

Creedmoor Elementary

Campus Improvement Plan

2007-08

We endeavor to create a desire for learning that will carry students beyond their high school years.

We strive to provide instructional strategies that expose all students to a variety of enriching experiences.

We strive to help students develop a work ethic where they find work ethic where they find work challenging and rewarding.

We strive to help students take responsibility for their learning and to develop the necessary skills in that pursuit.

Creedmoor Elementary Belief Statements

- 1 The Creedmoor staff endeavors to create a desire for learning within our students that will carry them beyond their high school years.

We strive to help students become aware of their learning styles and provide instructional strategies that expose all students to a variety of enriching experiences.

We strive to help students develop a work ethic where they find work challenging and rewarding.

We strive to help students take responsibility for their own learning and to develop the necessary skills in that pursuit.

We strive to help students develop the social skills that will enable them to work successfully in teams while continuing to encourage them to recognize and build on their own personal strengths.

We strive to help students develop tolerance and appreciation of differences in situations and people.

We strive to instill the love of learning in our students, helping them recognize that knowledge is power.

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

Correlates with:

District Goals			
1) Annual Improvement			
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	4) Curriculum
5) Prepare Students	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	4) Safe, Drug Free Learning Environments
5) All Students will Graduate from High School			
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	7) Home-School Relations	
Title I - Targeted Assistance Schools			
6) Opportunities for Professional Development			
Title I - Schoolwide Programs			
1) Needs Assessment	2) Student Opportunities	3) Instructional	4) Professional Development
5) Professional Staff	6) Parental Involvement	7) Student Transition to Elementary Programs	8) Include Teachers in Decisions
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs		

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	84 %	2007	≥ 90 %	2012-13	≥ 85.2 %	2008
African American	89 %	2007	≥ 90 %	2012-13	≥ 89.2 %	2008
Economically Disadvantaged	81 %	2007	≥ 90 %	2012-13	≥ 82.8 %	2008
Hispanic	82 %	2007	≥ 90 %	2012-13	≥ 83.6 %	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	76 %	2007	≥ 90 %	2012-13	≥ 78.8 %	2008
African American	63 %	2007	≥ 90 %	2012-13	≥ 68.4 %	2008
Economically Disadvantaged	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008
Hispanic	75 %	2007	≥ 90 %	2012-13	≥ 78 %	2008

Indicator: TAKS Writing

Grade: 4

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
Economically Disadvantaged	84%	2007	≥ 90%	2012-13	≥ 85.2%	2008
Hispanic	82%	2007	≥ 90%	2012-13	≥ 83.6%	2008

Indicator: TAKS Science

Grade: 5

Group	Current Performance ACCOUNTABILITY DATA		Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Year	Rate	Year	Rate	Year
All Students	62%	2007	≥ 90%	2012-13	≥ 67.6%	2008
Economically Disadvantaged	57%	2007	≥ 90%	2012-13	≥ 63.6%	2008
Hispanic	58%	2007	≥ 90%	2012-13	≥ 64.4%	2008

Strategies

Goal 1 - Strategy 1 READING/LANGUAGE ARTS

Leader(s): K-6 Teachers, Campus Administrators, Dr. Cro		Brief Description: The district will make measurable progress toward the requirement of the No Child Left Behind Act of 2001 that 100% of ALL Del Valle students are expected to pass the TAKS READING/LANGUAGE ARTS test by 2013-2014.		Evaluation Benchmark:											
Leader Progress Report Dates: None															
Resources Required: None		FTE's Required: Number of FTE's: None None Cost: None		Source of Funds: None								Amount \$0.00 <hr/> \$0.00			
Timeline															
Activity		Person(s) Responsible		A	S	O	N	D	J	F	M	A	M	J	J
				u	e	c	o	e	a	e	a	p	a	u	u
				g	p	t	v	c	n	b	r	r	y	n	l
Disaggregate TAKS test results from the 2006-2007 school year and ongoing benchmarks to identify student needs.		Principal, TAKS Coordinator		X	X	X	X	X	X	X	X	X	X	X	
Provide tutoring during the day and after-school for students who are at risk in Reading/Language Arts. Provide transportation for after-school tutoring.		District, Principal, TAKS Coordinator			X	X	X	X	X	X	X	X	X		
Schedule and conduct staff development for reading teachers.		TAKS Coordinator		X	X	X	X	X	X	X	X				
Provide training for staff in ESL and gifted instructional strategies to meet the needs of all students in the general class setting.					X	X	X	X	X	X	X	X			
Utilize Response to Intervention Team, Voyager, SAT Process, TLC, and Tutors to Identify and assist struggling students.		Teachers		X	X	X	X	X	X	X	X	X	X		
Continue early identification of reading deficits to address all		Teachers, TLC, RTI		X	X	X	X	X	X	X	X	X	X		

Activity	Person(s) Responsible	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l
student populations and create a system for monitoring ongoing student progress from year-to-year according to identified trends.													
Continue to monitor and evaluate methods of intervention for all students including but not limited to Class Size Reduction, Content Mastery (TLC), Dyslexia, Special Education, Response to Intervention, tutoring (day & after school), etc.	Principal, Asst. Principal	X	X	X	X	X	X	X	X	X	X	X	X
Teachers in Grades 2 through 6 will meet with Dr. Shirley Crook to discuss TAKS Reading results and test-taking strategies.	TAKS Coordinator, Teachers	X	X	X	X	X	X	X	X	X			
All teachers will require the students to use the Accelerated Reader Program (AR).	Teachers, Librarian												
Use AEISIT for interfacing historical testing data with local campus benchmark information.	TAKS Coordinator, Principal	X	X	X	X	X	X	X	X	X	X	X	X
Maintain the Open Court Phonics Program for Grades K-3		X	X	X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 2 MATH and SCIENCE

Leader(s): None Leader Progress Report Dates: None	Brief Description: Creedmoor Elementary will make measurable progress toward the requirement of the No Child Left Behind Act of 2001 that 100% of ALL Del Valle students are expected to pass the TAKS MATHEMATICS and SCIENCE test by 2013-2014.	Evaluation Benchmark: 80 % of all Creedmoor students in grades 3 through 6 will pass the TAKS MATHEMATICS and SCIENCE test.																																					
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00																																				
Timeline																																							
Activity	Person(s) Responsible	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td>A</td><td>S</td><td>O</td><td>N</td><td>D</td><td>J</td><td>F</td><td>M</td><td>A</td><td>M</td><td>J</td><td>J</td> </tr> <tr> <td>u</td><td>e</td><td>c</td><td>o</td><td>e</td><td>a</td><td>e</td><td>a</td><td>p</td><td>a</td><td>u</td><td>u</td> </tr> <tr> <td>g</td><td>p</td><td>t</td><td>v</td><td>c</td><td>n</td><td>b</td><td>r</td><td>r</td><td>y</td><td>n</td><td>i</td> </tr> </table>		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
A	S	O	N	D	J	F	M	A	M	J	J																												
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g	p	t	v	c	n	b	r	r	y	n	i																												
Disaggregate TAKS math test results from the 2006-2007 school year and ongoing benchmarks to identify student needs.	TAKS Coordinator, Principal, Counselor, Teachers	X X X																																					
Schedule and conduct staff development for math teachers.	TAKS Coordinator, TLs, Teachers, Consultants	X X X X X X X X X																																					
Provide math tutoring during the day and after-school. Provide transportation for after-school tutoring.	Teachers, District Transportation	X X X X X X X X																																					
Continue vertical and horizontal alignment between grade levels, including special education and inclusion teachers. Organize meetings for teachers K-5 and 5-6 to continue vertical and horizontal alignment.	Teachers, Team leaders																																						
Teachers in Grades 3 through 6 will meet with Dr. Shirley Crook to discuss TAKS Math results and test-taking strategies. Teachers in Grades K-3 will meet with Aimee Evans to help meet	TAKS Coordinator, Dr. Crook, Aimee Evans	X X X X X X X X X																																					

Activity	Person(s) Responsible	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l
math goals.													
Integrate Math vocabulary and skills across the curriculum including Art, Music and PE.	Special Area Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Train parents in parent meeting how to use math manipulatives to help their children.	Teachers	X	X	X	X								
Students perform science experiments to reinforce math and science skills.	Teachers												
Students will gain mastery of math facts through classroom incentive/rewards plans in order to increase students' recall of math facts.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Assess, identify and provide intensive instruction for students at risk of failing the TAKS Math Test.	TAKS Crd., RTI, TLC, Counselor, Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Math Instruction should include problem solving and computation for 90 minutes a day. Utilize at least 15-30 minutes of this time for Target the Question problem of the day and Math TEKS Targets (Math Wall).	Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Utilize the current data from INOVA with testing information to follow student progress each year.	Teachers, TAKS Coordinator, RTI, TLC	X	X	X	X	X	X	X	X	X	X	X	X
Students will consistently use TAKS tools in Math and ICE tools in Science.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Utilize "BrainPop" to reinforce science concepts.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Use computer lab programs and internet websites involving student-centered learning of science and math TEKS/TAKS	Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Provide science teaching strategies with on-going staff development with district provided consultants.	Teachers, TAKS Coordinators	X	X	X	X	X	X	X	X	X	X	X	X
Encourage hands-on lessons in science by properly stocking the science lab.	Science committee, Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Students in 3rd-6th grades will submit individual and group	Teachers, Science						X	X	X	X			

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
projects in the school-wide science fair. Students in K-2 grades will submit class projects.	Committee												
Maintain trees, plants, etc. in the courtyard garden to reinforce math/science activities.	Teachers	X	X	X	X	X	X	X	X	X	X		

Goal 1 - Strategy 3 WRITING

Leader(s): None	Brief Description: Creedmoor Elementary will make measurable progress toward the requirement of the No Child Left Behind Act of 2001 that 100% of ALL Del Valle students are expected to pass the TAKS Writing test by 2013-2014.	Evaluation Benchmark:											
Leader Progress Report Dates: None													
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None											Amount \$0.00 <hr/> \$0.00
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	r	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Fourth Grade students who are at risk in Writing will attend a 6 week Saturday Writing Academy taught by 4th grade teachers or certified teacher/tutors.	Teachers						X	X					
Students in all grade levels, kindergarten through 6th grade, will write in journals or complete a writing activity daily.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Second through sixth grade students will write formal compositions to be graded according to the TAKS scale (1-4).	Teachers, Consultant	X	X	X	X	X	X	X	X	X	X	X	X
Students in grades 1 and 2 will work on writing complete sentences and developing elaborative writing skills.	Teachers	X	X	X	X	X	X	X	X	X	X	X	X
A writing component with emphasis on the following elements will be an essential part of every subject or course from K-6: • Students will write for varied purposes and audiences; • Students will organize ideas in a clear and logical manner;	Principal, TAKS Coor., Teachers	X	X	X	X	X	X	X	X	X	X	X	X

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
<ul style="list-style-type: none"> • Students will exhibit language control including mechanics, spelling, sentence structure, and usage; • Benchmark tests will be in place to assess and monitor progress in all writing objectives on the TAKS test.. 													
Grades 2-6 will be assessed in TAKS writing with essays scored by an outside evaluator.	Teachers, District LA Consultant				X	X					X		
Provide writing strategies with ongoing staff development with Susie Flatau.	Susie Flatau, Teachers	X	X	X	X	X	X	X	X	X	X		

Goal 1 - Strategy 4 SOCIAL STUDIES

<p>Leader(s): None</p> <p>Leader Progress Report Dates: None</p>	<p>Brief Description: The district will make measurable progress toward reaching exemplary status (>90% passing) for all African American, Hispanic, White, Asian American, Native American, Male, Female, Economically Disadvantaged, children with disabilities, and limited English proficient students on the TAKS SOCIAL STUDIES test.</p>	<p>Evaluation Benchmark:</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>													
<p>Activity</p>	<p>Person(s) Responsible</p>	<p>A u g</p>	<p>S e p</p>	<p>O c t</p>	<p>N o v</p>	<p>D e c</p>	<p>J a n</p>	<p>F e b</p>	<p>M a r</p>	<p>A p r</p>	<p>M a y</p>	<p>J u n</p>	<p>J u l</p>
<p>Students will conduct at least one research project in Social Studies during the year. (Primary grades optional)</p>	<p>Principal, Librarian, Teachers</p>	X	X	X	X	X	X	X	X	X	X	X	X
<p>Grade levels will follow TEKS based Social Studies instructional timelines. A special emphasis will be placed on integrating Social Studies into Language Arts.</p>	<p>Principal, Team Leaders</p>	X	X	X	X	X	X	X	X	X	X	X	X
<p>Expose students on a daily basis to social studies concepts within all subject areas.</p>	<p>Teachers, Principal</p>	X	X	X	X	X	X	X	X	X	X	X	X
<p>Use periodicals (such as National Geographic Explorer, Weekly Reader, Time for Kids, and Scholastic News) to provide additional reading opportunities with selections based on social studies concepts and skills</p>	<p>Classroom teachers, Librarian</p>	X	X	X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 6 DROPOUTS

<p>Leader(s): None</p> <p>Leader Progress Report Dates: None</p>	<p>Brief Description: Creedmoor Elementary's focus will result in ALL student groups making annual improvement toward exemplary status. The campus will support the district dropout rate will be 0%.</p>	<p>Evaluation Benchmark:</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 2: Creedmoor Elementary will promote involvement from parents and other community members in activities that support campus and district goals..

Correlates with:

District Goals			
6) Parents and Community			
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	3) Dropout Prevention	7) Student Performance	
NCLB/ESEA Goals and Indicators			
5) All Students will Graduate from High School			
Effective School Correlates			
7) Home-School Relations			
Title I - Schoolwide Programs			
6) Parental Involvement			

Strategies

Goal 2 - Strategy 1 PARENTS and COMMUNITY INVOLVEMENT

Leader(s): None Leader Progress Report Dates: None	Brief Description: The campus will promote involvement from parents and other community which has a positive impact on promoting student achievement.	Evaluation Benchmark:											
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00										
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Promote and support district and campus parent involvement events/activities with Campus & Grade level parent meetings, PTO meetings, Annual school events (Back to School Night, Carnival, Kinder graduation, grade level presentations	Principal, Staff, PTO, Community Liaison	X	X	X	X	X	X	X	X	X	X	X	X
Continue monthly campus newsletter in English & Spanish.	Principal, Liaison, Teachers	X	X	X	X	X	X	X	X	X	X	X	X
Parent education sessions on Gradespeed, website , check-in procedures, summer school & workroom.	Attendance Clerk, Community Liaison	X	X	X	X	X	X	X	X	X	X	X	X
Advertise and promote parent participation in PTO, CAT, DAT, and other school committees/activities.	Principal, Staff, PTO, Community Liaison	X	X	X	X	X	X	X	X	X	X	X	X
Support Partners-In-Education (PIE) Committee to Promote/Recruit parents. Use newsletters, flyers, District Digest and marquee to keep	Principal, Staff, PTO, Community Liaison	X	X	X	X	X	X	X	X	X	X	X	X

Activity	Person(s) Responsible	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l
parents informed. Visit local businesses, recognize volunteers/adopters at campus and at district level.													
Host & promote a "Career Day" using parents as a resource.	Principal, Counselors, Parents	X	X	X	X	X	X	X	X	X	X	X	X
Promote access to the school library and computer lab after school.	Community Liaison	X	X	X	X	X	X	X	X	X	X	X	X
Have a translator available at programs and performances to relate information in Spanish.	Community Liaison, Asst. Principal	X	X	X	X	X	X	X	X	X	X	X	X
Present School Report Card based on AEIS data during a PTO function.	Principal											X	
Host "Meet the Teacher" day before school starts.	All Staff	X											
Teachers will send postcards to prospective students, introducing themselves and welcoming them to school.	Teachers	X											

Goal 3: Creedmoor Elementary School will recruit and retain a highly motivated, competent staff through training and maintaining a positive working environment.

Correlates with:

District Goals			
4) Maintain Competent Staff			
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	2) LEP will become Proficient in English	3) Highly Qualified Staff	
Title I - Schoolwide Programs			
4) Professional Development	5) Professional Staff	8) Include Teachers in Decisions	

Strategies

Goal 3 - Strategy 1 RECRUIT and RETAIN HIGHLY MOTIVATED STAFF

Leader(s): None	Brief Description: The campus focus will be to recruit and retain a highly motivated, competent staff through training, effective evaluation process, and improvement in employees' job satisfaction.	Evaluation Benchmark:											
Leader Progress Report Dates: None													
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None										Amount \$0.00	
												\$0.00	
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Provide staff development and training opportunities for all campus personnel in all areas for the improvement of student academic achievement	Principal, CAT Team	X	X	X	X	X	X	X	X	X	X	X	X
Meet NCLB requirements for Professionals and Paraprofessionals	Director of Human Resource	X	X	X	X	X	X	X	X	X	X	X	X
Provide staff development opportunities that are related to specific job assignments.	Principal	X	X	X	X	X	X	X	X	X	X	X	X
Provide recognition of staff's accomplishments and efforts.	Principal, Asst. Principal	X	X	X	X	X	X	X	X	X	X	X	X
Highlight teacher's participation in professional organizations, presentations and achievements.	Principal	X	X	X	X	X	X	X	X	X	X	X	X
Encourage teachers to work with student teachers or mentor new teachers.	Principals, Team Leaders	X	X	X	X	X	X	X	X	X	X	X	X

Activity	Person(s) Responsible	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l
Attend local job fairs to recruit new faculty and staff.	Principal, Asst. Principal							X	X	X	X		
Grade level members attend interviews of prospective teachers.	Principal, Faculty	X	X	X	X	X	X	X	X	X	X		
Enhance staff morale by providing campus-wide communication that focuses on recognizing campus and individual achievements and contributions to reaching district goals.	Principal, Asst. Principal	X	X	X	X	X	X	X	X	X	X		

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

Correlates with:

District Goals		
2) Safe Healthy Environ	3) Maintain Disciplined Environment	5) Quality Facilities
NCLB/ESEA Goals and Indicators		
4) Safe, Drug Free Learning Environments		
Effective School Correlates		
1) Safe and Orderly Environment		
Title I - Schoolwide Programs		
9) Identify and Assist with Student Difficulties	10) Federal, State, and Local Programs	

Indicator: Attendance

Grade: All

Year	Current Performance	Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Rate	Year	Rate	Year
2006-07	96.6%	≥ 94%	2012-13	≥ 98.6%	2008

Strategies

Goal 4 - Strategy 1 HEALTH and SAFETY

Leader(s): None	Brief Description: The district will implement programs and activities that have a positive impact on health and safety.	Evaluation Benchmark:												
Leader Progress Report Dates: None														
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None											Amount \$0.00	
<hr/>														
Timeline														
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J	
		u	e	c	o	e	a	e	a	r	a	u	u	
		g	p	t	v	c	n	b	r	p	y	n	l	
Safe Environment: Maintain Campus Crisis Plan and train staff on emergency procedures	Principal, Asst. Principal, Crisis Team	X	X	X	X	X	X	X	X	X	X	X	X	
Acknowledge student academic and personal accomplishments and efforts. Recognize staff accomplishments and efforts.	Principal, Asst. Principal, Staff	X	X	X	X	X	X	X	X	X	X	X	X	
Establish safety and security procedures regarding check-in system and campus security cameras.	Princial, Assistant, Staff	X	X	X	X	X	X	X	X	X	X	X	X	
Staff will wear ID badges at all times while in the building. Anyone without a badge or visitor's pass shall be directed to the office.	All Staff	X	X	X	X	X	X	X	X	X	X	X	X	
Provide staff and students education to improve conflict resolution, positive discipline management, violence/bullying prevention strategies, and foster	Principal, Asst. Principal, Counselors, Teachers	X	X	X	X	X	X	X	X	X	X	X	X	

Activity	Person(s) Responsible	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l
self-responsibility in students.													

Goal 5: Creedmoor Elementary will work closely with adopters and parents to ensure daily attendance is 98% or higher.

Correlates with:

District Goals			
2) Safe Healthy Environ	3) Maintain Disciplined Environment	6) Parents and Community	
State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
1) Partnering Parents with Educators	2) Student Potential	3) Dropout Prevention	5) Prepare Students
7) Student Performance			
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards			
Effective School Correlates			
5) Opportunity to Learn and Student Time on Task	7) Home-School Relations		

Strategies

Goal 5 - Strategy 1 ATTENDANCE

Indicator: Attendance

Grade: All

Year	Current Performance	Desired Performance LONG TERM STATE OBJECTIVES		Desired Performance ANNUAL OBJECTIVES	
	Rate	Rate	Year	Rate	Year
2006-07	96.6%	≥ 94%	2012-13	≥ 98.6%	2008

Leader(s): None	Brief Description: The campus will focus on ALL student groups making annual improvement toward exemplary status. 98% average daily attendance will be acknowledged.	Evaluation Benchmark:											
Leader Progress Report Dates: None													
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None	Amount \$0.00 <hr/> \$0.00										
Timeline													
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
Determine causes of poor attendance at each campus and obtain suggestions from parents, students, staff, and school nurse and attendance clerk. Continue to address and monitor.	Asst. Principal	X	X	X	X	X	X	X	X	X	X	X	X

Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J
		u	e	c	o	e	a	e	a	p	a	u	u
		g	p	t	v	c	n	b	r	r	y	n	l
Inform parents, students and staff on the campus and district policies and procedures for attendance during first semester.	Asst. Principal	X	X	X	X	X							
Throughout the school year, campus attendance will be followed and monitored regularly with calls. District attendance will be followed and monitored regularly with letters automatically generated.	Attendance Clerk, Community Liaison	X	X	X	X	X	X	X	X	X	X	X	X
Emphasize and practice good health and safety practices at school.	Staff	X	X	X	X	X	X	X	X	X	X	X	X

Goal 6: The district shall maintain a technology infrastructure sufficient to support a growing district as measured by annual upgrades in compliance with the board approved annual technology plan.

Correlates with:

State Goals			
1) Performance - English	2) Performance - Mathematics	3) Performance - Science	4) Performance - Social Studies
State Objectives			
5) Prepare Students	7) Student Performance	9) Instructional Techniques	10) Technology
NCLB/ESEA Goals and Indicators			
1) Students will Reach High Standards	5) All Students will Graduate from High School		
Effective School Correlates			
6) Frequent Monitoring of Student Progress			
Title I - Schoolwide Programs			
2) Student Opportunities	3) Instructional		
E-Rate Goals			
1) Goals and Strategy for Using Technology			

Strategies

Goal 6 - Strategy 1 TECHNOLOGY

Leader(s): None	Brief Description: The campus will follow the DVISD technology plan based on the Texas STaR Chart.	Evaluation Benchmark:													
Leader Progress Report Dates: None															
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None											Amount \$0.00		
Timeline															
Activity	Person(s) Responsible	A	S	O	N	D	J	F	M	A	M	J	J		
		u	e	c	o	e	a	e	a	p	a	u	u		
		g	p	t	v	c	n	b	r	r	y	n	l		
Continue meetings of campus technology committee two per year with the purpose of ensuring technology infrastructure for student achievement and administrative needs. The campus technology committee focuses on: equipment needs, staff training, software, and technology needs.	Campus Technology Committee Chairperson	X	X	X	X	X	X	X	X	X	X	X			
Conduct an annual STaR technology survey to determine the technology needs and proficiencies of the campus.	Campus Technology Committee			X	X	X									
Using STaR Chart as a guide, Creedmoor will update the technology plan with a focus on student achievement and TAKS.	Campus Technology Committee	X	X	X	X	X	X	X	X	X	X				
Implement and follow district technology TEKS for PK-6 students utilizing Easy Tech.	Technology Assistant, Teachers	X	X	X	X	X	X	X	X	X	X				
Maintain and improve Campus Web page.	Campus technology assistant	X	X	X	X	X	X	X	X	X	X				

Activity	Person(s) Responsible	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l
Develop campus technology competency checklist aligned with the STaR Chart.	Technology Assistant	X	X	X	X	X	X	X	X	X	X	X	X
Offer periodic training for staff members in order that they can model exemplary use of technology via daily use in communications, grading, lesson plans.	Campus Technology Assistant, Librarian	X	X	X	X	X	X	X	X	X	X	X	X

APPENDIX I

CREEDMOOR CAMPUS ADVISORY TEAM PLAN IMPLEMENTATION AND DEVELOPMENT LOG NEEDS ASSESSMENT SUMMATIVE EVALUATION

2007-08 Creedmoor Campus Advisory Team				
Position	Name	Subject/Grade	Contact Information	Signature
Principal	Steve Ogle			
Assistant Principal	Guillermo Meza			
Classroom Teacher	Katie Bettes	Kindergarten		
Classroom Teacher	Beth Fisher	1st Grade		
Classroom Teacher	Claudia Puente	2nd Grade		
Classroom Teacher	Kathleen Diedrich	3rd Grade		
Classroom Teacher	Machel Higgins	4th Grade		
Classroom Teacher	Karen Campbell	5th Grade		
Classroom Teacher	Yvette Igiehon	6th Grade		
Non-Classroom Professional Staff	Karol Christena			
Classroom Teacher	Olivia Yancey	Music Teacher		
Community Representative	Anabel Martinez			
Non-Classroom Professional Staff	Lee Stanley			
Non-Classroom Professional Staff	Art Hinds			

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

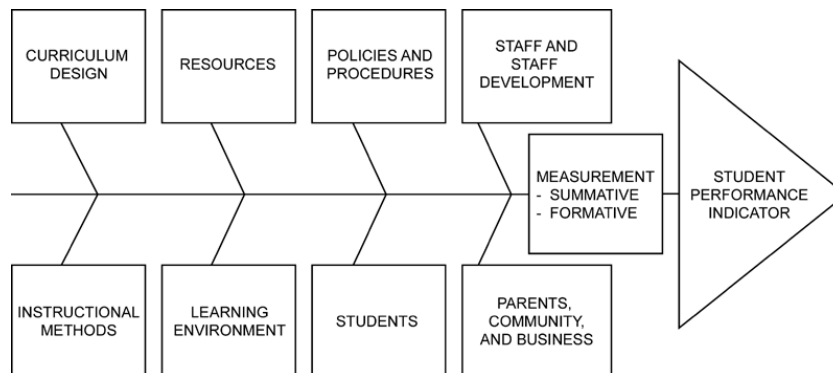
		Priority Rating	Satisfaction Rating
1	(AEIS) Percent of 6th grade students passing TAAS/TAKS MATH (Spanish version)	High	Med
2	(AEIS) Percent of 4th grade students passing TAAS/TAKS WRITING (Spanish version)	High	Med
3	Percent of students MASTERING TAAS/TAKS READING	High	Med
4	Percent of students MASTERING TAAS/TAKS MATH	High	Med
5	Percent of students MASTERING TAAS/TAKS WRITING	High	Med
6	Annual Student RETENTION RATES	Med	Med
7	DISCIPLINE REFERRAL RATES	Med	Med
8	(AEIS) Percent of 5th grade students passing TAAS/TAKS READING (Spanish version)	High	High
9	(AEIS) Percent of 5th grade students passing TAAS/TAKS MATH (Spanish version)	High	High
10	(AEIS) Percent of 6th grade students passing TAAS/TAKS READING (Spanish version)	High	High

Indicators Not 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 High School students completing and receiving credit for at least one ADVANCED ACADEMIC COURSE	NR	NR
10	(AEIS) Percent of High School students enrolled in ADVANCED ACADEMIC COURSES	NR	NR
11	Percent of examinees scoring 3 or higher on ADVANCED PLACEMENT EXAMS	NR	NR
12	Percent of High School students taking ADVANCED PLACEMENT EXAMS	NR	NR
13	Percent of total ADVANCED PLACEMENT EXAMS with scores of 3 or higher	NR	NR
14	Percent of students passing ENGLISH II EOC Examination	NR	NR
15	Percent of students passing UNITED STATES HISTORY EOC Examination	NR	NR
16	Percent of students passing BIOLOGY EOC Examination	NR	NR
17	Percent of students passing ALGEBRA I EOC Examination	NR	NR
18	Percent of students demonstrating master of selected TECHNOLOGICAL SKILLS	NR	NR
19	Percent of students demonstrating skills for creating and delivering a multi-media presentation	NR	NR
20	Percent of students able to validly respond in the world view of another culture given hypothetical situations	NR	NR
21	Percent passing REPORT CARD GRADES FOR MATH	NR	NR
22	Percent passing REPORT CARD GRADES FOR SCIENCE	NR	NR
23	Percent of students ENROLLED IN ADVANCED MATH AND SCIENCE	NR	NR
24	Percent of students ENROLLED IN CAREER AND TECHNOLOGY COURSES	NR	NR
25	Percent of students demonstrating good CITIZENSHIP SKILLS	NR	NR
26	Percent of students demonstrating ability to WORK PRODUCTIVELY IN A WORK TEAM	NR	NR
27	Percent of students demonstrating appropriate SELF-DISCIPLINE	NR	NR
28	Percent of students PARTICIPATING IN CAMPUS RECYCLING PROJECTS	NR	NR
29	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	84%
Projected Annual Objective for 2007-08	85.2%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: African American

Actual Performance for 2006-07	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: Economically Disadvantaged

Actual Performance for 2006-07	81%
Projected Annual Objective for 2007-08	82.8%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

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
<i>No Progress Rating Selected</i>	

Explanation of Performance

TAKS Math - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2006-07 76%
 Projected Annual Objective for 2007-08 78.8%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: African American

Actual Performance for 2006-07 63%
 Projected Annual Objective for 2007-08 68.4%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07 75%
 Projected Annual Objective for 2007-08 78%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

Analysis Group: Hispanic

Actual Performance for 2006-07 75%
 Projected Annual Objective for 2007-08 78%
 Actual Performance for 2007-08 NA
No Progress Rating Selected

Explanation of Performance

TAKS Writing - Grade: 4

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: Economically Disadvantaged

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

Explanation of Performance

TAKS Science - Grade: 5

Analysis Group: All Students

Actual Performance for 2006-07	62%
Projected Annual Objective for 2007-08	67.6%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Economically Disadvantaged

Actual Performance for 2006-07	57%
Projected Annual Objective for 2007-08	63.6%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

Analysis Group: Hispanic

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

Explanation of Performance

Attendance - Grade: All Grades

Analysis Group: All Students

Actual Performance for 2006-07	96.6%
Projected Annual Objective for 2007-08	98.6%
Actual Performance for 2007-08	NA
<i>No Progress Rating Selected</i>	

Explanation of Performance

APPENDIX II

DETAILED GOAL DEFINITIONS

OTHER REFERENCE MATERIALS

District Goals

Goal 1: Annual Improvement

Del Valle ISD's instructional focus of the district will result in all student groups making annual improvement toward exemplary status.

Goal 2: Safe Healthy Environ

Del Valle ISD will ensure efficient and effective operations from all departments and campuses including functioning in a fiscally responsible manner.

Goal 3: Maintain Disciplined Environment

Del Valle ISD will maintain a safe and disciplined environment for students, staff, and visitors on all school sites.

Goal 4: Maintain Competent Staff

Del Valle ISD will recruit, train and retain a highly motivated, professionally competent staff through training and an effective evaluation process.

Goal 5: Quality Facilities

Del Valle ISD will provide quality facilities that are welcoming and accommodating for all students and staff.

Goal 6: Parents and Community

6. Del Valle ISD will promote involvement from parents and other community members that has a positive impact on promoting student achievement.

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.