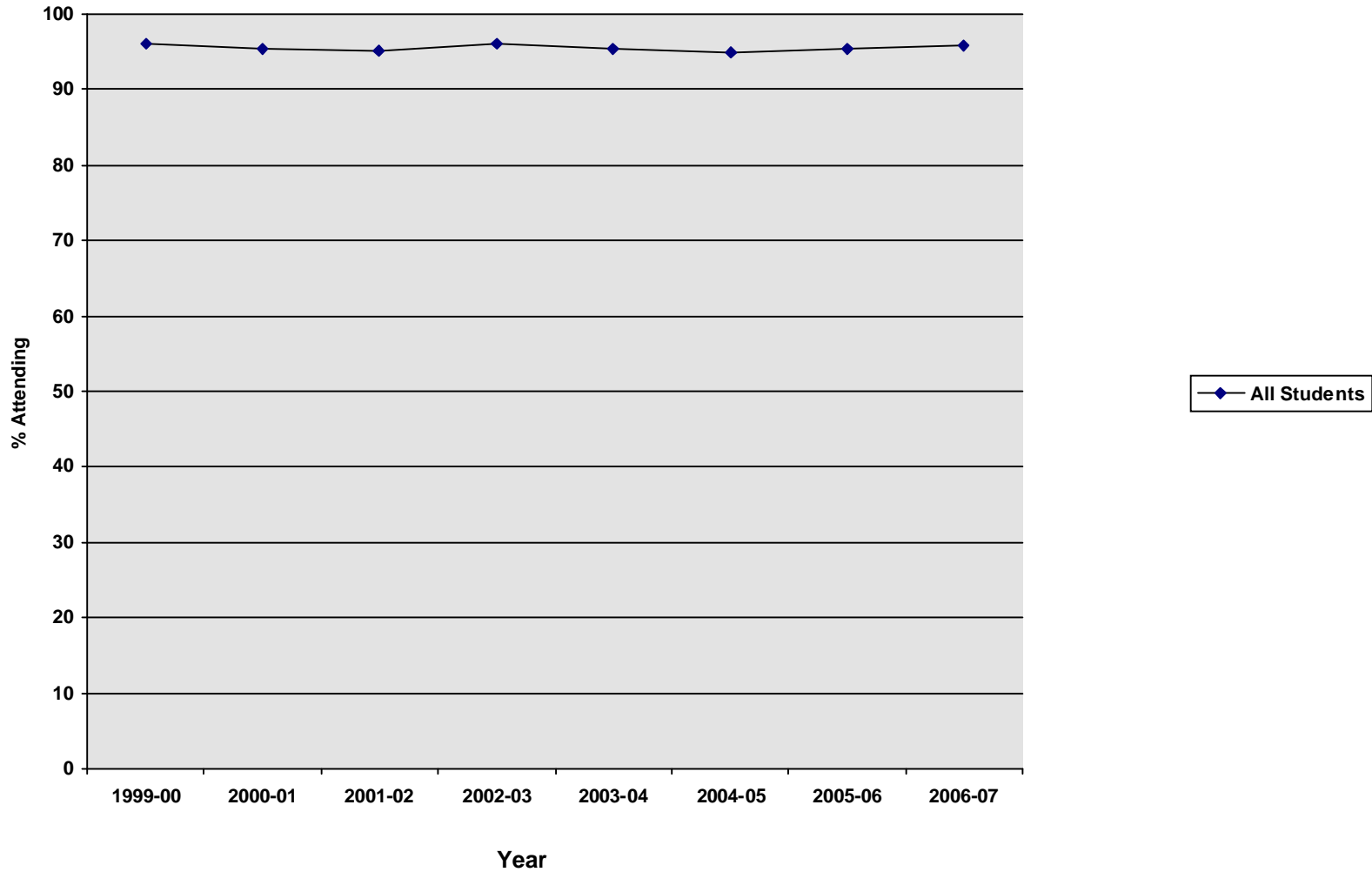
Report of SDAA II Overall

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.**